Audit for Quality and Equity

Conduct a biennial audit of CTE programs for quality and equity to ensure that all learners have access to high-demand, high-skill and high-wage pathways. Collect school- and student-level data to evaluate outcomes of CTE programs against established shared metrics for quality and equity.

Delaware

Delaware has components of an equity and quality audit including state-model program of study mapping and program evaluation by student group. However, the state does not have a formal audit that spans K–12 and postsecondary.

Delaware’s state-model CTE programs of study are developed by the Delaware Department of Education with representatives from local business and industry and postsecondary institutions. Each state-model program of study maps to a demand-driven occupation that is classified as a low-, middle- or high-skill occupation. This taxonomy is based on occupational characteristics that are reported through the Bureau of Labor Statistics and include the required level of education, on-the-job training, residency requirements and years of experience for all reported occupations.

Delaware’s Perkins V plan states that “program evaluation is conducted through a continuous improvement cycle at the state and local levels. ... Data are disaggregated and analyzed at the school district or charter, high school, and program level and across student subgroups such as gender, race/ethnicity, and special population status to inform programmatic decisions.” The student group analysis in the program evaluation is a good first step and at the state level can also include regional/local education agency/school variations within and across each CTE program.

OPPORTUNITY TO STRENGTHEN

Delaware can codify in statute the program of study review to an annual state-level and local review for both equity and quality for K–12 and postsecondary. Delaware can also add a wage analysis into the occupational mapping and develop a robust cross-sector definition of quality. The results of the audit should be used to drive programmatic decisions and funding.

RESOURCES
- State-Model Programs of Study
- Delaware’s Perkins V State Plan

POLICIES
- DE Admin. Code Title 14.525. Requirements for CTE Programs
Audit for Quality and Equity

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Florida

In 2019 Governor Ron DeSantis issued Executive Order 19-31 directing the education commissioner to audit CTE offerings in the state and develop a methodology to audit and review offerings annually. The audit is required to include (1) an analysis of alignment with certificate or degree programs offered at the K–12 and postsecondary levels; (2) an analysis of alignment with professional-level industry certifications; (3) an analysis of alignment with high-growth, high-demand and high-wage employment opportunities; and (4) a review of student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential attainment and attainment of industry certifications. The audit occurs collaboratively with CareerSource Florida, the Department of Economic Opportunity, the Board of Governors, the Florida College System, school districts, and business and industry leaders.

OPPORTUNITY TO STRENGTHEN

The state can expand the audit to include data on student participation, performance and completion gaps by student groups, school/postsecondary institution and program of study as part of a focus on measuring student access to and completion of programs of study that lead to high-demand, high-skill, high-wage occupations. In addition, the state can make audit results available to learners and families so that they can make informed decisions about program offerings.

RESOURCES

- Florida’s CTE Audit: A Statewide Review of Programs
- Career Pathways

POLICIES

- [FL Executive Order 19-31](#). Charting a Course for Florida to Become Number 1 in the Nation in Workforce Education by 2030 and Ensuring Florida Students are Prepared for the Jobs of the Future
- [FL Statutes 445.004](#). CareerSource Florida, Inc.
Audit for Quality and Equity

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Maryland

Maryland has elements of an audit including a continuous review process and transparent student group data, but it does not have a robust state-level audit in formal policy or in practice that spans both secondary and postsecondary CTE programs. However, the state requires all local school systems to align to the state’s vision for CTE and adopt Maryland CTE programs of study that are aligned to career clusters prioritized by the state. All new programs must include a plan for the continuous improvement of the program, and all existing programs go through an annual review for continuous improvement opportunities.

For this annual review of existing programs, the state uses the Program Quality Index and other local performance data, including Perkins core indicators of performance, enrollment data over the past three years, completer data as reported on the state’s report card and dual enrollment completion rates. These data are used to identify and prioritize programs for review and revision in each local CTE Perkins application.

In terms of equity, Maryland provides CTE enrollment by career cluster, gender, race and special population group on its webpage for K–12 and postsecondary.

OPPORTUNITY TO STRENGTHEN

Maryland can integrate equity data and postsecondary into the quality review to create an annual robust state and aligned local-level audit process. The quality review can ensure alignment to high-demand, high-skill, high-wage occupations for programs and promoted industry credentials and incorporate additional student experience, performance and outcome data to provide a more comprehensive picture of program quality. The results of the audit can help determine which programs should be retired (or updated) and where programs should be added or improved to ensure equitable access and success for all student groups.

RESOURCES

- Policies and Procedures for the Development and Continuous Improvement of CTE Programs of Study
- Secondary CTE Data Collection and Reporting Specifications and Procedures Manual
- CTE Programs of Study
- CTE Programs of Study: A Comprehensive Review of Standards, Credits and Credentials for Each Program of Study
- Maryland CTE Enrollment

POLICIES

N/A