

THE SCHOOL DISTRICT OF ESCAMBIA COUNTY
 CAPE THREE-YEAR STRATEGIC PLAN
 2019-20 through 2021-22

Goals a) – s) are required elements as identified in Section 1003.491, F. S. Goal t) is a district goal.

Goal	Strategies	Action Steps	Outcomes/ Evidence	Lead Person/ Team	Target Date
a) Determine local and regional workforce needs	<ol style="list-style-type: none"> 1. Identify local and regional workforce needs in collaboration with Escarosa, FloridaWest EDA, and local postsecondary educational institutions 2. Utilize input provided by advisory council members to target skills necessary in the 21st Century workplace 	<ol style="list-style-type: none"> 1. Analyze the FloridaWest EDA Strategic Plan’s demand industry areas, Escarosa’s Region 1 Demand Occupations List, and CareerSource Florida Skills Gap and Job Vacancy Survey to identify gaps and future workforce training needs 2. Establish annual industry advisory council meeting calendar 	<ol style="list-style-type: none"> 1. Crosswalk between the FloridaWest EDA plan, and Escarosa’s Region 1 Demand Occupations list with career academy offerings 2. Advisory council meeting calendars, agendas, meeting minutes 	Workforce Education Director and Staff Escarosa FloridaWest EDA GSTC Principal PSC Deans	Ongoing
b) Develop and implement career academies or career-themed courses based on those careers determined to be high-wage, high-skill, and high-demand	<ol style="list-style-type: none"> 1. Align career and technical academies with high-wage, high-skill, and high-demand industries and occupations 2. Identify gaps and recommend additional occupations to the CareerSource Escarosa Region 1 Demand Occupations List Respond to FloridaWest EDA requests to expand career academy/career certificate/degree offerings based on demand 	<ol style="list-style-type: none"> 1. Review and analyze Escarosa’s Region 1 Demand Occupations list annually 2. Work with schools to implement career academies to align with current Escarosa’s Region 1 Demand Occupations list and the FloridaWest EDA targeted industry areas 	<ol style="list-style-type: none"> 1. Escarosa’s Region 1 Demand Occupations List 2. Matrix of career academies by target industry areas with gaps identified 3. New career academy or academies that address target industries 	Workforce Education Director and Staff Escarosa FloridaWest EDA	Annually

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<p>c) Provide shared, maximum use of private sector facilities and personnel</p>	<ol style="list-style-type: none"> 1. Rotate career academy advisory council meeting locations to include business partner locations 2. Create opportunities for business partners to host career and technical education inservice 3. Utilize industry-specific training classes to provide professional development to teachers and students (when appropriate) 4. Provide business-relevant training through teacher externships and student internships 	<ol style="list-style-type: none"> 1. Develop annual Business Advisory Council Meeting calendar to include two meetings for each career academy advisory council 2. Schedule Workforce Education Preschool Inservice at local business 3. Strengthen career academy work-based learning programs 4. Workforce educators connect with businesses to provide field trip opportunities 5. Utilize “Teachers in the Workplace” summer externships 	<ol style="list-style-type: none"> 1. Business Advisory Council Meeting calendar, agendas, and meeting minutes 2. Workforce Education Department Preschool Inservice Agenda 3. Number of career academy cooperative education students 4. Number of field trips reported on career academy assessment 5. Career academy teacher externship surveys 	<p>Workforce Education Director and Staff</p> <p>Escarosa</p> <p>FloridaWest EDA</p>	<p>Each advisory council meeting is held bi-annually</p> <p>Other strategies are ongoing</p>
<p>d) Ensure instruction by state (FLDOE) and industry-certified faculty and identify strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards</p>	<ol style="list-style-type: none"> 1. Conduct a gap analysis to identify teachers who have not yet achieved the appropriate industry certification(s) 2. Utilize industry-specific training classes to provide professional development to teachers for initial certification(s) or updating certification(s) 	<ol style="list-style-type: none"> 1. Each Workforce Education Specialist produces a list identifying teachers who need to earn the relevant certification 2. Require a plan by each teacher to earn or update the appropriate industry certification within an appropriate timeline 	<ol style="list-style-type: none"> 1. District teacher industry certification status report 2. District Out-of-Field Teacher list 3. Payments for financial and resource support for teachers to achieve certification(s) 	<p>Workforce Education Director and Staff</p>	<p>Annually</p>

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e) Provide personalized student advisement, including a parent-participation component, and coordination with middle school to promote and support career-themed courses, career academy, and education planning	<ol style="list-style-type: none"> 1. Implement MyCareerShines, a K-20 online career planning tool at elementary, middle and high school, and postsecondary levels 2. Provide MyCareerShines training for career and technical education teachers, school counselors, and others for use with students 	<ol style="list-style-type: none"> 1. Present MyCareerShines at career and technical preschool inservice 2. Schedule and communicate MyCareerShines teacher training opportunities 3. Conduct MyCareerShines classroom presentations 	<ol style="list-style-type: none"> 1. Percent of middle and high school students with registered MyCareerShines accounts 2. MyCareerShines Training agendas and sign in sheets 	Workforce Education Director and Career Education Coach	Annually and ongoing
f) Align requirements for middle school career planning, middle and high school career and professional education (CAPE) academies or career-themed courses leading to industry certification or postsecondary credit, and high school graduation requirements	<ol style="list-style-type: none"> 1. Design middle school career academy offerings to align with academies in their feeder patterns 2. Make available the opportunity to earn certifications at the middle school level 3. Expand career and technical high school course offerings at the middle school level 4. Develop Program of Study for each high school career academy/program 	<ol style="list-style-type: none"> 1. Meet with academy teachers and school administrators to align career academies' course sequences 2. Analyze middle and high school industry certification attainment data 3. Conduct gap analysis on existing Programs of Study and create those where none exists 	<ol style="list-style-type: none"> 1. Middle School and High School Career Academy Brochures showing alignment 2. Industry certification attainment data report 3. Student Progression Plan 4. Programs of Study matrix 	Workforce Education Director and Staff	Annually
g) Ensure that career-themed courses and courses offered through CAPE 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	<ol style="list-style-type: none"> 1. Revise/create articulation opportunities with postsecondary partners to offer career certificate and college credit for students 2. Disseminate updated career and technical education curriculum frameworks to teachers 3. Provide curriculum development professional learning opportunities 4. Identify an industry certification for each career academy or career-themed course, when possible 	<ol style="list-style-type: none"> 1. Meet with postsecondary institutions to update and develop articulation opportunities 2. Provide current/updated curriculum frameworks and programs of study to career and technical teachers prior to the school year 3. Maintain a career academy/industry certification matrix 	<ol style="list-style-type: none"> 1. Articulations agreements 2. Frameworks and Programs of Study 3. Career academy/industry certification matrix 4. Middle and high school industry certification attainment data 	Workforce Education Director and Staff	Annually and ongoing Annually

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h) Sustain and improve career-themed courses and career academies	<ol style="list-style-type: none"> 1. Administer a Career Academy Self-Assessment instrument 2. Determine from business the equipment, resources, and curriculum required to sustain a successful career academy 3. Survey career and technical teachers as to resource needs 	<ol style="list-style-type: none"> 1. Distribute career academy annual assessment to career academy instructors 2. Share with teachers input from industry regarding equipment, resources, and/ or curriculum needs 	<ol style="list-style-type: none"> 1. Analysis of Career Academy Self-Assessment results 2. Advisory council meeting minutes reflecting industry input 3. Teacher resource needs survey results 	Workforce Education Director and Staff	Annually and ongoing
i) Improve the passage rate for industry certification examinations if the rate falls below fifty percent (50%)	<ol style="list-style-type: none"> 1. Analyze industry certification pass rates annually to identify academies with rates below fifty percent (50%) and identify improvement plans 	<ol style="list-style-type: none"> 1. Review industry certification pass rate data 2. Share data with stakeholders 3. Provide training to teachers to improve instruction for certification attainments 	<ol style="list-style-type: none"> 1. FLDOE CAPE Certifications report 2. Professional learning agenda 	Workforce Education Director and Staff	Annually and ongoing
j) Recruit at-risk students into career-themed courses and CAPE Academies who have been unsuccessful in traditional classrooms (GPA less than 2.0) but who are interested in enrolling in career-themed courses or participating in CAPE Academies	<ol style="list-style-type: none"> 1. Identify at-risk students that have the ability to benefit from career academy participation 2. Communicate the career academy eligibility requirements and waiver policy to students and parents 3. Invite students and parents to annual School Choice Expo 4. Market career academies through brochures, mail outs, websites, and curriculum fairs 	<ol style="list-style-type: none"> 1. Meet with school counselors to provide strategies for recruiting and enrolling at-risk students into career academies 2. Conduct career academy classroom presentations to eighth (8th)-grade students 	<ol style="list-style-type: none"> 1. At-risk and special needs student career academy enrollment analysis 2. Career Academy Standards and Guidelines 3. Middle school presentation calendar 4. Middle and high school career academy brochures and postcard mail outs 	<p>Workforce Education Director and Staff</p> <p>School Choice Coordinator</p>	Annually and ongoing

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k) Provide sufficient space within academies to meet workforce needs and to provide access to all interested and qualified students	<ol style="list-style-type: none"> 1. Support school administrators in their efforts to schedule and staff career academies appropriately 2. Analyze career academies where requests exceed capacity and develop solution 	<ol style="list-style-type: none"> 1. Meet with school administration, guidance staff, and academy instructors to discuss course sequencing 2. Contact school-based administrators during registration and staffing to discuss career academy enrollment and staffing needs 	<ol style="list-style-type: none"> 1. Career academy enrollment comparison to number of applicants 	Workforce Education Director and Staff	Annually and ongoing
l) Implement career-themed courses or CAPE Academy training that leads to industry certification in juvenile justice education programs	<ol style="list-style-type: none"> 1. Develop career-themed courses in the district's juvenile justice programs 2. Analyze FLDOE technical assistance paper for guidelines for implementing career-themed courses in DJJ facilities 	<ol style="list-style-type: none"> 1. Develop Carl D. Perkins request for proposal to access grant funding to support career-themed courses that lead to industry certification in a juvenile justice education program 2. Collaborate with Alternative Education staff to identify and implement career-themed courses for juvenile justice programs 	<ol style="list-style-type: none"> 1. Carl D. Perkins Juvenile Justice request for proposal 2. Certifications earned in juvenile justice education programs 	Workforce Education Director and Staff Alternative Education Staff	Annually and ongoing

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m) Provide opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses	<ol style="list-style-type: none"> 1. Identify career academy and career-themed courses that could be offered as dual enrollment 2. Offer and promote Level 3 career and technical education honors courses 3. Offer and support AP Computer Science courses at high schools 	<ol style="list-style-type: none"> 1. Meet with postsecondary institutions to update and develop dual enrollment course offerings 2. Disseminate updated list of current Level 3 career and technical education honors courses to schools 3. Identify Level 3 honors career and technical courses on marketing materials 4. Identify and train career and technical teachers for AP Computer Science course instruction 	<ol style="list-style-type: none"> 1. Articulation agreements and programs of study posted on Workforce Education website 2. Current list of career and technical honors courses 3. AP Computer Science course student enrollment 	Workforce Education Director and Staff	Annually
n) Promote the benefits of the Gold Seal Bright Futures Scholarship	<ol style="list-style-type: none"> 1. Market the Gold Seal/CAPE Bright Futures Scholarship Program through brochures, Workforce Education website, and inservice training 	<ol style="list-style-type: none"> 1. Share information about Gold Seal/CAPE Bright Futures Scholarships with career and technical teachers, high school and postsecondary administrators, school counselors, students, and parents 2. Add Gold Seal/CAPE Bright Futures Scholarship Program information to career academy brochures 3. Identify, through data analysis, students meeting Bright Futures Gold Seal/CAPE Scholarships requirements and communicate with schools, parents and students 	<ol style="list-style-type: none"> 1. School counselors' meeting agenda to include Bright Futures Gold Seal/CAPE Scholarship information 2. Workforce Education pre-school agenda to include Gold Seal/CAPE Bright Futures Scholarship information 3. Career academy brochures that include Gold Seal/CAPE Scholarship information 4. Postcard, emails 	Workforce Education Director and Staff Student Services Coordinator	Annually and ongoing

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<p>o) Ensure the review of district pupil progression plans and amend such plans to include career-themed courses and CAPE 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>	<p>1. Include career and technical courses that qualify as substitute courses for core graduation requirements (math and science) in district’s student progression plan</p>	<p>1. Review district’s Student Progression Plan 2. Share with school counselors, administrators, and career and technical teachers a list of career and technical courses and industry certifications that qualify as core course substitution for math and science</p>	<p>1. Student Progression Plan to include career and technical courses that qualify as core course substitution 2. List of career and technical courses that qualify as core course substitution</p>	<p>Workforce Education Director and Staff Student Services Coordinator</p>	<p>Annually and ongoing</p>
<p>p) Provide professional development for secondary guidance counselors on the benefits of CAPE Academies and career-themed courses that lead to industry certification</p>	<p>1. Schedule annual CAPE Academies and career-themed courses training with middle and high school counselors 2. Implement “Counselors in the Workplace” training 3. Create, update and disseminate Career Pathways collateral (fliers, website, etc.)</p>	<p>1. Host a working lunch for school counselors to share the benefits of CAPE Academies and career-themed courses that lead to industry certification 2. Collaborate with FloridaWest EDA to Implement “Counselors in the Workplace” training update and disseminate Career Pathways collateral and implement</p>	<p>1. School counselor information packets that include information about CAPE Academies and career-themed courses 2. “Counselors in the Workplace” agenda 3. Career Pathways fliers and Workforce Education website posting</p>	<p>Workforce Education Director and Staff Student Services Coordinator FloridaWest EDA</p>	<p>Annually and ongoing</p>

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q) Redirect appropriated career funding in secondary and postsecondary institutions to support career academies and career-themed courses that lead to industry certification	<ol style="list-style-type: none"> 1. Survey annually, career and technical educators and school administrators to determine funding needs of career academies and career-themed courses 2. Create Workforce Education Department budgets that address funding needs of career academies and career-themed courses 3. Maintain appropriate level of student enrollment in career academies to support financial investment 	<ol style="list-style-type: none"> 1. Analyze career and technical teacher resource survey data to determine program budgets 2. Prepare program budgets based on student enrollment in career academies and career-themed courses and academies' identified needs 3. Base staffing on student enrollment in career academies and career-themed courses 	1. Budget analysis verifies funds appropriated to support career academies and career-themed courses that lead to industry certification	Workforce Education Director and Staff	Annually
r) Detail provisions for the efficient transportation of students	1. Provide trunk-routing transportation for high school career academy students when deemed efficient	1. Communicate trunk routing option to students when transportation is a barrier to school choice	1. School Choice Application	Workforce Education Director	Annually
s) Provide middle school students access to courses aligned to state curriculum standards through part-time virtual education	1. Make available to middle school students career and technical virtual education courses provided by approved vendors	<ol style="list-style-type: none"> 1. Identify middle school career and technical virtual education courses 2. Market career and technical virtual education courses available to middle school students through middle school guidance counselors 	1. Virtual education enrollment records and completion data	Workforce Education Director and Virtual Education Coordinator	Annually

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t) Provide high school students with access to earn the Ready to Work credential	<ol style="list-style-type: none"> 1. Promote the Ready to Work assessment in high schools 2. Track the number of Ready to Work credentials earned in high schools 3. Educate the regional businesses on the benefits of the Ready to Work credential to their recruiting processes 	<ol style="list-style-type: none"> 1. Communicate Ready to Work program information to high school career academy teachers 2. Collect data on the number of Ready to Work credential attainments 3. Place “Ready to Work” on advisory council agendas 	<ol style="list-style-type: none"> 1. Career and technical education teacher emails 2. Ready to Work data table 3. Industry Advisory Council Meeting Agendas and minutes 	<p>Workforce Education Director</p> <p>Career Education Coach</p> <p>Escarosa</p>	Annually and ongoing