



Florida Department of Education Updates

Thursday, October 7, 2021
CIA/CSA/CWE Joint Council Meeting

<https://tccfl.zoom.us/j/98017464497?pwd=K2RXenFQRmZJT0UwOHJySXJnKzk4QT09>



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Agenda

- Chancellor Kathy Hebda Welcome
- Division of Florida Colleges
- Division of Career and Adult Education



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Division of Florida Colleges Agenda

- 2021 Legislative Updates (including Related Rules)
- Other State Board of Education Rules
- Reporting
- Florida Student Success Center

Division of Florida Colleges (DFC) Presenters

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DFC Implementation Guidance from 2021 Legislative Session – Academic and Student Affairs

- No Further Guidance Anticipated (Institutions responsible for implementation locally)
 - Right to Free Speech Activities
 - Fairness in Women’s Sports
 - Student Codes of Conduct
- Future Guidance (Anticipated spring 2022 and beyond)
 - Fee Exemptions - Students Experiencing Homelessness
 - Healthcare and Nursing Education Study
 - Intellectual Freedom and Viewpoint Diversity Survey
 - Mathematics Pathways
 - Alternative Methods
- Immediate Guidance (Anticipated fall 2021)
 - High School Equivalency Diploma
 - Civic Literacy
 - Associate in Science General Education

Right to Free Speech Activities (HB 233)

Summary: HB 233, Postsecondary Education, amended Section (s.) 1004.097, Florida Statutes (F.S.), to prohibit Florida College System (FCS) institutions from shielding students', faculty members' and staff members' access to, or observation of, ideas and opinions they may find uncomfortable, unwelcome, disagreeable or offensive.

Updates Since [July 2021 Memo](#):

- Florida Department of Education (FDOE) does not plan to issue further guidance.

Institutional Action Required:

- Institutions were advised to review the provisions related to free speech activities in consultation with their general counsels on implementation.

Fairness in Women's Sports (SB 1028)

Summary: SB 1028 created s. 1006.205, F.S., to maintain fairness for women as it relates to participation in interscholastic, intercollegiate, intramural or club athletic teams or sports.

Updates Since [July 2021 Memo](#):

- FDOE does not plan to issue further guidance.

Institutional Action Required:

- Institutions were advised to review their athletic teams or sports designations to ensure compliance with the provisions.

Student Codes of Conduct (HB 233)

Summary: HB 233, Postsecondary Education, amended s. 1006.60, F.S., to require FCS institutions to adopt codes of conduct and appropriate penalties for violations of codes for students and student organizations.

Updates Since [July 2021 Memo](#):

- FDOE does not plan to issue further guidance.

Institutional Action Required:

- Institutions were advised to review existing codes of conduct and procedures to determine if they met the criteria established by HB 233. If the current student code of conduct and procedures did not meet the criteria, institutions were advised to modify existing policies and procedures to comply.

Fee Exemptions - Students Experiencing Homelessness (SB 366)

Summary: SB 366 amended s. 1009.25, F.S., to grant the State Board of Education (SBE) the authority to adopt rules regarding documentation and procedures to implement the fee exemption for students experiencing homelessness.

Updates Since [July 2021 Memo](#):

The Division of Florida Colleges (DFC) is soliciting input from college stakeholders including registrars and homeless liaisons to inform rule development.

Institutional Action Required:

- Future action anticipated.

Healthcare and Nursing Education Study (HB 1507)

Summary: HB 1507, Workforce Related Programs and Services, modified s. 1004.015, F.S., to require the Florida Talent Development Council to coordinate, facilitate and communicate statewide efforts to meet needs for the healthcare workforce through a gap analysis and a trend study on nursing programs.

Updates Since [July 2021 Memo](#):

Gap analysis: The department is working with other state agencies to identify the data, methodology and timeline for the analysis.

- Nursing study: The department is working with other state agencies to identify what data are already available and what may need to be requested from institutions directly.

Institutional Action Required:

- Gap analysis: No action anticipated.
- Nursing study: Future action anticipated.

Intellectual Freedom and Viewpoint Diversity Survey (HB 233)

Summary: HB 233, Postsecondary Education, amended s. 1004.097, F.S., to require selection or creation of an annual survey of intellectual freedom and viewpoint diversity at institutions.

Updates Since [July 2021 Memo](#):

- The department is working to identify the instrument and a plan for survey dissemination.

Institutional Action Required:

- Future action anticipated.

Mathematics Pathways (SB 366)

Summary: SB 366 modified s. 1007.23, F.S., to require the Statewide Articulation Agreement to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors and careers.

Updates Since [July 2021 Memo](#):

- In collaboration with DFC, Office of Articulation, Division of Career and Adult Education (DCAE), and the Board of Governors (BOG), the Florida Student Success Center (Center) solicited membership for [the committee](#) that will identify the recommended pathways and course sequences.

Institutional Action Required:

- Future action anticipated.

Alternative Methods (SB 366)

Summary: SB 366 amended multiple Florida statutes to expand the mechanisms institutions may use to assess readiness for college-level work.

Updates Since [July 2021 Memo](#):

- The Center released the results from the ad hoc data collection.
 - [Findings from ad hoc data collection on alternative methods](#)
- DFC held a webinar on the process by which institutions could submit alternative methods for consideration by SBE on August 19, 2021.
 - [Webinar slide deck](#)
- Recommendations for alternative methods were due on September 8, 2021.
- Articulation issued a memo indicating that institutions wishing to use alternative methods for dual enrollment will need to modify articulation agreements.

Institutional Action Required:

- Institutions will be provided additional guidance once SBE takes action on the rule, which is expected in February 2022.

High School Equivalency Diploma (SB 366)

Summary: SB 366 amended s. 1007.263, F.S., revising the requirements for admission to associate degree programs.

Updates Since [July 2021 Memo](#):

- [DFC Memorandum 2021-09: Approval of New Rule 6A-10.0240, F.A.C., Minimum Standards for Out-of-State High School Equivalency Diplomas](#)
- [Implementation Questions and Answers](#)
- [Rule workshop recording](#)

Institutional Action Required:

- Each college should review the statutory and rule requirements and update their existing admissions policies and procedures to comply with the provisions. This may include updating institutional catalogs and websites, informing admissions advisors and modifying reporting mechanisms.

High School Graduation Code – DE 1008

Description:

Indicates the student's high school graduation status.

TABLE VALUES

A	Standard high school diploma was awarded (W06, W6A, W6B, W43, W52, W54, W55, W58, W59, W61, W62, W63, WFA, WFB, WFT, WFW, WRW, WWE, WWT, WWW, WXL, WXT, WXW, WCO, W60)
B	High school GED [®] was attained (W10, W45, WGA, WGD)
C	Home Education Program Affidavit
D	Certificate of Completion – Met all requirements except for <u>the state approved graduation test</u> <u>FCAT</u> (W08, W8A, W8C, <u>W44</u> , W53, W56)
K	Standard High School Diploma (Deferred Receipt) (WD1)
O	Other Diploma or Certificate of Completion (W07, W8B, W09, W27, W57, WPR)
<u>S</u>	<u>State-recognized high school equivalency diploma awarded by a state other than Florida to a student who earned a passing score on the High School Equivalency Test (HiSET[®]), the Test Assessing Secondary Completion (TASC[™]), the California High School Proficiency Exam, or a combination of GED[®], HiSET[®], and/or TASC[™].</u>
X	Unknown, not reported, or not applicable (e.g., student is still in secondary school, dropout)

NOTES:

1. *Diploma types for Florida high school graduates are defined and described, with corresponding Florida statutes or administrative code, at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>.*
2. *Certificate of Completion is described in section 1003.433(2)(b), Florida Statutes.*
- 2.3. *Rule 6A-10.0240, Florida Administrative Code defines the minimum standards for an Out-of-state High School Equivalency Diploma diploma types listed in value 'S'.*

Civic Literacy (SB 1108)

Summary: SB 1108 amended s. 1007.25, F.S., to require students initially entering an FCS institution in 2021-22 and thereafter to complete a course and pass an assessment to demonstrate competency in civic literacy.

Updates since [July 2021 Memo](#):

- DFC hosted a rule workshop on August 16, 2021.
 - [Draft rule language](#)
 - [Rule workshop slide deck, including FAQs](#)
 - [Rule workshop recording](#)
- Cambium hosted a Florida Civic Literacy Examination (FCLE) webinar on August 18, 2021.
 - [Webinar slide deck](#)
 - [Webinar recording](#)

Civic Literacy (SB 1108) Continued

Updates since [July 2021 Memo](#):

- Articulation [updated FASTER](#) on October 4, 2021, to include a new record on Interdistrict/Secondary Transcripts to capture student passage of the FCLE in high school.
- Articulation met with DFC and BOG staff to discuss updates to the Postsecondary Transcript in FASTER to capture new civic literacy requirements.
 - DFC Recommendation: Keep existing FASTER field for students under 2018-19 – 2020-21 catalog and add two new fields for students under 2021-22 catalogs and beyond (one field for course, one field for assessment).
- FDOE held FCLE webinar on October 5, 2021.
- DFC decided to sunset Data Element 1065 from the Student Database.
- SBE is scheduled to consider the rule amendment at its [October 20 meeting](#).

Civic Literacy (SB 1108) Continued

Institutional Action Required:

- Institutions were advised that associate in arts (A.A.) and baccalaureate students entering in fall 2021 could select their courses and assessments from those identified in the current rule.
- Institutions were advised about the anticipated inclusion of associate in science/associate in applied science (A.S./A.A.S.) students in 2022-23.
- Institutions will be provided additional guidance once SBE takes action on the rule; in the interim, institutions may review the FAQs provided during the rule workshop for technical assistance.
- Institutions will be provided additional guidance once the Office of Articulation produces a change document to capture the new postsecondary field in FASTER.

Proposed Rule Amendment

6A-10.02413 Civic Literacy Competency

(1) Prior to the award of an associate in arts or baccalaureate degree, first-time-in-college students entering a Florida College System institution between the 2018-19 to 2020-21 ~~in the 2018-19 school year, and thereafter school year, and thereafter,~~ must demonstrate competency in civic literacy through one of the following options prior to graduation:

(a) ~~(1)~~ Successfully passing either POSX041 American Government or AMHX020 Introductory Survey Since 1877. Each of the courses must include the following competencies:

1. ~~(a)~~ Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government;

2. ~~(b)~~ An understanding of the United States Constitution and its application;

3. ~~(c)~~ Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government; and

4. ~~(d)~~ An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

(b) ~~(2)~~ Achieving the standard score on one of the following assessments:

Assessment	Standard Score
AP Government and Politics: United States	3
AP United States History	4
CLEP: American Government	50

Proposed Rule Amendment (continued)

(2) Prior to the award of an associate in arts or baccalaureate degree, students initially entering a Florida College System institution in the 2021-22 school year, and thereafter, must demonstrate competency in civic literacy by completing paragraphs (a) and (b) prior to graduation:

(a) Successfully passing either POSX041 American Government or AMHX020 Introductory Survey Since 1877. Each of the courses must include the following competencies:

1. Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government;
2. An understanding of the United States Constitution and its application;
3. Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government; and
4. An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

(b) Achieving the standard score on one of the following assessments:

<u>Assessment</u>	<u>Standard Score</u>
<u>AP Government and Politics: United States</u>	<u>3</u>
<u>AP United States History</u>	<u>4</u>
<u>CLEP: American Government</u>	<u>50</u>
<u>Florida Civic Literacy Examination</u>	<u>60</u>

(3) Beginning with the 2021-22 school year, Florida College System institutions must ensure they provide opportunities for students to engage synchronously in political discussions and civil debates with multiple points of view and to master the ability to synthesize information that informs civic decision making.

(4) Beginning with the 2021-22 school year, credit received by examination under Rule 6A-10.024(8), F.A.C. for courses listed in paragraph (2)(a) will count toward meeting the course requirement.

(5) Beginning with the 2021-22 school year, students who earned a passing score on the Florida Civic Literacy Examination while in high school are exempt from the postsecondary civic literacy assessment requirement.

Civic Literacy Competency, DE 1065 - Deletion

Description:

Indicates whether a participant has demonstrated competency in civic literacy through successful completion of a civic literacy course or by achieving a passing score on an assessment. (§1007.25 (4), Florida Statutes) (Rule 6A-10.02413, FAC)

TABLE VALUES

Y	Has satisfied Civic Literacy Competency requirement
N	Has not Satisfied Civic Literacy Competency requirement
Z	Do not need to satisfy Civic Literacy Competency requirement

NOTES:

1. *Prior to graduating with an associate in arts or baccalaureate degree, first-time-in-college students initially entering a Florida College System institution in the fall semester of 2018, and thereafter, must demonstrate competency in civic literacy through one of the options set forth in Rule 6A-10.02413, Florida Administrative Code.*
2. *Clarification on which students are required to demonstrate civic literacy based on first-time-in-college status.*
 - (A) *Students who have no prior college credit and initially enter an FCS institution as first-time-in-college in fall 2018 or later must meet the civic literacy requirement.*
 - (B) *Students who began dual enrollment in the fall of 2018 or later must meet the civic literacy requirement.*

To Whom Does the Civic Literacy Requirement Apply?

For students entering in:	The civic literacy requirement applies to:	In the following programs:	These students must:
2018-19 – 2020-21	First-time-in-college students	A.A. Baccalaureate	Pass a course OR pass an assessment
2021-22	Students entering FCS under 2021-22 catalog year*	A.A. Baccalaureate	Pass a course AND pass an assessment
2022-23**	Students entering FCS 2022-23 catalog year	A.S. A.A.S.	Pass a course AND pass an assessment

* There is not a state requirement governing policy on catalog year in effect for returning students.

** The FDOE anticipates entering into rule development to add the civic literacy requirement as a condition of A.S. degree completion to coincide with general education changes from House Bill 1507.

FCLE Initial Development

- In 2018, the FDOE Office of Assessment worked with the BOG and the FCS to develop what is now known as the Florida Civic Literacy Examination (FCLE).
- FDOE partnered with the Lou Frey Institute (LFI) at the University of Central Florida (UCF) for content area and test development expertise.
- After working with LFI on item reviews and edits to address bias, accuracy and readability, FDOE worked with subject matter experts (SMEs) to review the items and conducted Bias and Sensitivity/Validation committee meetings.
- Following a final review by LFI, FDOE approved the initial FCLE.

Updates to the Florida Civic Literacy Examination

- In early 2021, the FDOE began the process to revise the FCLE and to take steps to increase test security.
- A review was conducted by 30 content experts representing faculty from FCS, State University System (SUS), LFI and the Bill of Rights Institute in July 2021.
- The revised version of the FCLE addresses the same content as the previous version, and is shorter, with 80 test items, rather than 100.
- The passing score is currently anticipated to remain 60%.

FCLE Competencies

- Test items for the FCLE are based on competencies that describe the content to be covered by a test.
- FCLE competencies cover the knowledge necessary to demonstrate the postsecondary requirement for civic literacy, as outlined in statute:
 - Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
 - An understanding of the United States Constitution and its application.
 - Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
 - An understanding of landmark Supreme Court cases, landmark legislation, landmark executive actions and their impact on law and society.

Cambium Assessment, Inc. (CAI) Test Platform for the FCLE

The use of the CAI test platform for the FCLE offers the following values of a singular platform for security and psychometrics:

- Consistency with state statute and best practices;
- Ability to maintain integrity of the test;
- Preservation of validity and test security; and
- Ability to collect and analyze student performance data.
 - Ensures representation of SUS and FCS student achievement.
 - Statewide aggregate performance provides insights not otherwise available through local test administrations.
 - Allows for setting performance standards, rather than relying solely on percent-correct to establish achievement expectations.

CAI Test Platform for the FCLE (continued)

- Additional benefits of a single test administration platform include:
 - Provides for field testing and replenishment of the test item bank.
 - Accommodations for students with disabilities are available.
 - The test is provided at no additional cost to FCS, SUS or students.
 - Institutions are free to determine if there are other costs to recover related to their own implementation, as is the case for some institutions currently using the original form.
 - Allows for remote proctoring options for different environments.

NOTE: The revised version may NOT be administered as an un-proctored test.

Test Preparation and Study Guides

- All of the preparation material available for the current form applies to the newer form. Such materials can be accessed at the [Postsecondary Civics Literacy](#) page on the FDOE website.
- FDOE will be working internally and with partners in the field to produce and publish additional study materials.
- Study materials will be validated by SMEs external to FDOE, will align to the competencies and will be at the same level of rigor and complexity of the items seen by examinees.

A.S. General Education Core Courses (HB 1507)

Summary: HB 1507 modifies 1007.25, F.S., to amend the general education degree requirements.

Updates Since: [July 2021 Memo](#)

- The Office of Articulation hosted a rule workshop on August 3, 2021, to amend Rule 6A-14.0303 FAC, to include students entering a technical degree education program.
- Rule 6A-14.0303, FAC, currently outlines the general education core course options for students completing an A.A. or baccalaureate degree at an FCS or SUS institution.

Institutional Action Required: Beginning in the 2022-2023 academic year and thereafter, students entering a technical degree education program as defined in s. 1004.02(13), F.S., must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded.

Proposed Rule Language

6A-14.0303 General Education Core Course Options.

(1) Prior to the award of an associate in arts or baccalaureate degree, first-time-in-college students entering a Florida College System institution in the Fall Term, 2015, and thereafter must complete at least one (1) course from each of the general education subject areas listed in this section. Beginning in the 2022-23 academic year and thereafter, students entering associate in arts, associate in science or associate in applied science, or baccalaureate degree programs must complete at least one (1) course from each of the general education subject areas listed in this section prior to the awarding of their degree.



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State Board of Education Rules

6A-14.092, Textbook Affordability (Amendment)

- 2008 – Section (s.) 1004.085, F.S., established requirements regarding the textbook and instructional materials adoption process at public colleges and universities in Florida.
- 2009 – The SBE approved Rule 6A-14.092, Florida Administrative Code (F.A.C.), to implement the statute.
- 2016 – An update to the law went into effect requiring colleges to expand efforts to reduce the cost of textbooks and instructional materials.
- 2019 – DFC requested a consulting engagement with the FDOE Inspector General (IG) as a result of Auditor General’s (AG) findings.

Proposed Rule Amendment (continued)

6A-14.092 Textbook Affordability.

Pursuant to Section 1004.085, F.S., institutions within the Florida College System through the Chief Academic Officer or designee(s) shall:

~~(1) Adopt textbooks and instructional materials no later than seventy-five (75) days prior to the first day of classes for 95% of sections. No later than seventy-five (75) days prior to the first day of classes, colleges shall share a list of adopted textbooks and instructional materials with bookstores to allow sufficient lead time to bookstores to work with publishers so as to confirm availability of the requested materials and to ensure maximum availability of used books. Where courses are added after this seventy-five (75) day deadline, textbooks for such courses shall be adopted as soon as is feasible to ensure sufficient lead time. Monitor and confirm compliance with Section 1004.085(5), F.S., which requires that required and recommended textbooks and instructional materials are published at least forty-five (45) days before the first day of class for each term for at least 95 percent of all scheduled course sections. Sections where no textbook is required or no-cost open educational resources are used are subject to the forty-five (45) day notification requirement. Exceptions to this requirement are as follows:~~

- ~~(a) The originally adopted textbook or instructional material is no longer available;~~
- ~~(b) A faculty member is hired or assigned to teach the course section after the forty-five (45) day notification deadline;~~
- ~~(c) The course section is added after the forty-five (45) day notification deadline;~~
- ~~(d) The instructional modality of the course section changes after the forty-five (45) day notification deadline;~~
- ~~(e) The course is continuing workforce education; and~~
- ~~(f) Other exceptions which are reviewed on a case-by-case basis and subject to approval by the Chief Academic Officer or designee(s).~~

(2) Ensure that pursuant to Section 1004.085(6), F.S., for those classes added after the forty-five (45) day notification deadline, ~~institutions shall post~~ textbook information is posted on their websites immediately as such information becomes available.

Proposed Rule Amendment (continued)

(3) Select textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering, in addition to those items listed in Section 1004.085(76)(g), F.S.:

(a) The length of time that textbooks and instructional materials remain in use, prioritizing textbooks and instructional materials that will remain in use for a minimum of three (3) years.

(b) Course-wide adoption, specifically for high-enrollment general education courses.

(4) Identify a process to ensure publishers provide a description of the content revisions made between the current edition and a proposed new edition of required textbook and instructional materials.

(5) ~~The board of trustees of each Florida College System institution shall report~~ Report by September 30 of each year to the Chancellor of the Florida College System, in a format determined by the Chancellor, the following:

(a) ~~The textbook and instructional materials selection process for general education courses with a wide cost variance and high-enrollment courses; course sections with no cost shall not be included in the examination of cost variance between different sections of the same course.~~

(b) Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;

(c) Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections forty-five (45) days before the first day of class;

(d) The number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year, identifying those related to exceptions provided under subsection (2); and

(e) Any additional information requested by the Chancellor.

Textbook Affordability Next Steps

- October 2021 – DFC to provide update to FCS Councils.
- October 2021 – SBE consideration of rule revision (anticipated).
- November 2021 – DFC to host technical assistance webinar.
- Summer 2022 – FDOE disseminates new template for textbook affordability reporting.

6A-14.058 – Athletics

- **Purpose/Effect:** This rule specifies that FCS institutions are prohibited from offering intercollegiate football.
- **Why Considered for Repeal:** No specific authority for rulemaking.
- **Effect of Repeal:** FCS institutions may continue to offer intercollegiate athletics at the discretion of their District Boards of Trustees under s. 1001.64(8), F.S. Repeal scheduled for October 20, 2021.

6A-14.0491 – Instructional Personnel – Availability to Students

- **Purpose/Effect:** This rule specifies that each FCS institution is required to establish a policy on the availability of instructional personnel to students.
- **Why Considered for Repeal:** No specific authority for rulemaking.
- **Effect of Repeal:** District Boards of Trustees may establish institutional policies related to instructional personnel availability, pursuant to s. 1001.64(18), F.S. Repeal scheduled for October 20, 2021.

Next Steps for October Rules

- October 2021 – FDOE will provide update to FCS Councils.
- October 2021 – SBE will consider rules.
- November 2021 – FDOE will issue technical assistance memo(s) upon rule adoption that outline clear next steps for institutions.

Future Repeal: 6A-14.0302 – Military Service

- **Purpose/Effect:** This rule specifies procedures that FCS institutions must follow relating to credit for prior military experience, courses and training. It also references priority course registration for veterans.
- **Why Considered for Repeal:** House Bill 171 (2020) created a requirement for the uniform awarding of credit. SBE will adopt a new rule governing military credit and an equivalency list that all institutions must use. This new rule, which also applies to career centers and state universities, will replace Rule 6A-14.0302, FAC.
- **Effect of Repeal/Replacement:** FCS institutions will be required to amend local policies and procedures to comply with the new rule (anticipated February 2022). The priority course registration is still required pursuant to s. 1004.075, F.S.

Possible Future Repeal: 6A-14.0301 – Withdrawal and Forgiveness

- **Purpose/Effect:** This rule specifies procedures that FCS institutions must follow relating to student withdrawal, grade forgiveness, total attempts and exceptions.
- **Why Considered for Repeal:** Reviewing the specific authority for rulemaking.
- **Effect of Repeal:** District Boards of Trustees may establish institutional policies related to withdrawal and forgiveness pursuant to s. 1001.64(8), F.S. Institutions should be mindful of ss. 1009.28-1009.285, F.S., regarding fees for repeat course enrollment. Anticipated repeal, spring 2022.

Rule Implementation Webinar

- Tuesday, November 9, 2021
- 3:00 - 5:00 p.m. EDT
- Register for the webinar
at <https://attendee.gotowebinar.com/register/8280444477088431632>
- Topics:
 - General Education Core Courses
 - Civic Literacy Competency
 - Textbook Affordability
 - Rule Repeals



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Reporting Updates

Data Elements 4065, 4070, and 4080 (PDB)

- All three of these data elements changes are being proposed to Florida Department of Education data governance.
 - DE 4065 Instructional Delivery Method – Modification of table values
 - DE 4070 Technology Delivery Indicator – Deletion of data element
 - DE 4080 Programming Method – Addition to PDB
- Changes go into effect for summer 2022 term.

Instructional Delivery Method, DE 4065 - Modification

Data Element 4065

Instructional Delivery Method

Characteristics

Length: 2
 Data Type: Alphanumeric
 Physical Description: X(2)
 Record Type(s): 4
 Last Modified: 04/24/201902/18/2021

Data Element is used in the Following Reports:

- Comparative Frequency
- Exceptions

Description:

A classification of a course based on the delivery of direct instruction.

TABLE VALUES

- C** Classroom (Face-to-Face). Less than 30% of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is a requirement for students in a classroom (face-to-face) course section to attend classes regularly in a physical location. This instructional method includes courses with technology-delivered components, such as online syllabi and online lecture notes, that supplement face-to-face instruction. ~~On-Campus Instruction. Face-to-face instruction where students are expected to attend classes regularly.~~
- HB** Hybrid. 30-79% of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is a requirement for students in a hybrid course section to attend some classes in a physical location. ~~Hybrid-Blend. 30-79% of the direct instruction of the course is facilitated and delivered using technology, where the student and instructor are separated by time, space, or both.~~
- D** Distance Learning (Online). 80% or more of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is no requirement for students in a distance learning course section to attend classes in a physical location. ~~Distance Learning. 80% or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both.~~
- FL** Hybrid—Flexible. A hybrid—flexible course section makes all course content available for both classroom (face-to-face) and distance learning (online) experiences. Students in a hybrid—flexible course section may choose to participate using face-to-face methods, online methods, or a combination of both methods based on preference

Instructional Delivery Method, DE 4065 - Modification

NOTES:

1. Pursuant to 34 CFR Part 600, technology to deliver distance learning includes: internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or other media.
2. For each course section, report the corresponding Programming Method (Personnel Database DE 4080) to denote if the section is delivered synchronously, asynchronously, or via a combination of synchronous and asynchronous instruction.
Classroom instruction represents less than 30% of the course is facilitated and delivered using technology where the student and instructor are separated by time, space or both.

Edit:

4065_1	Instructional Delivery Method (DE 4065) missing or invalid	Critical
4065_2	<u>Instructional Delivery Method (DE 4065) = C and Programming Method (DE 4080) = A</u>	<u>Informational</u>
4065_3	<u>Instructional Delivery Method (DE 4065) = HB and Programming Method (DE 4080) not = C</u>	<u>Informational</u>
4065_4	<u>Instructional Delivery Method (DE 4065) = FL and Programming Method (DE 4080) not = C</u>	<u>Informational</u>
4070_2	Technology Delivery Indicator (DE 4070) NE N and Instructional Delivery Method (DE 4065) = C	Informational
4070_3	Technology Delivery Indicator (DE 4070) EQ N and Instructional Delivery Method (DE 4065) IN (HB, D)	Informational

Technology Delivery Indicator, DE 4070 - Deletion

Description:

An indicator of the type of technology that is being used by the instructor instead of face-to-face contact.

TABLE VALUES

- | | |
|---|--|
| M | Materials/Correspondence. Primarily print-based materials for checkout or mail-out, which may be packaged with other materials including courses would fall into this category. |
| I | Internet-based. Internet-based courses may use a blend of technology CD-ROM, DVD, and video tapes, and are not tele- courses. Correspondence formats, but the primary distinguishing characteristic is that these courses are primarily delivered using a learning management system. |
| L | Lecture Capture. Describes the use of technology that allows instructors to record what happens in their classrooms and make it available digitally. In its simplest form, lecture capture might be an audio recording made with an iPod; alternatively, the term might refer to a software capture program that records full motion video, or cursor movement, typing, or other on-screen activity. |
| W | Web conferencing, videoconferencing, compressed video. Instruction is delivered by two way audio and video that is synchronous and interactive between two or more locations. In this mode, students and instructors are not in the same place. |
| V | Video. Pre-recorded courses which have been licensed or locally produced and are delivered asynchronously. Course videos may be checked out, broadcast, or delivered via the internet. |
| H | Mixed Delivery. Those courses using a combination of technology. For example, a course requiring 40% class attendance, 30% Web, and 30% TV. |
| N | None. |

Programming Method, DE 4080 - Addition

Data Element 4080

Programming Method

Characteristics

Length: 1
Data Type: Alphanumeric
Physical Description: X(1)
Record Type(s): 4
Last Modified: 02/18/2021

Data Element is used in the Following Reports:

[☐ Exceptions](#)

Description:

Indicates whether the course is delivered is synchronous, asynchronous or both.

TABLE VALUES

S Synchronous. Instructors and students gather at the same time and interact in “real time” with a very short or “near-real time” exchange between instructors and students. Required to take place on a specific day and time.

A Asynchronous. Instructors prepare course materials for students in advance of students’ access. Students may access the course materials at a time of their choosing. Not required to take place on a specific day and time.

C A combination of synchronous and asynchronous.

Edit:

<u>4080 1</u>	<u>Programming Method (DE 4080) missing or invalid</u>	<u>Critical</u>
<u>4065 2</u>	<u>Instructional Delivery Method (DE 4065) = C and Programming Method (DE 4080) = A</u>	<u>Informational</u>
<u>4065 3</u>	<u>Instructional Delivery Method (DE 4065) = HB and Programming Method (DE 4080) not = C</u>	<u>Informational</u>
<u>4065 4</u>	<u>Instructional Delivery Method (DE 4065) = FL and Programming Method (DE 4080) not = C</u>	<u>Informational</u>

Reverse Transfer Code, Data Element 2122 (SDB)

Data Element 2122

Reverse Transfer Code

Characteristics

Length:	1
Data Type:	Alphanumeric
Physical Description:	X (1)
Record Type(s):	5
Last Modified:	03/25/2021

Data Element is used in the Following Reports:

- Exceptions

Description:

Identifies whether or not the Florida College System institution awarded the student an associate in arts (AA) degree under the statewide reverse transfer articulation agreement established in section § 1007.23, Florida Statutes.

TABLE VALUES

A	The AA was earned through standard means. The AA was not earned through the Statewide Reverse Transfer Articulation Agreement.
B	The AA was earned under the Statewide Reverse Transfer Articulation Agreement.
Z	Not applicable, the degree earned was not an AA.

Program of Study – Level, DE 2005

Code determined by the institution to describe the student's program of study level.

TABLE VALUES

0	Associate in Arts (AA) Degree	(Rule 6A-14.030(3), FAC)
1	Associate in Science (AS) Degree	(Rule 6A-14.030(4), FAC)
2	Career Certificate (Career Certificate Program)	(Rule 6A-14.030(10), FAC)
3	Awaiting Limited Access Program	
4	General Freshman	
5	Employment Related (Career Exploration or Job Upgrade)	
6	Other Personal Objectives	
7	Linkage	
8	Associate in Science Certificate (College Credit Certificate (CCC) Program)	(Rule 6A-14.030(6), FAC)
9	Adult High School Diploma	(Rule 6A-14.030(12), FAC)
A	Associate in Applied Science (AAS) Degree	
B	Adult General (Except Adult High School Diploma and GED)	
C	Baccalaureate Degree	
D	Applied Technology Diploma (ATD)	
E	BS– Transitional	
F	Educator Preparation Institute (EPI) Certificate	
G	GED	
H	Upper Level Non-Degree seeker	
I	Certificate of Professional Preparation (CPP)	
P	Apprenticeship Program	
T	Advanced Technical Certificate (ATC)	
Z	Not Applicable	

Financial Aid Award Type, DE 3208

Indicates the specific type of financial aid that has been awarded the student.

TABLE VALUES

GRANTS *(Money in this category does not have to be repaid)*

- 101 **Grant, Federal, PELL.** Federal entitlement need based funds afforded to under-graduate students to defray educational expenses (Federally funded).
- 102 **Grant, Federal, SEOG.** Supplemental Educational Opportunity Grant - an award of federal funds afforded to undergraduates by the institution to defray educational expenses (Federally funded).
- 104 **Grant, Federal, Other.** Include all other federal grants not included in 101, 102, 111, 112, 113, i.e. Bureau of Indian Affairs Grants, etc. (Federally funded).
- 105 **Grant, State, FPSAG.** Florida Public Student Assistance Grant - state monies awarded based on need, to undergraduates to defray educational expenses (State funded) (FS S.1009.50).
- 106 **Grant, State, Sources.** Money afforded to students from other state aid programs not otherwise identified to defray educational expenses (State funded).
- 107 **Grant, State, FPPCESAGP.** Florida Public Postsecondary Career Education Student Assistance Grant – state monies awarded based on need, to certificate-seeking students enrolled at least half-time in a public career certificate program that consists of 450 or more clock hours offered by a community college (State funded) (FS S. 1009.505)
- 108 **Grant, Institutional.** Money afforded to students by the college to defray educational expenses (Institutionally funded).
- 109 **Grant, Private.** Money afforded to students from various segments of the private sector to defray educational expenses (Privately funded).
- 110 **Grant, All Other.** Money afforded to students, from sources other than PELL, SEOG, ACG, SMART, Vocational Rehabilitation, state, private or institutional, including out-of-state sources, to defray educational expenses (other funding, i.e. county, municipality).
- 111 **Grant, Federal, Academic Competitiveness (ACG).** An award of federal funds afforded to Full-Time students eligible for Federal PELL grants, in their first or second academic year, and who has completed a rigorous secondary program of study.
- 112 **Grant, Federal, Science and Mathematics Access to Retain Talent (SMART).** An award of federal funds afforded to Full-Time students eligible for Federal PELL grants, in their third or fourth academic year, and who is majoring in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language.
- 113 **Grant, Federal, Teacher Education Assistance for College and Higher Education (TEACH).** Grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.
- 114 **Grant, Federal, Post 9/11 GI Bill.** Funds awarded to veterans, or spouse or dependent who served a minimum of 90 days in the armed services beginning on or after September 11, 2001. Funds are capped at the amount charged to full-time undergraduate students at the most expensive public institution and vary by length of service. Only the Tuition and Fees will be reported because that is the only payment sent to the college.
- 115 **Grant, State, Open Door Grant Program.** [An award of funds to students participating in eligible integrated education and training programs and noncredit industry certification preparation, clock hour career certificate programs, or for credit short-term career and technical education programs that result in the award of credentials identified under s. 445.004\(4\). \(FS S. 1009.895\)](#)

General Education Digital Credential, DE 2123

Description:

Indicates the student has been issued a digital credential under section 1007.25, F.S. associated with completion of general education core courses that demonstrate career readiness. Florida College System institutions and state universities became required to issue and accept the digital credential for students initially entering in 2022-2023 and thereafter.

TABLE VALUES

A	Student was issued digital credential
Z	Not Applicable

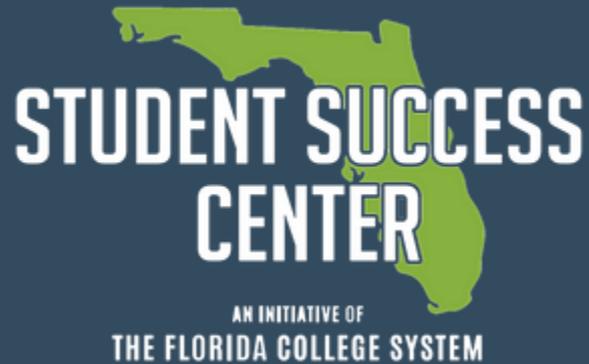
NOTES:

1. *General education core courses are identified in State Board of Education Rule 6A-14.0303, F.A.C.*
2. *General education core courses became a requirement for associate in arts and baccalaureate first-time-in-college students entering a Florida College System institution in the Fall Term 2015, and thereafter.*
3. *General education core courses became a requirement for associate in science/associate in applied science students entering their program in 2022-23 and thereafter.*
4. *Edits 2123_1, 2123_2, 2123_3, 2123_4, and 2123_5 will become critical starting with the 2023-24 Summer (1E) submission.*

Reporting Calendar Updates

Date	Report Name	Legal Reference
12/15/2021	Concurrent- and Joint-Use Partnerships	
3/1/2022	Collegiate High School Programs/Charter School Data Update Request	s. 1007.273, F.S.
4/29/2022	Annual Baccalaureate Accountability Reports	1007.33, F.S.
4/29/2022	College Annual Equity Update	ss. 1000.05, 1006.71, 1012.83, F.S.
5/13/2022	Required Annual Calendar	Rule 6A-10.019, FAC

The 2021-22 Chart of Reports published on Community College & Technical Center Management Information Systems (CCTCMIS) Reports Coordinator Resources will have additional reporting calendar updates.



Florida Student Success Center

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Future of the Center

- The primary goals and objectives for the next iteration of the center's activities continue to fall within the five pillars that have guided the center's work since its inception: convening and engagement, student success strategy alignment and coherence, data use to guide priorities and investments, research and knowledge management and policy development and advocacy.
- Specific areas of focus for the center going forward are guided pathways, mathematics reform, equity, dual enrollment, transfer and workforce.
 - Mathematics pathways implementation
 - Annual guided pathways cohorts
 - Research partnerships

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Reminder: If you or staff need to be added or removed from any FDOE-managed listserv, contact any staff member or FCSInfo@fldoe.org.



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Q&A



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Division of Career and Adult Education

Legislative Update – Elizabeth Moya, Assistant Vice Chancellor
Articulation & Career Education Policy

Open Door Grant Update – Tara Goodman, Vice Chancellor

Credentials of Value & CTE Audit – Keith Richard, Statewide Director of
CTE Quality

CTE and Apprenticeship Updates – Kathleen Taylor, Bureau Chief

Implementation Guidance from 2021 Legislative Session

- No Further Guidance Anticipated (Institutions responsible for implementation locally)
 - Preemption of Occupational Licensing
 - Student Career Services
- Future Guidance (Anticipated spring 2022 and beyond)
 - Workers' Compensation for Minors in Work Based Learning
 - Career Readiness Digital Credentials
 - Credentials of Value and Return Value Formula
- Immediate Guidance (Anticipated fall 2021)
 - Dual Enrollment Scholarship Program
 - Open Door Grant Program
 - Money Back Guarantee

Preemption of Occupational Licensing

Summary: HB 735 created s. 163.211, F.S., to preempt the licensing of occupations to the state and prohibit local governments from imposing or modifying license requirements.

Updates Since [July 2021 Memo](#)

- FDOE does not plan to issue further guidance.

Institutional Action Required:

- Institutions were advised licensed program curriculums may need to be reviewed to ensure compliance with this change.

Student Career Services

Summary: HB 1507 created s. 1006.75. F.S., to require each FCS institution and career center ensure their respective student career centers prepare students for employment. Institutions must, to the extent possible, use state career planning resources to assist students with:

- Career exploration and identification;
- Distinguishing in-demand jobs and the expected earnings;
- Understanding specific job skills and credentials;
- Discovering on-the-job experience opportunities; and
- Creating digital resumes.

Updates Since [July 2021 Memo](#):

- FDOE does not plan to issue further guidance.

Institutional Action Required:

- Institutions were advised to review the new requirements to ensure their current student career centers offer the mandatory resources and to the extent state resources can assist.

Money Back Guarantee

Summary: HB 1507 created s. 1011.803, F.S., to require each school district and FCS institution create a money-back guarantee program that will refund tuition to students who are unable to find employment in their field of study within six months of completion of certain workforce education programs.

Updates Since [July 2021 Memo](#):

- FDOE plans to issue further guidance after the convening of the Labor Market Estimating Conference.

Institutional Action Required:

- Future action anticipated. By July 1, 2022, each institution must notify SBE of the money back guarantee programs they offer and include information about these programs on their respective website(s).

Workers' Compensation for Minors in Work Based Learning

Summary: SB 366 created s. 446.54 F.S., to reimburse employers, including school districts and FCS institutions, the workers' compensation insurance premium for students in paid work-based learning opportunities. The bill specifies that the institution is considered an employer when the student is 18 years or younger and providing unpaid services under a work-based learning opportunity.

Updates Since [July 2021 Memo](#):

- The department is working on the implementation of this reimbursement program. Rule development is tentatively set for December 2021.

Institutional Action Required:

- Future action anticipated.

Career Readiness Digital Credentials

Summary: HB 1507 modified s. 1007.25, F.S., to require public postsecondary institutions award students a nationally recognized digital credential upon completion of general education core courses that demonstrate career readiness, beginning with students who initially enter a postsecondary institution in the 2022-2023 academic year.

Updates Since [July 2021 Memo](#):

- The FDOE, in partnership with BOG, is developing guidance and an implementation plan and will communicate with colleges once information is available.

Institutional Action Required:

- Future action anticipated.

Dual Enrollment Scholarship Program

Summary: SB 52 created s. 1009.30, F.S., and established the Dual Enrollment Scholarship Program.

- Allows eligible postsecondary institutions to seek reimbursement for tuition and instructional materials for secondary public, private and home education students participating in the dual enrollment program.
- Reimbursement for private and home education student participation in dual enrollment in the fall or spring terms beginning in fall 2021.
- Reimbursement for summer dual enrollment for public, private and home education students begins in summer 2022.

Updates Since: [July 2021 Memo](#):

- The Office of Articulation hosted a rule workshop on August 18, 2021, to develop rules for the administration of the scholarship program.
- Proposed new rule 6A – 20.0282 establishes the Dual Enrollment Scholarship Program.

Institutional Action Required:

- Future action anticipated. Postsecondary institutions seeking reimbursement will need to amend their current [agreements](#).

Proposed New Rule

6A-20.0282 Dual Enrollment Scholarship Program

(1) Purpose. The purpose of this rule is to set forth criteria and reporting requirements for the Dual Enrollment Scholarship Program, which provides eligible postsecondary institutions with reimbursement for tuition and instructional materials costs for dual enrollment students.

(2) Definitions.

(a) “Department” means the Florida Department of Education.

(b) “Eligible institution” means a Florida College System institution; State University System institution; a district-sponsored career center established under Section 1001.44, F.S.; or, an independent postsecondary institution eligible for participation in dual enrollment under Section 1011.62(1)(i), F.S.

(c) “Eligible student” means a secondary public, private, or home education student who meets all requirements for dual enrollment, as provided in Section 1007.271, F.S.

(d) “Home education articulation agreement template” means a standardized home education articulation agreement that is signed by home education students participating in dual enrollment pursuant to Section 1007.271(13)(a)3., F.S.

(e) “Instructional materials” means educational materials for use within a postsecondary course, which may be available in printed or digital format, and includes fees for digital access codes.

Proposed New Rule (continued)

(3) Institutional Eligibility.

(a) For dual enrollment courses taken by public school and private school students, eligible institutions must submit an articulation agreement with the school district or private school, as applicable, which meets the requirements of Section 1007.271, F.S.

(b) For dual enrollment courses taken by home education students, eligible institutions must submit a home education articulation agreement template which meets the requirements of Section 1007.271, F.S.

(c) Institutions may apply for reimbursement for tuition and instructional materials costs for courses eligible for dual enrollment under Section 1007.271(1) and (2), F.S., taken by eligible students during the following terms:

1. For private school and home education students, postsecondary institutions may seek reimbursement for dual enrollment courses taken in Fall, Spring, or Summer terms beginning in Fall 2021.

2. For public school students, postsecondary institutions may seek reimbursement for dual enrollment courses taken during the Summer term, beginning in Summer 2022.

(d) Eligible institutions must submit the institutional application for state aid funds in accordance with Rule 6A-20.002(1)(j), F.A.C.

Proposed New Rule (continued)

(4) Reporting.

(a) For each student enrolled in a dual enrollment course for which an eligible postsecondary institution is seeking reimbursement of tuition and instructional materials costs, the institution must report the following information to the Department's Office of Student Financial Assistance via the Disbursement Eligibility Report (DER) tool, available at <https://www.floridastudentfinancialaidsg.org/>.

1. Unique student identifier (school identification number, social security number, or other identifier used by the postsecondary institution);
2. First name, last name, and middle initial;
3. Date of birth;
4. Gender;
5. Ethnicity;
6. Student type (private, home education, or public school);
7. District where student attends school;
8. School name and Master School Identification Number (MSID), as provided in Rule 6A-1.0016, F.A.C., where the student attends school;
9. Postsecondary institution where the student is enrolled in dual enrollment;
10. Postsecondary course name, course number, and credit value for each dual-enrollment course for which reimbursement is sought; and,
11. Amount of requested reimbursement for instructional materials.

(5) Non-reimbursed tuition, fees, or other costs related to dual enrollment may not be charged to or passed along to students.

Dual Enrollment Scholarship Program Implementation

- The SBE is expected to adopt Rule 6A-20.0282, FAC.
- [Statewide guidance](#) regarding the implementation was sent to institutions on September 28, 2021.
 - Postsecondary institutions seeking reimbursement for dual enrollment tuition and instructional materials costs for participating students will be required to submit information to the Office of Student Financial Assistance (OSFA) through the Disbursement Eligibility Report (DER) by March 15, 2022, for eligible private and home education student fall and spring enrollments.
 - Public, private and home education student summer enrollments should be reported through the DER by July 15, 2022.

Dual Enrollment Scholarship Program Implementation

- Postsecondary institution requesting reimbursement are required to submit:
 - Student type: private, home or public school (for summer term only);
 - District and/or high school name where the student is enrolled;
 - Course ID, Course Name and credit value for each course taken by students through dual enrollment for which the postsecondary institution is requesting reimbursement; and
 - Reimbursement amount of tuition and instructional materials.
- In order to submit a request for reimbursement, postsecondary institutions will be required to have an approved private school Dual Enrollment Articulation Agreement (DEAA) with each school for which they intend to seek reimbursement or a home education student DEAA template, on file with the Office of Articulation.

Dual Enrollment Scholarship Program Implementation

Eligible postsecondary institutions that intend to seek reimbursement for **private and/or home education** dual enrollment students should do the following:

- Update or amend any DEAAs with private secondary schools to include a statement indicating that the postsecondary institution will seek reimbursement for the tuition and instructional materials costs for participating private school students in accordance with established rule and law, to the extent that funds are available.
- Postsecondary institutions are currently prohibited from charging home education students tuition, fees and instructional materials costs for their participation in dual enrollment; therefore, no changes are required to these DEAA templates. The process to request reimbursement for home education students' instructional materials will be included as part of the new reimbursement process.

Open Door Grant Program

Summary: HB 1507 created s. 1009.895, F.S., to establish the Open Door Grant Program (Open Door), which will provide funds to support student completion of short-term, high-demand credit and non-credit career and technical education (CTE) programs at:

- School district postsecondary technical career centers under s. 1001.44, F.S.
- Charter technical career centers under s. 1002.34, F.S.
- FCS institutions under s. 1000.21(3), F.S.

Updates Since: [July 2021 Memo](#)

[Rule 6A-20.045, FAC](#), was adopted by SBE and identified two types of Open Door grants: Student Investment Grants and Last Dollar Grants.

Institutional Action Required: Institutions must submit completed applications.

Open Door Grant Program

The Open Door Grant Program was established to provide funds to support student completion of short-term, high-demand credit and non-credit career and technical education (CTE) programs at:

- School district postsecondary technical career centers under s. 1001.44, F.S.
- Charter technical career centers under s. 1002.34, F.S.
- FCS institutions under s. 1000.21(3), F.S.

Purpose

The Open Door Grant Program was established for the purpose of:

- Creating and sustaining a demand-driven supply of credentialed workers for high-demand occupations by addressing and closing the gap between the skills needed by workers in the state and the skills of the available workforce in the state.
- Expanding the affordability of workforce training and credentialing.
- Increasing the interest of current and future workers in short-term, high-demand career and technical education credentialing and certificate programs.

Funding – FCS Institutions

- To support implementation of Open Door, the Florida Legislature appropriated:
 - \$20,000,000 for FCS institutions.
 - Between four and 28 awards will be made.
 - The maximum amount an institution may request and receive is \$5,000,000.
 - FCS institutions should input **TAPS#22A187** on all required documents, where required.

Rule 6A-20.045, FAC, Open Door Program

- Rule 6A-20.045, FAC, identified two types of Open Door grants: Student Investment Grants and Last Dollar Grants.
- For each eligible program, institutions must indicate if they plan to use a Student Investment approach, a Last Dollar approach or a Student Investment and Last Dollar approach.
- Under either program, the total amount received must not exceed three-thousand dollars (\$3,000) per student, per eligible program.

Eligible Programs

- Short-term workforce education programs that lead to the attainment of credentials on the Master Credential List under s. 445.004(4), F.S., specifically:
 - Integrated education and training (IET) programs;
 - Clock-hour career certificate programs less than or equal to nine hundred (900) clock hours;
 - For-credit career and technical education programs (college credit certificates and applied technology diplomas) less than or equal to thirty (30) credit hours; and
 - Non-credit industry certification preparation less than or equal to the equivalent of nine hundred (900) clock hours or thirty (30) credit hours.

Key Deadlines

- **October 15, 2021, at 5:00 p.m. (EDT)** – Deadline to submit completed application to be considered in the first review period.
 - A completed application must be submitted via email to: opendoor@fldoe.org. Of the funds appropriated to the program, 25 percent will be reserved for rural institutions for applications received by this date.
- **November 1, 2021, at 5:00p.m. (EDT)** – Final deadline to submit a completed application to be considered for an Open Door grant allocation.
 - A completed application must be submitted via email to: opendoor@fldoe.org. Agencies that do not submit an application by this date will not be considered.
- Institutions will be notified of approval and allocation amount as soon as possible following conclusion of the second review.

Resources

- Open Door website
 - www.fldoe.org/academics/career-adult-edu/funding-opportunities/opendoor.stml
- Rule 6A-20.045, FAC
 - <https://www.flrules.org/gateway/RuleNo.asp?id=6A-20.045>
- Get There Faster Grant Opportunity
 - <https://careersourceflorida.com/wp-content/uploads/2021/08/CSF-Get-There-Faster-Grants.pdf>



FLORIDA DEPARTMENT OF
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Office of CTE Quality

- CTE audit local-level data
- Education Meets Opportunity Platform (EMOP)
- Credential of Value (COV)

CTE Audit Local-Level Data

Summary: DCAE has generated local-level data pulls (using student record-level data) that is based on statewide CTE audit metrics.

Benefits to the state:

The local-level data pull is descriptive program data and provides transparency across the state. Allowing FCS institutions the ability to compare their local-level performance data to statewide benchmarks of the CTE audit metrics and other programs in the state.

Institutional Action Required:

- Institutions were sent a local-level memorandum and excel workbooks (2) from Chancellor Henry Mack for review of programs.
- DCAE will host a webinar on **October 13, 2021 @ 3:00 PM (EDT)** attendance is highly encouraged.
- No additional action is required at this time for programs.

Postsecondary Workbook Data Dictionary

Data Definitions for Data Included in the Postsecondary CTE Audit Tables of the Local Level and State Level Analyses.		
CTE Audit Data Field	Local Level Definitions	State Level Definitions (Note. When applicable, the definitions are based on the state level aggregated data, not the local level aggregated data.)
Unique ID	<p>The Office of CTE Quality created the unique ID (identification number) to assist in merging, appending, and combining various excel files to create the CTE audit analyses.</p> <p>This ID was created by combining the 10-digit CIP code, the sector offering the program (FCS - Florida College System or SD - School District), and the identification number associated with the FCS institution or school district.</p> <p>*Note, every row will have a unique value in this column.</p>	<i>Not applicable.</i>
Sector (DISTRICT or FCS)	This value indicates whether the row of program data is associated with the Florida College System (FCS) or a school district (SD).	<i>Not applicable.</i>
District # or FCS #	The Florida Department of Education (FDOE) identifies each FCS institution and school district with a two-digit identification number.	<i>Not applicable.</i>
District Name or FCS College Name	The name of the FCS institution or school district associated with the program.	<i>Not applicable.</i>
10-Digit CIP Code (NCES 2010)	The CIP (Classification of Instructional Programs) number 2010 is derived from the National Center for Education Statistics (NCES) 6-digit CIP code. The FDOE, Division of Career and Adult Education (DCAE), employs a 10-digit CIP code. The 10-digit CIP includes a two or three digit code indicating the program cluster, a six digit code indicating the Classification of Instructional Program (CIP), and a one or two digit unique identifier. The 10-digit CIP codes are based on the 2010 NCES CIP codes. For additional details, please reference Data Element 2002 in the FCS Student Database Data Dictionary found here: Data Element 2002	<i>Same as local level definition.</i>
6-Digit CIP Code (NCES 2010)	The CIP code is a six-digit number that identifies instructional programs. The first two digits represent the most general grouping of related programs. They are meant to encompass all instructional programs offered by all institutions of higher education in the United States. The four-digit code represents a more specific program within the general grouping. The six-digit code is the most detailed program classification at the federal level, representing a very specific instructional field of study. The 6-digit CIP code is based on the 2010 NCES classification.	<i>Same as local level definition.</i>

Postsecondary Workbook Data Dictionary

Is The Primary SOC ANY 2021 Regional DOL (associated with LWDA)?	If the primary SOC code aligned to the program of study (linkage identified by DCAE curriculum frameworks) was reported on DEO's 2021 Regional Demand Occupation List (DOL) for the corresponding Local Workforce Development Area (LWDA), the program is flagged as "Yes," otherwise the program is flagged as "No." This provides additional context by assessing if the occupation associated with the program appears on the most recent Statewide DOL. The 2021 Regional DOL's are generated by DEO.	<i>Refer to local level definition. However, in the analysis of state level data, the program is flagged as "Yes" if the primary occupation aligned to the program appears on ANY of the 24 Regional Demand Occupation Lists. If the primary occupation does not appear on any of the 2021 Regional DOL's, the program is flagged "No."</i>
DEO's 2020 Employment (by LWDA)	Using survey data, DEO estimates the total number of those employed in 2020 by occupation (SOC code) in the corresponding Local Workforce Development Area (LWDA). The data are based on the primary SOC code aligned to the program of study.	<i>Refer to local level definition. Instead of being reported at the local level, all students (in each 10-digit CIP code) are combined and reported at the state level and DEO estimates on occupations are based on the state level.</i>
DEO's 2028 Employment (by LWDA)	Using survey data, DEO projects the total number of those employed in 2028 by occupation (SOC code) in the corresponding Local Workforce Development Area (LWDA). The data are based on the primary SOC code aligned to the program of study.	<i>Refer to local level definition. Instead of being reported at the local level, all students (in each 10-digit CIP code) are combined and reported at the state level and DEO estimates on occupations are based on the state level.</i>
DEO's 8-year Growth (by LWDA)	8-year Growth is calculated by DEO and identifies the number of new jobs that are created for each occupation (SOC code) in the corresponding Local Workforce Development Area (LWDA) between 2020 and 2028. The data are based on the primary SOC code aligned to the program of study.	<i>Refer to local level definition. Instead of being reported at the local level, all students (in each 10-digit CIP code) are combined and reported at the state level and DEO estimates on occupations are based on the state level.</i>
DEO's 8-year Growth Rate (by LWDA)	8-year Growth Rate is calculated by DEO and identifies the percent change in the number of jobs that are created or eliminated for each occupation (SOC code) in the corresponding Local Workforce Development Area (LWDA) between 2020 and 2028. The data are based on the primary SOC code aligned to the program of study.	<i>Refer to local level definition. Instead of being reported at the local level, all students (in each 10-digit CIP code) are combined and reported at the state level and DEO estimates on occupations are based on the state level.</i>
DEO's 8-year Total Job Openings (by LWDA)	8-year Total Job Openings is calculated by DEO and identifies the total number of in- and out-job movement as well as job growth between 2020 and 2028. The data are based on the primary SOC code aligned to the program of study.	<i>Refer to local level definition. Instead of being reported at the local level, all students (in each 10-digit CIP code) are combined and reported at the state level and DEO estimates on occupations are based on the state level.</i>
Market Demand Indicator #3: "Does The Primary SOC Meet The High Growth Criteria?"		
Market Demand Indicator #3 – was an indicator of whether the final program SOC in the framework is linked to an occupation expected to grow over the next eight years. This assessment was made using the FLDOE frameworks in combination with DEO provided data.		
Does The Primary SOC Meet The High Growth Criteria (by LWDA)	This column assesses ("Yes" or "No") if the primary occupation (SOC) aligned to the program meets both of the following criteria: (1) A positive annual average local Growth Rate; and (2) At least 30 local annual Job Openings (small LWDA's) or at least 80 local annual Job Openings (mid/large LWDA's) This is Market Demand Indicator #3	This column assesses ("Yes" or "No") if the primary occupation (SOC) aligned to the program meets both of the following criteria: <i>Option A for meeting State Level Expected Growth Criteria-- (1) A positive annual average Growth Rate; and (2) At least 1,200 Annual Job Openings</i> <i>Option B for meeting State Level Expected Growth Criteria-- (1) An annual average Growth Rate of at least 1.26%; and (2) At least 500 Annual Job Openings</i> This is Market Demand Indicator #3

Postsecondary Local Level Data

Three- Year- Total Retention NUMERA TOR	2016-17 Retained Into 2017-18 %	2017-18 Retained Into 2018-19 %	2018-19 Retained Into 2019-20 %	Three- Year- Average Retention %	2016-17	2017-18	2018-19	Three- Year- Total "Success" DENOMI NATOR	2016-17	2017-18
					"Success" (not found in 2017-18) DENOMI NATOR	"Success" (not found in 2018-19) DENOMI NATOR	"Success" (not found in 2019-20) DENOMI NATOR		"Success" (not found in 2017-18) NUMERA TOR	"Success" (not found in 2018-19) NUMERA TOR
*		*		*		*		*		*
7	0.0%	*	*	18.4%	26	*		31	22	*
1	5.6%			5.6%	16			16	11	
18		0.0%	78.3%	38.3%		24	*	29		17
57	48.2%	9.4%		35.4%	51	48		99	32	43
105		54.2%	68.9%	63.6%		10	65	75		0
8	15.8%	16.7%	*	19.5%	14	11	*	29	6	5
21	20.0%	10.7%	51.6%	30.4%	*	22	18	45	*	14
52	33.3%	27.9%	54.6%	38.5%	27	27	36	90	15	16
2	15.4%	*		13.3%	10	*		12	7	*
15	*	41.7%	72.7%	48.4%	*	*	*	20	*	*
155	38.3%	34.0%	75.8%	48.4%	64	66	60	190	47	43
31	22.2%	29.0%	60.9%	34.4%	20	18	14	52	11	9

Postsecondary Local Level Data

2017-18 Continuing Education OR Employed (Best Wage) %	2018-19 Continuing Education OR Employed (Best Wage) %	2016-17 Through 2018-19 Average Continuing Education OR Employed (Best Wage) %	FETPIP's 2016-17 Completers Average Annualized Wages Employed (Best Wage)	FETPIP's 2017-18 Completers Average Annualized Wages Employed (Best Wage)	FETPIP's 2018-19 Completers Average Annualized Wages Employed (Best Wage)
%	***%	68.2%	\$**,	\$**,***	\$**,***
		%	\$**,		
%	***%	86.4%	\$**,	\$**,***	\$**,***
92.9%	80.9%	87.5%	\$ 36,280	\$ 36,552	\$ 41,384
%	***%	100.0%		\$**,	\$**,***
%		92.5%	\$ 45,920	\$**,	
84.6%	80.0%	80.6%	\$ 36,388	\$ 45,276	\$ 49,628

FETPIP's 2016-17 Completers Through 2018-19 Completers Average Annualized Wages Employed (Best Wage)	DEO's 2017 Annual Entry Level Wages (state level)
\$ 23,700	\$ 28,723
\$**,***	\$ 66,970
	\$ 53,044
\$ 41,716	\$ 30,139
\$ 37,956	\$ 24,462
\$ 65,936	\$ 35,205
\$ 47,848	\$ 24,462
\$ 43,792	\$ 29,543
	\$ 44,710
	\$ 44,710
	\$ 30,471

Education Meets Opportunity Platform (EMOP)

Purpose: FDOE has contracted with PAIRIN to develop a data system that will enable local training providers to match their program offerings with regional labor market supply and demand projections.

Goals of the EMOP:

1. Collect and analyze department student attainment and performance data.
2. Visualize credentialing program quality indicators.
3. Develop a program inventory or registry of credentials.

Education Meets Opportunity Platform (EMOP) Continued

Labor supply & demand

Enables professionals to identify gaps in supply of in-demand credentials at the local level. Tracks production of quality credentials below an associate's degree and aligns production with real time, localized quantitative labor market information.

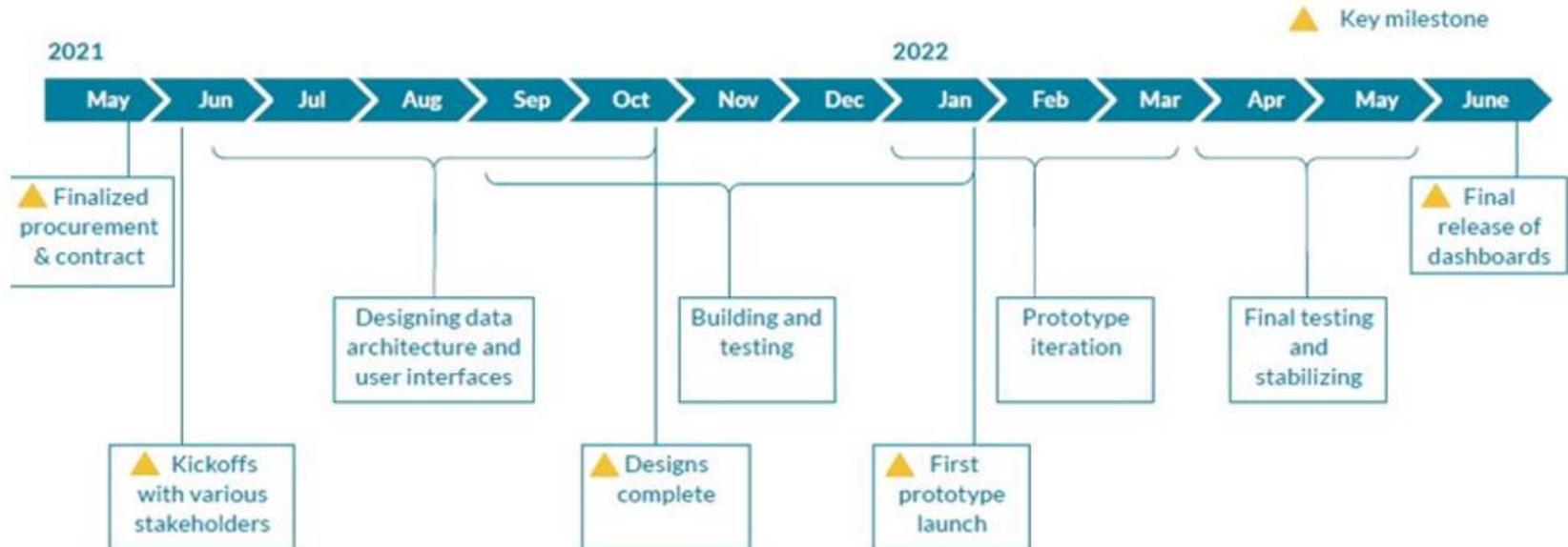
Program ROI

Enables professionals to search for programs that match in-demand jobs, occupations of interest or any other search criteria (e.g., salary level, education type); identify cost of certificate or degree; and calculate income and ROI over 10 years.

Program quality

Enables professionals to understand outcomes (e.g., wage and employment) for various programs by comparing program enrollees to similar unenrolled workers.

CTE DASHBOARD TIMELINE



Launching June of 2022

Credential of Values (CoV) Workgroup

Purpose: The Credential of Values workgroup is tasked with formalizing a definition of value that will be applied in a Framework of Quality to evaluate credentials for inclusion on a Master Credentials List for the state of Florida.

Goals of the CoV workgroup:

1. Help form a consensus (cross-sector) definition of Credential of Value.
2. Inform a corresponding methodology to identify credentials that meet value indicators.
3. Validate the cross-sector credential of value list and determine related areas of impact.

We convened educational and economic development partners for our workgroup



 Criteria			
<i>Meet High Wage Threshold (\$/hour)</i>	✓	✗	✗
<i>Meet Middle Wage Threshold (\$/hour)</i>	✓	✓	✗
<i>Meet Demand Thresholds</i>	✓	✓	✓
<i>Evaluated for Stackability</i>	✗	✗	✓
<i>Meet entry wage (\$/hour) and stack directly to middle or high wage job</i>	✗	✗	✓
Category	High Wage Credentials	Middle Wage Credentials	Stackable Credentials



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CTE and Apprenticeship Program Update

Kathleen Taylor

Bureau Chief

Standards, Benchmarks and Frameworks

2021-2022 Curriculum Frameworks

- The 2021-2022 Frameworks and Change Document are now available [here](#).
- Approved by the SBE on June 10, 2021.
- Incorporate the 2020 federal 6-digit CIP numbers
- Opened rule development to amend Rule 6A-6.0571, F.A.C., to add two College Credit Certificates and two Career Certificate programs to the 2021-22 statewide inventory. Tentatively scheduled for the October SBE meeting.
- Contact Kathleen Taylor at Kathleen.taylor@fldoe.org if you need assistance.

CTE Faculty Development

- Florida's Perkins V [State Plan](#) is committed to efforts aimed at recruiting, retaining and supporting postsecondary CTE faculty.
- Through a partnership with the Florida Student Success Center, the Florida Association for Career and Technical Education (FACTE) and Association of College and University Educators (ACUE), we completed our summer faculty cohort and currently two cohorts of FCS faculty are engaged in the *Inspiring Inquiry and Preparing Lifelong Learning* microcredential course.
- Additional microcredential course offerings may be available for CTE faculty next spring.

Perkins V: 2021-2022 Comprehensive Local Needs Assessment

- Perkins V requires that all eligible recipients conduct a comprehensive local needs assessment (CLNA) every two years.
- Agencies will need to conduct their second CLNA during the 2021-2022 program year.
- The results of 2021-2022 CLNA will influence your agency's applications for the 2022-2023 and 2023-2024 program years.

Perkins V: 2021-2022 Comprehensive Local Needs Assessment (Continued)

- Resources are available on the Perkins CLNA webpage at <https://www.fldoe.org/academics/career-adult-edu/perkins/clna.shtml>
- The DCAE is working on revising the Excel workbook sheets for labor market alignment, size, scope and quality, and fundable programs to be simpler and more user friendly.

Apprenticeship Annual Report for 2020-21

Latest version of the Annual Apprenticeship Report is available at the following link:

<https://www.fldoe.org/academics/career-adult-edu/research-evaluation/annual-app-reports.shtml>

- 15,787 active apprentices were trained by 3,300 participating employers in 91 occupations.
 - 1,875 apprentices completed their program on time earning an average exit wage of \$25.25/hour or \$52,520/year.
-

Apprenticeship: Pathways to Career Opportunities Grant (PCOG)

Funding Year	Overview
*2019-20	<p>47 Funded Proposals</p> <ul style="list-style-type: none"> • 31 Apprenticeship and 16 Preapprenticeship • 20 New and 27 Expansion <p>1,251 Enrolled Apprentices in Funded Programs</p>
**2020-21	<p>50 Funded Proposals</p> <ul style="list-style-type: none"> • 28 Apprenticeship and 22 Preapprenticeship • 20 New and 30 Expansion <p>1,057 Enrolled Apprentices in Funded Programs (enrollment is still underway)</p>
2021-22	<p>Competitive review of proposals is underway</p> <p>COMING SOON – Prioritized Funding List Announcement</p>

*Grant Period 7/01/2019 - 6/30/2021

**Grant Period 7/01/2020 - 6/30/2022

Statewide Reverse Transfer Articulation Agreement Update

- As a reminder, [implementation](#) of the Statewide Reverse Transfer Articulation Agreement **commences in spring 2022**. It is required that the process will repeat each year.
- Section 1007.23, F.S., requires the statewide articulation agreement between the FCS and SUS institutions include a provision for reverse transfer. **The Agreement applies to SUS students who have completed more than 30 credits at an FCS institution, but who transferred to an SUS institution before earning an A.A. degree.**
- In addition to the Statewide Reverse Transfer Articulation Agreement and associated [guidance document](#), the Office of Articulation, in consultation with the DFC and BOG, has created a [Frequently Asked Questions](#) document related to reverse transfer.



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Q&A