

**Suncoast Consortium
Career and Professional
Academy**

**STRATEGIC PLAN
[2008-2013]**

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Consortium Members

The School Districts of Manatee and Sarasota Counties, in partnership with the Suncoast Workforce Board, worked collaboratively with a number of agencies and community partners in the development of the Career and Professional Education (CAPE) Academy Strategic Plan and would like to acknowledge the contributions from the following Suncoast Consortium Committee Members:

Economic Development Council of the Manatee Chamber of Commerce

Economic Development Corporation of Sarasota County

Manatee Community College

Suncoast Workforce Board

Keiser University

University of South Florida Sarasota-Manatee

The School Board of Manatee County

The School Board of Sarasota County

Various community representatives and business partners

Executive Summary

This document reflects the intent of Manatee and Sarasota Counties to meet and exceed expectations for the planning, creation, and sustainment of CAPE Academies within the state of Florida and reflects a joint five-year overarching strategic plan for secondary and postsecondary career and professional education within those counties. The plan was developed in collaboration with the Suncoast Workforce Board, serving these two counties in Florida Workforce Region 18, along with the Economic Development Councils, regional postsecondary institutions, and both Manatee and Sarasota County School Board staff. The plan aligns career and professional education programs offered by both districts with local and regional economic development efforts. This ensures that the programs provided meet local and regional workforce demands and provide students with training for high-wage, high-skill, and high-demand careers.

Both Manatee and Sarasota County Schools intend to maintain eligibility for funds appropriated by the United States Congress for Career and Technical Education pursuant to the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270. Subsequently, this strategic plan will serve to support our local plan for Career and Technical Education Programs.

Therefore, in order to provide for consistent and consolidated strategic planning and coordination of CAPE Academies within the districts and to meet the planning and reporting requirements of the State of Florida and the U.S. Department of Education, this Five Year Strategic Plan for Career and Professional Education governs the operation of all CAPE Academies, hereinafter referred to as “CAPE Academies,” services and activities in the Manatee and Sarasota County School Districts. Although the two districts have collaborated in the development of the strategic plan, each district shall be responsible for successful implementation and evaluation of their respective career academies.

The Suncoast Workforce Board will continue in its role, providing staff support and business and industry input to the Suncoast Consortium – the team formed to write the first plan, and will, on an ongoing basis, ensure that the team comes together to assess results and revise the plan on an as needed basis. This partnership will assure that CAPE Academies in the region align with current career opportunities and targeted occupations.

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Board Authorization of Strategic Plan

Suncoast Workforce Development Board

Executive Director

Mary Helen Kress: _____ *Date Signed:* _____

Workforce Board Chair

James Taylor: _____ *Date Signed:* _____

School District of Manatee County

Superintendent

Dr. Roger Dearing: _____ *Date Signed:* _____

School Board Chair

Barbara Harvey: _____ *Date Signed:* _____

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School District of Sarasota County

Superintendent

Lori White: _____ *Date Signed:* _____

School Board Chair

Dr. Kathy Kleinlein: _____ *Date Signed:* _____

Organizational Structure

In order to meet the goals and expectations of the CAPE Academies the following organizational structure has been established. Building on a history of strong partnerships between the two school districts, the Suncoast Workforce Board, the Economic Development Council of the Manatee Chamber of Commerce, and the Economic Development Corporation of Sarasota County have worked closely to identify targeted occupational areas for regional growth and development as a basis for the development of CAPE Academies. These academies will articulate to local postsecondary institutions, including Manatee Community College, Manatee Technical Institute, Sarasota County Technical Institute and other postsecondary partners throughout the Suncoast Tech Prep/Career Pathways Consortium, hereinafter referred to as the Suncoast Consortium.

With the writing of this plan, the Consortium has adopted the Career Academy National Standards of Practice (NSOP) criteria for effective evaluation of CAPE Academies. This criteria will be utilized by the CAPE Evaluation Committee in each school district to perform annual evaluations of the Academies. These annual evaluations will be shared with the Suncoast Consortium, and as a result, adjustments will be made to the Strategic Plan as appropriate.

Each school district will be responsible for defining its own advisory council structure. At a minimum, every designated CAPE Academy will have an advisory council, consisting of school staff and business and industry representatives. Economic Development agencies and Suncoast Workforce Board staff shall be used as resources to identify advisory board members as appropriate.

This cooperative venture provides technical preparation for high school students in a variety of fields. The plan provides for quality core curriculum paired with career-specific training and experience in all sixteen national career clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety,

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Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics.

The organizational structure and the implementation of this plan are supported by best practices and resources from the National Career Pathways Network (www.cord.org). The Tech Prep programs include a curriculum that:

- is designed for students interested in pursuing educational opportunities at Manatee Technical Institute, Sarasota County Technical Institute and/or Manatee Community College to complete a structured program of studies over a 6 year period (4 years of high school and 2 years of postsecondary education);
- is comprised of a coordinated sequence of academic and career courses beginning in the ninth grade, although students may enter the program at any time during their high school career encourages students to pursue challenging academic coursework in addition to the sequence of rigorous career preparation courses; and
- encourages students to pursue challenging academic coursework in addition to the sequence of rigorous career prep courses.

Mission and Vision

The mission of the Manatee County School District is to inspire our students with a passion for learning, empowered to pursue their dreams confidently and creatively while contributing to our community, nation and world.

The mission of the Sarasota County School District is to prepare students to achieve the highest learning standards by engaging a high quality staff, involved parents, and a supportive community. The School District of Sarasota County places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

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The following mission statement of the Suncoast Consortium supports both school district missions:

To assure a rigorous and relevant education for secondary students in Manatee and Sarasota Counties, Florida that:

- *provides coursework that articulates to postsecondary coursework and/or industry certification*
- *supports local and regional economic development*
- *responds to Florida's workforce needs, and*
- *provides access to high-wage and high demand careers.*

Vision Statement

The vision of the Suncoast Consortium is to establish and sustain a collaborative partnership between the business and education communities of Manatee and Sarasota Counties, through the implementation of Career and Professional Academies, in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

Goals and Strategies

Goal #1: Integrate a rigorous academic curriculum with an industry-specific focus, aligned directly to priority workforce needs.

Strategies:

- Increase direct interaction between educators and the business community through active advisory councils, increased work-based experiences for students and teachers, and curriculum review processes.
- Develop advisory committees with representatives from business and industry for each of the CAPE Academies fostering active mentoring, internships, shadowing opportunities, career awareness programs and easy access to up-to-date career resources.
- Provide shared maximum use of private sector facilities and personnel.
- Develop aligned OJT, pre-apprenticeship and internship options for students.
- Develop procedures accurately determining the designated careers utilizing state and regional targeted occupations lists, Suncoast Workforce Board resources, and the local Economic Development organizations' strategic plans.
- Develop curriculum review committees of educators and industry professionals to identify areas for needed growth or enhancement in order to align with industry expectations.
- Provide faculty training and curriculum development options for integrating academic and technical content.
- Ensure instruction by industry-certified faculty and prescribe standards and strategies for faculty to maintain current industry credentials. Recruit and retain faculty to meet those standards.
- Provide professional development to secondary guidance counselors on the benefits of CAPE Academies.
- Develop and submit new course requests for integrated courses, as appropriate.

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- Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by Florida Statute 1003.428, with an emphasis on reading for information skills.
- Provide CAR-PD training for CTE teachers to develop integrated reading support within CTE programs for non-proficient FCAT students.
- Collaboratively develop strategies for sharing best practices across districts.

Goal #2: Promote and provide opportunities for students to successfully transition into postsecondary programs.

Strategies:

- Provide career and academic advisement for each CAPE Academy student.
- Develop a personal career and educational plan for every student utilizing CHOICES, ePEP, and FACTS.org to identify secondary programs and postsecondary options.
- Provide opportunities for students to attain, at a minimum, the Florida Gold Seal Vocational Scholars Award.
- Promote the benefits of the Gold Seal Bright Futures Scholarship.
- Expand collaboration with Manatee Community College, Manatee Technical Institute, Sarasota County Technical Institute, University of South Florida, Keiser University, and other postsecondary partners to increase the number of articulation agreements and the number of college credits available to students.
- Develop marketing strategies for communicating articulation options with all postsecondary partners.
- Engage postsecondary partners in advisory councils, curriculum review processes, and in career awareness programs.

Goal #3: Provide opportunities for students to obtain work readiness and industry credentials through partnering with business, industry, economic development and other community alliances.

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Strategies:

- Provide opportunities for students to earn the Florida Ready to Work Certification pursuant to Florida Statute 1004.99.
- Provide and encourage CAPE participants the necessary training and opportunity to take and pass the Ready To Work assessments.
- Provide teacher training on use of the Florida Ready to Work (RTW) system.
- Incorporate Ready To Work (RTW) readiness skills training into CAPE Academy curriculum.
- Identify and pursue approved industry certifications aligned to CAPE Academies.
- Engage Chambers of Commerce and civic groups to actively participate in advisory councils.
- Recruit large and small business partners to provide more career pathways and work-based experiences for students.
- Promote CAPE Academy options to students in Department of Juvenile Justice programs.
- Engage the Suncoast Consortium in the annual review of the state's "Comprehensive Industry Certification List" and "Industry Certification Funding List."

Current Status of CTE Program Offerings

The following Career and Technical Education (CTE) Programs of Study are in alignment with the District’s Target Industries and Occupations. As Table 1 reflects, Manatee County has 17 nationally certified career academies housed in 7 county high schools that may be considered for inclusion as CAPE Academies. Sarasota County currently has 5 high schools housing 48 CTE programs in 26 career-themed smaller learning communities, many of which are being considered for inclusion as CAPE Academies.

Manatee County Schools Career Academies	Sarasota County Schools Smaller Learning Communities
<p><i>Bayshore High School</i></p> <p>Academy of Business Technology</p> <p>Academy of Fine & Performing Arts</p> <p>Pre-Engineering Academy</p> <p><i>Braden River High School</i></p> <p>Science Technology & Health Academy</p> <p>Arts & Communications Academy</p> <p>Engineering Technology & Leadership</p> <p>Business Technology & International Studies</p> <p><i>Central High School</i></p> <p>Success Academy</p>	<p><i>Booker High School</i></p> <p>Community Public Service</p> <p>Business and Marketing</p> <p>Science, Construction, Research, Environmental, Architecture & Mathematics (SCREAM)</p> <p>Communication Arts Technology (CAT)</p> <p><i>North Port High School</i></p> <p>Human Services, Education & Training</p> <p>Business Management & Hospitality</p> <p>Law, Government & Public Safety</p> <p>Architecture, Construction & Information Technology</p> <p>Arts, AV Technology & Communications</p> <p>Performing Arts</p>

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<p><i>Lakewood Ranch High School</i></p> <p>Business, Marketing & International Studies</p> <p>The Arts Academy</p> <p>Public Service Academy</p> <p><i>Manatee High School</i></p> <p>Academy of Medical Arts and Sciences</p> <p><i>Palmetto High School</i></p> <p>Agriscience Academic Academy</p> <p>Education Academy</p> <p>Construction Design Academy</p> <p><i>Southeast High School</i></p> <p>Academy of Visual and Performing Arts</p> <p>Healthy Alternatives & Leadership Opportunities Academy</p>	<p><i>Riverview High School</i></p> <p>Civil and International</p> <p>Championship</p> <p>Edison/Curie/Cousteau</p> <p>Creative Arts</p> <p><i>Sarasota High School</i></p> <p>Public Service</p> <p>Entrepreneurship</p> <p>Math & Science Technology (MaST)</p> <p>Health & Fitness</p> <p>Arts & Communications</p> <p>Global Technologies</p> <p><i>Venice High School</i></p> <p>Hospitality, Education & Leadership</p> <p>Business Information Technology</p> <p>Physical Science & Engineering</p> <p>Life Science</p> <p>Performing Arts</p> <p>Visual Arts Science</p>
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Table 1

Most of the high-school level technical courses articulate into Postsecondary credit at Manatee Technical Institute, Sarasota Technical Institute, Manatee Community College, Keiser University, and other postsecondary partners. Further, many of the high schools offer students

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the opportunity to take content/academic college-level, dual enrollment courses at the local colleges earning credits both in high school and college while enrolled in the tech prep program.

Additionally, in keeping with the A+ legislation requiring the identification of a major area of interest, students participating in career academy programs/SLC have a developed series of courses that they must complete in the four year period as required for graduation. For example, a student enrolled in the Business, Marketing, and International Studies Academy specializing in Business Supervision and Management would take Introduction to Information Technology, Business and Entrepreneurial Principals, Legal Aspects of Business, Business Supervision 1, Business Supervision 2, and Business Supervision 3. This sequence fulfills the state's requirement for a Major Area of Interest as well as providing options for earning Florida's Gold Seal Vocational Scholarship. All of these are articulated courses indicating that they transfer as college credit to Manatee Community College in their Business Administration and Management program.

The Suncoast Consortium is focused on providing both relevant industry certifications and college-level coursework to high school students in Manatee and Sarasota Counties. In addition, there is a strong emphasis within the secondary programs to ensure that these courses transfer as Postsecondary credit when the student enrolls in one of our regional articulating colleges or technical schools. This reduces, in some cases rather substantially, the amount of time which the student will have to spend in college before receiving a degree and certification in a particular field. The high school portion of the program is designed to give the students advanced preparation for college, and college-level postsecondary technical programs.

Local Workforce Needs

According to the Florida Agency for Workforce Innovation (AWI), Labor Market Statistics Center Report from September 2007, 42 of the 50 the fastest growing occupations within Workforce Region 18 (encompassing Manatee and Sarasota Counties) indicate a variety of jobs requiring postsecondary education and training, including Computer Software Engineers, Skin Care Specialists, Motorboat Mechanics, Computer Systems Analysts, Tile and Marble Setters, Bus and Truck Diesel Mechanics, Home Care Aides, Radiologic Technologists, among others. Additionally, when reviewing the occupations gaining the most new jobs in this region, 66% of the jobs listed require more than a high school diploma.

Current Targeted Industry and Occupations data can be found on the AWI website at [www.http://www.workforceflorida.com/partners/tol/index.htm](http://www.workforceflorida.com/partners/tol/index.htm). This information, along with local Economic Development and Suncoast Workforce Board strategic plans will assist the Suncoast Consortium in identifying future opportunities to develop new CAPE Academies and rationale for continuing existing programs.

It is the objective of the Suncoast Consortium to provide instruction in careers designated as high growth, high demand, and high pay by the Suncoast Workforce Board the local economic development agencies and the Agency for Workforce Innovation. In addition, the Consortium recognizes the importance of providing 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.

Implementation of CAPE Academies

The CAPE Academy implementation process will follow the state's prescribed application process to identify CAPE Academies within each district. In addition to meeting these requirements, a Local Endorsement Approval (LEA) is needed prior to the submission of the Banner Application process from the Suncoast Workforce Board.

The LEA is a prerequisite to submitting the on-line application process. Constituents of a local team comprised of representative from the local Chambers of Commerce, EDC, Suncoast Workforce Board, at least one Business and Industry representative in the content area and at least one representative from the School Districts' Career and Technical Education departments participate. This local team will review the CAPE Academy structure, interview the instructors, school based administration and the CAPE Academy students. Once the team has conducted the interviews and if the academy is found to meet CAPE Academy requirements then the district is permitted to complete the on-line application process.

The LEA is set up through the Suncoast Workforce Board who will schedule the visit and make arrangements for the on-site activity. The LEA will meet annually to review existing CAPE Academies and discuss potential inclusion of additional CAPE academies for the following year. The LEA will bring its recommendations in a formal presentation to the Suncoast Workforce Board each Spring on which CAPE academies it will be submitting to the State for implementation.

Ongoing professional development experiences for the teachers that mirror student learning will be provided when funds are available by the District's Staff Development and Curriculum Departments along with contracted services by the Southeast Coalition of Essential Schools Center (SCESC), the National Career Academy Coalition (NCAC) and GMS Partners along with other experts as deemed necessary.

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All CAPE Academies in the Suncoast must comply with the Career Academy National Standards of Practice (NSOP). Drawn from many years of research and experience, these Standards were developed by an informal consortium of national career academy organizations including Association for Career and Technical Education (ACTE), National Academy Foundation (NAF), CASN, and NCAC among them. They were introduced and endorsed by the U.S. Departments of Education and Labor December 1, 2004 in Washington, DC, and are framed around ten key elements for the successful, sustained implementation of career academies. Each small learning community desiring to be considered a CAPE Academy will participate in the Assessment Process provided by the National Career Academy Coalition (NCAC) or another third party prior to being permitted to use the title of CAPE Academy. The assessment process under the NSOP will encompass all of the requirements under the Florida Career and Professional Education Act of 2007 including, but not limited to articulation agreements, industry standards and certifications, as well as workforce needs.

Programs desiring to become a CAPE Academy will plan for a minimum of one year. During this planning time the team will put in place the ten key elements required of an academy as designated by NSOP. They will then operate as a “Center”/SLC for a minimum of one year to enable the team to work out any stumbling blocks such as scheduling and common planning time.

A cycle of improvement must be put into place from the start. No academy functions perfectly all of the time. To ensure that a CAPE Academy remains high quality requires a regular, well-defined, and objective self-examination. This can be accomplished by using the NSOP Self-Assessment Document. However, outside assessments of the CAPE Academy should take place at least every three years to ensure sustainability at the highest level and should include the local team described above in paragraph 2.

Articulation and Dual Enrollment

Through articulation and dual enrollment agreements, the Suncoast Consortium will continue to offer qualifying Manatee and Sarasota County secondary and postsecondary program completers a mechanism for continuing their education at Manatee Community College and/or other area postsecondary institutions. The articulation agreements will allow secondary/postsecondary students to earn credit for previous coursework at no cost to the student. The dual enrollment

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agreements will provide a mechanism for secondary students to earn college credit while in high school. Both types of agreements will be reviewed every two years unless they are superseded by a statewide agreement.

A copy of the latest articulation and dual enrollment agreements are available from each school district.

Industry Certifications

A copy of the state-approved industry certification list by program is available online at www.fldoe.org/workforce/fcpea/default.asp.

The Suncoast Consortium will collaborate with the CAPE Academies advisory councils to ensure they have an opportunity to provide feedback in the annual review of the state's "Comprehensive Industry Certification List" and "Industry Certification Funding List".

In addition to industry certifications, the CAPE Academies will provide opportunities for students to earn the Florida Ready to Work credentials.

Partnership Engagement

Both Manatee and Sarasota County school districts, with the support of the Suncoast Workforce Board and the respective Economic Development agencies, will support the creation of new program advisory councils as needed, and as determined by the Suncoast Consortium. The number of business and industry partners on each of the existing advisory councils will be expanded as appropriate based upon internal CAPE Academy reviews and LEA team reviews.

New advisory council members will be recruited, given the focus on the economic incentives, such as a better qualified workforce, a ready-to-work pool of applicants, and first-hand knowledge of the training and experiences gained through participation in CAPE Academies. The mission of advisory councils will be two-fold – to strengthen the academic and experiential programs offered to students, and engage business and industry in the education process by participation on the advisory councils.

Work-based Experiences

Students will have the opportunity to participate in work-based experiences including, but not limited to, career job shadowing, internships and/or on-the-job training. These opportunities will vary in duration to fit the need of the youth and business. In each case, the experience will provide real life, authentic exposure to the career being explored through the CAPE Academy. Businesses hosting and/or supporting these work-based experiences will provide a relevant and rigorous work experience in a format which exposes the youth to both the challenges and opportunities of the specific career.

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An example of work-based experiences which currently exist in the Suncoast region is as follows. A youth enrolled in the Construction Design Academy would have the opportunity to job shadow a project manager from a local general contractor as they build a new elementary school for the school district. Another youth from that academy might choose to do an internship with a local architect to become proficient in computer aided drafting. Yet another youth from that academy might choose to do summer on-the-job training with a masonry contractor to lay brick/block for residential new construction. All these types of work-based experiences add value to the classroom learning experience and broaden the scope of the youth's career exploration, while enhancing the partnership between education and industry.

The respective school districts will be responsible for determining the appropriate work-based experience programs, whether strategies are district-wide or determined at the high school level. Progress will be monitored through the CAPE evaluation process as noted in the Sustainability section of this plan.

Sustainability

All Career Academies must comply with the Career Academy National Standards of Practice (NSOP). Drawn from many years of research and experience, these Standards were developed by an informal consortium of national career academy organizations including ACTE, NAF, CASN, and NCAC among them. They were introduced and endorsed by the U.S. Departments of Education and Labor December 1, 2004 in Washington, DC, and are framed around ten key elements for the successful, sustained implementation of career academies. Each small learning community desiring to be considered a Career Academy will participate in the Assessment Process provided by the National Career Academy Coalition (NCAC) or another third party prior to being permitted to use the title of Career Academy.

Programs desiring to become a Career Academy will plan for a minimum of one year. During this planning time the team will put in place the ten key elements of the NSOP required of an academy. They will then operate as a "Center"/SLC for a minimum of one year to enable the team to work out any stumbling blocks such as scheduling and common planning time. Prior to participation in the Assessment Process the Center/SLC must have had at least one graduating class.

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The assessment process under the NSOP will encompass all of the requirements under the Florida Career and Professional Education Act of 2007 including but not limited to articulation agreements, industry standards and certifications, as well as workforce needs.

To ensure that an academy remains high quality requires a regular, well-defined, and objective self-examination. This can be accomplished by using the NSOP Self-Assessment Document. The Self-Assessment Document will be submitted to the Suncoast Consortium on or before July 1 of each year, beginning in 2009. Each Career Academy will track and report measures as reference in Appendix C. However, outside assessments of the academy should take place at least every three years to ensure sustainability at the highest level. The first three-year assessment, to be conducted in July 2011, will be scheduled and coordinated through the Suncoast Consortium.

The Suncoast Consortium will present a progress report to the stakeholders of this plan, as listed in the Board Authorization section of this plan, on an annual basis, by September 1 following the completion of the academic year.

Funds generated by the annual allocation for Career Academies, based upon computations noted in Section 1011.62 shall be redirected to Career Academies for ongoing operations.

Appendices

- A. Implementation Plan
- B. Accountability/Assessment Tools

Appendix A – Action Plan

Goal #1: Integrate a rigorous academic curriculum with an industry-specific focus, aligned directly to priority workforce needs.

STRATEGIES	EVIDENCE OF SUCCESS	LEAD PERSON(S) / TEAM	START DATE	END DATE
Increase direct interaction between educators and the business community through active advisory councils, increased work-based experiences for students and teachers, and curriculum review processes.	Documented advisory committee meeting minutes	CAPE Academy CTE Teacher		
	Increased enrollment in OJT	CTE Directors		
Develop advisory councils for each of the academies fostering active mentoring, internships and shadowing opportunities, career awareness programs, and easy access to up-to-date career resources.	Documented advisory committee meeting minutes	CAPE Academy CTE Teacher		
Provide shared maximum use of private sector facilities and personnel.	Documented site visits and/or business participation as evidenced in advisory committee meeting minutes	CAPE Academy CTE Teacher		
Develop aligned OJT, pre-apprenticeship and internship options for students	OJT Training Plans	OJT Coordinator		
	Pre-apprenticeship enrollments/eligibility	CTE Directors		
Develop procedures accurately determining the designated careers utilizing state and regional targeted occupations lists, Suncoast Workforce Board resources, and the local Economic Development organizations' strategic plans.	Review of Statewide and Regional Targeted Occupations Lists	Suncoast Workforce Board		

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Develop curriculum review committees of educators and industry professionals to identify areas for needed growth or enhancement in order to align with industry expectations.	Documented advisory committee minutes	CAPE Academy CTE Teacher		
Provide training and curriculum development options for integrating academic and technical content.	Professional development programs provided	CTE Directors		
	Participation by academic and CTE teachers in curriculum development	CTE Directors		
	Best practices sharing by academy	CAPE Academy Teachers		
Ensure instruction by industry-certified faculty and prescribe standards and strategies for faculty to maintain current industry credentials and recruit and retain faculty to meet those standards.	List of industry credentials by instructor	CTE Directors		
Provide professional development to secondary guidance counselors on the benefits of CAPE Academies.	Materials developed to share with guidance counselors	Career Advisors		

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Develop and submit new course requests for integrated courses, as appropriate.	Course request forms submitted to DOE	Suncoast Workforce Board/ CTE Directors		
Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by Florida Statute 1003.428, with an emphasis on reading for information skills.	Best practice sharing by academy	CAPE Academy CTE Teachers		
Provide CAR-PD training for CTE teachers to develop integrated reading support within CTE programs for non-proficient FCAT students.	District professional development plans to include CAR-PD training	Districts		
Collaboratively develop strategies for sharing best practices across districts.	Forum for sharing best practices (online, academy showcase day, etc.)	Career Advisors/ Suncoast Consortium		

Goal #2: Promote and provide opportunities for students to successfully transition into postsecondary programs.

STRATEGIES	EVIDENCE OF SUCCESS	LEAD PERSON(S) / TEAM	START DATE	END DATE
Provide for career and academic advisement for each CAPE Academy student.	e-PEP, FACTS.org student portfolios	Career Advisors		
Develop a personal career and educational plan for every student utilizing CHOICES, ePEP, and FACTS.org to identify secondary programs and postsecondary options.	e-PEP, FACTS.org student portfolios	Career Advisors		
Provide opportunities for students to attain, at a minimum, the Florida Gold Seal Vocational Scholars Award.	CAPE Academy Programs of studies	CTE Directors		

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Promote the benefits of the Gold Seal Bright Futures Scholarship	Participation at SPIN nights	Career Advisors/Guidance Counselors		
	Tech Prep presentations	Tech Prep Coordinators		
Expand collaboration with Manatee Community College, Manatee Technical Institute, Sarasota County Technical Institute, University of South Florida, Keiser University, and other postsecondary partners to increase the number of articulation agreements and the number of college credits available to students.	Articulation and Dual Enrollment Agreements	Tech Prep Coordinators		
Develop marketing strategies for communicating articulation options with all postsecondary partners.	Tech Prep web site	Tech Prep Coordinators		
	Articulation brochures, presentations, handouts	Tech Prep Coordinators		
Engage postsecondary partners in advisory councils, curriculum review processes, and in career awareness programs.	Documented Advisory Committee meeting minutes	CAPE Academy CTE Teachers		

Goal #3: Provide opportunities for students to obtain work readiness and industry credentials through partnering with business, industry, economic development and other community alliances.

STRATEGIES	EVIDENCE OF SUCCESS	LEAD PERSON(S) / TEAM	START DATE	END DATE
Provide opportunities for students to earn the Florida Ready to Work Certification pursuant to Florida Statute 1004.99.	Enrollments in Ready to Work system	CTE Directors		

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Provide and encourage CAPE participants the necessary training and opportunity to take and pass the Ready To Work assessments.	Ready to Work credentials earned	CTE Directors		
Provide teacher training on use of the Florida Ready to Work (RTW) system.	Lists of teachers trained	CTE Directors		
Incorporate Ready To Work (RTW) readiness skills training into academy curriculum.		CAPE Academy Teachers		
Identify and pursue approved industry certifications aligned to academies.	Industry credentials earned	CAPE Academy CTE Teachers		
Engage Chambers of Commerce and civic groups to actively participate in advisory councils.	Marketing tools for recruitment	Suncoast Workforce Board/Career Advisors/Tech Prep Coordinators/EDC		
	Documented Advisory Committee meeting minutes	CAPE Academy CTE Teachers		
Recruit large and small business partners to provide more career pathways and work-based experiences for students.	Marketing tools for recruitment	Suncoast Workforce Board/Career Advisors/Tech Prep Coordinators/EDC		
	Documented Advisory Committee meeting minutes	CAPE Academy CTE Teachers		
Promote CAPE Academy options to students in Department of Juvenile Justice programs.	Marketing materials available	Suncoast Workforce Board/EDC		

Appendix B – Accountability/Assessment Tools

- *Student participation in CAPE Academies*
- *Achievement of Industry Certifications*
- *Graduation Rates*
- *Enrollment, retention and completion data in postsecondary education*
- *Awards of postsecondary credit*
- *Eligibility for Gold Seal/Bright Futures Scholarships*
- *Staff credentials, including industry certifications*
- *Advisory Board Participation*
- *Program Evaluation to include but not limited to curriculum review, biennial review and update of articulation agreements, number and evaluation of support of business partners, etc.*
- *National Standards of Practice*
- *Ready to Work Credentials Earned*
- *Industry Credentials Earned*
- *Articulation Agreements*
- *Career Pathways alignment to Regional Targeted Occupations List*
- *EDC Strategic Plans*
- *SWB 21st Century Workforce Study and update, www.swdb.org*