

## 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 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. career education instruction which is designed to strengthen and integrate basic academic skills and career/technical skills and occupational awareness;
- D. accelerated career and technical programs such as career 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.

Additionally, Big Bend Technical College (BBTC) will host a career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair. The career fair may be held on the campus of the high school, or an alternative location to satisfy this requirement. A joint career fair must be held at a location within reasonable driving distance for students at all participating schools. The career fair must be held during the school day and may use Florida's online career planning and work-based learning system as part of the career fair activities.

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

Once developed, the Superintendent shall annually submit the career and technical education curriculum to the Board for approval. If required, the curriculum shall thereafter be submitted to the Florida Department of Education (FLDOE) for approval.

Career and technical education course/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), disability (including HIV, AIDS, or sickle cell trait), pregnancy, 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~~ **FLDOE** Curriculum Frameworks, and Student Performance Standards. Those documents are kept on file in the Superintendent's office.

### Career-Themed Courses

A "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification or licensure identified on the CAPE Industry Certified 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 FloridaCommerce. 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.

The Board expects career 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 Scholarship and/or CAPE Scholarship 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 certification and/or licensure, high school credit, and participate in career planning, job shadowing, business leadership development activities, and Career and Technical Student Organization (CTSO).

The Board encourages the Superintendent to forge partnerships with local businesses to 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. The District CTE Director will work with Middle and High School Principals to maintain a District CTE Advisory Board, as a requirement of Perkins V. Additionally, this is a requirement of FDLOE Comprehensive Local Needs Assessment (CLNA).

The District's CTE Programs should increase student academic achievement and graduation rates through integrated academic and career curriculum. Each middle school career exploration course, middle and high school CTE Programs, leading to industry certification, and high school graduation requirements shall be aligned.

Each career-themed course at the middle and 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 the 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 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 CTE to attain, at a minimum, the Florida Gold Seal Vocational Scholars Scholarship and/or CAPE Scholarship 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 FloridaCommerce.
- 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 professional academy at the middle school level must:

- A. lead to careers in occupations aligned to the CAPE Industry Certified 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 EducationFLDOE in accordance with F.S. Chapter 446, Job Training, is exempt from the provisions of F.S. 1004.91 relating to career preparatory instruction.

#### High School Credit for Career and Technical Student Organization Participation

Students in grades 6 through 12 may earn one (1) high school credit upon providing their school with verifiable documentation showing an accumulation of at least 135 hours of participation in career and technical student organization activities that occur outside of regular class time. The 135 hour threshold may be accumulated over the course of one (1) or more academic years.

- A. "Career and technical education program" means a comprehensive program of secondary instruction for which a curriculum framework has been adopted in accordance with F.A.C. 6A-6.0571.
- B. "Career and technical student organizations" or "CTSOs" are organizations for students enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program to develop knowledge and skills by participating in activities, events, and competitions.

CTSO experiences and activities may count toward a high school credit if they provide the opportunity for students to apply academic and technical content to career experiences. These activities may include events, projects, competitions, and workshops, including preparation or practice time for such activities, supervised agricultural experiences, or any other activity that meets the definition of work-based learning under F.S. 446.0915, that is related to a CTSO.

To apply for a high school credit, a student, including a transfer student, must provide the Principal with the following forms of verifiable documentation of demonstrable CTSO participation no later than one (1) semester prior to graduation:

- A. dates/times the student participated in a career or technical student organization activity outside of regular class time;
- B. the name of the student organization;
- C. a signed statement from the administrator or supervisor of the student organization verifying that the student has completed the reported number of hours.

Within thirty (30) school days of receipt of the student's documents related to CTSO participation, the Principal will review the documentation and notify the student if the student's CTSO participation meets the requirements of F.A.C. 6A-1.09442 and this policy.

CTSO advisors, CTSO teachers, and other relevant District personnel will be provided training on the requirements to award credit for CTSO participation.

#### **Industry Certification in CTE Course/Programs**

Secondary schools offering career-themed courses and shall enable students in such programs 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 an 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. FLDOE prohibits instructors from testing their own students. Each school's testing procedures must outlined in a testing manual in accordance to FLDOE requirements.

#### **Big Bend Technical College**

##### **Collection of Tuition**

The standard tuition per contact hour for residents and nonresidents and the out-of-state tuition shall be collected based on the number of contact hours at the prevailing tuition rate.

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

The determination of resident status for tuition purposes 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 consists of the Board's tuition and other fee waivers.

- A. Tuition shall be waived for career certificate programs for each recipient of a Purple Heart or another combat decoration superior in precedent who meets the requirements of State law. Similarly, tuition and fees shall be waived for eligible disabled veterans pursuant to F.S. 1009.21.
- B. Out-of-state fees 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.
  - 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.
- C. Transcript fees shall be waived for any individual who is an active duty member or an honorably discharged veteran of the United States Armed Forces. Transcript fees shall also be waived for such individual's spouse and dependents.

#### **Dual Enrollment Agreements Between BBTC and District High Schools**

BBTC shall enter into a dual enrollment agreement with each high school in any District it serves. The agreement will:

- A. identify the courses and programs that are available to students through career dual enrollment and the clock hours (postsecondary) and credits (secondary) that students will earn upon completion of each course and program;
- B. delineate the high school credit earned for the completion of each career dual enrollment course as prescribed in the Course Code Directory (CCD);
- C. identify any college credit articulation agreements associated with each clock hour program;
- D. 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;
- E. establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students;
- F. 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 FLDOE.

#### **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.

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.