

Clay County District Schools
Career & Technical Education
3-year CAPE Strategic Plan

2025-2028



RATIONALE

Pursuant to Title XLVIII -Early Learning-20 Education Code, Chapter 1003 – Public K-12 Education, Section 491 – Florida Career and Professional Education Act: The Florida Career and Professional Education Act is created to provide a statewide planning partnerships between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

(1) The primary purpose of the Florida Career and Professional Education Act is to:

- (a) Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- (b) Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- (c) Support local and regional economic development;
- (d) Respond to Florida’s critical workforce needs; and
- (e) Provide state residents with access to high-wage and high-demand careers.

(2) Each district school board shall develop, in collaboration with local workforce development boards, economic development agencies, and postsecondary institutions approved to operate in the state, a strategic 3-year plan to address and meet local and regional workforce demands. Each strategic plan shall be reviewed, updated, and jointly approved every 3 years by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions.

<https://m.flsenate.gov/Statutes/1003.491>

Required Component from State Statute 1003.491	<i>Strategy(ies)</i>	<i>Measure of Success</i>
(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Estimating Conference created in s. 216.136	<ul style="list-style-type: none"> ● Identify local and regional workforce needs with JaxUSA and Workforce ● Reference the Regional Targeted Occupations List developed by the Department of Economic Opportunity and the CareerSource Board ● Crosswalk list between Chamber/Workforce and CTE offerings ● Attend Talent Advancement Partnership (TAP) meetings with JaxUSA Partnership 	<ul style="list-style-type: none"> ● Clay County District Schools (CCDS) will work with CareerSource to submit and maintain industry certifications on the Master Credentials list that are relevant to the labor market in North Central Florida ● Attend quarterly TAP meetings with JaxUSA Partnership
(b) Strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Estimating Conference created in s. 216.136;	<ul style="list-style-type: none"> ● The CTE department will annually review the occupations defined as 'in-demand' and/or 'high skill/high wage' from Labor Market Estimating Conference reports and work with CareerSource to determine if there is a local need for the defined occupations. ● The CTE department will continue to work with school site administrators to build and maintain Programs for in-demand, and/or high-skill/high-wage occupations. 	<ul style="list-style-type: none"> ● Comprehensive Local Needs Assessment (CLNA) will be held every 2 years to make sure we are meeting the needs of NE Florida. ● CCDS CTE will annually review programs for student enrollment, relevance to the local economy, and occupation pathways
(c) Strategies to provide shared, maximum use of private sector facilities and personnel;	<ul style="list-style-type: none"> ● Hold advisory board meetings 2-3 times a year based on content area. ● Create opportunities for businesses to host CTE professional development ● Promote business partnerships through Advisory Committees to create 	<ul style="list-style-type: none"> ● Advisory board meetings are held 2 to 3 times a year - documented with minutes, agendas, and sign-in sheets. ● CAPE Programs will provide documentation of work-based

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	<p>opportunities for guest speakers, job interviews, job shadowing, and internship opportunities</p> <ul style="list-style-type: none"> ● Provide field trip opportunities for students to visit local industries 	<p>learning opportunities through either: guest speakers, field trips, internships, or paid positions for students</p> <ul style="list-style-type: none"> ● Students who are given job opportunities and sign their intent during Career Signing Days
<p>(d) Strategies that ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;</p>	<ul style="list-style-type: none"> ● Provide professional development opportunities for teachers ● CTE Department will work with HR and schools to recruit and retain qualified teachers ● Work with local professional organizations and workforce to recruit teachers ● CTE instructors credentialed in industry certifications for their curriculum area 	<ul style="list-style-type: none"> ● CTE teachers will hold current/active industry certifications aligned to the course they provide instruction ● Teachers will earn a CAPE bonus for each student who successfully earns industry certifications
<p>(e) Provide personalized student advisement, including a parent-participation component, and coordination with middle grades to promote and support career-themed courses and education planning.</p>	<ul style="list-style-type: none"> ● CTE staff will present CTE program information to all school counselors annually ● CTE staff will attend parent academies across the district to provide guidance on high school planning ● CTE staff will participate in High school information days at junior high schools ● The district will support the use of Xello, the state-provided online program, to facilitate the process of building personal learning plans 	<ul style="list-style-type: none"> ● Attendance of students and families at 9th grade open house nights ● High schools will increase the amount of contact with junior school students on opportunities available in CTE ● Data available in Xello ● Updated course selection guide each year

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	<ul style="list-style-type: none"> ● Provide CTE marketing information to all junior and high school students and parents ● CTE staff to provide opportunities for School Counselors and 8th-grade students to visit Career and Technical programs ● Provide information to parents and students at Open Houses for Career and Technical Academy programs ● Students will be bused to zoned high school to tour CTE programs ● High school students will visit junior highs to promote programs and increase awareness of options 	
(f) Alignment of requirements for middle school career planning under s 1003.4156(1)(e), middle and high school career and professional academies or career-themed courses leading to industry certification or post-secondary credit, and high school graduation requirements;	<ul style="list-style-type: none"> ● Provide CTE junior high school program alignment with high school programs to counselors and families ● Use of Xello by junior high school students ● Provide a list of Industry Certifications that can be earned at the junior and high schools in the district ● Provide articulation agreement information to school counselors through the Career and Technical Education website and at the annual school counselor meeting each fall 	<ul style="list-style-type: none"> ● Articulation agreements are reviewed/updated annually ● Use of Xello for career planning
(g) Provisions to ensure that	<ul style="list-style-type: none"> ● Provide documentation and make 	<ul style="list-style-type: none"> ● Courses coded as level 3 in the

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<p>career-themed courses and courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;</p>	<p>available to all students, parents, and faculty, knowledge of which CTE courses can substitute for required courses</p> <ul style="list-style-type: none"> ● Continue to develop articulation agreements with post-secondary partners ● Ensure curriculum is up to date; meet current industry standards ● Identify industry certification options for all programs and documents on the Program of Study documents 	<p>FLDOE Course Code Directory will be included with weighted credit</p> <ul style="list-style-type: none"> ● CTE staff will meet with teachers to discuss potential new industry certifications. These will be requested with FLDOE during the designated window ● CTE staff will continue to meet with post-secondary institutions to review program content and discuss the potential for local or statewide articulation credit
<p>(h) Plans to sustain and improve career-themed courses and career and professional academies</p>	<ul style="list-style-type: none"> ● Evaluate at the end of each year the enrollment, data, industry certifications, etc. ● Consult with business and advisory boards on current trends/equipment ● Curriculum Mapping hosted each summer for content areas ● PLC meetings are held twice a month and are grouped based on content area ● Provide time for teachers to remain up to date with certifications 	<ul style="list-style-type: none"> ● Course enrollment indicates sustained student interest ● Opportunities are provided for instructors to attend professional development and project-based learning training ● Updated Curriculum Maps ● CTE teachers provide high-rigor lessons and are supported by the administration
<p>(i) Strategies to improve the passage rate for industry certification examinations if the rate falls below 50 percent</p>	<ul style="list-style-type: none"> ● Professional Development for Teachers ● Provide pre-test tutorial sessions for students ● Provide practice Industry Certification exams for students 	<ul style="list-style-type: none"> ● Industry certification pass rates improve. ● CTE teachers develop a plan for certification exam best practices.

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	<ul style="list-style-type: none"> ● Be strategic in identifying students to test and when to test ● When students are eligible make sure accommodations are in place for testing 	
<p>(j) Strategies to recruit students into career-themed courses and career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy. School boards shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school</p>	<ul style="list-style-type: none"> ● Develop media resources to distribute to students, parents, and the community ● Attend counselor Professional Development to update them on CTE changes ● 9th Grade open house nights are scheduled for February of each year. ● Partner with the Communications Staff for the district to promote CTE programs/opportunities for students ● Collaborate with Industry Sector Organizations to disseminate information about career-themed courses and opportunities for students 	<ul style="list-style-type: none"> ● The CTE Course Selection Guide is updated no later than January 1 of each year. ● At least 1 success story is published by every high school program over the course of the school year ● Schools will have CTE student on the week or month and highlight on social media

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principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below a 2.0;		
(k) Strategies to provide sufficient space within academies to meet workforce needs and to provide access to all interested and qualified students;	<ul style="list-style-type: none"> ● Support school administrators in their efforts to schedule and staff CTE Programs ● CTE office will actively apply for grant opportunities to expand programs and update equipment. 	<ul style="list-style-type: none"> ● High schools are equipped to meet student interest in CTE courses with credentialed teachers and proper classroom/lab space that reflects industry standards ● Students have access to equipment and technology in a safe workplace that reflects industry standards
(l) Strategies to implement career-themed courses or career and professional academy training that lead to industry certification in juvenile justice education programs;	<ul style="list-style-type: none"> ● Provide CTE programs of study at Bannerman Learning Center (BLC) ● Provide CTE programs of study at Florida Youth Challenge 	<ul style="list-style-type: none"> ● CTE Programs provide hands-on learning opportunities for students at BLC and FLYCA
(m) Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses;	<ul style="list-style-type: none"> ● Identify and document college-level courses on the Program of Study ● Communicate Programs of Study to school counselors and CTE educators to assist students with taking advanced 	<ul style="list-style-type: none"> ● As additional CTE courses receive level 3 status in the FLDOE Course Code Directory and offer industry certifications, the Program of Study will be updated

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	<ul style="list-style-type: none"> and college-level courses ● Weighted and dual enrollment opportunities are identified in the Career and Technical Education brochure 	<ul style="list-style-type: none"> within the district ● Websites are updated annually to reflect the most up-to-date information on weighted courses and dual enrollment options for students
(n) Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses;	<ul style="list-style-type: none"> ● Identify and document college-level courses on the Program of Study ● Communicate Programs of Study to school counselors and CTE educators to assist students with taking advanced and college-level courses ● Weighted and dual enrollment opportunities are identified in the Career and Technical Education brochure 	<ul style="list-style-type: none"> ● As additional CTE courses receive level 3 status in the FLDOE Course Code Directory and offer industry certifications, the Program of Study will be updated within the district ● Websites are updated annually to reflect the most up-to-date information on weighted courses and dual enrollment options for students
(o) Promotion of the benefits of the Gold Seal Bright Futures Scholarship;	<ul style="list-style-type: none"> ● Market the Gold Seal and Gold Seal CAPE Bright Futures Scholarship Program ● Promote course offerings and information that is available on the District website for Career and Technical Education Programs ● School Counselors promote the benefits of Gold Seal Bright Futures Scholarships at school parent nights ● CTE Staff update counselors annually on CAPE scholarship requirements 	<ul style="list-style-type: none"> ● Graduating seniors who meet the criteria of Gold Seal or CAPE scholars will be recognized at senior award nights ● The CTE Website will be updated to include information on the CAPE Gold Seal Scholarship and Cost Savings to the Family

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<p>(p) Strategies to ensure the review of district pupil-progression plans and to amend such plans to include career-themed courses and career and professional academy courses and to include courses that may qualify as substitute courses for core graduation requirements and those that may be counted as elective courses;</p>	<ul style="list-style-type: none"> ● Update annually the CTE portions of the district Student Progression Plan ● As of 2024, inform students and parents during course selection for middle school of the career and professional academy or CTC courses available within the district. 	<ul style="list-style-type: none"> ● Updated Student Progression Plan ● Courses identified in the course selection materials.
<p>(q) Strategies to provide professional development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certifications;</p>	<ul style="list-style-type: none"> ● Invite junior high Counselors to the Community Tours held at the high schools. ● Provide additional opportunities for school counselors to visit CTE programs. ● Invite counselors to attend field trips such as Construction Career Day and the District-Wide Career Fair 	<ul style="list-style-type: none"> ● Counselors are better able to communicate CTE options available to students and families.
<p>(r) Strategies to redirect appropriated career funding in secondary and postsecondary institutions to support career academies and career-themed courses that lead to industry</p>	<ul style="list-style-type: none"> ● Conduct an annual survey of CTE educators and school administrators to determine the funding needs of career academies and career-themed courses ● Maintain student enrollment in courses to support investment ● CTE teachers can submit funding 	<ul style="list-style-type: none"> ● CTE teachers submit their CAPE/Perkins request by March 30th each year to the CTE Staff ● Awarding of CAPE funds goes directly to the program that earned those funds

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certification.	<p>requests to the CTE office. These requests can be funded through district CAPE or Perkins funds.</p> <ul style="list-style-type: none"> ● New CTE programs can request district CAPE funds for professional development and industry certification training. ● All CTE programs receiving CAPE funding will follow guidelines outlined in CAPE State Statutes ● Review the distribution of funds annually for program status and effectiveness; reallocate when appropriate 	
(s) Strategies to inform and promote the career and technical education opportunities available in the district to students, parents, the community, and stakeholders.	<ul style="list-style-type: none"> ● CCSD CTE holds an annual 9th-grade open house night around the district. Representatives from each CTE program are available to answer questions and provide additional recruitment materials. ● Smore Newsletter published monthly ● Community members and stakeholders will be included in invitations to judge various CTE competitive events. ● Social Media will be updated to include current information on CTE programs and applicable student success stories. 	<ul style="list-style-type: none"> ● Increased participation in Advisory Board member participation at local CTE events. ● Social media posts that highlight CTE programs or student success stories. ● Increased attendance at the annual Open House nights.
(t) Requires school districts to inform students and parents	<ul style="list-style-type: none"> ● Distribute the CTE course selection booklet when visiting schools that 	<ul style="list-style-type: none"> ● Increased number of enrollment in junior and senior high CTE

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<p>during course selection for middle school of the career and professional academy or career-themed courses available within the district.</p>	<p>showcase CTE programs offered across the district.</p> <ul style="list-style-type: none"> ● Have 6th-grade students tour the junior high campus and CTE programs they could potentially enroll in ● Have 8th grades students tour the high school campus and CTE programs to see CTE programs they could potentially enroll in ● Allow high school CTE programs to visit the Junior High Schools to promote and educate junior high students on their options for CTE programs in high school. ● Offer 9th Grade Expo nights at all high schools 	<p>courses.</p> <ul style="list-style-type: none"> ● CTE programs attend Expo nights and junior high schools to promote their programs ● The CTE department updates the CTE course selection booklet each year