

Career and Technical Education Frequently Asked Questions

What is a Career/Technical Education (CTE) program of study?

A CTE program of study is comprised of a sequence of courses as described in a curriculum framework provided to all school districts by the Department of Education. Each curriculum framework describes the educational outcomes of the program, delineates the student performance standards that each student must master, course descriptions, and general information pertinent to the program.

What is an Occupational Completion Point (OCP)?

An OCP is an occupational completion point. Each OCP is associated with a job title in the Dictionary of Occupational Titles provided by the Department of Labor. An OCP may be earned at predetermined points within a CTE program of study and is based upon successful completion of the student performance standards and/or a specific course or courses.

Why are OCPs important?

An OCP is an important indicator that a student has mastered the skills required for a specific job title. Achievement of OCPs is also a measure of program effectiveness and may impact school CTE program funding.

How are OCPs measured and reported?

OCPs are reported in the final class reports, which are, completed 1 or 2 times each school year depending on the type of school schedule. Students must successfully master the student performance standards for each OCP in order for the OCP to be awarded. Final class reports automatically default to the appropriate OCP for each course and only need to be changed in the event a student did not master the required student performance standards.

How does a student achieve one or more OCPs?

Students earn OCPs by mastering the student performance standards that comprise the OCP. Each program awards OCPs at different places within the program as appropriate to the Dictionary of Occupational Titles job description. Each OCP may require completion of one course or several courses depending on the program. Programs may have one or more OCPs.

How do CTE programs contribute to the success of my school/students?

Research indicates that CTE programs reduce the drop out rate due to higher levels of student engagement. Research also indicates that students retain knowledge at higher rates when hands on applications of knowledge are embedded in instruction. Rigor and relevance are shown to be key indicators of student success in educational achievement levels, a characteristic of all CTE programs.

How are FCAT strategies embedded in CTE programs?

CTE programs reinforce academic principles through the application of academic theory to real world problems. Each Department of Education Curriculum Framework, for every CTE program, has a list of student performance standards.

The Financial Accounting course within the Academy of Finance identifies related Sunshine State Standards that apply to this course.

For example, the student performance standard 27.01 identifies the basic elements of the accounting cycle, the following Sunshine State Standards embedded LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3, MA.A.3.4.1, MA.A.5.4.1.

To access the curriculum frameworks for individual CTE programs and courses, see the following website:

<http://www.firn.edu/doe/dwdframe/index.html>

Do CTE programs carry honors designation?

Many of our CTE programs have courses that carry an honor's code. The District established a process for designating a course as honor's level. A committee reviews course rigor. If the course meets the standard of an honors course, it is added to the approved list. To obtain the current list of approved CTE Honors Courses, please contact Kathy Buzaki at 754-321-1851.

How do students qualify for the Florida Gold Seal Scholarship?

The requirements for a CTE student completer to receive a Gold Seal Scholarship are referenced on the following website:

<http://www.firn.edu/doe/brfutures/gsvrequire.htm>

Here are the requirements -

Percent of tuition and fees paid:	75
Core credits required:	15.5
Foreign language credit requirement:	None
GPA	
Weighted Core	3.0
Unweighted Vocational *	3.5
Minimum Scores	
SAT Reading	440
SAT Math	440
ACT English	17
ACT Reading	18
ACT Math	19
CPT Reading	83
CPT Sentence Skills	83
Algebra	72
Community Service	None

* A minimum of three Vocational Job-Preparatory or Technology Education Program credits in one vocational program.

To determine what CTE programs qualify for the Florida Gold Seal Scholarship, reference the following website:

http://nwrdc.fsu.edu/fnbpcb02?nxtaction=getdata&curyr=20072008&curyr4=2007&cursem=8&curyrsem=200720088&CRSNUM=&CRSNAM=&PGMNUM=8&select_rule=By+Voc+Program+Number&PGMNUM=

What type of students should be counseled into CTE programs and courses?

CTE Programs and courses are designed to serve all student populations, at all levels including honors/university-bound students, ESE students, English language learners, and adults with disabilities. The new Computing for College and Careers course is an example of a career and technical education course that serves students of all abilities and educational ambitions. Data supports the fact that 90% of all high school students in Broward County take one or more career and technical education courses during their four years in high school.

What is the school's responsibility for maintaining CTE labs and for providing the necessary materials and consumable supplies?

CTE labs are a part of all new construction at the secondary level, and also updated or added to schools during facility renovations/remodeling as a part of the District 5 Year Capital Plan. Additionally, funds are specifically allocated to the CTACE Department for the improvement of career and technical education programs. Capital funds used for CTE program development or improvement should be looked upon as seed dollars to establish the program at the school. Ongoing program improvement, replacement of equipment, or supplies required is the responsibility of the school. Each school offering CTE courses is provided 2.78 vocational equipment replacement funds to help fund the replacement of equipment; however, these funds cannot be used for materials/supplies. FTE dollars generated in the program is the appropriate source for providing the essential materials and supplies need by students.

What technical assistance is available from the CTACE Department?

The CTACE Department is comprised of curriculum specialists and curriculum facilitators whose primary responsibility is to work with school administration and teachers in the following areas: curriculum development and implementation; staff development/teacher training; Coordination of CTSO activities; equipment, instructional materials and software procurement; grant development and management; teacher recruitment; teacher certification; new teacher mentoring; and program expertise. CTACE staff maintains on going visits to schools and are also available to discuss any matter where customized assistance is required in person, via telephone or by e-mail. The CTACE Department maintains three websites as a valuable resource for principals and school staff. We encourage CTACE customers to visit www.ctace.com; www.ctace/careers.com, or www.browardeducator.com.

What is the process for reallocating/moving CTE equipment from one program to another?

Equipment purchased for CTE programs is based on BEL's (Basic Equipment Lists) for that specific program. That equipment meets the specifications for that program and must remain

with the program. Equipment should not to be reallocated to other CTE or non-CTE programs, unless the program closes. The District office/CTACE Department may reallocate equipment purchased for a program that closes to another school where the program continues to operate. The school is responsible for maintaining an inventory that includes the program name and location of all CTE equipment.

What is the process for opening and closing CTE programs?

The school determines the need for opening or closing a program. The school completes the forms for “Program Opening or Closure Request”, including the Rationale Questions. When the forms are completed, the School Principal signs and forwards the Program Opening or Closure Request Form and Rationale Questions to the appropriate Curriculum Specialist listed.

When the forms are received, the Curriculum Specialist reviews the request, evaluates the response to the rationale questions and based on the information provided makes a recommendation to the CTACE Director.

The CTACE Director approves or denies the request and submits the decision to the Deputy Superintendent, who then recommends approval or denial of the request to the appropriate Area Superintendent.

The Area Superintendent makes the final decision to approve or deny the request. When the process is completed, the Curriculum Specialist will notify the school.

What are 2.78 funds? How should they be used?

The Broward County School district requires schools to spend no less than 2.78 percent of the total revenue for repair, replacement or updating of vocational equipment or for maintenance contracts on vocational equipment. This calculation is prepared annually for each school by the district budget department.

The Career, Technical and Adult/Community Education Department (CTACE) and schools/centers prepares and forwards a replacement of equipment recommendation for each program in vocational technical education. The recommendations will be reviewed and revised annually.

Schools shall spend their replacement funds in accordance with the replacement recommendation or submit a school-based plan. Schools shall use activity code 12030 and the appropriate instructional/general vocational function number for all replacement expenditures.

At the closing date of each fiscal year, unexpended replacement of equipment funds that are not part of an approved plan will be forwarded to the District for use on selected workforce education programs at both secondary and post-secondary schools and centers.

These funds will be distributed the following year by the Career, Technical and Adult/Community Education Department.

What is the purpose of the federal Carl D. Perkins Act? How does the school access the funds? What is the appropriate use of these funds? What accountability measures must be met?

The purpose of the Carl D. Perkins Career and Technical Education Act of 1998 is to develop more fully the academic and technical skills of secondary students, including students who are members of special populations, enrolled in career and technical education programs. According to the Perkins Act, funding shall be used to improve career and technical education programs at schools that are of such size, scope and quality to be effective.

The dissemination of Carl Perkins grant funds for 2006-07 is based upon criteria approved by the district. To be eligible for funding a school must offer a minimum of three career and technical education programs, consisting of three or more sequential courses within each program. In accordance with the Act, this criterion supports the requirement to fund schools that can document a scope of sequential programs and courses. District high schools, including alternative, special centers, and charter schools are assessed annually for funding eligibility.

Appropriate use of funds must support state identified performance measures. In the first quarter of each calendar year the Career, Technical and Adult/Community Education department prepares and RFP delineating appropriate funding uses and the alignment with each state performance measure. This RFP is sent to each school that has been identified as being eligible for Perkins funding. The school then has the option of choosing the use(s) of funds that best meets the needs of the school.

In the fall of each year schools that received Perkins funding are sent an audit report document from the Career, Technical and Adult/Community Education Department. This document aligns with the RFP that the school submitted. It is the schools responsibility to identify how the use of funds met performance measures and to supply quantitative data (if applicable) to support their findings.

How does my school compare to other schools in the District relative to CTE programs?

The CTACE Department publishes a CTE program completion/student achievement matrix yearly. This document provides information relative to program enrollment and the number of OCPs awarded in the program, which is the measurement of student achievement in a career and technical education program. As students earn additional OCPs in a program they become qualified for higher-level jobs and better prepared for more advanced education and training. Contact John Miracola, Director, Career, Technical and Adult/Community Education for the most up-to-date report.

How does the school administration identify and correct health and safety issues in CTE programs?

The School Board of Broward County, Florida Vocational Lab Facility Assessment form can be utilized to document CTE lab inspections on a yearly basis. This form can be found on the CTACE website:

<http://www.broward.k12.fl.us/ctace/industrialeducation/papers/Lab%20Facility%20Assessment.pdf>

If deficiencies are noted, initiate a work order through district maintenance. District Maintenance or the Safety Department, depending on the nature of the work order, may fund the repairs to correct the deficiency. Open communication with your school's Fire and Safety Inspector is invaluable.

What are the certification requirements for CTE teachers and how do teachers obtain the required teacher certification?

Requirements: A bachelor's degree in education in the subject area being taught **OR** for Broward Certification provide documentation of six (6) years of full-time (40 hours a week) experience performing the skills and activities of that occupation with at least one (1) year of full-time experience working in the trade during the previous five (5) years of hire date.

How to obtain certification: Complete all requirements of the state for the degreed CTE teacher. Those teachers directly out of industry going for Broward certification are required to complete the ACTIVE program, which complies with School Board policy 4003.1. Contact Brian Carlton via cab email for comments or questions.