

Florida Career and Professional Education (CAPE) Act

Chapter 2007-216, LOF

Lucy D. Hadi

Chancellor of Workforce Education

Goal of the Act

- The Florida Career and Professional Education Act is created to provide a statewide planning partnership 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.

Significant Legislative Provisions

- Responds to Florida's critical workforce needs.
- Requires district school boards to develop strategic plans to address and meet local and regional workforce needs.
- Requires public schools and school districts to offer career and professional academies.

Significant Legislative Provisions

(Continued)

- Requires that career courses lead to industry certification.
- Requires academically rigorous and relevant career-themed courses that articulate to postsecondary-level course work and lead to industry certification
- Increases accountability for career and professional education results.

Career and Professional Academy

- 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.
- A career and professional academy may be offered as one of the following small learning communities:
 - A school-within-a-school career academy, as part of an existing high school, that provides courses in one occupational cluster. Students in the high school are not required to be students in the academy; OR
 - A total school configuration providing multiple academies, each structured around an occupational cluster. Every student in the school is in an academy.

Enhanced Accountability

- School Districts must redirect appropriated career funding to career and professional academies.
- All career courses offered in a career and professional academy must lead to industry certification or college credit.
 - At least 50 percent of students enrolled in a career course must achieve industry certifications or college credits during the second year the course is offered in order for the course to be offered a third year.
 - At least 66 percent of students enrolled in such a course must achieve industry certifications or college credits during the third year the course is offered in order for it to be offered a fourth year and thereafter.

Revised Curriculum Review Process

Pam Smith

K-12 Deputy Chancellor

Curriculum, Instruction, Student Services

Revised Curriculum Review Process:

Statutory Requirement

The State Board of Education shall establish a process for the continual and uninterrupted review of newly proposed core secondary courses and existing courses requested to be considered as core courses to ensure that sufficient rigor and relevance is provided for workforce skills and postsecondary education and aligned to state curriculum standards.

Curriculum Review Committee

The committee, created to review newly proposed core secondary courses and whose membership was approved by the Workforce Florida Board, includes:

- 3 certified High School Guidance Counselors
- 3 Assistant Superintendents for Curriculum and Instruction
- 3 Workforce Representatives
- 3 Admissions Directors of Postsecondary Institutions
- Deputy Commissioner of Education for K-12 Curriculum and Instruction

Responsibilities in Brief

- Submission and review must take place electronically and each proposed core course must be approved/denied within 60 days.
- All courses approved must be immediately added to the Course Code Directory.
- Approved core courses must also be considered for dual enrollment credit.
- Board of Governors and Commissioner of Education jointly recommend annual deadline for approving new core courses for postsecondary admissions and dual enrollment credit the following academic year.
- State Board of Education must establish an appeals process in the event that a proposed course is denied which shall require a consensus ruling by Agency for Workforce Innovation and Commissioner within 15 days.

Electronic Course Submission Process

- District electronic submissions are sent to the Office of Articulation:
 - If the course submitted for consideration meets the checkpoints in the electronic template, it will then be sent electronically to internal and external curriculum content specialists.
 - If the course submitted for consideration does not fulfill one of the checkpoints/requirements, an automatic response will be sent to the submitter with an explanation for correction or resubmission.
 - If the course is denied, appeals can be submitted electronically for a consensus ruling by the Agency for Workforce Innovation and the Commissioner within 15 days.

New Core Courses

- Requires that new core courses articulate to postsecondary-level course work and lead to industry certification, and that they are...
 - Academically rigorous;
 - Meet or exceed appropriate state-adopted subject area standards; and
 - Relevant career-themed courses.

Increasing the Number of Applied, Integrated, and Combined Courses

- As new Sunshine State Standards are adopted and phased-into the electronic process, districts will be able to electronically select from current course descriptions to create new applied, integrated, and combined courses.

Electronic Database

- Demonstration by Mary Jane Tappan, Executive Director of the Office of Math and Science

www.fldoestandards.org

<http://www.fldoestandards.org/login.aspx>