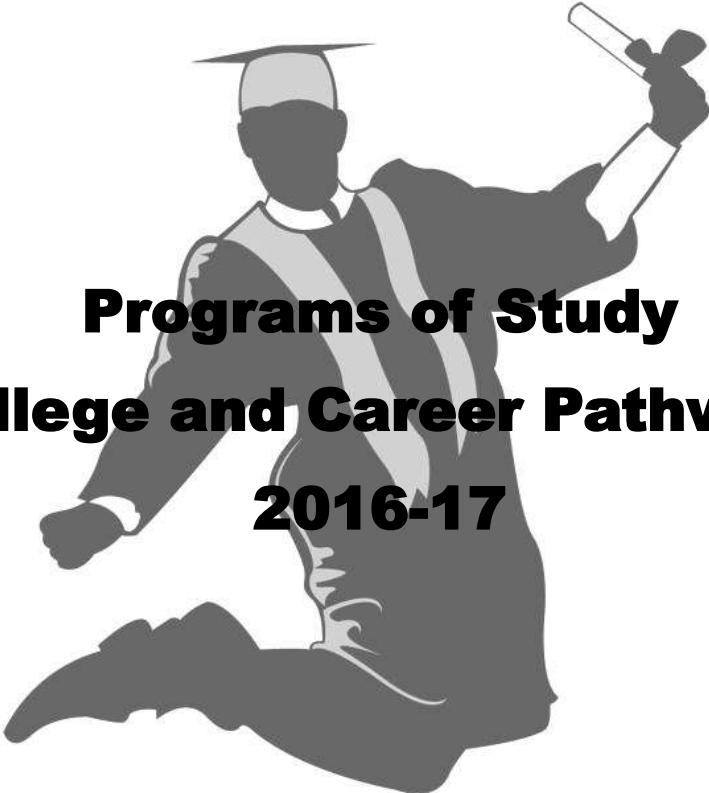
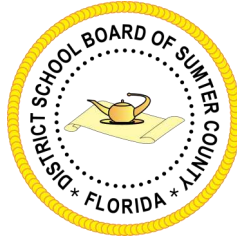


Sumter District Schools

Preparing the Next Generation Today!



Programs of Study

College and Career Pathways

2016-17

Sumter County School Board

Haydn L. Evans

Kathie L. Joiner

Christine S. Norris

Kenneth P. Jones

David A. Williams

Richard A. Shirley, Superintendent

www.sumter.k12.fl.us

A message from the Superintendent...

Sumter County Schools are preparing the next generation, today! Career and Technical Education programs and academies provide rigorous and relevant academic and technical learning opportunities for students. This prepares them to meet the current and emerging needs of the workforce or to take on the challenges of postsecondary education.

Students who have completed Career and Technical Education programs or Career Academies are contributing to the community as nurses, business managers and owners, public servants, landscape architects, web designers, or automotive service technicians. Many have successfully entered two and four-year postsecondary institutions to pursue degrees in areas such as medicine, business, agriscience, and criminal justice.



Mr. Richard A. Shirley

Sumter County Schools are proud to offer a Career and Technical Education curriculum which will enable students to reach their potential as lifelong learners and contributors to an ever changing society.

Richard A. Shirley

A message from the Director...



Mrs. Christina J. McKinney

Career and Technical Education is the RELEVANCE that makes the difference. It is part of the solution to increasing student achievement, the graduation rate, and the attendance rate in our high schools. It is also the connection between secondary and postsecondary education and workforce! How many times have you heard or even said, “When am I ever going to use that?” Career and Technical Education (CTE) programs provide the answer to that question and make the high school experience meaningful and relevant. Business partners connect classroom learning to a real-world context by providing job-shadowing, mentoring, and internships. Learning makes sense in the context of real-world work-based experiences. Students apply new skills and concepts to solving meaningful, authentic problems. They “get it” and find a connection between the content learned in academic courses and real-world application. Sumter County students take advantage of Career and Technical Education programs. Over 90% of graduating seniors leave high school with CTE credits. Over 80% leave with occupational completion points which equate to a bank of skills needed for an entry level job. Career and Technical Education students have opportunities to earn Bright Futures scholarships to Florida colleges and nationally recognized industry credentials. Whether they choose to further their formal education or enter the workforce, students participating in Career and Technical Education programs and academies are prepared for success!

Christina J. McKinney
**Director of Secondary, Postsecondary, and
Career Technical Education**

TABLE OF CONTENTS

<u>Description</u>	<u>Page</u>
FL Economic Security Report.....	1
What is a Career and Technical Education?.....	3
Mission Statement and 4 R's.....	4
Definitions.....	5
School Program Chart.....	8
Career and Education Planning	9
Career and Technical Education Program Descriptions.....	11
What is a CAPE Academy?	17
Industry Credential Chart	18
Return on Investment.....	19
Career and Technical Student Organizations.....	20
 Appendices	
Sumter County Programs of Study.....	

Sumter County Schools Non-Discrimination Statement

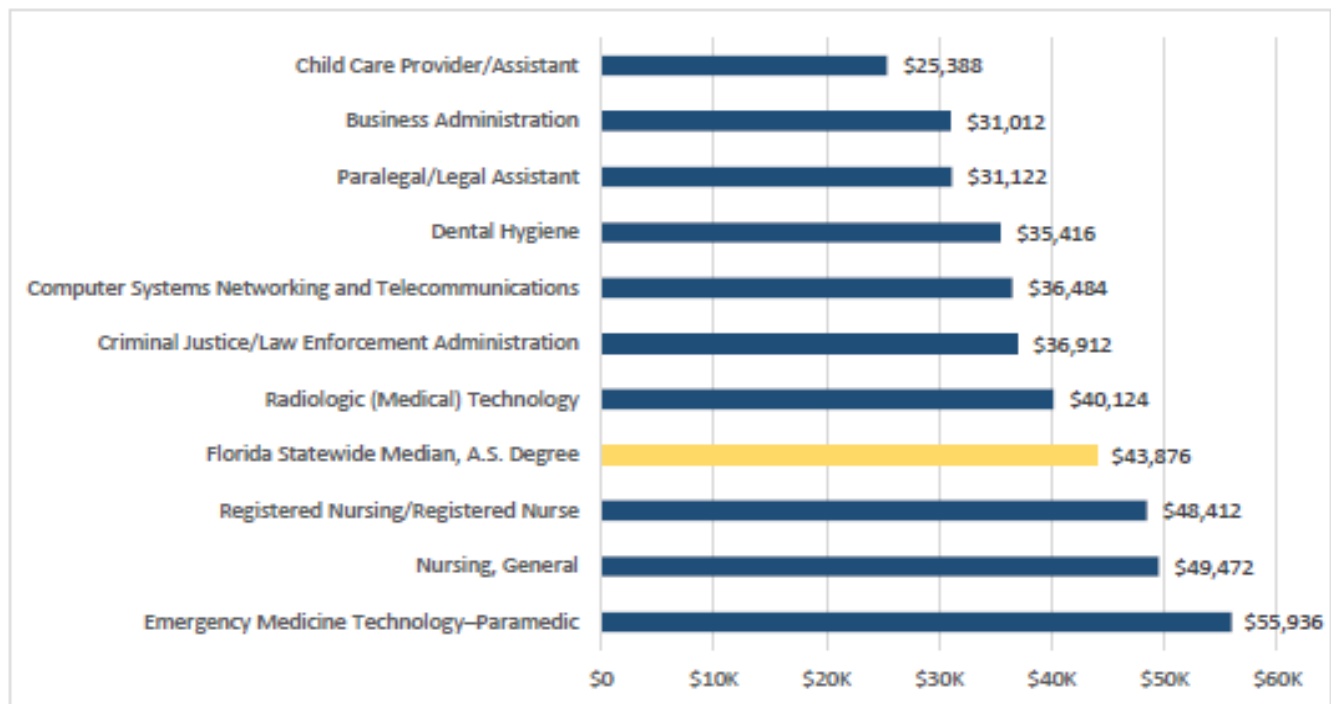
Sumter County Schools does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy, or marital status in its educational programs, services, or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scouts of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Jean Holstein
Director of Student Services and Testing, Equity Coordinator
Phone Number: 352-793-2315 X 50212

Economic Security Report of Employment and Earnings Outcomes From Florida’s Public Postsecondary Educational Institutions Summary December 2015

Florida’s Economic Security Report focuses on the median first-year earnings of recent graduates and completers¹ from Florida’s public postsecondary educational institutions – State University System of Florida (SUS), Florida College System (FCS), and District Technical Centers (DTCs). The report documents the variation in first-year earnings among completers who earned degrees or certificates from these postsecondary institutions. Additionally, it presents data on the percentage of completers from various institutions who are receiving public assistance and the percentage enrolled in continuing education programs, as well as debt accumulated by all students, not just graduates. The results show that the types of postsecondary credentials completers earn and where they earn them, matter.

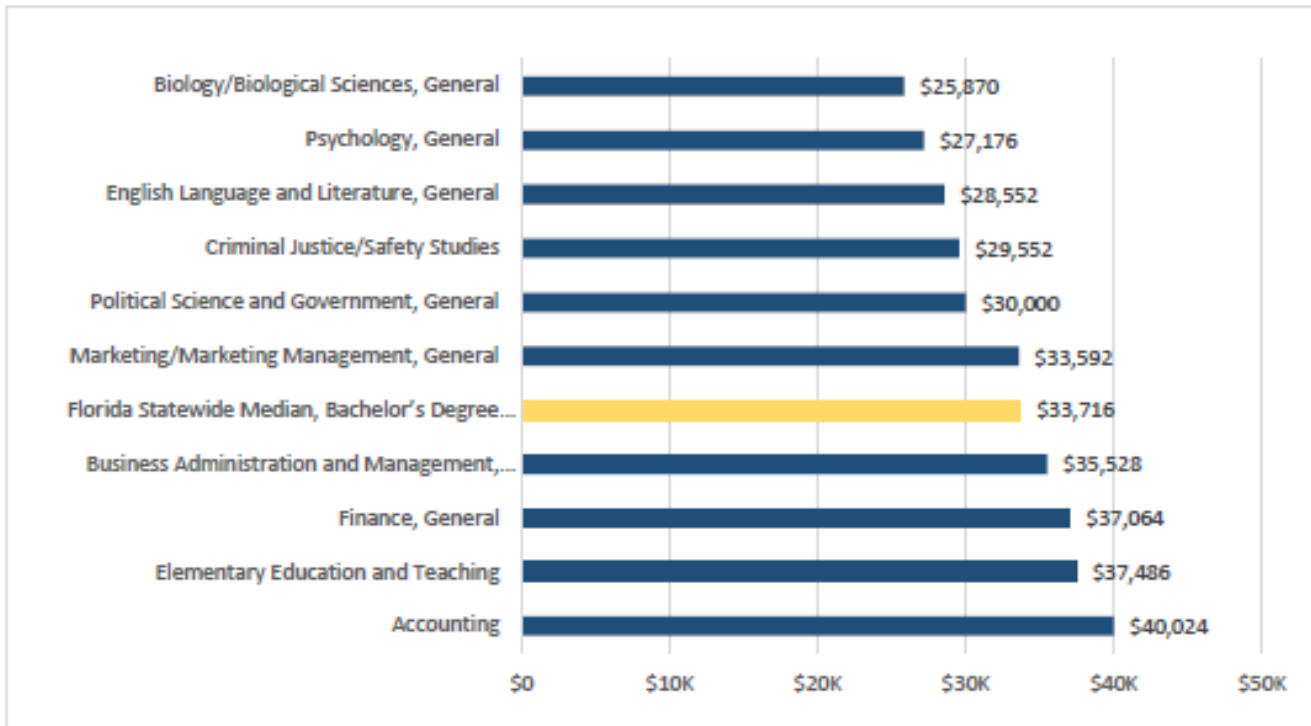
Increased levels of educational achievement provide a boost in earnings power – the more you learn, the more you earn. However, there is often wide variation in the average earnings of graduates with the same level credential depending on what they studied. The following chart shows some of the most popular fields of study of graduates with an Associate of Science (A.S.) Degree. The median first-year earnings of a graduate with an A.S. degree in Child Care Provider/Assistant were around \$25,000. In contrast, a graduate with an A.S. degree in Nursing earned almost twice that amount, while a graduate who earned an A.S. degree in Emergency Medical Technology-Paramedic earned more than \$55,000.



This is also true for graduates with a bachelor’s degree. The figure below shows the variation in the earnings of graduates in the most popular bachelor’s degree programs in Florida. The range is from less than \$30,000 per year (Biology, Psychology, English, and Criminal Justice) to more than \$40,000 (Accounting). Elementary

¹ In this report, “graduates” is a specific term used to identify any person who has earned a degree (e.g., associate’s, bachelor’s, or master’s). “Completers” is a more general term used to identify any person who has completed any level of postsecondary education (e.g., certificates, diplomas, bachelor’s degrees, etc.).

Education and Teaching and Finance graduates earn, on average, more than \$37,000 the first year after graduation.



As reflected in this summary, there are many factors to consider when exploring education and career choices. We encourage you to visit [Beyond Education](#) to review the full Economic Security Report and obtain valuable information for you to consider as you research the many postsecondary learning opportunities available to you in the State of Florida.

What is Career and Technical Education?

Career and technical education (CTE) provides technical knowledge and skills aligned with academic standards that are needed to prepare for further education and careers in current or emerging professions. CTE spans secondary, postsecondary, and adult education levels.

Career and Technical Education Programs (CTE)

Career and technical education programs are aligned to the sixteen career clusters outlined by the U.S. Office of Career, Technical, and Adult Education plus Florida's **seventeenth** cluster in the area of Energy. These programs offer a sequence of courses, which allow students to pursue their interests while developing work ethic, valuable workplace skills, academic and technical knowledge. Within a career context, students also develop interpersonal and leadership skills. In most programs, students are able to move into entry-level jobs after completion of the recommended course sequence. In addition, most programs produce students eligible for Bright Futures Scholarships.

The 17 Career Clusters

- ◆ Agriculture, Food and Natural Resources
 - ◆ Architecture and Construction
 - ◆ Arts, A/V Technology and Communications
 - ◆ Business, Management and Administration
 - ◆ Education and Training
 - ◆ **Energy**
 - ◆ Engineering and Technology Education
 - ◆ Finance
 - ◆ Government and Public Administration
 - ◆ Health Science
 - ◆ Hospitality and Tourism
 - ◆ Human Services
 - ◆ Information Technology
 - ◆ Law, Public Safety and Security
 - ◆ Manufacturing
 - ◆ Marketing, Sales and Service
 - ◆ Transportation, Distribution and Logistics
- (<http://www.careerclusters.org/>)



Mission Statement

The Sumter School District is committed to providing a rigorous and relevant standards-based education in a safe environment. Through a partnership of students, parents, staff and community, students are given the opportunity to reach their full potential as lifelong learners and contributing members of society.

The 4 R's of Career and Technical Education...

Rigor

- ◆ High expectations for ALL students
- ◆ Access to college and career prep curriculum
- ◆ Curriculum meets or exceeds state standards, college entrance requirements, and industry standards
- ◆ Formal career plan where students are engaged in planning and decision-making

Relevance

- ◆ Students select Program of Study
- ◆ Pathways lead to preparation for workforce or postsecondary education
- ◆ Applied, contextual learning experiences
- ◆ Work-based experiences through active business partnerships
- ◆ Opportunities to earn nationally-recognized industry certifications

Relationships

- ◆ Academies create small, supportive learning communities
- ◆ Academy advisor groups serve as role models and mentors

Reading, Writing, Science, and Mathematics

- ◆ Emphasis on literacy in all areas
- ◆ Integration of college and career readiness academic standards through career/technical curriculum

Definitions

Apprenticeship

An organized course of instruction registered and approved by: (1) the United States Department of Labor, or (2) the Florida Department of Education, Division of Community Colleges & Workforce Education, Office of Apprenticeship & Continuing Education, apprenticeship provides both related instruction and on-the-job training for the purpose of preparing workers for a skilled occupation or trade. Through formal agreements, apprentices become employees during their learning period, which is usually four years in length. Apprentices are taught by and work under experienced craft workers until trained—employee or journey-worker status is reached.

Career Academies/Career and Professional Education Academies (CAPE)

In these special-focus academies, applied academic and technical instruction focuses on a single area (or occupational cluster) such as health care, science and technology, hospitality and tourism, finance, information technology or public service. Business and industry partnerships provide work-based experiences, mentorships, and advisory council participation. Most are “schools within schools,” but an entire school may be designed around the academy concept. A CAPE Academy has the additional component of access to an industry-recognized certification or credential upon the completion of academy requirements.

CAPE Digital Tool Certificates

Certificates identified on the CAPE Industry Certification Funding list adopted by the State Board of Education which assess digital skills that are necessary for a student’s academic work and are appropriate for elementary and middle grades students.

CAPE Industry Certification

An industry credential identified on the CAPE Industry Certification Funding list adopted by the State Board of Education - An industry certification is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized or an industry certification for farm occupations. These certifications may articulate for college credits in a related postsecondary associate degree program.

Career and Technical Education

Career and Technical Education programs are sequences of courses focused on an occupational cluster, which provide pathways for career exploration and attainment of technical and employability skills. Students can earn Occupational Completion Points (OCP’s) which translate to entry-level job skills. Many programs qualify for Bright Futures scholarships.

Career Themed Course

A career-themed course is a course in an industry specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of

Economic Opportunity. The career-themed course leads to an industry certification or postsecondary credit. CAPE bonus funding is linked to career-themed courses.

Clinical/Practicum Experiences

Clinical experiences and practicum are highly structured work-based learning experiences primarily in the health field. They function under the guidance/supervision of a health-care professional and are closely coordinated with the content of the school-based component. Successful completion of practicum experiences normally results in credit toward certification, licensure or a professional degree. These experiences are normally unpaid and last 40 or more hours at a work site.

College and Career Ready

Students are college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or bachelor level degree program without the need for remedial courses. Students need these same attributes and levels of achievement to enter and succeed in postsecondary workforce education programs or to obtain a job that offers a living wage and the chance for career advancement.

Concentrator

A concentrator in a Perkins-funded CTE program is a student who has earned three or more credits in a single CTE program or 2 credits in a program designated as a 2-credit program.

Cooperative Education

Co-op programs are usually organized and administered by schools with the cooperation of employers. These formal, structured experiences are designed to reinforce and enhance a student's career major. Students alternate or coordinate their studies with a paid job that is related to those studies. Instruction is based on written training and evaluation plans agreed to by the school and employer and the students receive credit for both classroom and work experiences.

Industry – Recognized Certificate/Credential

A certification is an official confirmation that a student or worker can successfully perform a task to a set of accepted standards recognized by industry. Most of these certifications are developed and administered by nationally recognized associations. The certifications are also approved by CareerSource Florida as being aligned to regional and state labor demands. Certifications listed on the annual approved CAPE bonus funding list generate additional FTE.

Integrated Curriculum

Integrated curriculum is a way of organizing curriculum content so that academic learning and hands-on experiences are linked to complement and reinforce each other.

Internship

Students who are interested in particular career majors participate in integrated school-based and work-based learning experiences designed to foster their career goals. Each student works for an employer for a specified period through an internship to gain practical, firsthand knowledge about a specific industry or occupation.

Job Shadow

A worksite experience (typically three to six hours) during which a student or teacher spends time one-on-one with an employee observing daily activities and asking questions about the job and workplace.

Mentor

A mentor is a trusted, experienced, and interested individual who guides the development, education and/or career of a younger or less experienced person. Many school districts recruit, train and coordinate community volunteers to serve as both career and personal mentors for students.

On-the-Job Training

Paid or unpaid job preparatory hands-on training for 40 or more hours in specific occupational skills provided at the work site. On-the-job training is a general term which may be a part of the activities provided under cooperative education, apprenticeship or other job preparatory training modalities.

Program of Study

A logical sequence of courses which can lead to a career pathway, can result in an occupational completion point or points which are directly aligned to an entry level job, and/or an industry credential recognized by the business community.

School Enterprise

Students produce goods or services for sale or for use by others. Students typically are involved in the management of the project and activities are carried out in a school or employer sponsored enterprise. They study the business side of their operations as they develop particular occupational skills. School enterprise experiences are activities carried out in a school or employer sponsored enterprise in which goods or services are produced by students.



Programs by Schools—2016-17

Program	South Sumter High School	Wildwood Middle High School	The Villages Charter School
Administrative Office Specialist*	X	X	
Agricultural Biotechnology*	X	X	
Agritechnology*	X	X	
Allied Health Assisting*	X	X	X
Animal Sciences and Services*	X		
Applied Engineering Technology*			X
Applied Information Technology*			X
Communications Technology (Graphic Arts)*			X
Criminal Justice Operations	X	X	
Culinary Arts*			X
Early Childhood Education*	X		
EKG Aide*	X	X	
Home Health Aide	X	X	
Horticulture Science and Services*	X		
Public Safety Telecommunication*	X		
TV Production*			X

* *Industry Credential program*

Formal career course exploration and planning begins in Middle School!

Middle School Career and Education Planning Course

In order to be promoted from middle school to high school, a student must complete an approved career planning course in sixth, seventh, or eighth grade. The course must result in a completed personalized academic and career plan. Course content emphasizes the importance of entrepreneurship skills, technology, or the application of technology in career fields, and includes information from the Department of Economic Opportunity's economic security report.

The personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit. In Sumter County schools, students may earn college credit through Advanced Placement, dual enrollment, Career Pathways articulation agreements, and Gold Standard industry certifications with statewide articulation agreements.

My Career Shines is the tool Sumter County School students use to explore, research, and build the personalized academic and career plan. This tool is free to all students.

High School Career and Education Planning

Planning continues in high school with the required freshman transition course. Students continue to use *My Career Shines* tools to expand knowledge of career interests, revise education plans, and monitor high school progress towards graduation requirements and career goals. *My Florida Shines* offers tools for high school and college students.

9th Grade

- ⇒ Take (or retake) and review results of the ***My Career Shines*** - Navigator career assessments (3).
- ⇒ Explore occupations in the top 5 pathways from your ***My Career Shines*** - Navigator assessments.
- ⇒ Explore postsecondary options including military, technical schools, state colleges, and universities.
- ⇒ Review Programs of Study (education plan) and local articulation agreements.
- ⇒ Review High School Academic Progress Evaluation (floridashines.org/gotocollege/getreadyforcollege/).
- ⇒ Create or revise Program of Study (education plan).
- ⇒ Begin 10-year plan.
- ⇒ Create e-profile.
- ⇒ Update grade level at the end of school year.



Where: Required Freshman Transition course

10th- 11th Grades

10th Grade Tasks

- ⇒ Take or Retake and review results of the **My Career Shines** - Navigator Skills Confidence Assessment®
- ⇒ Look at the composite report for the career interests and skills confidence assessments.
- ⇒ Determine skill/knowledge areas that need improvement (where interests are high and skills lower).
- ⇒ Explore occupations in favorite pathway(s) extensively and develop a short list of occupations that interest you.
- ⇒ Decide or review selection of pathway to take after high school (work, military, OJT, technical, state, or university)
- ⇒ Review sample plans of study.
- ⇒ Review High School Academic Progress Evaluation (floridashines.org/gotocollege/getreadyforcollege).
- ⇒ Review or update your Program of Study (education plan).
- ⇒ Revise 10-year plan.
- ⇒ Update e-profile. Develop resume.
- ⇒ Update grade level at the end of school year.

11th Grade Tasks

- ⇒ Think about work-related values by taking the **My Career Shines** - Navigator Work Values Assessment®.
- ⇒ Retake the **My Career Shines** - Navigator Career Interests Assessment®.
- ⇒ If going for further schooling after high school, select possible schools and add them as favorites.
- ⇒ Find out which admission test, if any, is preferred by the schools you have selected.
- ⇒ Develop a resume.
- ⇒ Review sample plans of study
- ⇒ Review High School Academic Progress Evaluation (floridashines.org/gotocollege/getreadyforcollege)
- ⇒ Review or update your Program of Study (education plan).
- ⇒ Revise 10-year plan.
- ⇒ Update e-profile.
- ⇒ Update grade level at the end of school year.

Where: Social Studies Courses

12th Grade

- ⇒ Review High School Academic Progress Evaluation (floridashines.org/gotocollege/getreadyforcollege)
- ⇒ If going for further schooling after high school, narrow list to no more than three schools
- ⇒ Apply for admission to selected school(s)
- ⇒ If financial aid is needed, complete the Free Application for Federal Student Aid (FAFSA)
- ⇒ Update resume.
- ⇒ Review sample Programs of Study for postsecondary.
- ⇒ Revise 10-year plan.
- ⇒ If planning to go to work, find job openings. Engage in mock interviews.
- ⇒ Update e-profile.

Where: Economics with Financial Literacy

Career and Technical Education Program Descriptions

(www.fldoe.org/workforce/dwdframe)

Agriculture

Agricultural Biotechnology



This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all

aspects of the agricultural biotechnology industry within the Agriculture, Food and Natural Resources career cluster. (SSHS) **Industry Certification—Agricultural Biotechnology Certification**

AgriTechnology

The purpose of this program is to prepare students for employment in the agricultural industry or to provide supplemental training for persons previously or currently employed in this industry. This program, which integrates science, mathematics, and language arts concepts, focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the agriculture industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. Completers of this program will be prepared to enter advanced training and education in specialized fields of agriscience or agribusiness. They may also be employed as trainees or beginning workers in various agriscience or agribusiness-related positions in certain businesses and industries. The content includes, but is not limited to, instruction in animal and plant production and processing; agriculture marketing; agricultural mechanics; employability skills; mathematics; basic science; biological sciences; communications; and human-relations skills. (SSHS, WMHS) **Industry Certification—Certified Agriculture Technician**

Animal Sciences and Services

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the animal science industry within the Agriculture, Food and Natural Resources career cluster. The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, health, safety and environmental issues, and the use and care of animal health-care instruments, animal grooming equipment, animal restraining equipment, and laboratory equipment. (SSHS) **Industry Certification—Animal Science Certificate**



Horticulture

The Environmental Horticulture Science and Services cluster is designed to prepare students for employment or advanced training in the horticulture and landscape industries. This cluster, which integrates mathematics, science, and language arts concepts, focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the horticulture industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues. (SSHS) **Industry Certification—Certified Horticultural Professional**



Arts, Audio Visual, Communications

Communications Technology

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of communications technology. This program, which integrates language arts and math concepts, focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. Communications Technology represents the current and expanding digital technology. The content includes, but is not limited to a study of the processes, uses, and technical skills found in visual technologies (both conventional and digital procedures), multimedia production, computer animation and graphics, web page design, electronic media and other new and emerging technologies. (TVCS)

Industry Certification—Adobe Certified Associate—Illustrator, Photoshop, Dreamweaver, Flash, InDesign



Television Production



The purpose of this program, which integrates language arts content, is to prepare students for initial employment as Television Production Operators, Television Broadcast Technicians, Camera Operator, all other professional/para-professional technicians, Video Recording Engineers, Audio Recording Engineers. The content should include, but is not be limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities including: scripts, lighting, filming and directing, electronic news gathering, and field production. (TVCS) **Industry Certification— Adobe Certified Associate Premier Pro, Adobe Certified Expert After Effects**

Business

Administrative Office Specialist

This program is designed to prepare students for employment as an Information Technology Assistant, Front Desk Specialist, Assistant Digital Production Designer, and Administrative Assistant. The curriculum, which integrates language arts and mathematics concepts, offers a broad foundation of knowledge and skills expanding the traditional role of the Administrative Assistant. The content includes the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the office support services industry: planning; management; finance; technical and production skills; underlying principles of technology; labor issues; community issues; and health, safety, and environmental issues. (SSHS, WMHS) **Industry Certification—Microsoft Office Specialist, Internet Business Associate**



Education and Training

Early Childhood Education

The Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight. Language arts, health, physical education, social studies, mathematics, and science concepts are integrated in the curriculum. (SSHS) **Industry Certification—Early Childhood Professional Certificate, Childhood Development Associate, Certified Food Protection Manager**



Engineering and Technology Education

Applied Engineering Technology

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applied engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The content includes but is not limited to study in mechanical, electrical, civil, and environmental engineering disciplines. (TVCS) **Industry Certification—Autodesk Certification User AutoCAD**



Health Science

Allied Health Assisting



The purpose of this program is to prepare a student for employment as an Allied Health Aide, Medical Assistant, Medical Laboratory Assistant, Occupational Therapy Aide, Physical Therapy Aide, Respiratory Therapy Aide or Radiologic Aide. The program naturally integrates science, mathematics, and language arts concepts into the curriculum. Students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included, with instructor provided competencies. At some schools, students may

also receive instruction in nursing assistant competencies and be prepared to challenge the state C.N.A. exams. (SSHS, TVCS, WMHS) **Industry Certification—Certified Medical Administrative Assistant, Nursing Assistant**

EKG Aide

The program is designed to prepare students for employment as EKG Aides (electrocardiograph aides) and health care support workers. The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program. Because students are enrolled in a sequence of courses that include health care core, allied health, and EKG aide standards, they have been approved to take the NHA EKG Technician industry certification. (SSHS, WMHS) **Industry Certification— EKG Technician**

Home Health Aide

This program is designed to prepare students for employment as home attendants or home health aides. The content includes, but is not limited to, instruction in those supportive services that are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment. (SSHS, WMHS)

Principles of Biomedical Sciences— University Track

The purpose of this culminating course is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field. This course uses a combination of activity-based, project-based and problem-based learning styles to engage students. The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes, engineering principles and an introduction to bio-informatics. The course also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature. (SSHS) **Industry Certification—Biotechnician Assistant**



Hospitality

Culinary Arts



The purpose of this program, which includes math and science content, is to prepare students for employment as restaurant cooks and managers. The course content will include the following: food preparation and serving; and identification, storage, selection and presentation of a wide variety of foods. The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Commercial Foods and Culinary Arts industry; planning, management, finance, technical and product skills, underlying

principles of technology, labor issues, community issues and health, safety, and environmental issues. (TVCS) **Industry Certification—Certified Professional Food Manager (ServSafe)**

Information Technology

Applied Information Technology

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster. The content includes but is not limited to computer application skills including computer hardware, software applications, web applications, computer programming, web page design and advanced web tools, systems support and maintenance, network concepts, relational database concepts, multimedia tools, cybersecurity ; extensive exploration of information technology careers; strategies for success including goal setting, study skills, organizing skills, learning styles, employability skills, and service learning; and core academic skills with a strong emphasis on effective communication skills. (TVCS) **Industry Certification—Certified Web Design Specialist**



Law and Public Safety

Criminal Justice Operations



The purpose of this program, which integrates language arts, social studies, and science contents, is to prepare students for employment as Police Service Aides that do not require certification by the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission. The content includes, but is not limited to, introduction to the criminal justice system, police ethics and constitutional law, patrol procedures, traffic control procedures, defensive tactics and physical proficiency skills, first aid and cardiopulmonary resuscitation, interpersonal and communication skills, investigation procedures, court systems and trial procedures, correctional system, introduction to forensic science, crime prevention, property control, employability skills, and computer skills. (SSHS, WMHS)

911 Public Safety Telecommunication

The purpose of this program is to prepare students for employment as a dispatcher: police, fire, ambulance. The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health. (SSHS) **Industry Certification—Public Safety Telecommunication**



What is a Career Academy?

A career academy is a small, supportive learning community within a high school setting in which students learn both academic and technical content within the context of a career or occupational area. The academy involves teachers from different subjects working together as a team collaborating on integrated curriculum, student advisement, and business partnerships. Relationships with business and industry provide work-based experiences for students. Career Academies are different from traditional academic and vocational education because they prepare high school students for both college and careers. Career themes are integrated into academic curricula that qualify students for admission to four-year colleges or universities.

A “FLORIDA CAREER AND PROFESSIONAL ACADEMY” MUST:

- ◆ Provide a rigorous, standards-based academic curriculum integrated with a career curriculum; consider multiple styles of student learning, promote learning through application and adaptation, maximize relevance of the subject matter, enhance students’ capacity to excel, and include an emphasis on work habits and work ethics.
- ◆ Integrate a rigorous academic curriculum with an industry-specific curriculum, aligned directly to priority workforce needs established by the regional workforce development board.
- ◆ Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations or other appropriate partners from the local community. Establish articulation agreements with postsecondary institutions and technical centers which delineate provisions for career-based courses that earn postsecondary academic credit.
- ◆ Promote and provide opportunities for students to attain, at minimum, the Florida Gold Seal Vocational Scholars Award.
- ◆ Provide instruction in careers designated as high-skill, high-wage, and high-demand by a regional workforce board, the chamber of commerce, economic development agencies, or the Department of Economic Opportunity.
- ◆ 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.
- ◆ Offer applied courses that combine academic content with technical skill instruction.
- ◆ Provide 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.
- ◆ All career courses offered in a career and professional academy must lead to industry certification or college credit.

Florida Career and Professional Education Act (SB 1232) in section 1003.491, Florida Statutes (F.S.)

<u>Academy</u>	<u>Industry Credentials</u>
South Sumter High School – Agriscience Academy	FNGLA001 Certified Horticulture Professional FLFBR001 Agricultural Technician Certification FLFBR002 Agricultural Biotechnology Certification FLFBR005 Animal Science Certification USINS001 Small UAS Safety Certification
South Sumter High School – Medical Career Academy	FDMQA002 Certified Nursing Assistant NATHA003 Certified Medical Administrative Assistant NATHA002 Certified EKG Technician
South Sumter High School – Business Academy	MICRO069 Microsoft Office Specialist Bundle Certification PROSO016 CIW Internet Business Associate
South Sumter High School - Criminal Justice Academy	FDMQA030 911 Public Safety Telecommunicator
South Sumter High School—Early Childhood Academy	NRAEF003 Certified Professional Food Manager (ServSafe) CPRECO01 Childhood Development Associate
Wildwood Middle High School – Health Science Academy	FDMQA002 Certified Nursing Assistant NATHA003 Certified Medical Administrative Assistant NATHA002 Certified EKG Technician
Wildwood Middle High School - Agriscience Academy	FLFBR001 Agricultural Technician Certification FLFBR002 Agricultural Biotechnology Certification
Wildwood Middle High School— Business Academy	MICRO069 Microsoft Office Specialist Bundle Certification PROSO016 CIW Internet Business Associate
Villages Charter Schools—Academy of Computer Science	PROSO022 Certified Web Design Specialist
Villages Charter Schools – Academy of Health Sciences	NATHA003 Certified Medical Administrative Assistant
Villages Charter Schools – Academy of Entrepreneurship—Culinary Arts	NRAEF003 Certified Professional Food Manager (ServSafe)
Villages Charter Schools - Communication Technology Academy—Graphic Arts	ADOBE020 Adobe Certified Associate (ACA) Illustrator ADOBE021 Adobe Certified Associate (ACA) InDesign ADOBE022 Adobe Certified Associate (ACA) Photoshop ADOBE010 Adobe Certified Associate (ACA) Dreamweaver ADOBE011 Adobe Certified Associate (ACA) Flash
Villages Charter Schools - Communications Academy—TV Production and Journalism	ADOBE018 Adobe Certified Associate Premier Pro ADOBE002 Adobe Certified Expert After Effects
Villages Charter Schools—Engineering Academy	ADESK002 Autodesk Certification User AutoCAD

BOLD—Gold Standard—College Credit Articulation

Return on Investment – Industry Credentials

Industry Certification	Cost of Exam (Paid by district/school)	Associated Fees (Paid by district/school)	FL State College Credit – AAS or AS Degree	Cost of College Credits*
Adobe Certified Associate Dreamweaver	\$60.68	N/A	<u>Three (3)</u> college credit hours in Internet Services Technology program	\$320.22
Adobe Certified Associate Flash	\$60.68	N/A	<u>Three (3)</u> college credit hours in Internet Services Technology program	\$320.22
Adobe Certified Associate Photoshop	\$60.68	N/A	N/A	N/A
Adobe Certified Associate Illustrator	\$60.68	N/A	N/A	N/A
Adobe Certified Associate InDesign	\$60.68	N/A	N/A	N/A
Adobe Certified Associate Premier Pro	\$60.68	N/A	N/A	N/A
Adobe Certified Expert After Effects	\$60.68	N/A	N/A	N/A
Autodesk Certified User – AutoCAD		N/A	<u>Three(3)</u> college credits in Drafting and Design Technology or Architectural Design & Construction Technology program	\$320.22
CIW Web Design Specialist	\$30.00	N/A	<u>Three (3)</u> college credits in Internet Services Technology program	\$320.22
CIW Internet Business Associate	\$30.00	N/A	N/A	N/A
Agriculture Technician Certification	\$85.00	N/A	<u>Two (2)</u> college credits in Agriculture Production Technology program	\$213.48
Agriculture Biotechnology, Certification	\$85.00	N/A	N/A	N/A
Animal Science Certification	\$85.00	N/A	N/A	N/A
Certified Horticulture Professional	\$150.00	N/A	<u>Six (6)</u> college credits in Landscape and Horticulture Technology program	\$640.44
Certified Medical Administrative Assistant	\$115.00	N/A	N/A	N/A
Certified EKG Technician	\$115.00	N/A	N/A	N/A
Certified Nursing Assistant	\$155.00 (\$120 – Clinical; \$35 – written)	\$79.50 (Background Screening) \$10 CPR Card	N/A	N/A
Childhood Development Specialist	\$425.00	N/A	Employable at 18 with C.N.A. license. <u>Nine(9)</u> college credits in Early Childhood Education Associate's Degree program	\$960.66
Microsoft Office Specialist – Word, PowerPoint, Excel or Outlook	\$258.75	N/A	After passing three tests, the student earns the MOS credential. Microsoft Office Specialist (MOS) Bundle (3 of 5) shall articulate <u>three</u> college credit hours in <u>Office Administration program.</u>	\$320.22
ServSafe Certified Professional Food Service Manager	\$150.00	N/A	<u>Three (3)</u> college credits in Culinary Management or Restaurant Management program	\$320.22
911 Public Safety Telecommunication Certification	\$75.00	\$79.50 (Background Screening) Required for participation in clinical setting	N/A	N/A
Small UAS Safety Certification	\$165.00	N/A	N/A	N/A

*In state tuition approximation - \$106.74 per credit hour

Career and Technical Student Organizations

(CTSOs)

Career and Technical Student Organizations are an integral part of CTE programs and are embedded in almost every CTE curriculum framework. These organizations provide valuable opportunities for students to develop leadership skill and employability skills through career development events and competitions.

The CTSO's listed below are aligned to programs offered in Sumter County schools:

Florida Family, Career and Community Leaders of America (FCCLA): <http://www.flfccla.org/>
Family, Career and Community Leaders of America (national organization): <http://www.fcclainc.org/>

Florida FBLA-PBL Association, Inc. (FBLA/PBL): <http://www.floridafbla-pbl.com/> Future Business Leaders of America-Phi Beta Lambda (national organization): www.fblapbl.org

Florida FFA Association, Inc. (FFA): <http://www.flaffa.org/> National FFA Organization: <https://www.ffa.org/about/Pages/default.aspx>

Florida HOSA -Future Health Professionals (FL-HOSA): <http://www.flhosa.org/home> ; HOSA: Future Health Professionals (national organization): <http://www.hosa.org/>

Florida Public Service Association, Inc. (FPSA): <http://www.fpsainc.org/>

