



---

Book	Policy Manual
Section	Vol. 25, No. 2, January 2025 - Revisions
Title	Copy of CAREER AND TECHNICAL EDUCATION
Code	po2421 caj 4/7/25
Status	
Legal	<a href="#">F.S. 445.004</a> <a href="#">F.S. 445.006</a> <a href="#">F.S. 446 et seq.</a> <a href="#">F.S. 450.081</a> <a href="#">F.S. 1000.05</a> <a href="#">F.S. 1001.42</a> F.S. 1001.43 <a href="#">F.S. 1003.01</a> F.S. 1003.41 <a href="#">F.S. 1003.4156</a> <a href="#">F.S. 1003.4282</a> <a href="#">F.S. 1003.491</a> <a href="#">F.S. 1003.492</a> <a href="#">F.S. 1003.4935</a> F.S. 1004.096 <a href="#">F.S. 1004.91</a> <a href="#">F.S. 1004.92</a> F.S. 1004.933 <a href="#">F.S. 1007.271</a> <a href="#">F.S. 1009.21</a> <a href="#">F.S. 1009.22</a> <a href="#">F.S. 1009.26</a> F.S. 1009.40 <a href="#">F.S. 1009.536</a> F.S. 1009.711 F.S. 1009.896 <a href="#">F.S. 1011.62</a> <a href="#">F.S. 1011.80</a>

F.A.C. 6A-1.09442

F.A.C. 6A-20.0284

[29 U.S.C. 201](#)

[29 U.S.C. 202](#)

[29 U.S.C. 203](#)

[29 U.S.C. 204](#)

[29 U.S.C. 206](#)

[29 U.S.C. 207](#)

[29 U.S.C. 209](#)

[29 U.S.C. 210](#)

[29 U.S.C. 211](#)

[29 U.S.C. 212](#)

[29 U.S.C. 213](#)

[29 U.S.C. 214](#)

[29 U.S.C. 215](#)

[29 U.S.C. 216](#)

[29 U.S.C. 216b](#)

[29 U.S.C. 217](#)

[29 U.S.C. 218](#)

[29 U.S.C. 218b](#)

[29 U.S.C. 218c](#)

[29 U.S.C. 219](#)

Adopted

June 21, 2022

Last Revised

October 15, 2024

## **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 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.

Additionally, each high school in the District shall 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 must be held on the campus of the high school, except that a group of high schools in the District or the District and other school districts may hold a joint career fair at 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. Alternatively, the District may consult with local workforce development boards, advisory committees, and business groups to determine free or cost-effective methods to provide other career and industry networking opportunities during the school day for secondary students, and exposure for elementary and secondary students to a representative variety of industries, business, and careers.

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.

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), 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.

#### **Career and Professional Academies; Career-Themed Courses**

A 'career-themed course' is a course, or a course in a series of courses, that leads to an industry certification identified in 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 the Department of Economic Opportunity Commerce. 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 award, and the opportunity to earn postsecondary credit.

The Board further provides the opportunity for middle school students who successfully complete the curriculum of the career and professional academies or a career-themed course to transfer to a high school career and professional academy of a career-themed course currently operating within the District. Students who complete such courses at the middle school level must have the opportunity to earn an industry certificate, high school credit, and participate in career planning, job shadowing, and business leadership development activities. The District shall inform students and parents during course selection for middle school or the career and professional academy or career-themed courses available within the District.

The District's career and 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 professional academies leading to industry certification, and high school graduation requirements shall be aligned.

Each career and 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 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 career and professional academy or a career-themed course to attain, at a 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 OpportunityCommerce.
- 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 Career, Technical, and Adult Education Department (CTAE) with the following forms of verifiable documentation of demonstrable CTSO participation no later than February 1:

- 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. timesheets, sign-in sheets, or other time reports;
- D. 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 District's CTAE Department will review the documentation and notify the student if the student's CTSO participation meets the requirements of F.A.C. 6A-1.9442 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 Industry-Certified Career Education Programs**

Secondary schools offering career-themed courses and career and professional academies 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 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.

### **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.

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. Similarly, tuition and fees shall be waived for eligible disabled veterans pursuant to F.S. 1009.21.

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.



All registration, tuition, laboratory, and examination fees for a student participating in the Graduation Alternative to Traditional Education (GATE) Program as set forth under F.S. 1004.933. A waiver provided under this subparagraph after a student's first term shall be provided after State aid pursuant to F.S. 1009.895 is applied. Instructional materials assigned for use under the GATE Program will be made available to GATE Program students free of charge. No criteria to determine a student's eligibility to receive a waiver shall differ from F.S. 1004.933.

The District shall report to the FLDOE all students enrolled in the GATE Program during the fall, spring, or summer terms within thirty (30) days after the end of regular registration. For each eligible student, the District shall report the total reimbursable expenses by category.

### **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 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.

### **Armed Services Vocational Aptitude Battery (ASVAB)**

The District shall provide opportunities to students in grades 11 and 12 to take the Armed Services Vocational Aptitude Battery (ASVAB) during normal school hours and, if requested by a student, the opportunity to consult with a military recruiter.

Revised 9/19/23  
Revised 12/19/23  
Revised 6/18/24  
Revised 10/15/24

F.A.C. 6A-6.0200

F.A.C. 6A-6.0576

F.A.C. 6A-10.0244

© Neola 20254