

6A-10.0342 Career and Technical Education Program Quality Audit.

(1) Purpose. This rule sets forth the procedures, targets, and timelines for reviewing secondary and postsecondary Career and Technical Education (CTE) programs in accordance with Section 1003.491(5), F.S. The rule also describes the CTE program quality targets for metrics that programs are expected to meet and the required actions for programs that do not meet those targets.

(2) Definitions.

(a) "CTE Concentrator" or "Concentrator" means a secondary student who earned three (3) or more credits in a single career preparatory or technology education CTE program, or two (2) credits if the maximum number of credits in the program is less than three (3).

(b) "District Postsecondary" means all school district career centers within a single district recognized by the Department pursuant to Section 1001.44, F.S.

(c) "Florida College System (FCS) institutions" or "institution" means the public postsecondary educational institutions as defined in Section 1000.21, F.S.

(d) "Industry Certification" means a certification on the CAPE Industry Certification Funding List adopted in Rule 6A-6.0576, F.A.C. and/or industry certifications on the Perkins V Industry Recognized Credentials List, and ~~can be accessed at: <https://www.fldoe.org/academics/career-adult-edu/perkins/AccountabilityMeasures.stml>~~ accessible at: <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/perkins.stml>.

(e) "In-Demand" means an occupation or program shows labor market demand based on the criteria outlined in the framework for the Master Credential List (MCL) and/or the criteria outlined in the Labor Market Alignment in the Perkins Comprehensive Local Needs Assessment (CLNA). The criteria outlined in the framework for the MCL, and the criteria outlined in the Perkins CLNA, can be accessed at: <https://www.fldoe.org/academics/career-adult-edu/perkins/clna.stml>.

(f) "Master Credentials List (MCL)" means the list of industry certifications and postsecondary credentials adopted in Rule 6A-6.0576, F.A.C. This list can also be accessed at: ~~<https://careersourceflorida.com/boardroom/florida-credentials-review-committee/master-credentials-list/>~~ <https://careersourceflorida.com/master-credentials-list/>.

(g) "Postsecondary Completers Continuing Education or Employed Rate" means the percentage of postsecondary CTE full program completers that are found continuing their education ~~in Florida~~ or employed ~~in Florida~~ in the year following program completion. The continuing education rate is based upon enrollment in any ~~Florida~~ postsecondary institution in the summer, fall and winter/spring terms of the following year. The Employed Rate is based upon the four (4) fiscal quarters following the Reporting Year of completion.

(h) "Reporting Year (RY)" means the scheduled time during the year that secondary and postsecondary CTE data are collected by the Florida Department of Education (Department) in accordance with Section 1008.41, F.S. The "most recent Reporting Year" is the ~~most recent year recently reviewed~~ of available data reviewed within the CTE Audit.

(i) "Retention Rate" means the percentage of students enrolled in a given Reporting Year who returned the next Reporting Year or who completed a program in the original Reporting Year. Students who transfer to another ~~FCS postsecondary~~ institution or ~~district postsecondary~~, or to another program, are still included in the numerator as Retained.

(j) "Same school district for all years enrolled in Florida public high school" is a criterion relevant only to the Secondary CTE Audit program quality rates and means students were found enrolled in the same Florida public school district for all years they were found enrolled in Florida public high school. The denominators of each Secondary CTE Audit program quality rate only include these students.

(k) "Success Rate" means the percentage of students leaving postsecondary education (FCS institution or district postsecondary) with any one of the following: degree, certificate, industry certification, or terminal occupational completion point (OCP). A student left postsecondary education if they were enrolled in a given Reporting Year and were not found enrolled in an FCS institution or district postsecondary in the following Reporting Year.

(l) "12th Grader Concentrator Graduate Continuing Education or Employed Rate" means the percentage of 12th grader concentrator graduates found continuing their education ~~in Florida~~ or employed ~~in Florida~~ in the year following high school graduation. Continuing education is based upon enrollment into any ~~Florida~~ postsecondary institution in the summer, fall or winter/spring terms of the following year. Employed is based upon employment ~~in Florida~~ in the four (4) fiscal quarters following the reporting year of graduation. ~~CTE 12th grader~~ concentrator graduates are only included in this rate if found enrolled in the same school district for all years enrolled in Florida public high school.

(m) "12th Grader Concentrator Graduation Rate" means the percentage of 12th grader ~~CTE Concentrators~~ concentrators who

graduated from high school with a standard high school diploma. ~~CTE 12th grader Concentrator~~ concentrator status may have been achieved in any year during high school. ~~12th Grader Concentrators~~ grader concentrators are only included in this rate if found enrolled in the same school district for all years enrolled in Florida public high school.

(n) “12th Grader Concentrator Industry Certification Rate” means the percentage of 12th ~~Grader CTE Concentrators~~ grader concentrators earning at least one (1) industry certification at any point during high school. The industry certification does not need to be directly related to their program. ~~CTE Concentrator~~ status may have been achieved in any year during high school. Concentrators are included in the denominator of this measure even if they did not test for at least one industry certification. Students are only included in this rate if they were in the same school district for all years enrolled in Florida public high school.

(3) CTE Program Quality Rates and In-Demand Criteria.

(a) Secondary CTE Programs, career preparatory and technology education programs, only, will be reviewed using the following rates:

1. 12th Grader Concentrator Graduation Rate;
2. 12th Grader Concentrator Industry Certification Rate; and,
3. 12th Grader Concentrator Graduate Continuing Education or Employed Rate.

(b) At the secondary CTE level, the data will be combined for all schools in each district that offer career preparatory and/or technology education CTE programs. The rates will not be calculated separately for each school.

(c) Postsecondary CTE Programs, associate of applied science (A.A.S.) associate of science (A.S.), advanced technical certificates (ATC), applied technology diploma (ATD), career certificate (~~CCCAR~~), and college credit certificate (CCC) programs, only, will be reviewed using the following rates and in-demand criteria:

1. Retention Rate;
2. Success Rate;
3. Postsecondary Continuing Education or Employed Rate; and,
4. Program alignment to an in-demand occupation.

(d) ~~Specialized Career Education CAR~~ programs are not subject to the audit. These programs include Specialized Career Education, Basic, Specialized Career Education, Advanced, Specialized Career Education, Comprehensive and Specialized Career Education, Extended.

(~~d~~) (e) At the postsecondary CTE level, the data will be combined for all school district career centers within a single district recognized by the Department pursuant to Section 1001.44, F.S. The rates will not be calculated separately for each career center.

(4) CTE Program Quality Metrics and Targets.

(a) The program quality rates for secondary career preparatory and technology education CTE programs are grouped into two (2) metrics (see chart below).

(b) The program quality rates and in-demand criteria for postsecondary CTE programs are grouped into three (3) metrics (see chart below).

(c) Each metric has a primary target and an alternate target for program quality listed in the chart below. CTE programs must satisfy each metric by meeting the primary or the alternate target. Except for the targets addressing postsecondary program alignment to an in-demand occupation, the primary target is based on the most recent Reporting Year and the alternate target is based on the most recent three-Reporting Year average.

(d) The postsecondary program alignment to an in-demand occupation metric requires the following:

1. The primary target requires the program to meet the demand criteria and/or local demand criteria as defined in the framework for the most recent ~~Master Credentials List~~ MCL.

2. The alternate target requires the program to demonstrate local demand on the district’s or FCS institution’s most recent Perkins ~~Comprehensive Local Needs Assessment~~ (CLNA) CLNA.

Secondary CTE Audit Metrics and Targets			
Metric Number	Metric Name	Primary Target	Alternate Target
1	12 th Grader Concentrator Graduation Rate	At least 80% in most recent RY	At least 80% in most recent three-RY average
2	12 th Grader Concentrator Industry Certification Rate or Employed Rate	At least 33% for Industry Certification Rate	At least 33% for Industry Certification Rate
	OR 12 th Grader Concentrator Graduate Continuing Education or Employed Rate	OR At least 80% on Continuing Education or Employed Rate in most recent RY	OR At least 80% on Continuing Education or Employed Rate in most recent three-RY average

Postsecondary CTE Audit Metrics and Targets			
Metric Number	Metric Name	Primary Target	Alternate Target
1	Retention Rate	At least 50% on either Rate in most recent RY	At least 50% on either Rate in most recent three-RY average
	OR Success Rate		
2	Postsecondary Completers Continuing Education or Employed Rate	At least 70% in most recent RY	At least 70% in most recent three-RY average
3	In-Demand Occupation	Program meets demand criteria as defined in the most recent MCL.	Evidence of Labor Market Alignment on <u>the most recent CLNA</u> .

(5) Program Quality Data and Notice to Districts and FCS Institutions.

(a) Annually, the Department will calculate program quality rates for each CTE program that is subject to the CTE Audit. These data will be made available at: <https://www.fldoe.org/academics/career-adult-edu/cte-quality/cte-audit-data-reports.shtml>. This is the statewide report required by s. 1008.43, F.S.

(b) Based upon these data, the Department will determine whether a CTE program meets the targets for each metric and notify the district or FCS institution accordingly.

(c) ~~The District school district Superintendent or FCS college President of the district or~~ and FCS institution programs that do not meet a metric target (primary or alternate) will have ~~forty-five (45)~~ ninety (90) calendar days to provide to the Division of Career and Adult Education one of the following:

1. Written notice confirming intent to phase out the program; or
2. Supplemental evidence documenting circumstances that warrant the program not being phased out that year. If approved, the program will be evaluated again in the next annual CTE Audit.

(d) Supplemental evidence is:

1. Documentation that an “an act of God” or security incident interrupted the district’s or FCS institution’s ability to operate the program; or,

2. Evidence ~~from an accrediting body~~ that documents the program’s metrics meet minimum targets for the secondary or postsecondary Continuing Education or Employed Rate, is at least 70% for the most recent Reporting Year, for postsecondary programs only the postsecondary Retention Rate or the postsecondary In-demand criteria, only.

(e) The Department will review supplemental evidence to determine if it is sufficient and will notify the district or FCS institution accordingly.

(6) Phase Out of Programs.

(a) For programs that do not meet required targets in subsection (4) and without sufficient supplemental evidence as outlined in subsection (5), the program must be phased out.

(b) Program phase out requires the school district or FCS institution to place the program in teach out. After teach out is complete, the program must be removed from program offerings.

(c) A school district Superintendent or FCS college President must submit a teach out plan to the Division of Career and Adult Education within thirty (30) calendar days of phase out confirmation. The teach out plan must include, but is not limited to, the number of students remaining in the program; timeframe to teach out remaining students; internal and external program transfer options available to remaining students; and student communication plans.

(d) A school district or FCS institution may not establish a program that is substantially similar to the program identified for phase out until teach out is complete plus two additional reporting years. Substantially similar means programs with the same 4-digit Classification of Instructional Program (CIP) code and identical Standard Occupational Classification (SOC) codes. Teach out is complete once no program enrollments remain.

(e) A school district Superintendent or an FCS college President may submit a CTE Audit Program Reinstatement Application for phased out programs to be reinstated after teach out is complete plus two reporting years. The Department will provide either approval or feedback within 30 calendar days of receipt.

(f) The following document is hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Tallahassee, FL 32399-0400, or accessible at <https://flrules.org/gateway/ruleNo.asp?id=6A-10.0342>: CTE Audit Program Reinstatement Application, effective MONTH 2026.

(g) Programs are exempt from the phase out requirements found in subsections (5) and (6) if any of the scenarios below are true for a CTE program.

1. The program is new. A new program is a CTE program that is offered for the first time in a district or at an FCS institution within three years. A new program is subject to accountability once three years of data are available to calculate a three-year reporting average for a metric.

2. The program is in teach out. A program in teach out is a program that is slated for deletion from state frameworks or local program inventory.

3. The program has less than ten (10) students in the denominator. A program shall not be eligible for phase out if there are fewer than ten (10) students in the denominator for the metric for the most recent reporting year.

(7) Schedule for Notification of Phase Out of Programs.

(a) Beginning with the 2026 CTE Audit ~~in calendar year 2026~~, using data from Reporting Years 2021-22, 2022-23, 2023-24 and 2024-25, all programs shall be reviewed to assess whether the program meets targets for metrics found in subsection (4). All programs that fail to meet the targets for a metric will be notified to implement ~~for~~ the phase out process as outlined in subsections (5) and (6), unless they provide sufficient evidence demonstrating why they should not be phased out that year.

(b) Beginning ~~in calendar year with the 2026, the~~ CTE Audit, the audit will be carried out annually, as prescribed in subsection (4). Annually, all programs that fail to meet the targets for a metric will be notified for the phase out process outlined in subsections (5) and (6).

Rulemaking Authority 1001.02(1), (2)(n), 1003.491(5)(d), 1008.43(4) FS. Law Implemented 1003.491, 1008.43 FS. History—New 10-4-93, Amended 2-16-94, 10-25-11, 2-17-15, 10-30-16, 11-28-18, 7-2-24, 8-19-25, ~~x-xx-xx~~.



CTE Audit Program Reinstatement Application

In accordance with Rule 6A-10.0342 F.A.C., Career and Technical Education (CTE) Program Quality Audit, Florida school districts and Florida College System institutions may request to reinstate a phased out program after completion of the phase out period. This **CTE Audit Program Reinstatement Application** serves as the formal reinstatement request. In alignment with state guidelines, the reinstatement application process ensures commitment to student success.

Instructions

The CTE Audit Program Reinstatement Application requires agencies to comprehensively describe program improvements that have been made since program phase out was confirmed until the end of the phase out period. All program improvements described in the application must be completed and implemented. The Division will not accept future plans, rather will assess implemented plans that specifically address the metric(s) that led to phase out and how, if reinstated, program improvements would lead to better outcomes.

Completed CTE Audit Program Reinstatement Applications must be emailed to CTEaudit@fldoe.org. One application per program is required. Reinstatement applications are not considered complete until formal approval is provided by the Division of Career and Adult Education's Office of CTE Quality.

SECTION 1: Institution / Agency Information

Provide the contact information of the person who completed the application. This person will serve as the contact person for the Division of Career and Adult Education regarding application follow-up questions.

Agency Name: Click or tap here to enter text.

Contact Person: Click or tap here to enter text.

Email Address: Click or tap here to enter text.

Phone Number: Click or tap here to enter text.

SECTION 2: Program Information

Provide information on the phased out program for which reinstatement is being requested. Do not return local program names and numbers. The program name and program/CIP number must match those provided in the CTE Audit.

Program Name: Click or tap here to enter text.

Program Postsecondary CIP # or Secondary Program #: Click or tap here to enter text.

1. Using the dropdown menu, select the CTE Audit performance metric(s) that caused your program to phase out.

Choose an item.

Choose an item.

Choose an item.

SECTION 3: Root Cause Analysis and Strategy Implementation

The completion of a root cause analysis is required for each CTE Audit metric that was not met and led to program phase out. For each metric not met, complete a unique section 3. To do so, copy the entire Section 3 template and paste to the bottom for each metric that needs to be addressed.

Internal Challenges

1. Using the dropdown menu, select the CTE Audit performance metric addressed in section 3.
Choose an item.
2. List three (3) specific **internal (within your institution)** challenges that the program encountered that resulted in the metric not being met. If the metric has an either/or metric option, provide three challenges per metric option. Example: For postsecondary Metric 1, Retention or Success, provide three challenges for retention and three challenges for success.
Click or tap here to enter text.
3. Based on the answer to **Question 2**, choose the one (1) **internal challenge** that had the most impact on the program outcome. If the metric has an either/or metric option, provide the most impactful challenge per metric option.
Click or tap here to enter text.

4. For the internal challenge, select the root cause analysis approach used to identify the root cause of the challenge. A helpful “Root Cause Analysis Approaches” document may be viewed at <https://www.fldoe.org/academics/career-adult-edu/cte-quality/>.
Choose an item.

5. Attach a copy of the completed root cause analysis.

6. Provide the following key details from the results of the root cause analysis. Examples are provided in “Root Cause Analysis Approaches” document at <https://www.fldoe.org/academics/career-adult-edu/cte-quality/>.
 - a. Problem Statement:
Click or tap here to enter text.
 - b. Causes of the Problem:
Click or tap here to enter text.
 - c. Root Cause:
Click or tap here to enter text.

7. Provide a list and brief description of three (3) evidence-based strategies (e.g. changes to resources, staffing, training, funding) put in place to resolve the root cause. For each strategy, include supporting citations demonstrating that the approach was research supported, and that the strategies were S.M.A.R.T., i.e., specific, measurable, achievable, relevant and time-bound.
Click or tap here to enter text.

8. Attach evidence showing each strategy as completed.

9. For each implemented strategy, provide evidence that the strategy is effective and has led to better outcomes.
Click or tap here to enter text.

10. What program evaluation and monitoring strategies are in place to ensure the program meets or exceeds CTE Audit performance metrics and targets?
Click or tap here to enter text.

External Challenges

1. Using the dropdown menu, select the CTE Audit performance metric addressed in section 3. Choose an item.
2. List three (3) specific **external (within your institution)** challenges that the program encountered that resulted in the metric not being met. If the metric has an either/or metric option, provide three challenges per metric option. Example: For postsecondary Metric 1, Retention or Success, provide three challenges for retention and three challenges for success. Click or tap here to enter text.
3. Based on the answer to **Question 2**, choose the one (1) **external challenge** that had the most impact on the program outcome. If the metric has an either/or metric option, provide the most impactful challenge per metric option. Click or tap here to enter text.
4. For the external challenge, select the root cause analysis approach used to identify the root cause of the challenge. A helpful “Root Cause Analysis Approaches” document may be viewed at (insert link once created). Choose an item.
5. Attach a copy of the completed root cause analysis.
6. Provide the following key details from the results of the root cause analysis. Examples are provided in “Root Cause Analysis Approaches” document at (insert link once created).
 - d. Problem Statement:
Click or tap here to enter text.
 - e. Causes of the Problem:
Click or tap here to enter text.
 - f. Root Cause:
Click or tap here to enter text.
7. Provide a list and brief description of three (3) evidence-based strategies (e.g. changes to resources, staffing, training, funding) put in place to resolve the root cause. For each strategy, include supporting citations demonstrating that the approach was research supported, and that the strategies were S.M.A.R.T., i.e., specific, measurable, achievable, relevant and time-bound. Click or tap here to enter text.
8. Attach evidence showing each strategy as completed.

9. For each implemented strategy, provide evidence that the strategy is effective and has led to better outcomes.

Click or tap here to enter text.

10. What program evaluation and monitoring strategies are in place to ensure the program meets or exceeds CTE Audit performance metrics and targets?

Click or tap here to enter text.



For CTEQ Internal Use: Approval Status

CTEQ Personnel: Approve based on completeness or clearness of application answers. Applications that do not fully answer all questions are to be marked as “not approved” and be returned to the agency with missing elements.

Approved _____ Not Approve _____