TECHNICAL ASSISTANCE PAPER

Florida Career and Professional Education Act

Division of Career and Adult Education
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***Note: This document does not include any updates from the 2026 Legislative Session that may impact the implementation of CAPE programs.**

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Purpose

The purpose of this technical assistance paper is to assist education leaders and administrators in the consistent implementation of the Florida Career and Professional Education (CAPE) Act.

Background

In 2007, the Florida Legislature passed the Career and Professional Education Act (Act).[1] The purpose of the Act was to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industry and to sustain a strong knowledge-based economy.[2] The objectives of the Act are as follows[3]:

- To improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- To provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- To support local and regional economic development;
- To respond to Florida's critical workforce needs; and
- To provide state residents with access to high-wage and high-demand careers.

To implement the Act, the Florida Department of Education (FDOE), the Department of Commerce[4] and CareerSource Florida[5] are partnered together, along with the Reimagining Education and Career Help (REACH) office, for the development of a Master Credentials List which serves as the basis for industry certifications available for the CAPE Act implementation. At the local level, each school district is required to develop a strategic three-year plan in collaboration with economic development agencies, local workforce boards and postsecondary institutions.[6]

Section 1003.492(2), Florida Statutes (F.S.), provides the following definition of industry certification for the CAPE Act:

> Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using

[1] s. 1003.491, F.S.; Ch. 2007-216, Laws of Fla. (2007).
[2] Id.
[3] s. 1003.491(1), F.S.
[4] House Bill 5 (Chapter 2023-173, Laws of Florida) changed the name of the Department of Economic Opportunity (DEO) to the Department of Commerce.
[5] In 2014, Workforce Florida, Inc. (WFI) started doing business as CareerSource Florida.
[6] s. 1003.491(2)-(3), F.S.

> predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is identified on the Master Credentials List under s. 445.004(4), F.S.

The Master Credentials list (MCL) submission process is managed by CareerSource Florida. For more information on this process, visit the CareerSource Florida Credentials Review Committee page. For questions on the MCL please email MCL@careersourceflorida.com.

This technical assistance paper addresses questions on recent legislation, funding and data reporting. For additional assistance, please contact the Division of Career and Adult Education by phone at 850-245-0446 or email at industrycertification@fldoe.org.

PROGRAM REQUIREMENTS

Q1. What are the relevant statutes for the Career and Professional Education (CAPE) Act?

The key statutes within the Florida Education Code for the CAPE Act are as follows:

- Section 1003.4203, F.S.: Digital materials, CAPE Digital Tool certificates, CAPE industry certifications and technical assistance
- Section 1003.491, F.S.: Florida Career and Professional Education (CAPE) Act
- Section 1003.492, F.S.: Industry-certified career education programs
- Section 1003.493, F.S.: Career and professional academies and career-themed courses
- Section 1003.4935, F.S.: Middle grades career and professional academy courses and career-themed courses
- Section 1008.44, F.S.: CAPE Industry Certification Funding List
- Section 1011.62(17), F.S.: Academic Accelerations Options Supplement in the Funds for Operation of Schools

Other statutes which impact the CAPE Act include the following:

- Section 445.004, F.S.: CareerSource Florida, Inc., and the state board; creation; purpose; membership; duties and powers.

The Florida Statutes are searchable online.

Q2. What are the applicable rules pursuant to implementation of the CAPE Act?

The State Board of Education's (SBOE) implementation rule for the CAPE Act is Rule 6A-6.0576, Florida Administrative Code (F.A.C.). This rule includes implementation requirements for school districts and Florida College System institutions, standards for industry certification adoption and the adoption of incorporated documents, including the annual CAPE Industry Certification Funding List.

All administrative rules can be accessed at the Department of State's website.

Q3. Does the Department of Education have a web resource page to assist in the implementation of the CAPE Act for secondary programs?

Yes. The FDOE's Division of Career and Adult Education maintains a website for the Career and Professional Education Act and its implementation for secondary K-12 programs.

- The CAPE Secondary Resources page provides links to several resources including required forms, a copy of the technical assistance paper, links to archived lists and Bright Futures Gold Seal CAPE scholarship information.
- The CAPE Florida Educational Finance Program (FEFP) Resources page provides information on funding related documents, including career themed course registration, additional values for CAPE pathway completers and approved career dual enrollment courses eligible for additional values.
- The CAPE Career-Themed Course Resources page provides guidance on career-themed course registration, including timelines, requirements, approved course-to-certification alignments and supporting resources such as forms and the annually posted final Appendix FF.

Q4. What is the CAPE Industry Certification Funding List?

The CAPE Industry Certification Funding List is the list of fundable industry certifications adopted by the State Board of Education in Rule 6A-6.0576, F.A.C. The CAPE funding list includes secondary and postsecondary industry certifications and digital tool certificates.[7] The following tables show types of certificates and certifications that are included on the CAPE Industry Certification Funding List. Designations for the different types of certificates and certifications are included on the list adopted by the SBOE.

Industry Certifications/Certificates with Secondary Funding Eligibility

Type	Grade Levels	Description	Statutory References
CAPE Digital Tool Certificates	K-5[8]	CAPE Digital Tool certificates indicate a student's digital skills. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment.	s. 1003.4203(2), F.S. s. 1008.44(4)(a), F.S. s. 1011.62(17)(f), F.S.

[7] Prior to the 22-23 school year, the Department maintained two separate lists for secondary and postsecondary industry certifications. Changes to section (s.) 1008.44, F.S. from House Bill 1507 (Chapter 2021-164, Laws of Florida) created a single list for adoption by the State Board of Education, beginning with the 2022-23 school year.

[8] The last year of eligible funding for CAPE Digital Tool Certificates for middle grades students is the 2025-26 fiscal year. Data reported for middle grades students for the 2024-25 academic year was included in the 2025-26 Academic Accelerations Options Supplemental Funds allocation.

Type	Grade Levels	Description	Statutory References
Basic CAPE Industry Certifications	6-12	There are two types of CAPE Basic Industry Certifications: 1) CAPE Basic Non-Articulated - Those that do not have a statewide articulation agreement, or 2) CAPE Basic Articulated - Those with a statewide articulation agreements of 1-14 college credits to a related associate degree.	s. 1003.4203(3), F.S. s. 1011.62(17)(f), F.S.
CAPE Acceleration Industry Certifications	6-12	These are industry certifications that articulate for 15 or more college credits based on a statewide articulation agreement.	s. 1003.4203(4), F.S. s. 1011.62(17)(f), F.S.

Industry Certifications with Postsecondary Funding Eligibility

Type	Grade Levels	Description	Statutory References
Industry Certifications	Postsecondary	These industry certifications are for clock hour and credit hour programs. Some certifications have funding eligibility for both secondary and postsecondary.	s. 1008.44(2), F.S. s. 1011.80(6)(b), F.S. s. 1011.81(2)(b), F.S.

Q5. What is the process for a new industry certification to be included on the CAPE Industry Certification Funding List with K-12 funding eligibility?

Step 1 – The industry certification must be approved for inclusion on the Master Credentials List.

Prior to consideration for inclusion on the CAPE Industry Certification Funding list, the certification must be on the Master Credentials List (MCL). Industry certifications approved

for the MCL are eligible for inclusion on the CAPE Funding List for those that meet the additional certification requirements adopted in Rule 6A-6.0576, F.A.C.

An eligible agency may submit a new credential application to CareerSource Florida to initiate the review of the credential for inclusion on the MCL. The MCL submission process is managed by CareerSource Florida and is open year-round with quarterly review periods aligned to the meeting period for the Credentials Review Committee (CRC), which approves recommendations for the MCL. Credentials submitted must meet the criteria in the Framework of Quality summary posted on the Credentials Review Committee website. The MCL application may be accessed on the CareerSource Florida website under the Master Credentials List (MCL) page. Submissions for CAPE postsecondary funding must be submitted through the MCL application process as well.

The CRC sets criteria to identify valuable credentials that align with the needs of Florida's job market. These criteria, known as the Framework of Quality, include industry certifications (classified as non-degree credentials in the framework). The committee reviews credential applications and, upon approval, adds credentials to the MCL. Credentials on the MCL also undergo an annual review to ensure the list remains relevant. Credentials which no longer meet the Framework of Quality standards are flagged for removal from the list. Meetings of the CRC are held quarterly and publicly noticed by CareerSource Florida on the CRC web page.

NOTE: Approval on the MCL does not automatically qualify a certification for K-12 funding eligibility. Approval for K-12 funding through the CAPE Industry Certification Funding List is a separate process.

Step 2 – A school district may request K-12 funding eligibility during a submission window that is open annually from March 5 to April 1.

To qualify for inclusion on the CAPE Industry Certification Funding List, industry certifications must meet the requirements outlined in the CRC's framework of quality as well as the requirements for approval by the State Board of Education in Rule 6A-6.0576, F.A.C. School districts must request an industry certification on the MCL for CAPE secondary funding eligibility through the request window which is open from March 5 to April 1 of each year.[9] The form to submit is the FCAPE-06 form. To be eligible for a K-12 funding eligibility request for the following academic year, certifications must appear on the initial Master Credentials list, adopted annually in February each year. For example, for consideration for the 2026-27 CAPE List, the certification must be on the 2026-27 Master Credentials List approved in February 2026.

[9] Rule 6A-6.0576(7)(a), F.A.C.

Q6. How does a school district request: (1) secondary funding eligibility on the CAPE Industry Certification Funding List for a certification that is included on the Master Credentials List but not approved for K–12 funding, or (2) a CAPE Pathway Completers industry certification to program linkage?

To submit a request for secondary funding eligibility, school district CTE directors must submit form FCAPE-06, Florida Career and Professional Education Act Funding and Program Request, to the FDOE for review and approval.[10]

The submission window for the FCAPE-06 form is open from March 5 to April 1 each year.[11] A Microsoft form link is made available for these submissions each year on or before March 5.

This request window serves multiple purposes:

- Request FEFP funding eligibility and secondary program linkages for an industry certification which was added to the MCL since the CAPE Industry Certification Funding List adoption.
- Request FEFP funding eligibility and secondary program linkages for an industry certification on the MCL which only has postsecondary funding eligibility on the most recent CAPE Industry Certification Funding List.
- Request new program linkages for certifications that are previously approved for the CAPE Industry Certification Funding List.

Q7. How does a district request a CAPE Digital Tool Certificate for inclusion on the CAPE Industry Certification Funding List?

A school district must submit Form FCAPE-05, CAPE Digital Tool Certificate Submission, to the FDOE during the annual submission window from the first business day in March through the first business day in April.[12] Submissions will be reviewed for approval for the following academic year.

[10] Rule 6A-6.0576(7)(c), F.A.C.

[11] Rule 6A-6.0576(7)(a), F.A.C.

[12] Rule 6A-6.0576(6)(c)1., F.A.C.

Q8. The CAPE Industry Certification Funding List includes information on the certification version. Are districts limited to that version or higher versions of the certification for reporting to the state on student performance on industry certifications?

Yes.[13] All industry certifications on the annual CAPE Industry Certification Funding List must meet the minimum version identified in the "Certification Version, if applicable" column to be reported to the FDOE. See the column for any version of exam limitations on the exam reporting.

FUNDING FOR CAPE-RELATED OUTCOMES

Q9. How is funding provided to school districts for industry certification attainment and other CAPE related outcomes?

Effective for the 2025-26 fiscal year, funds are provided as part of the Academic Acceleration Options Supplement fund which is a new categorical funding source for the operation of schools.[14] For CAPE related outcomes in the acceleration supplemental funding, the following categories are included in the "Industry-Certified Career Ed. Supplement" column in the FEFP calculation document:

1. Certification/Certificate Attainment: Values for students who earned industry certifications while enrolled in registered career-themed courses and who earned CAPE Digital Tool Certificates
2. CAPE Pathway Completion: Values for graduates who were CAPE Pathway Completers and reported with a 0.3 value by the district

As specified in the FEFP statute, the supplement is allocated based upon each school district's proportionate share of the state's total academic acceleration values.[15]

Details about this calculation are published with the FEFP documents and available in the following location: https://www.fldoe.org/finance/fl-edu-finance-program-fefp/fl-edu-finance-program-fefp-calculatio.stml. Annually, the Division of Career and Adult Education releases a technical assistance memo with additional information on the Academic Accelerations Options supplement funds.

[13] s. 1008.44(4)(a), F.S.

[14] Chapter 2025-203, Laws of Florida (Senate Bill 2510) and Chapter 2025-198, Laws of Florida (Specific Appropriation 88).

[15] s. 1011.62(17)(a)2.

Questions about this calculation may be directed to the Office of Funding and Financial Reporting at the following email: AskOFFR@fldoe.org.

Q10. What values are included in the Academic Accelerations Options Supplemental funding for the different types of credentials and performance?

Certifications and certificates have differential values for the Academic Acceleration Options Supplemental Funding calculation in s. 1011.62(17)(f), F.S. Funding values are assigned based on the type of certificate and certification as follows:

Funding Value	Description of Values
0.025	CAPE Digital Tool Certificate
0.1	CAPE Basic Non-Articulated Industry Certification which do not have a statewide articulation agreement
0.2	CAPE Basic Industry Certification with a statewide articulation agreement of up to 14 college credits
0.3	CAPE Pathway Completion for each graduate who completed at least one program and earned related industry certification. NOTE: The maximum reportable value for a high school graduate is 0.3; multiple values of 0.3 may not be reported if student was a completer in multiple programs.
0.5	CAPE Acceleration Industry Certification with a statewide articulation agreement of 15 to 29 college credits
1.0	CAPE Acceleration Industry Certification with a statewide articulation agreement of 30 or more college credits

The K-12 funding values for each certification/certificate are indicated on the CAPE Industry Certification Funding List in the column labeled “K-12 FEFP Value.”

Q11. Are industry certifications earned through dual enrollment courses offered through public and private postsecondary institutions eligible for funding in the Academic Acceleration Options Supplement?

Yes. Career dual enrollment courses may be registered as career-themed courses.[16] See the "Career-Themed Course Registration Requirements" section for additional guidance.

Q12. Will a student earning more than one certification or certificate on the "CAPE Industry Certification Funding List" generate the additional values in the Academic Acceleration Options Supplemental funding category for each credential earned in a career-themed course?

Yes. As of the 2025-26 fiscal year, there is no statutory cap on these values.[17]

Q13. If the course is registered as a career-themed course (CTC) with at least one certification, does it matter what certifications are registered with it?

Yes. Only the industry certifications indicated with the course on final Appendix FF for the reporting year are eligible for funding.

Up to fifteen (15) certification codes may be registered with each career-themed course. School districts must verify that the industry certification is linked to a minimum of five (5) unique career and technical education standards from secondary CTC course in a curriculum framework.[18] After the close of each career-themed course registration window, the Division of Career and Adult Education reviews the submissions and provides an updated Appendix FF. This appendix should be used by districts to verify that all courses and appropriate certifications have been registered and will be eligible for funding.

Q14. When does a district receive funding for students earning industry certifications in accordance with Academic Acceleration Options Supplement funding in s. 1011.62(17), F.S.?

The acceleration supplemental funding is calculated annually as part of the 3rd calculation of the FEFP and is typically released to the districts in January or February. Career education staff should consult with their district finance officer regarding the internal disbursement of any funds from the supplement. The data used for the 3rd calculation is

[16] Rule 6A-6.0576(10)(e), F.A.C.
[17] s. 1011.62(17)(f), F.S.
[18] Rule 6A-6.0576(12)(c)(d), F.A.C.

based upon student performance from the prior academic year that was reported in Survey 5 on the Industry Certification format and the Student Additional funding format.

For details about the FEFP calculation, see the FEFP Funding and Financial Reporting page.

Q15. Does the funding associated with CAPE related values in the Academic Accelerations Option Supplement have to be provided to the program which generated the industry certification, certificate or CAPE Pathway completion?

Yes. As noted in s. 1011.62(17) (F.S.), this supplement "is created to assist school districts in providing academic acceleration options, career-themed courses, and courses that lead to digital tool certificates for prekindergarten through grade 12 students."[19]

Outcomes for which additional values are included in the supplement are the following:

- Digital tool certificate attainment
- Industry certification attainment (Basic CAPE Industry Certifications and CAPE Acceleration Industry Certifications)
- CAPE Pathway Completion

The following expenditures from funds generated for CAPE-related outcomes are authorized in statute:[20]

- Required teacher bonuses for teachers who provided instruction that led to the attainment of the assigned student value
- Expenses associated with the applicable courses with the limitation that funds may not be used to supplant the district's base Florida Education Finance Program funds provided pursuant to paragraph(1)(n).

Under these provisions, the funds generated for CAPE-related outcome in the Academic Accelerations Option Supplement must all be used for the support of the courses which resulted in the fundable outcomes. Funds received as a result of the CAPE related outcomes may not be spent on the other types of outcomes funded in the same calculation (e.g., Advanced Placement, dual enrollment).

Industry certification activity that was not funded (e.g., not earned in career-themed courses, earned by students outside of applicable grade levels) should be funded from

[19] Chapter 2025-23, Laws of Florida

[20] s. 1011.62(17), F.S.

funds other than those provided as part of the Academic Accelerations Option Supplement funds.

Q16. May the Academic Accelerations Options Supplement funding and any prior year funding through the additional membership FTE in the FEFP calculation be used to fund the instructional salary of the teachers?

Section 1011.62(17)(f)3., F.S., states:

"The school district shall use the remaining funds for expenses associated with the applicable courses; however, such funds may not be used to supplant the district's base Florida Education Finance Program funds provided pursuant to paragraph (1)(n)."

Under this provision, the supplement must be used to augment the program that generated the supplemental funds beyond the expenditures that would otherwise be paid using the amount generated under the base FEFP calculation for students enrolled in the course(s). The personnel costs of the primary instructor(s) would ordinarily be paid out of the FEFP generated by students enrolled in the course and, therefore, the supplemental funds would not be used to pay such costs. However, personnel costs may be paid using the supplemental funds if the district can demonstrate that the expenditures would not otherwise be covered using the base FEFP funding and that the requirements for expenditure of the funds for program 300 in s. 1010.20(3), F.S. are met on an aggregate program basis. Examples might include:

- Adding instructors or other personnel beyond the minimum needed to offer the program;
- Paying all or part of the instructor's salary where student enrollments are not sufficient to pay the full cost;
- Paying for salary increases where necessary for program sustainability and improvement;
- Adding instructors to expand previously existing course offerings or programs; and
- Maintaining existing programs that would otherwise be eliminated due to financial or other constraints.

Q17. What reports are available to districts regarding CAPE-related outcomes which generated the funding in the Academic Acceleration Options supplement?

For Industry Certification and Digital Tool Attainment

The F71297 report provides information on each student earning industry certifications and digital tool certificates which are included in the Academic Accelerations Supplement calculation. This report includes the following information:

- Duplicated count of students and certifications which meet the funding requirements in s. 1011.62(17), F.S.

- Includes fields for Student ID, First Name, Last Name, District of Instruction, School of Instruction, Industry Certification ID, Year Earned, Grade level, Program Number, Course Number, Funding value for the certification, Indicator for shared value between multiple districts.

For CAPE Pathway Completion

For the values associated with CAPE pathway completion, districts self-reported those values on the Student Additional Funding format (data element 19321 for CTE Pathway Concentrator Completion). Your district management information system (MIS) staff have access to the following two reports which provide information on the students reported in this format:

- Report F613138 GQHA (By School and Student)
- Report F71411 EAEO (By School)

For all reports, district MIS staff should be able to assist in downloading them. Please make sure the report format is requested, which provides the header information for the report's field layout. For additional information, please contact the Department's MIS staff at ASKEIAS@fldoe.org or 850-245-0400.

Q18. What reports are available for districts to see what industry certifications did not qualify for inclusion in the Academic Accelerations Options Supplement calculation?

A comprehensive report that compares reported certifications to funded certification is not available. However, the following methods and reports may assist districts in identifying reported industry certifications which are not funding eligible.

Report Review Methods

Method	Description
Compare the F71297 report to the F1433O report	A district may match all records for earned industry certifications on the F71433O (aka O report) to the funded records on the F71297 report to identify all records submitted that were not fundable. NOTE: District submissions with edit errors which were not resolved will not appear on the F71443O report.

Review the F71535 report	The F71535 report may assist districts in identifying records that may not be funded and allow them to correct errors in the career-themed course registration or initial Survey 5 data submission. There are several limitations on this report and it does not identify all the reasons why a certification was not funded. The report layout file provides information on the fields included. NOTE: This report may also be run after the calculation of the Academic Accelerations Options Supplement to determine why a credential was not included in the funding calculation.
Review the F71415 report	While the survey reporting window is still open, the F71415 simulates the programming on the F71297 report and provided the funding eligible records for district review.

Q19. I am trying to use the F71535 report to help correct errors in my career-themed course registration. What is the most effective way to do this?

This report can be used to determine if updates to the registered career-themed courses need to be made during the final registration window, which is held July 15 through the last business day in August. To make use of this report, districts must submit data by the load date associated with the Survey 5 Industry Certification format. Until August 31, this report may assist your district in determining if there is a CTC course registration error which may be impacting the future funding calculation. August 31 is the last available date for career-themed course registration for the prior year (e.g. For the 2025-26 academic year, all CTC registrations must be completed by August 31, 2026).

The F71535 includes District of Instruction, FLEID, First Name, Last Name, Industry Certification ID, Certification Title, Funding Value, School of Instruction, Course Number, Course Year, Grade Level and the following indicators:

- Is the course on Appendix FF?
- Is the course on Appendix FF with the certification?
- Was this certification funded in a prior year?
- If funded in a prior year, in what district?
- If funded in a prior year, in what year?
- Is this certification a current year bundled certification?
- Is this certification a bundled certification where a similar certification was funded in a prior year?
- If a bundled certification was funded in a prior year, what district? (District number or NA if not funded).

The following are additional notes about this report:

- Not all funding criteria are assessed by this report. For example:
  - The certification record should have a matching student demographic record.
  - The certification record should be in an appropriate grade.
  - The certification record should have the appropriate funding type found in the Certification ID table.
- The report does not check certain dual enrollment criteria.
- The career-themed course registration is not dynamic. Running the F71535 report after edits are made to the CTC registration in the 3rd window will not impact the outcome of this report. This report is run against the Appendix FF which was created after the second CTC registration window.
- If this report is run after the close of the third registration window, errors related to the career-themed course registration cannot be fixed.

Q20. What are the provisions for the payment of required teacher bonuses for student attainment of industry certifications and CAPE Pathway completions?

Section 1011.62(17)(f), F.S., requires the following bonuses to teachers who provided instruction that led to the attainment of the assigned student value:

- A bonus of $25 for each student with an assigned value of 0.1.
- A bonus of $50 for each student with an assigned value of 0.2.
- A bonus of $75 for each student with an assigned value of 0.3.
- A bonus of $100 for each student with an assigned value of 0.5 or 1.0.

Bonuses are in addition to any regular wage or other bonus the teacher received or is scheduled to receive.[22] A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this subsection.[23]

The source for the funds is the Academic Acceleration Option Supplement funds provided to the district.

[22] s. 1011.62(17)(g), F.S.

[23] Id.

Q21. How are the teachers who are entitled to the required bonuses determined?

School districts are responsible for determining which teachers are entitled to the required bonuses based on instruction provided to students who generated the applicable CAPE values.

Q22. In 2025, the statutory language changed regarding teacher bonuses having to be paid to the teachers who were employed by the district in the year the funding for the certification was provided. Can a district now pay teachers who retired from the district or left employment once the funds for the Academic Acceleration Options Supplement are provided in the following fiscal year?

School districts make the determination regarding which teachers are to be paid the bonus under the law. The statute no longer addresses the timing of the teacher employment in the district for any required bonuses. Should a district elect to provide a bonus in a future fiscal year for a retired teacher who is no longer employed by the district, districts should ensure that payment is in compliance with the requirements of the Deferred Option Retirement Program (DROP), if applicable.

Q23. Does the current language on required teacher bonuses require the district to provide compensation to teachers who are no longer employed by the district at the time the funding is received in the Academic Accelerations Option Supplement?

No.

Q24. If a student was a CAPE Pathway Completer for two different CTE programs, which CTE program determines the teacher bonus payment as required by statute?

School districts must determine which program was funded and what teachers are entitled to the bonus. The reporting of these CAPE Pathway Completers is not at the program level; therefore, this information must be locally maintained.

Q25. The statute does not include a required teacher bonus for teachers of students that earn CAPE Digital Tool Certificates. Could a district establish an amount at the local level?

Yes. Teacher bonuses for CAPE Digital Tool Certificates are not required in the statute, nor are they prohibited. Districts may choose to use the CAPE funds provided to the program for this purpose.

Q26. What is required for a district to report a high school graduate as a CAPE Pathway Completer with the 0.3 value on the Student Additional Funding format for funding?

As defined in Rule 6A-6.0576(1)(i), F.A.C, a CAPE Pathway Completer is "a student who is a CTE Concentrator in a program who has earned an industry certification related to the program of concentration as identified on the Secondary Career and Technical Education Program to Certification Linkage List."

The following conditions apply to reporting this completion:

- A student may only be reported by the district as a CAPE Pathway Completer once. If a student was calculated with a program of concentration for the 2024-25 FEFP in the Department's calculation from paragraph (11)(c), the student may not be reported as a CAPE Pathway Completer in that program in future years.
- A student must have satisfied the requirements to be a CTE Concentrator in a secondary program identified on the "Secondary Career and Technical Education Programs and Associated Courses with Dual Enrollment Course Substitutions."
- A student must have completed an industry certification related to the CTE program of concentration as approved on the "Secondary Career and Technical Education Program to Certification Linkage List" while enrolled in the district.
- A student must have been awarded a standard high school diploma by the reporting district.

The district's identification of CAPE Pathway Completers must be based upon records reported on and included as follows on the reporting formats[24]:

- Career and technical education courses must be reported on the Student Transcript Course Information format with reported credit earned in the course greater than zero (0) and satisfying the minimum course credits specified on the "Secondary Career and Technical Education Programs and Associated Courses with Dual Enrollment Course Substitutions List."

[24] Rule 6A-6.0576(11)(b), F.A.C.

- The student must have been reported in the secondary career and technical education program or program of study of concentration on the Career and Technical Education Student Course Schedule in the current or prior years of enrollment.
- The student must be reported with an industry certification on the Industry Certification format which was approved for that program of concentration on the "Secondary Career and Technical Education Program to Certification Linkage List."

The district must maintain detailed course and industry certification records that support their calculation of the CAPE Pathway Completers, which may be requested by the Department for program auditing purposes.

The list of eligible programs and associated industry certifications are adopted annually in Rule 6A-6.0576, F.A.C.

- Secondary Career and Technical Education Programs and Associated Courses with Dual Enrollment Course Substitutions.
    - This list contains all of the programs eligible for the 0.3 values with associated courses and dual enrollment substitutions. The list also includes the program course sequences. To be a concentrator, at least one of these courses must be a secondary CTE course in the program of concentration.[25]
- Secondary Career and Technical Education Program to Industry Certification Linkage List
    - This list contains all the program to certification linkages for the 0.3 pathway funding.

Both lists can be found on the CAPE FEFP resources page.

Q27. What is required for the student to generate funding in the Academic Acceleration Options Supplement for the Career Dual Enrollment course completion?

As specified in s. 1011.62(17)(b), F.S., a student who completes a career course through the dual enrollment program with a grade of "A" in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List is eligible for the 0.08 FTE career dual enrollment funding.

[25] Rule 6A-6.0576(2)(h), F.A.C.

Rule 6A-6.0577, F.A.C., outlines the implementation of this additional FTE. The rule can be accessed at the Department of State's rule information page. The Career Dual Enrollment Course list must be used by the district to calculate and report the additional values for career dual enrollment course completion. A copy of the list of approved courses can be downloaded from the CAPE FEFP Resources page.

The additional values for career dual enrollment course completion are reported on the Student Additional Funding format. These values are reported on the following data element: Value Earned, Career Dual Enrollment Course. The data element can be found in the student information system under Student Additional Funding format.

CAREER-THEMED COURSE REQUIREMENTS

Q28. What are career-themed courses?

As specified in statute, a "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the SBOE.[26] Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs.

To be registered, the following conditions must be met:

- A course must have a minimum of five (5) unique standards from secondary career and technical education program curriculum framework adopted by the State Board of Education in Rule 6A-6.0571, F.A.C., that link to the standards assessed by the industry certification.[27]
- Only courses for which there is enrollment in the reporting year may be registered.[28]
- All teachers teaching the course must hold the industry certifications being registered with the course in compliance, as certified by the superintendent or their designee.[29]

The Department of Education will review the course submissions after each registration period to confirm compliance with this requirement and will notify the district secondary career and technical education director regarding any compliance issues.[30]

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[26] s. 1003.493(1)(b), F.S.
[27] Rule 6A-6.0576(12)(c), F.A.C.
[28] Rule 6A-6.0576(12)(b), F.A.C.
[29] Rule 6A-6.0576(12)(g), F.A.C.
[30] Rule 6A-6.0576(12)(c), F.A.C.

Q29. When are career-themed courses offered by school districts registered with the FDOE?

Career-themed course registration is required annually for implementation of the Academic Acceleration Options Supplement funding calculation in the FEFP. The annual registration process for career-themed courses is specified in Rule 6A-6.0576(12), F.A.C. There are three windows in which career-themed courses may be registered:[31]

1st Window: October 16 through the last business day in November
2nd Window: February 1 through first business day in March
3rd Window (final): July 15 through the last business day in August

As part of this registration process, superintendents are required to certify the registered career-themed course meets all the requirements in the law and rules.[32] If a superintendent does not certify the registration, the course is not registered and will not generate additional funding for industry certifications earned in the course and school.

Dual enrollment courses may be registered as career-themed courses to be eligible for inclusion in the Academic Acceleration Options Supplement.[33] Districts may only register dual enrollment courses that meet the statutory requirements for a career-themed course and for which a certification on the CAPE Industry Certification Funding List is part of the program.

Q30. Can academic courses be registered as career-themed courses?

Yes. Upon district request, the Department will review the alignment of the industry certification.[34] Approvals are granted at the course level for specific certifications, and approval for one certification does not permit linkage to additional certifications without Department approval. The Academic Course Request Form and the list of approved academic course-to-industry certification linkages are available on the CAPE CTC Resources page.

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[31] Rule 6A-6.0576(12)(a), F.A.C.
[32] See Form FCAPE-02 which is incorporated by reference in Rule 6A-6.0576(12)(i), F.A.C.
[33] Rule 6A-6.0576(10)(e), F.A.C.
[34] Rule 6A-6.0576(12)(d), F.A.C.

Q31. Does the teacher of a career-themed course need to hold all certifications that are linked in the registration? If multiple teachers are instructors of record for the course at a school, do all teachers need to hold the certifications for the course to be registered?

Yes and yes.[35] Teachers must hold all the industry certifications that the students are expected to earn in the course. If the teacher holds a higher-level certification (e.g., Registered Nurse) than what the student is expected to earn (e.g., Certified Nursing Assistant or Certified EKG Technician), then the teacher is not required to hold the lower-level certification. A bachelor's degree is not a higher level of certification for a CAPE industry certification. If you have questions about a particular certification, please contact industrycertification@fldoe.org.

Q32. I am seeking to register a career dual enrollment course and I do not see it in the registration application. How do I request that this course be added to the system?

Send an email to industrycertification@fldoe.org with information on the course, the postsecondary program in which the course is offered and the industry certification.

Q33. If a school district missed the final deadline for registering career-themed courses, can the courses still be registered?

No.[36] Three opportunities are authorized in the rule. The final registration window closes on the last business day of August.

Q34. How is CTC registration completed by districts?

CTC registration is completed through the "Workforce Education Academy and Career-Themed (CAPE)" application, which requires Single-Sign On access. District users enter and manage course registrations in the system, and the superintendent or designated approver completes the final certification of the district's submission.

Each district has two types of authorized users:

- **District User** – May add and delete courses from the registration.
- **Superintendent User/Approver** – May complete the final step of the approval process for the district's submission.

[35] Rule 6A-6.0576(12)(g), F.A.C.; s. 1003.493, F.S.
[36] Rule 6A-6.0576(12), F.A.C.

A user may only have one role in the system. Each district must have 2–5 District Users and must assign the superintendent and one designee to the Superintendent User/Approver role.

Q35. How does a district get a new user access to the CTC application using the single sign-on process?

If a new user requires access, the following process should be used.

Step 1: Contact your LEA personnel to set up your Single Sign-On (SSO) account.

- LEA contact information is available at the following link: https://flssoportal.fldoe.org/support
- Confirm the email address that should be used for single sign-on. Sometimes this email address is different than the one typically used for communications.

Step 2: Confirm with your LEA that your account has access to the "Workforce Education Academy and Career-Themed (CAPE)" application.

Step 3: Submit the following information to industrycertification@fldoe.org.

- District name
- User's first and last name
- User's email address
- Requested access level (i.e., District User, Superintendent User/ Superintendent User Approver)

The Department will send a confirmation email after access setup is completed and the user will be able to access the application.

Districts are responsible for notifying the Department when a District User or Superintendent User/Approver is no longer employed with the district. Notification should be submitted within 30 days of the individual's separation from the district. The request should be submitted by the CTE Director or authorized district representative.

For access issues, email industrycertification@fldoe.org with a screenshot or photo of the error being received.

DATA COLLECTION AND REPORTING

Q36. How are students who attempt or earn industry certifications or CAPE Digital Tool Certificates on CAPE Industry Certification Funding List reported to the FDOE?

Districts must report attempted or earned industry certifications in Survey 5 on the Industry Certification format.[37] The details and required reporting information for the reporting formats are posted on the website.

Districts must report the industry certifications earned with a valid course number.[38] For students who earn multiple certifications, a separate record must be submitted for each attempted or earned certification. Districts may report industry certifications earned by students who were not part of the CAPE Act implementation for use in school grades and other reports.[39]

The following appendices provide codes used for data reporting on the Industry Certification format:

- Appendix Z: Includes the industry certification identifiers associated with items approved by the SBOE for the "CAPE Industry Certification Funding List."
    - NOTE: This list may include other codes that are used for Perkins reporting and not included in the "CAPE Industry Certification Funding List" or for postsecondary only fundable certifications.
- Appendix FF: List of career-themed courses registered by the school district. This appendix shows which industry certifications are fundable in each course and school.

The following data elements are part of the reporting process:

- Industry Certification Identifier: The identifier assigned by the FDOE to specify the industry certification that the student has attempted. This element should be used to report industry certification activity for any student who attempts to earn an industry certification/certificate. See Appendix Z for reportable codes; only certifications on this appendix with a non-zero value in the column related to FEFP funding are potentially eligible for funding.

[37] s. 1008.385(2), F.S., and Rule 6A-1.0014, F.A.C.
[38] s. 1008.385(2), F.S.
[39] Id.

- Industry Certification Outcome: An indicator of whether the student passed the attempted industry certification/certificate. Only students who successfully complete the industry certification/certificate are eligible to generate funding under s. 1011.62(17)(f), F.S. This element should be used to report the outcome of the industry certification/certificate attempted for all students, including elementary and middle grades students.
- Course Number: The official state number assigned to school district courses listed or referenced in the Course Code Directory. Each industry certification must be linked to a course that provided the instruction required to earn the certification.[40] NOTE: The course numbers reported here will be matched against the Appendix FF – Registered Career-Themed Courses for implementation of the funding calculation.
- Industry Certification Date Earned: The numeric representation of the date the participant passed/earned the industry certification or technical skill assessment. The format of the date earned is MMDDYYYY.

Please review the database and technical documents on the department's website for details on this reporting.

Q37. How are elementary students who earn a CAPE Digital Tool Certificate reported to the FDOE?

Districts must report certificates attempted or earned in Survey 5 on the Industry Certification format.[41] However, there are some differences in the requirements when compared to industry certifications. For CAPE Digital Tool Certificates, the following rules apply to reporting:

- Certificates can only be reported for students in grades K-5 (effective for the 2025-26 reporting year).
- All zeroes must be reported for the course number.
- Prior year reporting is not allowed for CAPE Digital Tool Certificates.

[40] ss. 1008.385(2) and 1011.62(1)(o), F.S.
[41] s. 1008.385(2), F.S., and Rule 6A-1.0014, F.A.C.

Q38. How long after a course is completed may a district report industry certification outcomes of students?

School districts may report students who complete industry certifications during the update period allowed by the FDOE for Survey 5 after an initial submission.[42] The survey period dates are approved and published on an annual basis in the database manual.[43]

For a limited number of certifications, lagged reporting is allowed. For these certifications, this status is designated on the CAPE Industry Certification Funding list. For these certifications, the district may report the certification with a prior year course.

To be eligible for funding, the course must have been registered as a career-themed course with the certification, and the certification must still be on the CAPE Industry Certification Funding List during the reporting year.

Q39. Can a district receive funding for a student who earns an industry certification exam after graduation?

Yes, as long as the industry certification is earned within the reporting period for Survey 5 for the school year, the industry certification may be reported and funded. If a certification's approval expires by a certain date, the certification may not be reported after that date.

Q40. If a student earns an industry certification after the close of the reporting cycle, may it still be reported as linked to a course taken in a prior year?

Only certain certifications may be reported using the prior year course submission process. This process may be used for circumstances under which the student could not sit for the industry certification exam(s) until after the course reporting cycle was closed due to additional requirements that needed to be met (e.g., reaching a certain age). Only certain certifications identified on the annual CAPE list are approved for lagged funding and certifications must be reported within two academic years after the course was taken.[44]

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[42] Rule 6A-1.0451, F.A.C.
[43] s. 1008.385(2),F.S., Rule 6A-1.0014, F.A.C.
[44] Id.

This record can be reported using two school year data elements on the Industry Certification format. See example below for reporting an industry certification in 2025-26 that was earned because of a course taken in 2024-25.

School Year – Record Submission = 2526

Course Number = prior year course associated with the industry certification attempted.
Industry Certification Identifier = industry certification attempted
Industry Certification Outcome = P

School Year – Course Taken = 2425

Students must be enrolled in the record submission year for the prior year record to be reported.

Q41. Does a district have to report data on students who take industry certification examinations, but who do not successfully earn the certification?

Yes. Districts must report on all students who attempt to earn an industry certification or certificate.[45] There are separate data elements for industry certification identifier and industry certification outcome with "P" for students who earn the credential and "F" for students who attempt to earn it and not successful.[46]

Q42. May a district report an industry certification as being earned if the work experience required to earn the credential is not achieved by the student?

If the SBOE has granted a waiver of the required work experience on the adopted CAPE Industry Certification Funding List, the district may report the certification as being earned if the required work experience was not obtained.[47] The CAPE Industry Certification Funding List includes a column that indicates whether a waiver of the work experience requirement has been approved.

[45] s. 1003.493(5), F.S.
[46] Rule 6A-1.0014, F.A.C.
[47] s. 1008.44(3), F.S.

Q43. A student has attempted an industry certification exam three times and passed on the third attempt. Are all attempts to earn an industry certification reported on the Industry Certification format?

No. If a student has taken the required exam(s) more than once, the final outcome for the year should be reported.

Q44. May a district report the same industry certification as being earned in more than one course?

No. A district must select one course in which the industry certification is earned and only report it for that course.

Q45. If a student passes an exam that counts toward the requirements for two different industry certifications, can the student be reported for both certifications?

No.[48] Students who generate values toward the acceleration funding for an industry certification may not use the previously funded examination to satisfy the requirements for earning another certification.

Example: A student has passed the Adobe Photoshop exam, which is a requirement for the Adobe Certified Professional in Visual Design (ADOBE024). This exam is also an option for the Adobe Certified Professional in Video Design (ADOBE023) and the Adobe Certified Professional in Web Design (ADOBE025). The Photoshop exam may not be used to report more than one certification exam bundle.

Q46. For districts who want to offer students all four Adobe Certified Professional certifications, what exams should be used to avoid problems with meeting the requirements of Rule 6A-6.0576(10), F.A.C.?

The following strategy is recommended for districts offering multiple Adobe Certified Professional certifications, as these bundles share overlapping exam requirements. To maximize exam utilization, districts should use Photoshop as the required exam for ADOBE024.

[48] Rule 6A-6.0576(10)(f), F.A.C.

Adobe Certification Bundle	Strategy to Maximize Use of Individual Exams
ADOBE023 - Adobe Certified Professional in Video Design (Requires Premiere Pro and After Effects or Photoshop)	Students should take Premier Pro and After Effects.
ADOBE024 - Adobe Certified Professional in Visual Design (Requires Photoshop and Illustrator or InDesign)	Students should take Photoshop and Illustrator or InDesign.
ADOBE025 - Adobe Certified Professional in Web Design (Requires Dreamweaver and Animate or Photoshop)	Students should take Dreamweaver and Animate or Photoshop.
ADOBE026 – Adobe Certified Professional in Marketing Design (Requires Content Creation and Marketing Using Adobe Express and Photoshop or Adobe Acrobat Pro).	Students should take Content Creation and Marketing using Adobe Express and Adobe Acrobat Pro or Photoshop.

Q47. For districts that want to offer students the Entrepreneurship & Small Business (INTUT002) and the higher level, Master Entrepreneurship Certification (INTUT003), how should the certifications be reported since the master credential requires the passage of INTUT002? Can a student who earns both INTUT002 and INTU003 be funded for both?

Earning INTUT002 is required for INTUT003. If a student earns both INTUT002 and INTUT003 only one of the certifications will be fundable. Both certifications have articulation agreements; therefore, they have the same funding value in the FEFP. If a student intends to earn the higher level INTUT003 certification, the district may delay reporting until the second exam is passed. If INTUT002 is funded in one year, INTUT003 will not be fundable in a future year.

Q48. The funding reports for the Academic Accelerations Options Supplement do not include all the students who should have earned funding for an industry certification. What are the reasons why industry certifications earned in my district were not funded?

The three most common reasons are the following:

- The certification was not registered as part of a career-themed course,
- The certification reported was not earned in a career themed course, or

- The certification was funded in a previous year for the student.

During the career-themed course registration process, districts register courses at the district, school and certification level. The registered course must match a record on the Industry Certification format. If the industry certification records do not match the registration information on Appendix FF or the certification was not included in the career-themed course registration, the certification code will not be funded.

It is important to make sure that the course numbers registered and reported match. Below is an example of a course number mismatch that would not be funded:

	Course #	Course Name
Registered	8720330	Building Construction Technologies 3
Reported	8722030	Building Trades and Construction Design Technology 3

Similarly, it is important to make sure that the certification codes registered and reported match. Below is an example of a certification code mismatch that would not be funded:

	DOE Code	Certification Title
Registered	FLFBR001	Agritechnology Specialist Certification
Reported	FLFBR007	Agriculture Associate Certification

Q49. A high school graduate satisfied the requirements for the CAPE Pathway Completer for more than one CTE program at the time of their graduation. Can multiple values be reported for each program in which the student satisfied the requirements?

No.[49] Beginning with the 2024-25 reporting of pathway completers on the Student Additional Funding Format, a student may only be reported once with the value of 0.3.

[49] Rule 6A-6.0576(11)(d)1., F.A.C.

TEST ADMINISTRATION PROCEDURES

Q50. Are teachers allowed to proctor the certificate and certification written exam administrations of their own students or to proctor an industry certification for which they are providing direct instruction?

No, with one exception.[50] The only condition under which a teacher may serve as a proctor is when he or she is the only individual approved by the certifying agency to serve as a proctor at the school. In extremely rare cases where only one individual is eligible to be approved as a proctor, the teacher may proctor the exams and must be independently monitored by a second individual who does not provide direct instruction for the industry certification content to the individuals taking the test(s).

Q51. Is there a standard waiting period between test administrations for the written exams associated with the attainment of a CAPE Industry Certification, CAPE Acceleration Industry Certification or CAPE Digital Tool Certificate?

Yes. Rule 6A-6.0576, F.A.C., specifies that in order for a district to report industry certification data, the written exams associated with the industry certification or certificate must have been administered with a minimum of 20 calendar days between test administrations.[51] The only exception to this rule is if the exam attempt is invalidated by the certifying agency due to a testing irregularity.

Q52. Can an exception be made to the 20-day retest policy due to any special circumstance like the following: 1) A student who was entitled to extra time for the test was not given the time in the first attempt, 2) the student was tested on a different version of the software being tested or 3) the school year is going to end in less than 20 days?

No. If the student was issued a valid score for the certification exam, then no exceptions can be made.

Q53. A student was accidentally retested prior to the 20-day retest period. Does the student need to wait 20 days from the second attempt or 20 days from the original attempt?

[50] Rule 6A-6.0576(13)(a)(3)., F.A.C.
[51] Rule 6A-6.0576(10)(c)5., F.A.C.

In this scenario, a student may test a third time only after a 20-day waiting period following an unsuccessful second attempt, in accordance with Rule 6A-6.0576, F.A.C. If a student is retested before the 20-day period and does not pass, the 20-day waiting period must be met again before the next attempt.[52]

Q54. Is there a maximum number of times during an academic year that the written exams for an industry certification or digital tool certificate can be administered for the outcomes to be reported to the Florida Department of Education?

Yes. SBOE rule specifies that for a district to report industry certification data, the written exams must have been administered no more than three (3) times during the academic year.[53] If the student passed on a fourth attempt during the academic year, this record cannot be reported on the industry certification format.

Q55. Do the test administration requirements apply to industry certifications exams that are only being given for school grades and not for FEFP funding?

Yes. All exams administered for the purpose of earning an industry certification must comply with the test administration procedures outlined in the rule,[54] regardless of whether the certification is being reported for FEFP funding.

Q56. Do the test administration procedures apply to a core curriculum content exam that is required to earn a CAPE Industry Certification, CAPE Acceleration Industry Certification or CAPE Digital Tool Certificate?

Yes. All written exams required to earn an industry certification must comply with the test administration procedures outlined in rule.[55] This includes prerequisite exams that must be completed before a final exam.

For example, if a prerequisite exam is required prior to taking the final exam, the administration of that prerequisite exam must also follow the test administration procedures.

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[52] Rule 6A-6.0576(10)(c)5., F.A.C.
[53] Id.
[54] Rule 6A-6.0576(1)(c), F.A.C.
[55] Id.

Q57. Do the test administration procedures apply to certifications that are being taken through dual enrollment?

Yes. All written exams required to earn an industry certification or certificate must comply with the test administration procedures outlined in Rule 6A-6.0576, F.A.C., including the minimum 20-day waiting period.

Q58. How does the 20-day waiting period apply to industry certifications that require more than one written exam such as ADOBE023?

The 20-day waiting period applies to the specific exams required within that certification. If a student pursuing the Adobe Certified Professional in Video Design certification, which requires Premiere Pro and After Effects or Photoshop, fails the Premier Pro exam, the 20-day waiting period applies to retesting on that specific exam. The student does not have to wait 20 days in order to take a different exam, such as Adobe Premier Pro and Adobe After Effects.

Q59. Some of the schools in our district use block scheduling. Does the minimum 20-day waiting period apply to students who are on a block schedule?

Yes. The minimum 20-day waiting period applies to all students taking industry certification or certificate exams; there is no exception for block scheduled students in Rule 6A-6.0576, F.A.C.

Q60. If a student fails a written exam for an industry certification or digital tool certificate, when is the earliest the student may retake the exam under the 20-day waiting period?

A minimum of 20 calendar days is required between test administrations, meaning the student may retest on day 21.

For example, if a student tests on October 1 and does not pass, the earliest eligible retest date is October 22. The student may retake the exam on or after October 22. There are no exceptions to the waiting period if the date falls on a weekend.

Q61. What does a district do if a student fails a written exam, then takes the test and passes it before the minimum 20-day waiting period?

The student attainment of the industry certification or certificate may not be reported to the FDOE as it does not comply with the test administration procedures in Rule 6A-6.0576(10)(c), F.A.C.

Q62. What does a district do if a student is allowed to take the exam a fourth time during the academic year and passes it?

The student attainment of the industry certification or certificate may not be reported to the FDOE as it does not comply with the test administration procedures in Rule 6A-6.0576(10)(c), F.A.C.

Q63. There was a technical glitch during test administration of a written exam. Does the 20-day waiting period apply to situations in which an exam was invalidated by the certifying agency?

No.[56] Since the results of that exam were invalided by the certifying agency, it does not count as one of the three allowable exam administrations and is not subject to the waiting period. FDOE recommends that the district obtain a letter from the certifying agency explaining the technical glitch for audit purposes.

Q64. Are Digital Tool Certificates subject to the teacher and proctor conduct provisions and local test administration procedures that are outlined in the rule?

Yes.[57] Teacher and proctor conduct provisions and local test administration procedures are required for all industry certifications, including Digital Tool Certificates.

Q65. Rule 6A-6.0576, F.A.C., requires teachers, monitors and proctors to sign Form FCAPE-03, Florida Career and Professional Education Act Industry Certification Test Administration and Security Agreement. Is the district required to send these forms to the FDOE?

No. The district should not submit these forms to the FDOE. Signed FCAPE-03 forms are to be maintained by the school district for a minimum of five (5) years.[58] The district determines appropriate archival standards in accordance with statewide records retention requirements.

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[56] Id.
[57] Rule 6A-6.0576(14), F.A.C.
[58] Rule 6A-6.0576(15)(b)-(c), F.A.C.

Q66. The district has identified testing irregularities in which the written exams were not administrated in accordance with the procedures specified by the certification agency. May the district report the student's certification outcomes for these irregular test administrations?

No.[59] Districts are not permitted to report industry certification outcomes if the test administration does not comply with the requirements or if the certifying agency invalidated test results or revoked a credential.

Q67. Are teachers, proctors or monitors allowed to proctor while under investigation for a testing violation?

No, a teacher, proctor or monitor who is currently under investigation for a testing violation may not serve as a proctor for any industry certification exams while the investigation is ongoing. [60]

Q68. A teacher, proctor or monitor has a confirmed testing violation. What is required after the finding?

In the event of a confirmed finding of a testing violation, the teacher, proctor or monitor may not serve as a proctor for a minimum of twelve (12) months and must complete a department approved course in the area of Educational Ethics. [61] The teacher or proctor shall submit documentation verifying successful completion to the Department of Education.

School districts can contact their local Human Resources or professional practices department on options for a local ethics course. Professional Practices at the Department of Education also has an option for an ethics course. Documentation of the completed ethics course is to be sent to industrycertification@fldoe.org.

In the event of a second confirmed finding of a testing violation, the teacher, proctor or monitor is permanently prohibited from serving as a proctor or administrator. [62]

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[59] Rule 6A-6.0576(10)(c)4., F.A.C.
[60] Rule 6A-6.0576(16)(a), F.A.C.
[61] Rule 6A-6.0576(16)(b), F.A.C.
[62] Rule 6A-6.0576(16)(c), F.A.C.

Q69. An industry certification awarded to a student was invalidated or revoked by the certifying agency. May the original award of the certification be used to award mathematics and science credit under the provision of s. 1003.4282, F.S.?

No. A credential would be invalidated by a certifying agency under circumstances in which the test was not administered in accordance with the testing requirements of the certifying agency. Districts are not permitted to report data on certifications that were not earned in accordance with test administration procedures.[63]

ADDITIONAL QUESTIONS AND CLARIFICATIONS

Q70. The CAPE Industry Certification Funding List includes grade level limitations beginning with the 2025-26 list. Can a district offer an industry certification to students who are not within those grade levels?

Yes. As specified in Rule 6A-6.0576(4)(d), F.A.C., for students earning industry certifications who were not in the grade levels identified on the list, the industry certification may still be reported for other purposes, but may not be included in the Academic Acceleration Options Supplemental Funding calculation in s. 1011.62(17), F.S.

Q71. What are the business rules for the use of industry certifications reported in the College and Career Acceleration Component of the school grades formula?

The technical manuals for the school grades process are available at: https://www.fldoe.org/accountability/accountability-reporting/school-grades/index.stml. The guide for calculating the school grade formula for the most recent year is posted on this site.

For questions related to school grades, please contact accountability@fldoe.org.

Q72. What industry certifications can be applied toward achievement of the Florida Bright Futures Gold Seal CAPE Scholarship?

Industry certifications which articulate for college credit may be used to meet the requirements for the Florida Bright Futures Gold Seal CAPE Scholarship.[64] See the following resources for more information:

- Gold Standard Career Pathways Articulation Agreements

[63] Rule 6A-6.0576(10)(c)4, F.A.C.
[64] s. 1009.536(2), F.S.

- Florida Bright Futures Scholarship program

Q73. May industry certifications be used for course substitutions in academic areas? Which industry certifications can be used?

Yes.[65] The following substitutions are allowed:

- A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the SBOE may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
- A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the SBOE may substitute the certification for one science credit, except for Biology I.

Industry certifications cannot be used in place of Algebra 1, Geometry or Biology 1.

Information on industry certifications with articulation agreements is available on the FDOE Articulation page, Industry Certification Gold Standard Career Pathways Articulation Agreements.

Q74. The FDOE retired the articulation agreements for two agriculture-related certifications because the associate in science degree for which the agreements were in effect was removed from the statewide inventory of programs. Is a district able to award high school credit under s. 1003.4282(3)(b), F.S., for mathematics credit or s. 1003.4282(3)(c), F.S., for science credit in a future year for students who earned the certification in a year in the articulation agreement was in effect and adopted in the SBOE rule? Or does the district need to claim the high school mathematics or science credit no later than the year in which the articulation agreements were in effect?

Districts should claim the math or science substitution on the transcript no later than the year in which the agreement is in place. However, in circumstances where the transcript requires updating in a future year for a student who is still enrolled in the district, the district may correct the student's transcript record to reflect the award of credit.

[65] s. 1003.4282(3), F.S.

Q75. A certifying agency retired an industry certification in 2021-22 which was approved on the CAPE Industry Certification Funding List and had an articulation agreement. If an industry certification was earned by a student in 2021-22 and at the time the certification was eligible to be used for the award of high school credit under s. 1003.4282(3)(b), F.S., for mathematics credit or s. 1003.4282(3)(c), F.S., for science credit, is the district allowed to enter the course credit substitution on the student's transcript in a future year (2022-23 or later)?

Districts should claim the math or science substitution on the transcript no later than the year in which the certification was approved on the annual CAPE Industry Certification Funding List. However, in circumstances where the transcript requires updating in a future year for a student who is still enrolled in the district, the district may correct the student's transcript record to reflect the award of credit.