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## 2421 - CAREER AND TECHNICAL EDUCATION

The School Board recognizes that education is a function of both knowledge and the application of knowledge. Education that ties abstract ideas to practical applications also prepares students to use their minds, as well as preparing them to be citizens, parents, and members of a civilized culture. Career and technical education and academic education are complementary, rather than exclusive.

Career and technical education will provide experiences that complement and reinforce academic concepts that are particularly amenable to contextualized learning in a distinct career area and provide occupationally specific skills.

The Board shall provide career and technical education program offerings that include, but are not limited to:

- A. job preparatory courses designed to provide students with the competencies necessary for effective entry into an occupation;
- B. exploratory courses designed to give students initial exposure to skills and attitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
- C. practical arts courses designed to teach students practical generic skills which, although applicable in some occupations, are not designed to prepare students for entry into an occupation;
- D. career education instruction which is designed to strengthen and integrate basic academic skills and career/technical skills and occupational awareness;
- E. accelerated career and technical programs such as industry certification opportunities~~vocational dual enrollment~~ designed to enable high school students to earn elective credit toward graduation and postsecondary credit toward an A.S. degree or a technical certificate.

Any effort to recruit students to participate in a particular career and technical program shall follow applicable State and Federal laws regarding provision of information.

Once developed, the Superintendent shall submit the career and technical education curriculum to the Board for approval, and then submit it to the Department of Education. This curriculum shall be updated annually, submitted to the Board for approval, and then re- submitted to the Department of Education.

Career and technical education program offerings are available to middle and high school students without regard to race (including anti-Semitism), color, national origin, sex (including sexual orientation, transgender status, or gender identity), age, disability (including HIV, AIDS, or sickle cell trait), pregnancy, or marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law. The Superintendent is to ensure that application forms for cooperative education programs contain a notice of nondiscrimination. The notice of nondiscrimination shall be part of the application forms provided to employers.

Procedures for program operation in accordance with applicable labor laws are incorporated in the Florida Department of Education, Curriculum Frameworks, and Student Performance Standards. Those documents are kept on file in the Superintendent's office.

~~Career and Professional Academics; Career Themed Courses~~

Career-Themed Courses, Career and Technical Education Pathways, and Statewide Career and Technical Education Industry Certification Articulation Agreements

~~The District shall offer career and professional academies at the middle and high school levels, and at least two (2) career-themed courses. A "career and professional academy" is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the State.~~

The District shall offer career-themed courses and career and technical education pathways at the middle and high school levels, as well as industry certification opportunities that fall within the State Board of Education's approved Statewide Career and Technical Education Articulation Agreement to expand opportunities for post secondary degrees and certification.

A "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Students completing a career-themed course will be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the State. A "career pathway" is an integrated collection of programs intended to develop students' core academic, technical and employability skills.

The Board expects career themed courses and career pathways ~~and professional academies~~ offered in the District's high schools to provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and provide students with the opportunity to receive a standard high school diploma, the opportunity to earn industry certification, ~~the opportunity to attain the Florida Gold Seal Vocational Scholars award~~, and the opportunity to earn postsecondary credit.

~~The Board further expects that students who successfully complete the curriculum of the Career and Professional Academies that are established at the middle school level will have the opportunity to earn an industry certificate, high school credit, and participate in career planning, job shadowing, and business leadership development activities.~~

The Board encourages the Superintendent to forge partnerships with local businesses in the development of career and technical education programs and pathways ~~professional academies~~. These partnerships will help prepare students for the State's workforce needs, as well as help attract, expand, and retain targeted, high-value industry and jobs in the community.

A Florida Ready to Work Credential and portfolio will be awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidenced by the student's preparation for employment. A student shall also be awarded a Florida Ready to Work Credential who successfully passes assessments in Reading for Information, Applied Mathematics, and Locating Information or any other assessments of comparable rigor. Each assessment is scored on a scale of three (3) to seven (7) and a student receives a level of credential based on the score they receive. A bronze-level credential requires a minimum score of three (3) or above on each of the assessments, a silver-level credential requires a minimum score of four (4) or above on each of the assessments, and a gold-level credential requires a minimum score of five (5) or above on each of the assessments.

The District's career and technical education programs and pathways ~~professional academies~~ should increase student academic achievement and graduation rates through integrated academic and career curriculum. Each middle school career exploration program, middle and high school career and technical education program ~~professional academies~~ leading to industry certification, and high school graduation requirements shall be aligned.

Each career and technical education program, pathway ~~professional academy~~ and career-themed course at the high school level must:

- A. provide a rigorous standards-based academic curriculum integrated with a career curriculum; consider multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.
- B. include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships with postsecondary institutions shall be delineated in articulation agreements and include ~~any career and professional academy courses or~~ career-themed courses with industry certification opportunities that earn postsecondary credit. Such agreements may include articulation between the secondary school and public or private two (2) year and four (4) year postsecondary institutions and technical centers. Such partnerships must provide opportunities for:
  1. instruction from highly skilled professionals who possess industry- certification credentials for courses they are teaching;
  2. internships, externships, and on-the-job training;

3. a postsecondary degree, diploma, or certificate;

4. the highest available level of industry certification;

5. maximum articulation of credits pursuant to F.S. 1007.23 upon program completion.

- C. promote and provide opportunities for students enrolled in a ~~career and professional academy or a~~ career-themed course to attain, at minimum, the Florida Gold Seal Vocational Scholars award pursuant to F.S. 1009.536.
- D. provide instruction in careers designated as high-skill, high-wage, and high-demand by the regional workforce development board, the chamber of commerce, economic development agencies, or the Department of Economic Opportunity.
- E. deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by F.S. 1003.428, with an emphasis on strengthening reading for information skills.
- F. offer applied courses that combine academic content with technical skills.
- G. provide instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision-making skills, the importance of attendance and timeliness in the work environment, and work ethics.

Each career and technical education program and pathway ~~professional academy~~ at the middle school level must:

- A. lead to careers in occupations designated as high-skill, high-wage, and high-demand in the Industry Certification Funding List approved under rules adopted by the State Board of Education.
- B. integrate content from core subject areas.
- C. integrate ~~career and professional academy or~~ career-themed course content with intensive reading and mathematics pursuant to F.S. 1003.428.
- D. coordinate with high schools to maximize opportunities for middle school students to earn high school credit.
- E. provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle school students. The virtual instruction courses must be aligned to State curriculum standards for middle school ~~career and professional academy courses or~~ career-themed courses, with priority given to students who have required course deficits.
- F. provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach.
- G. offer externships.
- H. provide personalized student advisement that includes a parent- participation component.

An adult student who is enrolled in an apprenticeship program that is registered with the Department of Education in accordance with F.S. Chapter 446, Job Training, is exempt from the provisions of F.S. 1004.91 relating to career preparatory instruction.

#### Industry Certification in Industry-Certified Career Education Programs

Secondary schools offering career-themed courses and career and technical education programs and pathways ~~professional academies be~~ coordinated with the relevant and appropriate industry to prepare a student for further education or for employment in that industry. Career-themed courses and career and technical education programs and pathways ~~professional academies may enable students in such programs provide opportunities for students~~ to earn industry certification in an industry that is:

- A. within an industry that addresses a critical local or Statewide economic need;
- B. linked to an occupation that is included in the workforce system's targeted occupation list; or
- C. linked to an occupation that is identified as emerging.

To earn industry certification, the student must demonstrate the required proficiency on an assessment evaluated by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies.

#### Collection of and Accounting for Expenditure of Block Tuition and Other Fees for Career Centers

The standard tuition of \$2.33 per contact hour for residents and nonresidents and the out-of-state fee shall be \$6.99 per contact hour. For adult general education programs, block tuition of \$45.00 per half year or \$30.00 per term shall be assessed.

All funds received from block tuition shall be used only for adult general education programs.

The determination of resident status for tuition purposes in career centers shall be made in accordance with State law.

#### Waiver of Tuition and Fees for Certain Individuals

Certain individuals may qualify for a waiver of tuition and/or other fees. The following consist of the Board's tuition and other fee waivers.

A. Tuition shall be waived for undergraduate college credit programs and career certificate programs for each recipient of a Purple Heart or another combat decoration superior in precedent who meets the requirements of State law.

B. Out-of-state fees for career centers for the following:

1. Students who are undocumented for Federal immigration purposes and:
  - a. attended a secondary school in Florida for three (3) consecutive years immediately before graduating from a high school in Florida;
  - b. apply for enrollment in an institution of higher education within twenty-four (24) months after high school graduation; and
  - c. submit an official Florida high school transcript as evidence of attendance and graduation.
2. An honorably discharged veteran of the United States Armed Forces, the United States Reserve Forces, or the National Guard who physically resides in Florida while enrolled in the career center; or entitled to and uses educational assistance provided by the United States Department of Veterans Affairs for a quarter, semester, or term beginning after July 1, 2015, who physically resides in Florida while enrolled in the career center. A person who is an active duty member of the Armed Forces of the United States residing or stationed outside of Florida. Tuition and fees charged to a student who qualifies for this out-of-state waiver may not exceed tuition and fees charged to a resident student.
3. A person who is an active duty member of the Armed Forces of the United States residing or stationed outside of Florida. Tuition and fees charged to a student who qualifies for this out-of-state waiver may not exceed tuition and fees charged to a resident student.

#### **[.] OPTION (SCHOOL DISTRICT SPECIFIC LANGUAGE TO BE INSERTED HERE IF ADDITIONAL FEE WAIVERS DESIRED - SEE DRAFTING NOTE BELOW)**

[DRAFTING NOTE: School districts may waive fees for any fee-nonexempt student. The total value of fee waivers granted by the School District may not exceed the amount established annually in the General Appropriations Act. Any student whose fees are waived in excess of the authorized amount may not be reported for State funding purposes. Any school district that waives fees and requests State funding for a student in violation of the provisions of this paragraph shall be penalized at a rate equal to two (2) times the value of the full-time student enrollment reported. If the Board elects to waive other fees for any fee-nonexempt student, it is recommended that the Board consult with legal counsel prior to doing so.]

[DRAFTING NOTE: Select the options below if the District operates a career center. However, the language included in the first option below is also included in Policy 2271.]

#### **[.] Career Pathways Agreements Between Career Centers and Florida College System Institutions**

**Any career center operated by the Board with a service area that overlaps with another career center operated by a Florida college system institution will enter into a career pathways agreement. The career pathways agreement will:**

1. outline certificate program completion requirements and any licenses or industry certifications that must be earned before enrolling in an associate degree program;
2. specify that articulated college credit will be awarded in accordance with the agreement upon initial enrollment in the associate degree program;
3. guarantee college credit toward an aligned associate degree program for students who graduate from a career center with a career or technical certificate and meet specified requirements in accordance with the terms of the agreement;
4. specify that regional agreements may not award less credit than the amount guaranteed through existing statewide articulation agreements.

On or before May 1st of each year, the Board will submit its career pathways agreements to FLDOE.

[END OF OPTION]

[X.] Dual Enrollment Agreements Between District Career Centers and District High Schools

Any career center operated by the Board shall enter into a dual enrollment agreement with each high school in any District it serves. The agreement will:

1. identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program;
2. delineate the high school credit earned for the completion of each career dual enrollment course;
3. identify any college credit articulation agreements associated with each clock hour program;
4. describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his/her high school, and the postsecondary career education expectations for participating students;
5. establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students;
6. delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

On or before August 1st of each year, the Board will submit its agreements to F+DOE.

[END OF OPTION].

Strategic Plan to Address Local and Regional Workforce Demands

Florida statutes require each Board to develop, in collaboration with regional workforce boards, economic development agencies, and postsecondary institutions approved to operate in the state, a strategic three (3) year plan to address and meet local and regional workforce demands. If involvement of a regional workforce board or an economic development agency in the strategic plan development is not feasible, the Board, with the approval of the Department of Economic Opportunity, shall collaborate with the most appropriate regional business leadership board.

The Board authorizes the Superintendent to collaborate with one (1) or more neighboring counties in the development of the strategic plan, and, upon approval of the plan, to offer career-themed courses, as defined in F.S. 1003.493(1)(b), or a career and professional academy as a joint venture.

The strategic plan must describe in detail provisions for the efficient transportation of students, the maximum use of shared resources, access to courses aligned to State curriculum standards through virtual education providers legislatively authorized to provide part- time instruction to middle school students, and an objective review of proposed career and technical education programs and pathways ~~and professional academy courses~~ and other career-themed courses to determine if the courses will lead to the attainment of industry certifications included on the Industry Certified Funding List pursuant to rules adopted by the State Board of Education.

The strategic three (3) year plan shall be constructed and based upon the elements set forth in F.S. 1003.491. Each strategic plan shall be reviewed, updated, and jointly approved every three (3) years by the School District, regional workforce boards, economic development agencies, and State-approved postsecondary institutions.

#### Maintenance of Records for Workforce Education Programs Funded with State Appropriations

If the District receives state appropriations for workforce education, it will maintain adequate and accurate records including a system to record District workforce education funding and expenditures, to maintain the separation of postsecondary workforce education expenditures and secondary workforce education expenditures. These records will be submitted to the FLDOE in accordance with rules of the State Board of Education.

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#### Legal

F.S. 445.004, 445.006, 446 et seq., 450.081, 1000.05, 1001.42, 1003.01

F.S. 1003.4156, 1003.4282, 1003.491, 1003.492, 1003.493, 1003.4935, 1004.91

F.S. 1004.92, 1007.271, 1009.21, 1009.22, 1009.26, 1009.536, 1011.62, 1011.80

29 U.S.C. 201-219