Appendix A

THE SCHOOL DISTRICT OF ESCAMBIA COUNTY
CAPE THREE-YEAR STRATEGIC PLAN
2016-17 to 2018-19

The stated goals are required elements as identified in Section 1003.491, F.S.

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<td>a)</td>
<td>Determine local and regional workforce needs</td>
<td>1. Identify local and regional workforce needs in collaboration with CareerSource Escarosa, Inc. (Escarosa), the FloridaWest Economic Development Alliance (FloridaWest EDA) and local postsecondary educational institutions 2. Utilize input provided by Advisory Council members to target skills necessary in the 21st century workplace</td>
<td>1. Analyze the FloridaWest EDA Strategic Plan’s demand industry areas and Escarosa’s Region 1 Demand Occupations List to identify gaps and future career academy needs</td>
<td>1. Crosswalk between the FloridaWest EDA plan and Escarosa’s Region 1 Demand Occupations list with career academy offerings</td>
<td>Workforce Education Director and Staff Escarosa FloridaWest EDA</td>
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<td>b)</td>
<td>Develop and implement career academies or career-themed courses based on those careers determined to be high-wage, high-skill, and high-demand</td>
<td>1. Align career and technical courses with high-wage, high-skill, and high-demand industries and occupations 2. Respond to community requests to expand career academy offerings based on demand</td>
<td>1. Review and analyze Escarosa’s Region 1 Demand Occupations list 2. Work with schools to implement career academies or career-themed courses to align with current Escarosa’s Region 1 Demand Occupations list and the FloridaWest EDA target industry areas</td>
<td>1. Matrix of career academies and career-themed courses by target industry areas with gaps identified 2. New career academy or academies that address target industries</td>
<td>Workforce Education Director and Staff Escarosa FloridaWest EDA</td>
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<td>c) Provide shared, maximum use of private sector facilities and personnel</td>
<td>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</td>
<td>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</td>
<td>1. Career academy 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. Number of career academy teachers in summer externships</td>
<td>Workforce Education Director and Staff</td>
<td>Each advisory council meeting is held bi-annually Other strategies are ongoing</td>
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<td>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</td>
<td>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)</td>
<td>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</td>
<td>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)</td>
<td>Workforce Education Director and Staff</td>
<td>Ongoing</td>
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<td>e)</td>
<td>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</td>
<td>1. Implement MyCareerShines, a K-20 online career planning tool at elementary, middle and high school, and postsecondary levels 2. Provide training for career and technical education teachers, social studies teachers, school counselors, and others for use with students.</td>
<td>1. Present MyCareerShines at career and technical preschool inservice 2. Schedule and communicate MyCareerShines training opportunities 3. Conduct MyCareerShines classroom presentations</td>
<td>1. Percent of middle and high school students with registered MyCareerShines accounts 2. MyCareerShines Training agendas and sign in sheets</td>
<td>Workforce Education Director and Staff</td>
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<td>f)</td>
<td>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</td>
<td>1. Design middle school elective 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</td>
<td>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</td>
<td>1. Middle school career academy programs of study 2. Industry certification attainment data report 3. Student Progression Plan 4. Programs of Study matrix</td>
<td>Workforce Education Director and Staff</td>
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<td>g)</td>
<td>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</td>
<td>1. Revise/create articulation agreements with postsecondary partners to achieve acceleration opportunities 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</td>
<td>1. Meet with postsecondary institutions to update and develop articulation agreements 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</td>
<td>1. Articulations agreements 2. Frameworks and Programs of Study 3. Career academy/industry certification matrix</td>
<td>Workforce Education Director and Staff</td>
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<td>h) Sustain and improve career-themed courses and career academies</td>
<td>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</td>
<td>1. Distribute career academy annual assessment to career academy instructors 2. Share with teachers input from businesses regarding equipment, resources, and/or curriculum needs</td>
<td>1. Analysis of Career Academy Self-Assessment results 2. Advisory council meeting minutes reflecting business input 3. Teacher survey results</td>
<td>Workforce Education Director and Staff</td>
<td>Annually and ongoing</td>
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<td>i) Improve the passage rate for industry certification examinations if the rate falls below fifty percent (50%)</td>
<td>1. Analyze industry certification pass rates annually to identify academies with rates below fifty percent (50%) and identify improvement plans 2. Share data with stakeholders 3. Provide training to teachers to improve instruction for certification attainments</td>
<td>1. FLDOE CAPE Certifications report 2. Professional learning agenda</td>
<td>Workforce Education Director and Staff</td>
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| j) Recruit students into career-themed courses and CAPE Academies     | 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 Career Academy/School Choice Showcase 4. Market career academies through brochures, mail outs, websites, and curriculum fairs | 1. Meet with guidance counselors to provide strategies for recruiting and enrolling at-risk students into career academies 2. Conduct classroom presentations to eighth (8th)-grade students | 1. At-risk student career academy enrollment analysis 2. Career Academy Standards and Guidelines | Workforce Education Director and Staff  
Graduation Coaches  
School Choice Coordinator | 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 | 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 | 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 | 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 | 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 | 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 | 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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<td>m) Provide opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses</td>
<td>1. Identify career academy and career-themed courses that could be offered as dual enrollment 2. Offer Level 3 career and technical education honors courses 3. Offer AP Computer Science course at high schools</td>
<td>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</td>
<td>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</td>
<td>Workforce Education Director and Staff</td>
<td>Annually</td>
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<td>n) Promote the benefits of the Gold Seal Bright Futures Scholarship</td>
<td>1. Market the Gold Seal Bright Futures Scholarship Program through brochures, Workforce Education website, and inservice training</td>
<td>1. Meet with school counselors to provide updated information about Gold Seal Bright Futures Scholarship Program 2. Share information about Gold Seal Bright Futures Scholarship Program with career and technical instructors at Workforce Education Department preschool inservice 3. Add Gold Seal Bright Futures Scholarship Program information to career academy brochures</td>
<td>1. School counselors’ meeting agenda to include Gold Seal Scholarship information 2. Workforce Education preschool agenda to include Gold Seal Bright Futures Scholarship information 3. Career academy brochures that include Gold Seal Scholarship information</td>
<td>Workforce Education Director and Staff</td>
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<td>Include career and technical courses that qualify as substitute courses for core graduation requirements and those that may be counted as elective courses</td>
<td>1. Update 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</td>
<td>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</td>
<td>Workforce Education Director and Staff Graduation Coaches</td>
<td>Annually</td>
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<td>1. Schedule annual CAPE Academies and career-themed courses training with middle and high school guidance counselors 2. Implement “Counselors in the Workplace” training 3. Create, update and disseminate Career Pathways collateral (flyers, website, etc.)</td>
<td>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</td>
<td>1. School counselor information packets that include information about CAPE Academies and career-themed courses 2. “Counselors in the Workplace” agenda 3. Career Pathways Flyers and Workforce Education website posting</td>
<td>Workforce Education Director and Staff FloridaWest EDA</td>
<td>Each activity is implemented bi-annually</td>
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<td>Provide professional development for secondary guidance counselors on the benefits of CAPE Academies and career-themed courses that lead to industry certification</td>
<td>1. Schedule annual CAPE Academies and career-themed courses training with middle and high school guidance counselors 2. Implement “Counselors in the Workplace” training 3. Create, update and disseminate Career Pathways collateral (flyers, website, etc.)</td>
<td>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</td>
<td>Workforce Education Director and Staff Graduation Coaches</td>
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<td>Redirect appropriated career funding in secondary and postsecondary institutions to support career academies and career-themed courses that lead to industry certification</td>
<td>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 and career-themed courses</td>
<td>1. Analyze career and technical teacher resource survey data to determine program budgets 2. Prepare program budgets based on number of students needs of career academies and career-themed courses 3. Base staffing on student enrollment in career academies and career-themed courses</td>
<td>1. Budget analysis verifies funds appropriated to support career academies and career-themed courses that lead to industry certification</td>
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<td>Detail provisions for the efficient transportation of students</td>
<td>1. Provide trunk-routing transportation for high school career academy students when deemed efficient</td>
<td>1. Communicate trunk routing option to students when transportation is a barrier to school choice</td>
<td>1. School Choice Application</td>
<td>Workforce Education Director and School Choice Coordinator</td>
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<td>Provide middle school students access to courses aligned to state curriculum standards through part-time virtual education</td>
<td>1. Make available to middle school students career and technical virtual education courses provided by approved vendors</td>
<td>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</td>
<td>1. Virtual education enrollment records and completion data</td>
<td>Workforce Education Director and Virtual Education Coordinator</td>
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