



Best Practices in Middle School Career Planning and Educational Pathway Articulation

Background and Process

Pursuant to the 2023 amendment of [Section \(s.\)1003.4282\(10\), Florida Statutes \(F.S.\)](#), by [Senate Bill 240](#), the Florida Department of Education (FDOE) convened a workgroup to strengthen middle school articulation into high school/postsecondary Career and Technical Education (CTE) and clarify which math courses students should take in accordance with their career or postsecondary aspirations. Both of these initiatives stress the importance that the courses students enroll in high school should be informed by decisions the student has made about careers and postsecondary training opportunities. Given the interconnectedness of this topic and that career decisions predicate postsecondary training decisions, which predicate high school course enrollment, it is critical to support student decision making processes.

To meet the statutory requirements of s. 1003.4282(10), F.S., a middle school CTE workgroup of experts was assembled with both secondary and postsecondary representation (henceforth referred in this report as “the workgroup”). The complexity of the work necessitated developing subcommittees that led fact-finding and discussion around specific topics. The official workgroup was the level at which recommendations could be finalized and given its statutory mandate, the meetings were publicly noticed. Table 1 displays the subcommittees and their membership.

Table 1

Workgroup Subcommittees and Members

Experiential Learning, Staffing and Articulation Subcommittee	FDOE	Lee Chipps-Walton, Director of the Office of CTE, FDOE Alexandria Armstrong, Director, Career Education and Articulation, FDOE Kim Brumage, School Counselor Consultant, FDOE
	Secondary	Dr. Robin Rawlings, 7th Grade Counselor, Volusia County
	Postsecondary	Patty Collins, Executive Director, Advanced Technology Center, Polk State College
Standards, Courses, and Programs	FDOE	Damera Hopkins, School Counselor Consultant, FDOE Andrew Weatherill, Senior Director of Student Support Services, FDOE Trinity Henderson, Manager, Course Code Directory, FDOE
	Secondary	Lana Barros, Director of Innovation & Choice, Martin County
	Postsecondary	Dr. Jake Prokop, Director, Pinellas Technical College
Secondary Math Pathways	FDOE	Courtney Starling, Director, Office of Mathematics and Sciences, FDOE Kiaira McCoy, Director, Florida Student Success Center, FDOE
	Secondary	Tanya Taylor, Coordinator of Career Pathways, Levy County
	Postsecondary	Marc Campbell, Senior Professor of Mathematics, Daytona State College

Guiding questions that led this effort include:

- What policies, programs and activities are most important in helping middle school students make an informed choice about their career direction?
- What policies, programs and activities contribute to rising ninth grade students enrolling in coursework and extracurricular activities aligned with their career aspirations?

These questions drove discussion and research that were publicly presented during hour-and-a-half-long meetings noticed in the Florida Administrative Register on April 16, May 21, June 18 and July 30, 2024. Findings of the workgroup are summarized in table 2 and elaborated upon in this report.

Executive Summary

Table 2 captures the opportunities and best practices identified by the workgroup relating to middle school CTE pathways.

Table 2

Opportunities and Best Practices for Middle School Career Planning and Educational Pathway Articulation

Opportunity #1: Expand the amount of class time dedicated to career and education planning.	
Programs, Courses and Standards	Best Practice #1: Offer fully-dedicated, high-quality career and education planning courses.
Opportunity #2: Increase capacity for one on one student career guidance.	
Human Capital	Best Practice #2: Ensure sufficient staffing to deliver one-on-one career guidance and coordinate career readiness initiatives.
	Best Practice #3: Engage parents and guardians in reviewing and approving their child’s personalized career and academic plan.
Opportunity #3: Develop student awareness of career options.	
Experiential Learning	Best Practice #4: Provide students with career experiential learning opportunities.
Tools, Resources and Materials	Best Practice #5: Provide students with career readiness tools, resources and materials.
Opportunity #4: Develop student awareness of educational pathways.	
Pathway Awareness	Best Practice #6: Promote educational pathway options.
Opportunity #5: Give clarity to student career readiness progress.	
Defining and Tracking Career Readiness	Best Practice #7: Track student career readiness using grade-specific milestones.

Opportunity #1: Expand the amount of class time dedicated to career and education planning.

Section 1003.4156, F.S., defines the requirements for a middle school student to be promoted into high school. Students must complete three courses each in English, mathematics, science and social studies (which must include one course in Civics). In addition, s. 1003.455(3), F.S., requires students to take at least one semester of physical education per year of middle school. Any remaining elective courses can

be filled by academic remediation, performing arts, CTE, foreign language or another elective aligned with the student's interests.

A student's competing course needs and desires can make it difficult for schools and districts to offer coursework fully dedicated to the topic of career and education planning. Section 1003.4156(1)(e), F.S., allows career and education planning courses to "...be implemented as a stand-alone course or integrated into another course or courses." According to 2023-24 student enrollment data, 91.7% of career and education planning courses are integrated into other courses, such as social studies, art or academic remediation. Interviews of Florida districts conducted by workgroup members offer a mixed report of how these hybrid courses are implemented. Some districts reported implementing the career and education planning content in as little as two weeks at the end of the course.

Section 1003.4156(1)(e), F.S., requires career and education planning courses to include:

- Developing a personalized career and academic plan;
- Entrepreneurship and employability skills;
- The Department of Commerce's economic security report under s. 445.07, F.S., and other state career planning resources;
- High school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S., and the CTE pathway to earn a standard high school diploma under s. 1003.4282(10), F.S.;
- The requirements for each scholarship in the Florida Bright Futures Scholarship Program;
- State university and Florida College System institution admission requirements;
- Available opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program and the Advanced International Certificate of Education Program;
- Dual enrollment, including career dual enrollment;
- Work-based learning opportunities, including internships and preapprenticeship and apprenticeship programs; and
- Career education courses, including career-themed courses and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.

A personalized career and academic plan involves decision-making related to selecting a career, credential, training provider, high school coursework and extracurriculars. For these decisions to be based on informed choice, a large amount of research, reflection, career assessment and experiential learning is required. Truncating the career research and decision-making process runs the risk of diminishing the quality of student career and educational outcomes.

Best Practice #1: Offer fully-dedicated, high-quality career and education planning courses.

Career and Education Planning Courses

The workgroup analyzed the list of courses made available on the [FDOE Course Code Directory website](#) that may be used to meet the career and education planning course requirement of [s. 1003.4156\(1\)\(e\), F.S.](#) Courses are organized into the following categories:

Table 3

Categories, Frequency and Enrollment in Florida Middle School Career and Education Planning Courses

Type of Career and Education Planning Course	Number of Courses	Enrollment (2023 24, Survey 2)	Percent of Total Enrollment
Academic Hybrids	30	282,596	77.9%
CTE Hybrids	40	37,656	10.4%
Fully Career and Education Planning	3	30,026	8.3%
Life Skills Hybrids	1	10,290	2.8%
Life and Academic Skills Hybrids	6	2,171	0.6%
TOTAL:	80	362,739	100%

Of these 80 courses, only three are fully dedicated, semester-long career and education planning courses (Career Research and Decision Making, Career and Education Planning and Advanced Academics: 6-8 & Career Planning for Gifted Students). The workgroup developed a series of recommendations to expand opportunities for students to have increased class time dedicated to personalized career and education planning. It is recommended that districts offer career and education planning courses that are:

- Semester-long, stand-alone courses fully dedicated to career and education planning
- Year-long, hybrid courses with strong crossover career themes

Table 4

Current Stand-Alone and Year-Long Career-Themed Career and Education Planning Courses

Course Name	Course Length
M/J Personal, Career, and School Development Skills 1 & Career Planning	Year
M/J Personal, Career, and School Development Skills 2 & Career Planning	Year
M/J Personal, Career, and School Development Skills 3 & Career Planning	Year
M/J Career Research and Decision Making (stand-alone course)	Semester
M/J AVID 6th & Career Planning	Year
M/J AVID 7th & Career Planning	Year
M/J AVID 8th & Career Planning	Year
Career and Education Planning (stand-alone course)	Semester

Information & Communications Technology Essentials Career & Career Planning	Year
Information and Communications Technology Essentials & Career Planning	Year
Orientation to Career & Technical Occupations & Career Planning	Semester

Career and Education Planning Standards

The state standards required to be embedded in all career and education planning courses were also analyzed against statutory requirements and various state and national models of middle school career guidance frameworks. Below are the standards included in all official middle school career and education planning courses in Florida:

- 1.0 Describe the influences that societal, economic and technological changes on employment trends and future training.
- 2.0 Develop skills to locate, evaluate and interpret career information.
- 3.0 Identify and demonstrate processes for making short- and long-term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short- and long-term goals, high school program of study and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

The workgroup synthesized the best career and education planning models available as well as Florida's Career Readiness Education Framework and developed a new set of career and education planning standards. These new standards were written to be developmentally appropriate for middle school students, assessable, student-centered and guide the student through a logical progression of topics that meet the requirements of sec. 1003.4156(1)(e), F.S. These standards are included as Appendix A.

Opportunity #2: Increase capacity for one-on-one student career guidance.

Adults play a critical role in assisting students in navigating career and postsecondary options and processes. There is, however, a high-demand need for school counselors nationwide to provide structured, highly-qualified career guidance. School counselors in Florida are required to have a master's degree in school counseling or a counseling degree with specific work experience and courses related to school counseling. School counselors serve a variety of roles and help oversee the career development, postsecondary readiness, resiliency education and academic development of students through data analysis; coordination with staff, parents and students; directly serving students through counseling sessions; giving presentations on career and postsecondary readiness; and coordinating a

wider variety of school and district activities to support student career and postsecondary readiness. These are essential functions that affect student success and outcomes.

Best Practice #2: Ensure sufficient staffing to deliver one-on-one career guidance and coordinate career readiness initiatives.

Given the high-demand for school counselors, Florida districts have advanced innovative staffing practices to ensure the delivery of essential career guidance and career readiness initiatives. A growing number of districts have implemented “career specialist” staff positions. These specialists provide individual and group career advisement as well as help lead career exploration and planning initiatives.

To aid academic and career advising interactions, the workgroup developed a “High School Course Planning Questionnaire” to be completed by middle school students planning their freshman year course enrollments. The questionnaire covers important topics required to be covered in middle school career and education planning courses under s. 1003.4156(1)(e), F.S., related to choosing:

- A diploma pathway;
- Bright Futures Scholarship;
- Early college academics;
- Dual enrollment;
- Work-based learning; and
- CTE.

See Appendix B to view the High School Course Planning Questionnaire.

Best Practice #3: Engage parents and guardians in reviewing and approving their child’s personalized career and academic plan.

Parents have a fundamental right to be fully engaged in their child’s education and districts, pursuant to s. 1014.05, F.S., have a duty to promote parental involvement in the public school system. In [Xello, Florida’s official Career Planning and Work-Based Learning System](#), parents and guardians have access to their child’s records and all of their work, including career assessments; professional portfolios; plans; goals; work-based learning opportunities; advisement notes by counselors; and saved careers, schools and credentials ([Xello resources for parents](#)). In addition, parents and guardians can review and approve their child’s planned course schedule. A parent or guardian’s involvement with and approval of the child’s personalized career and academic plan can be a powerful way of motivating the student and sharpening the quality of the student’s career plan through important conversations that might not otherwise occur.

Opportunity #3: Develop student awareness of career options.

There are 867 occupations within the [U.S. Bureau of Labor Statistics’ Standard Occupational Classification system](#). An analysis of workforce changes between 1940 to 2018 published in the [Quarterly Journal of Economics](#) found that 60% of the jobs in 2018 did not exist in 1940. While the

future is unpredictable, it may be that tomorrow’s workforce will be equally as different as the past’s. Amidst this sea of options and change, students must be given ample information, data and experiences related to careers so their informed choice is based in the reality of their interests, skills, values and current and projected labor market demand.

Best Practice #4: Provide students with career experiential learning opportunities.

For a student to make a fully-informed decision about which career path is right for them, they need to be provided with opportunities to “try out” different careers. It is not enough to simply present students with occupational information and data. First-person career experiences most notably occur through experiential learning – opportunities where students learn by doing and are given an opportunity to reflect upon their experiences. These hands-on experiences can occur through a very wide variety of different implementation strategies, some of which will meet the formal definition of work-based learning and others that will not. Work-based learning is defined in s. 446.0915(1), F.S., as “an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned with curriculum and instruction, and is provided in partnership with an educational institution.”

Table 5 provides a different experiential learning opportunities to emphasize experiential learning comes in many forms, may be integrated across various timeframes and school locations.

Table 5

Career Experiential Learning Strategies by Location and Timeframe

<p>During School Hours</p>	<p>On-Campus</p> <p>Work-Based Learning</p> <ul style="list-style-type: none"> • Virtual/Simulated work-based learning • Industry mentored project • School-based enterprise • Guided entrepreneurship <p>Pre-Work-Based Learning</p> <ul style="list-style-type: none"> • Career fair • Career assessment • Guest speaker • Virtual worksite tour • Industry mentoring
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	<p>Work-Based Learning</p> <ul style="list-style-type: none"> • Service learning • Internships • Cooperative Education On-the-Job Training (OJT) • Clinicals/Practicums • Apprenticeship OJT • Pre-apprenticeship OJT <p>Pre-Work-Based Learning</p> <ul style="list-style-type: none"> • Job shadowing • Informational interview • Company tour
Off-Campus	
After School	<ul style="list-style-type: none"> • Extracurricular/co-curricular access to career-focused clubs and/or Career and Technical Student Organizations (can also take place during school hours)
Summertime	<ul style="list-style-type: none"> • Career-themed summer camps

The two most important themes of experiential learning opportunities that need to be emphasized and educators should strategize around are:

- **Providing hands-on, career-themed experiences**
 - A substantial body of research supports that students learn most deeply and durably through active engagement. If students are to understand career options, exposing them to the relevant career tasks, environments and people will help make abstract concepts concrete.
- **Facilitating students meeting industry experts**
 - Career planning asks students to imagine themselves in hypothetical future careers. This exercise of the imagination is vastly more difficult if the student has never met someone in that career. Helping students hear from and meet industry experts puts a face and personality to a career that can help them imagine themselves in that career.

Best Practice #5: Provide students with career readiness tools, resources and curriculum.

Section 1003.4156(1)(e), F.S., requires middle school students' career and education planning course be "internet-based" and "...must use, when available, Florida's online career planning and work-based learning coordination system." Unifying a student's career and education planning process by having relevant tools in a single solution can be powerful. In [Xello](#), students can take a career assessment, view career options and data, see relevant training opportunities and data, plan out their course enrollments for the coming semester, learn about scholarships, create a model budget, then manage transcripts and other documents, and subsequently apply directly to a postsecondary training opportunity through Common App integration. Integration and seamless transitions between interdependent topics have the potential of improving student outcomes by raising postsecondary matriculation and improving student's career aspirational alignment with labor market demands.

Table 6

Florida Xello Usage

Total Florida Student Accounts in Xello	Total Xello Florida Student Logins	College Applications
2,366,928 (Total Florida public education enrollment: 2,872,309. FDOE PK-12 Enrollment Map.)	3,407,094	Xello has facilitated and tracked 158,736 college applications

(Data as of November 14, 2024, the second year since launch.)

Opportunity #4: Develop student awareness of educational pathways.

There are 395 postsecondary institutions in Florida alone recognized by the [National Center for Education Statistics](#). In addition, there are 2,848 programs or majors recognized within the [National Center for Education Statistics’ Classification of Instructional Programs](#). The breadth of options available to today’s students merits significant navigational support so that students can make informed decisions related to institutions, credential types, application processes and financial aid options.

Best Practice #6: Promote educational pathway options.

The “Four ‘E’s” After High School

Like with choosing a career, students need to have information, data and experiences to be able to make a fully informed decision about what training opportunity is right for them. In addition, they need to have a global understanding of the options. After high school, there are essentially four main options: (1) start a postsecondary training program (enrollment), (2) start working (employment), (3) start your own business (entrepreneurship) or (4) join the military or AmeriCorps (enlistment). Students should be taught this information (or a similar similar model) and understand the training providers, educational programs and credentials available to them. Their understanding of the options should be thorough, not shallow, and be rooted in both the costs and benefits of the various options. Table 7 is an overview of the major postsecondary credential categories offered in Florida and Table 8 covers strategies to promote these educational opportunities to students.

Table 7

Time Commitment and Awarding Institutions of Common Credential Types

Credential	Typical Time Commitment	Awarding Institution
Industry-Recognized Certification	Less than a year	Industry organization or business
Career Certificate	Less than two years	Technical college or center
Apprenticeship Certificate of Completion	One to six years	The Florida Department of Education
License	Varies	Varies by profession

Associate Degree	Two years	State college or technical college or center
Bachelor’s Degree	Four years	State college or university
Master’s Degree	Two years	University
Doctorate Degree	Four to six years	University

Table 8

Educational Pathway Promotion Strategies

Events	<ul style="list-style-type: none"> • Host CTE promotion events, such as CTE or career academy showcase nights. • Take students on campus tours (can be in-person or virtual). • Facilitate postsecondary training guest speakers, such as alumni, faculty or staff (virtual or in-person). • Include postsecondary training providers (apprenticeships, technical colleges, state colleges, universities) at your local career fairs.
Website	<ul style="list-style-type: none"> • Promote local CTE offerings on the district and/or school’s website, including program names and related careers, postsecondary programs, articulation agreements, industry certifications and work-based learning opportunities.
Digital or Print Materials	<ul style="list-style-type: none"> • Develop social media content (posts, images, video, etc.) and/or print materials that promote local career educational pathways. • Include labor market data, such as average starting salary, annual employment growth, total national/state/regional employment.

Opportunity #5: Give clarity to student career readiness progress.

Nearly 1,000 careers are catalogued in the Standard Occupational Classification System. Each is unique in its requisite skill set and in its related career preparation – the skills of a data scientist and Emergency Medical Technician (EMT) are worlds apart. This is the primary challenge with measuring career readiness – it is varied and expansive in scope. There are, however, stages in the process that can be focused on as milestones in a student’s progress toward career readiness for their chosen career pathway. Formulating methods for tracking student progress toward career readiness achievements that are meaningful and measurable is both difficult and essential.

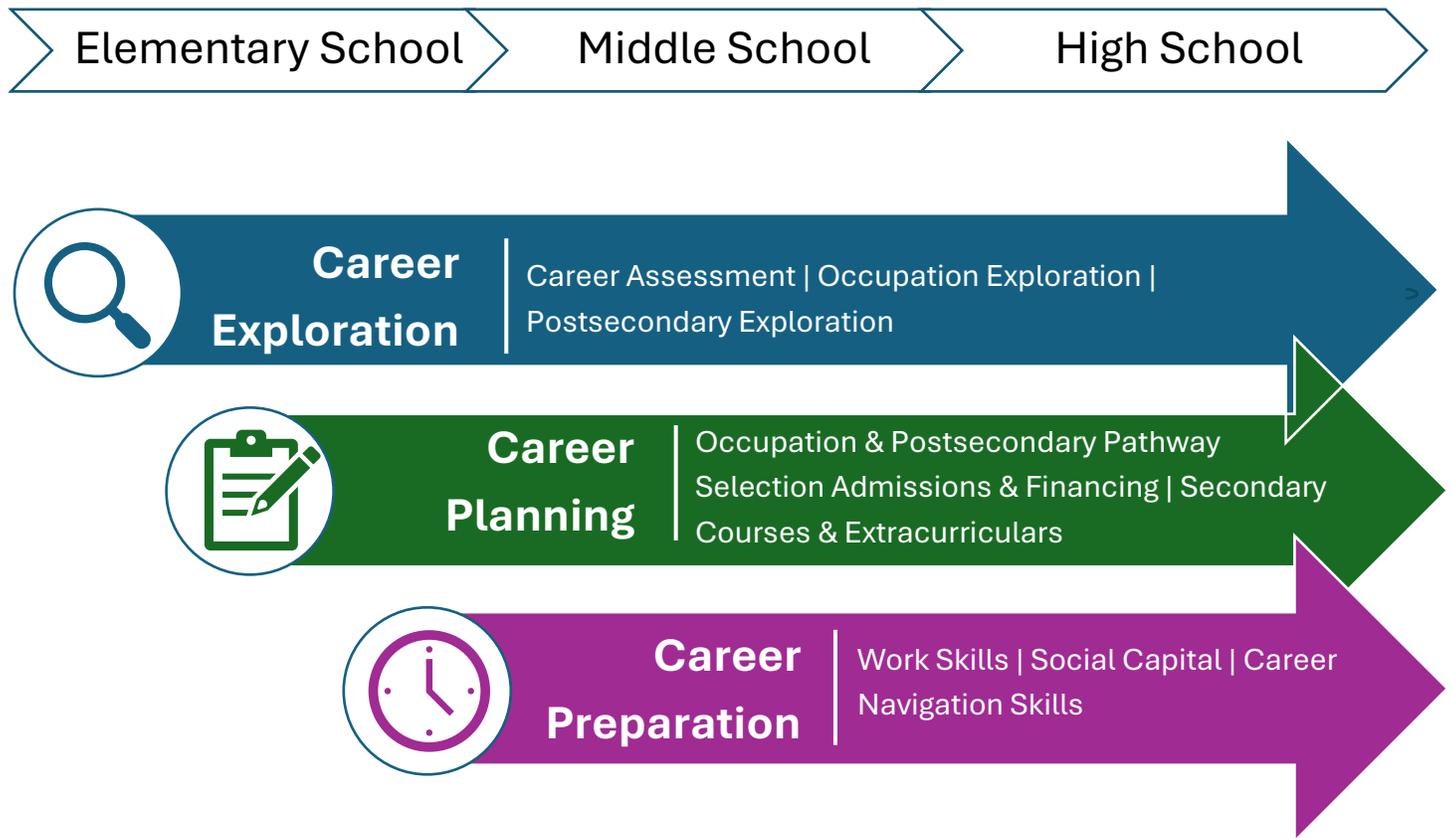
Best Practice #7: Track student career readiness using grade-specific milestones.

[Florida’s Career Readiness Education Framework and Needs Assessment for Secondary Educators](#) is illustrative of the macro career readiness process that begins wide and narrows in specificity as the student progresses. Figure 1 is an excerpt from this framework to illustrate a developmental progression beginning with career exploration, then career planning and finally career preparation. As the aforementioned document points out, these stages are interrelated. As students move through the decision-making process of career planning, their depth of knowledge grows and that may very well be driven back to career exploration to find answers to new questions. The same can be said for career

preparation. As the students gain a richer understanding of what a particular career may be like, they may decide their particular skills, values and interests might be not aligned with their current career direction and the student may need to go back to the exploration and planning phases.

Figure 1

Florida’s Career Readiness Education Framework



While more work is needed to identify key student career readiness milestones specific to grades, the key features are likely to follow the general structure and sequencing of the Career Readiness Education Framework. Examples of measurable student activities included in the Career Readiness Education Framework are listed in Table 9.

Table 9

Examples of Measurable Student Career Readiness Activities

Career Exploration	<ul style="list-style-type: none"> • Take one or more career assessments to better understand which occupations are or are not aligned with their interests, skills and/or values. • Participate in experiential and/or work-based learning opportunities that expose the student to multiple high-skill, high-demand, high-growth and/or high-wage occupations. • Connect virtually or in-person with postsecondary institution staff, campus and/or alumni.
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Career Planning	<ul style="list-style-type: none"> • Develop a personalized career and academic plan that prioritizes a career, a credential, a postsecondary training provider and a course and extracurriculars schedule.
Career Preparation	<ul style="list-style-type: none"> • Earn an industry-recognized certification. • Earn early postsecondary credit through dual enrollment, early college academics or a statewide or local articulation agreement. • Develop industry network relationships through worksite visits, class presentations, mentoring, job shadowing, networking, informational interviewing, work-based learning, etc. • Develop a resume. • Write a mock cover letter. • Curate a professional portfolio that includes work products. • Prepare for and experience a mock job interview.

Conclusion

Middle school is a pivotal moment in student development full of opportunities to improve student outcomes by clarifying student decision making regarding career pathways. Significant headway can be achieved by supporting student informed career choice by providing:

- Sufficient class time for students to research and develop a personalized career and academic plan;
- One-on-one career guidance from qualified and engaged adults;
- Experiential learning opportunities whereby students can “try out” different careers;
- Career readiness tools, resources and materials that supply relevant career information, data and experiences;
- Educational pathway awareness-raising information, experiences and events; and
- Data and tracking of student progress toward full career readiness.

Additional career readiness strengthening opportunities exist before and after middle school. Elementary school also presents a prime opportunity to foster students' career literacy, thereby equipping them with the necessary background knowledge for more targeted career exploration and decision-making upon entering middle school. High school can provide students with structured opportunities to revisit their personalized career and academic plan, making refinements or even complete overhauls.

Appendix A – Updated Middle School Career & Education Planning Standards

CTE Standards and Benchmarks	
01.0	Explain his or her career interests, skills and values.
01.01	Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.
01.02	Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.
01.03	Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.
01.04	Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.
02.0	Describe occupations and industries in his or her region.
02.01	Define Career Clusters, industries and occupations.
02.02	Define regional poverty, average and family-sustaining wage thresholds.
02.03	Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.
02.04	List three occupations that align with his or her personal career interests, skills and values.
02.05	List the regional salary, employment and growth of three occupations they are most interested in learning more about.
02.06	Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.
03.0	Describe a variety of postsecondary pathways.
03.01	Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.
03.02	Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers.
03.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
03.04	Explain training options aligned with his or her career assessment results and occupational exploration.
03.05	Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.
03.06	Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.

CTE Standards and Benchmarks

04.0	Create a personalized career and academic plan.
04.01	Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means.
04.02	Explain the reasoning for choosing to pursue his or her preferred occupation.
04.03	Identify which credentials, technical skills, and employability or entrepreneurship skills are relevant to his or her preferred career pathway.
04.04	Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
04.05	Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
04.06	Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.
04.07	Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.
04.08	Develop a freshman year course schedule that meets high school graduation requirements and that provides academic and career preparation aligned with the student's career goals.
04.09	Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.

Appendix B – High School Course Planning Questionnaire

High School Course Planning Questionnaire

**For Rising 9th
Grade Students**

This questionnaire is a tool to help prepare you for selecting classes your first year of high school. You are encouraged to complete this document with the help of a parent, guardian or other adult. After you complete this questionnaire, you can bring it to a meeting with your school counselor or other school/district staff member to ask questions and to help inform your high school course enrollment selections.

Diploma Pathway Selection

Select your preferred graduation pathway option. If you have an Individual Educational Plan (IEP), there may be additional graduation accommodations available.

24 Credit High School Diploma Pathway	<input type="checkbox"/> Standard Diploma
	<input type="checkbox"/> Advanced International Certificate of Education (AICE)
	<input type="checkbox"/> International Baccalaureate (IB)
18 Credit High School Diploma Pathway	<input type="checkbox"/> Career and Technical Education (CTE) Pathway
	<input type="checkbox"/> Academically Challenging Curriculum to Enhance Learning (ACCEL)

Write questions you may have about graduation requirements and pathways:

Bright Futures Scholarship Preparation

Select Bright Futures Scholarship options you are interested in learning more about. Please visit the [Office of Student Financial Assistance's website](#) for more information to view the latest, specific requirements. If you plan to attend college outside of Florida or if you believe you will not be applying for a Bright Futures scholarship, you may skip over this section.

Eligible Credential from Florida Institutions	Scholarship Name	Benefits	Requirements Overview (Additional Requirements Apply)
<input type="checkbox"/> Any degree or certificate	Florida Academic Scholars	100% of tuition and applicable fees	<ul style="list-style-type: none"> • 3.50 weighted GPA • 100 volunteer service hours, 100 paid work hours or a combination of 100 total hours • Required 16 high school course credits • Achieve minimum ACT®/CLT®/SAT® score by August 31st of high school graduation year
<input type="checkbox"/> Any degree or certificate	Florida Medallion Scholars	75% of tuition and applicable fees	<ul style="list-style-type: none"> • 3.00 weighted GPA • 75 volunteer service hours, 100 paid work hours or a combination of 100 total hours • Required 16 high school course credits • Achieve minimum ACT®/CLT®/SAT® score by August 31st of high school graduation year
<input type="checkbox"/> Career and Technical Education credentials, including: <ul style="list-style-type: none"> • Career Certificate • Associate of Science (A.S.) • Associate of Applied Science (A.A.S.) • Applied Technical Diploma (A.T.D.) • College Credit Certificate (C.C.C.) • Bachelor of Science (B.S.) is eligible when the corresponding A.S. is earned first 	Florida Gold Seal CAPE Scholars	Award is a set amount per training hour earned	<ul style="list-style-type: none"> • No GPA requirement • 30 volunteer service hours, 100 paid work hours or a combination of 100 total hours • 5 CAPE post-secondary credit hours • No required ACT®/CLT®/SAT® score

Eligible Credential from Florida Institutions	Scholarship Name	Benefits	Requirements Overview (Additional Requirements Apply)
<p>Career and Technical Education credentials, including:</p> <ul style="list-style-type: none"> • Career Certificate • Associate of Science (A.S) • Associate of Applied Science (A.A.S.) • Applied Technical Diploma (A.T.D.) • College Credit Certificate (C.C.C.) 	<p>Florida Gold Seal Vocational Scholars</p>	<p>Award is a set amount per training hour earned</p>	<ul style="list-style-type: none"> • 3 full credits in a single Career and Technical Education program • 3.0 weighted GPA in non-elective courses • 3.5 unweighted GPA in a single Career and Technical Education program • 30 volunteer service hours, 100 paid work hours or a combination of 100 total hours • Achieve minimum ACT®/CLT®/SAT® score or P.E.R.T. score by August 31st of high school graduation year
<p>Write questions you may have about Bright Futures scholarship requirements, eligibility and benefits:</p>			

Select the types of courses you are interested in enrolling in from the list below.

<p>Early College Academics</p>	<p><input type="checkbox"/> Earn early college credit through rigorous academics offered by a high school, such as Advanced Placement (AP), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE).</p>
<p>Dual Enrollment</p>	<p><input type="checkbox"/> Earn early postsecondary credit through academic or career and technical education classes at a local technical college, state college or university through dual enrollment.</p>
<p>Work Based Learning</p>	<p><input type="checkbox"/> Develop career skills, meet industry experts and gain experience you can list on your resume and college application through work-based learning opportunities, such as internships, preapprenticeships and apprenticeships.</p>
<p>Career & Technical Education</p>	<p><input type="checkbox"/> Develop career skills through a career and technical education program and earn industry certifications recognized by employers.</p> <p><i>Select one or more Career Clusters you are interested in:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Arts, A/V Technology & Communication <input type="checkbox"/> Business, Management & Administration <input type="checkbox"/> Education & Training

- Energy
- Engineering & Technology Education
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety & Security
- Manufacturing
- Marketing, Sales & Service
- Transportation, Distribution & Logistics

Write questions you may have about college and career readiness courses: