

**Background:**

The core work of Career and Technical Education (CTE) is to prepare students for careers, either through direct entry into the workforce or via postsecondary career preparation. The effectiveness of CTE programs are measured by enrollment, course completion, industry certification, and course retention. During the 2014-15 school year, 28,009 secondary students were enrolled in a CTE program and 2,552 seniors graduated with at least one occupational completion point. In addition, 3,328 secondary students earned an industry certification. Finally, 55.2% of secondary CTE students enrolled in a CTE program in 2013-14 school year continued in a CTE program during the 2014-15 school year.

**Enrollment** is made up of two initiatives in CTE at the secondary and postsecondary levels. In middle school, the emphasis is on providing middle school students with the opportunity to earn CTE high school credit. In high school, the emphasis is on providing high school students with the opportunities to earn postsecondary CTE dual enrollment credit on the high school campus.

**Completion** is measured by the attainment of an occupational completion point. Completion can be attained by dual enrollment or secondary CTE students.

**Industry Certifications** represent the attainment of industry-recognized workplace skills essential in high-skill, high-wage careers. Industry certifications can be earned by secondary or postsecondary students. CareerSource Florida has developed CAPE (Career and Professional Education) secondary and postsecondary certification lists, identifying certifications of value in the local workforce. Certifications on the “Gold Standard” list have statewide articulation agreements with Florida public state colleges.

**Retention** is the percentage of secondary CTE students returning to a CTE program in a subsequent year. Retention is measured for dual enrollment or secondary CTE students. Program retention is essential in order for students to complete the programs and enter the workforce as high-skill, high-wage employees.

**Refer to Data Point Definitions for an explanation of the data.**

**Data:**

**Increase the number of secondary students enrolled in CTE programs by 10 percent by the year 2020**

Secondary CTE enrollment

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Number of Enrolled Students	28,009	37,742	41,725	46,991	50,536	59,637	30,809

Data Source: Enterprise Data Warehouse (EDW) and CampusVue

‡ Results impacted by COVID-19 pandemic

**Increase the number of high school seniors with at least one Occupational Completion Point (OCP) by 10 percent by the year 2020**

Graduating seniors earning at least one OCP

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Number of Graduating Seniors	2,552	4,040	4,763	5,070	5,150	5,299	2,807

Data Source: Enterprise Data Warehouse (EDW)

**Increase the number of secondary students earning industry certifications by 10 percent by the year 2020**

Secondary students earning industry certifications

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Number of Students	3,328	4,704	5,550	9,438	8,645	7,223‡	3,661

Data Source: Enterprise Data Warehouse (EDW)

**Increase the retention rate of secondary students in CTE programs by 10 percent by the year 2020**

Secondary CTE retention

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent of Students Retained	55.2%	59.1%	59.5%	59.0%	59.2%	61.9%	60.7%

Data Source: Enterprise Data Warehouse (EDW) and CampusVue

‡ Results impacted by COVID-19 pandemic

**Data Point Definitions:**

<p>Enrollment</p>	<p>What is the number of secondary students enrolled in secondary and postsecondary CTE programs? This is the total number of secondary students enrolled in Career and Technical Education (CTE) programs, including secondary and postsecondary courses.</p>
<p>Occupational Completion Point</p>	<p>What is an Occupational Completion Point (OCP)? A group of competencies and/or skills needed to obtain proficiency in a specific occupation as identified by an OES code (Occupational Employment Statistics), DOT code (Dictionary of Occupational Titles), or industry title.</p>
<p>Industry Certification</p>	<p>What is Industry Certification? The Florida Department of Economic Opportunity (DEO) defines industry certification as follows:  <i>A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.</i></p>
<p>Retention</p>	<p>What percentage of CTE students continue from one year to the next? The percentage of students returning to a CTE program in a subsequent year.</p>

**Teaching and Learning  
Business Plan  
2015 – 2020**

<b>Goal: Intense Focus on Student Achievement</b>	<b>Division Priority: Increase CTE programs and certifications</b>
<b>Current Condition</b>	
<p>The core work of Career and Technical Education (CTE) is to prepare students for careers, either through direct entry into the workforce or via postsecondary career preparation. The effectiveness of CTE programs are measured by <b>enrollment, course completion, industry certification, and course retention</b>. During the 2014-15 school year, 28,009 secondary students were enrolled in a CTE program and 2,552 seniors graduated with at least one occupational completion point. In addition, 3,328 secondary students earned an industry certification. Finally, 55.2% of secondary CTE students enrolled in a CTE program in 2013-14 school year continued in a CTE program during the 2014-15 school year.</p> <p><b>Enrollment</b> is made up of two initiatives in CTE at the secondary and postsecondary levels. In middle school, the emphasis is on providing middle school students with the opportunity to earn CTE high school credit. In high school, the emphasis is on providing high school students with the opportunities to earn postsecondary CTE dual enrollment credit on the high school campus.</p> <p><b>Completion</b> is measured by the attainment of an occupational completion point. Completion can be attained by dual enrollment or secondary CTE students.</p> <p><b>Industry Certifications</b> represent the attainment of industry-recognized workplace skills essential in high-skill, high-wage careers. Industry certifications can be earned by secondary or postsecondary students. CareerSource Florida has developed CAPE (Career and Professional Education) secondary and postsecondary certification lists, identifying certifications of value in the local workforce. Certifications on the “Gold Standard” list have statewide articulation agreements with Florida public state colleges.</p> <p><b>Retention</b> is the percentage of secondary CTE students returning to a CTE program in a subsequent year. Retention is measured for dual enrollment or secondary CTE students. Program retention is essential in order for students to complete the programs and enter the workforce as high-skill, high-wage employees.</p>	
<b>Theory of Action</b>	
<p>By increasing student opportunities to participate in relevant CTE programs, we will improve student career preparation. Additionally, student attainment of industry credentials will better equip them for today’s workforce and postsecondary education.</p>	

❖ **Represents BROAD strategies**

‡ Results impacted by COVID-19 pandemic

**Teaching and Learning  
Business Plan  
2015 – 2020**

<b>Measurable Objectives</b>					
	<b>Baseline</b>	<b>Midpoint (3 Year)</b>		<b>Target (5 Year)</b>	
	<b>2014 – 2015</b>	<b>2017 – 2018</b>		<b>2019 – 2020</b>	
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
1. Increase the number of secondary students enrolled in CTE programs by 10 percent by the year 2020	28,009	29,409	46,991	30,809	59,637
2. Increase the number of high school seniors with at least one Occupational Completion Point by 10 percent by the year 2020	2,552	2,680	5,070	2,807	5,299
3. Increase the number of secondary students earning industry certifications by 10 percent by the year 2020	3,328	3,495	9,438	3,661	7,223‡
4. Increase the retention rate of secondary students in CTE programs by 10 percent by the year 2020	55.2%	58.5%	59.0%	60.7%	61.9%

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**Teaching and Learning  
Business Plan  
2015 – 2020**

Year	Strategies	Owner
2015 – 2020	1. Identify viable CTE program offerings ❖ (C-2) a. Target marketing to feeder patterns b. Align program offerings with Central Florida job market	Teaching and Learning
2015 – 2020	2. Refine CTE scheduling and course offerings ❖ (C-1, C-2) a. Explore alternative scheduling offerings b. Ensure complete CTE programs of study are available for students c. Collaborate with district and school guidance teams	Teaching and Learning
2015 – 2020	3. Prepare students for industry certifications ❖ (C-2, PD-1) a. Identify appropriate certifications for each CTE program b. Provide professional development for CTE teachers c. Monitor industry certification data	Teaching and Learning
2015 – 2020	4. Educate students regarding the advantages of completing a CTE program of study ❖ (C-2) a. Inform students about Florida Gold Seal Vocational Scholars Award opportunity b. Educate students about Career Pathways articulation agreements with state colleges c. Expand student opportunities for work place experiences	Teaching and Learning
2015 – 2020	5. Provide school-based and district support to middle and high schools ❖ (C-2, PD-2, HR-1, OSP-1) a. Place a career specialist in each high school i. Career specialist will work with feeder middle schools to align CTE programs ii. Career specialist will work to align high school CTE programs to OCPS Tech Centers b. Identify district teams to support secondary and postsecondary CTE programs	Teaching and Learning
2015 – 2020	6. Develop districtwide professional learning communities for career and technical programs ❖ (PD-1, PD-2) a. Develop collaborative teams b. Provide professional learning community training c. Provide district support for collaborative teams d. Explore options for support for highly specialized programs	Teaching and Learning

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**Teaching and Learning  
Business Plan  
2015 – 2020**

Year	Strategies	Owner
2015 – 2020	7. Expand program opportunities ❖ (C-2) <ul style="list-style-type: none"> <li>a. Expand middle school CTE offerings to include high school credit courses</li> <li>b. Expand dual enrollment options on high school campuses</li> <li>c. Increase the number of National Academy Foundation (NAF) programs</li> <li>d. Increase the number of Project Lead The Way (PLTW) programs</li> <li>e. Increase Pre-Apprenticeship enrollment</li> </ul>	Teaching and Learning

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