



CAREER AND PROFESSIONAL EDUCATION ACT: PERCEPTIONS OF CHALLENGES

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Examining the implementation and influence of the CAPE Act

KEY QUESTIONS

- 1.** Which high school practices supporting industry certifications are associated with a higher likelihood of students' passing certification exams?
- 2.** Is earning a certification associated with increased rates of high school attendance, high school graduation, and postsecondary enrollment and persistence?

Statewide survey on district and high school CAPE implementation

In 2018, we conducted a web-based survey of every district and traditional or vocational high school in Florida.

77%

response rate

96%

of the schools and
all districts offered
certifications

KEY TOPICS

- Teacher qualifications; supports for teachers
- Challenges of program
- Program costs

Linked to NCES Common Core of Data to add school context

School poverty-level (% eligible for free or reduced-price lunch)

High-poverty - More than 75% eligible (38 schools)

Middle-poverty- 25 to 75 % eligible (288 schools)

Low-poverty - Less than 25% eligible (104 schools)

Locale

City (97 schools)

Suburb (178 schools)

Town/Rural (106 schools)

Questions about challenges with CAPE implementation

Logistical

- Lack of necessary technology and equipment
- Challenges in scheduling exams
- Insufficient staff time to manage it

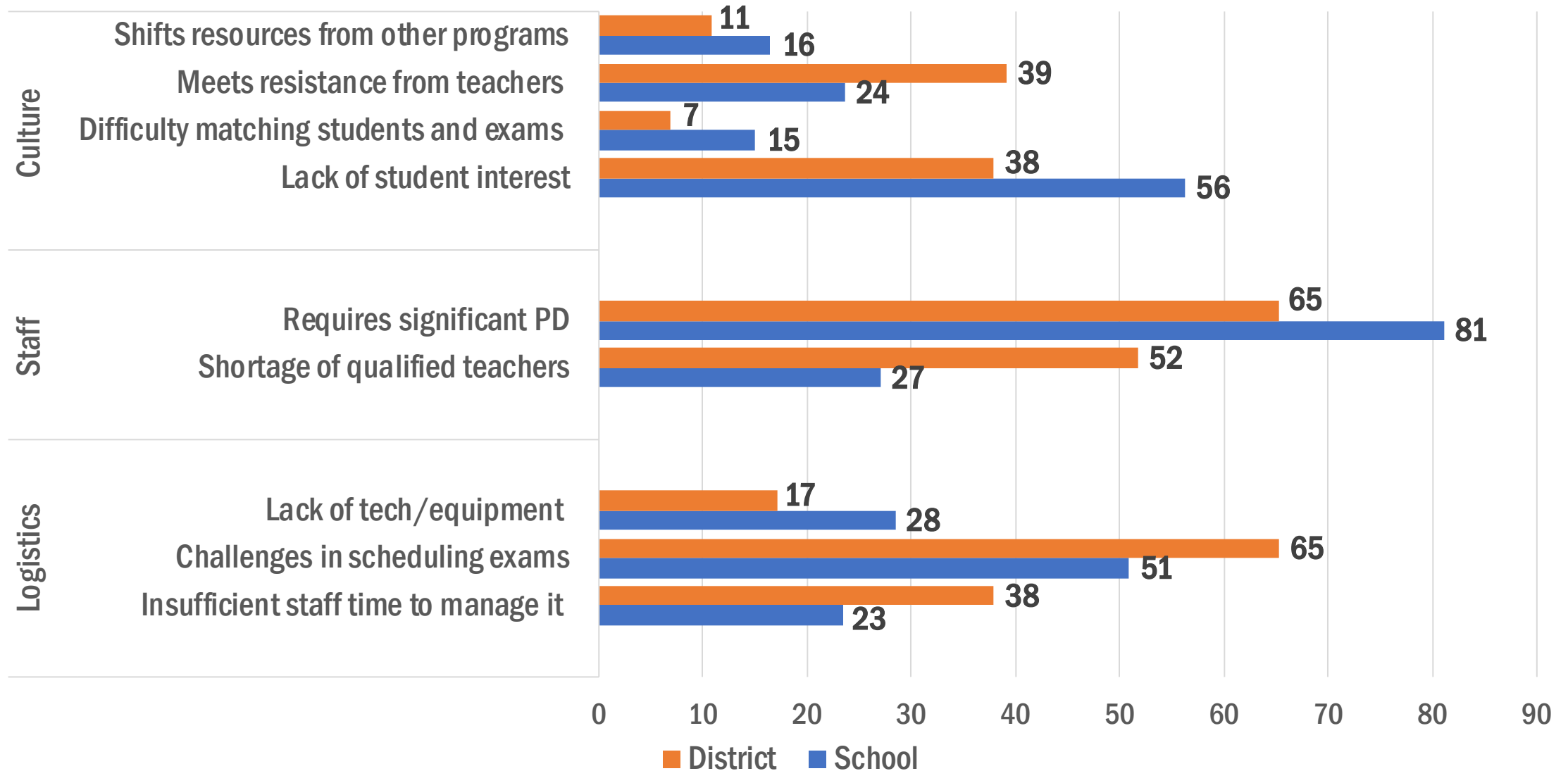
Cultural

- Shifts resources from other programs
- Meets resistance from teachers
- Difficulty matching students and exams
- Lack of student interest

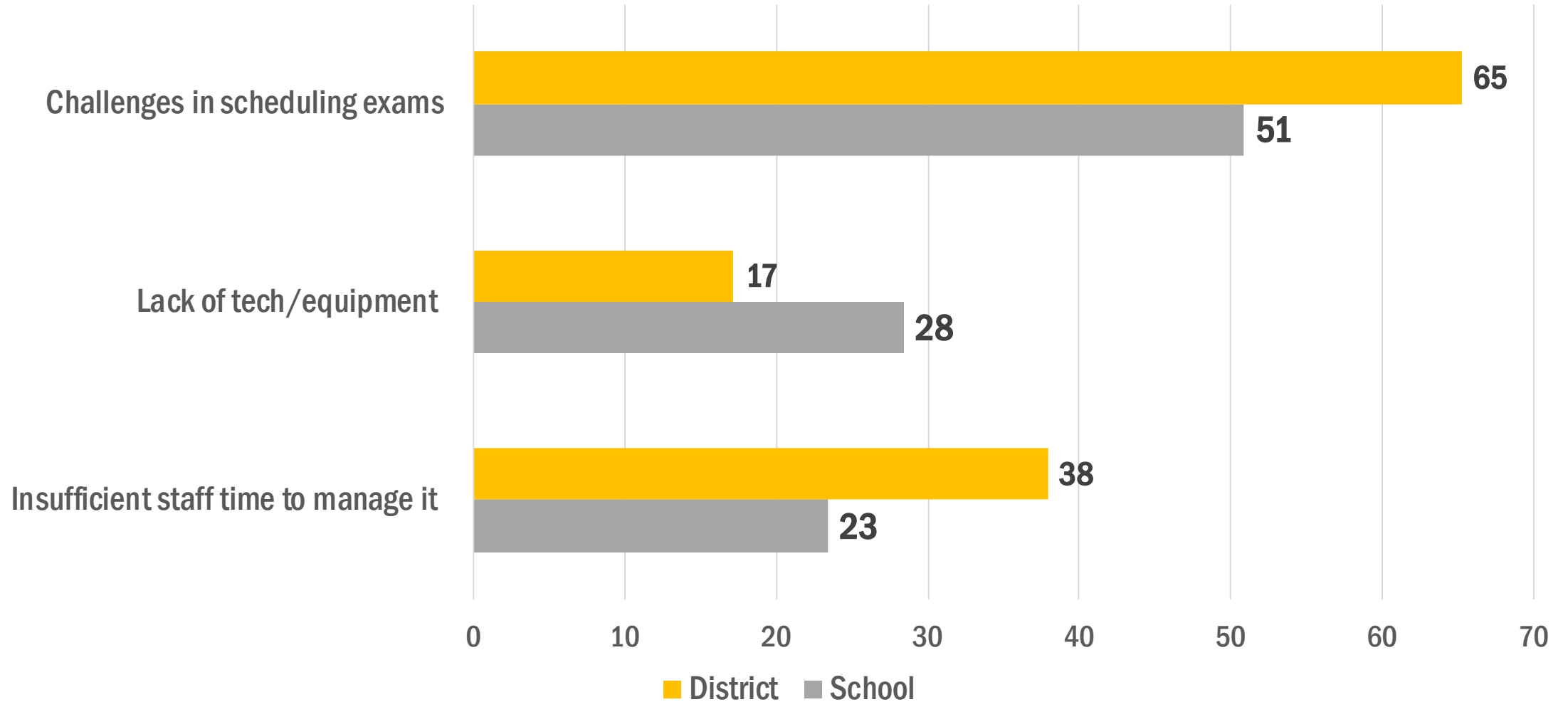
Staffing

- Requires significant professional development
- Shortage of qualified teachers

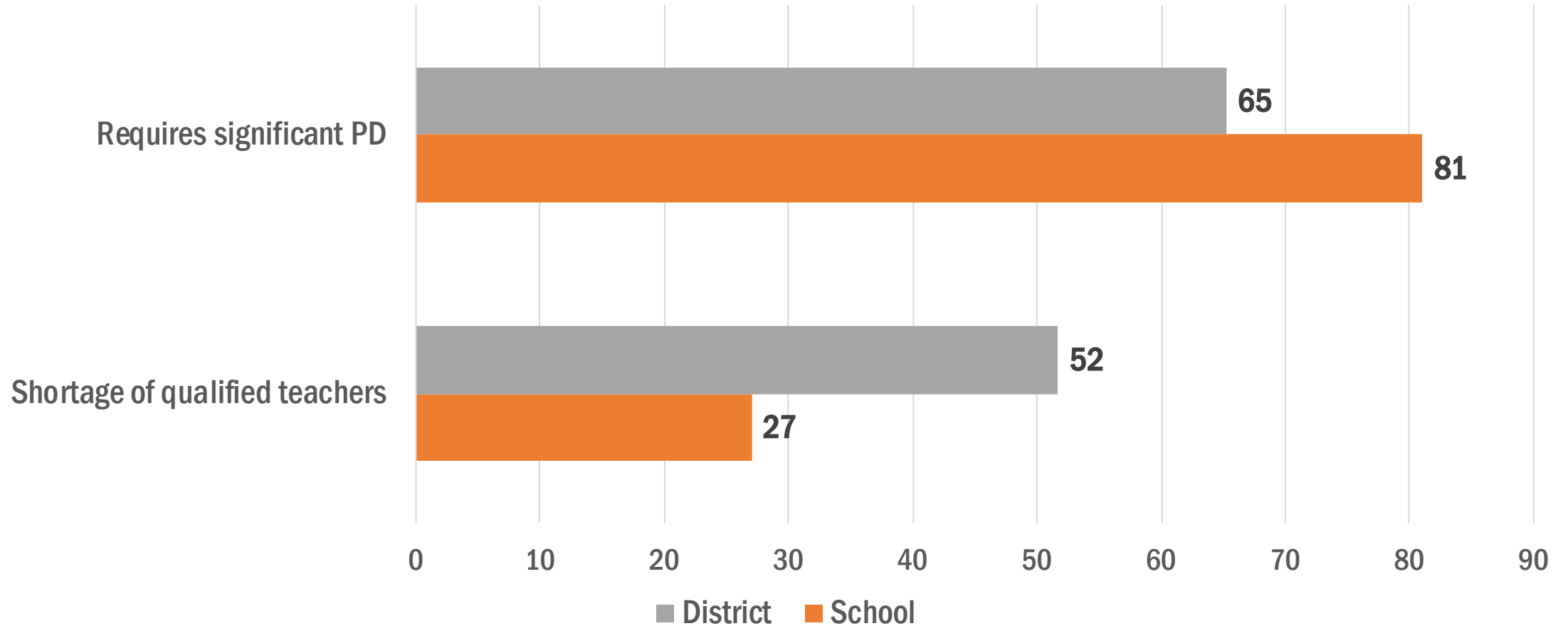
District and school perceptions of challenges



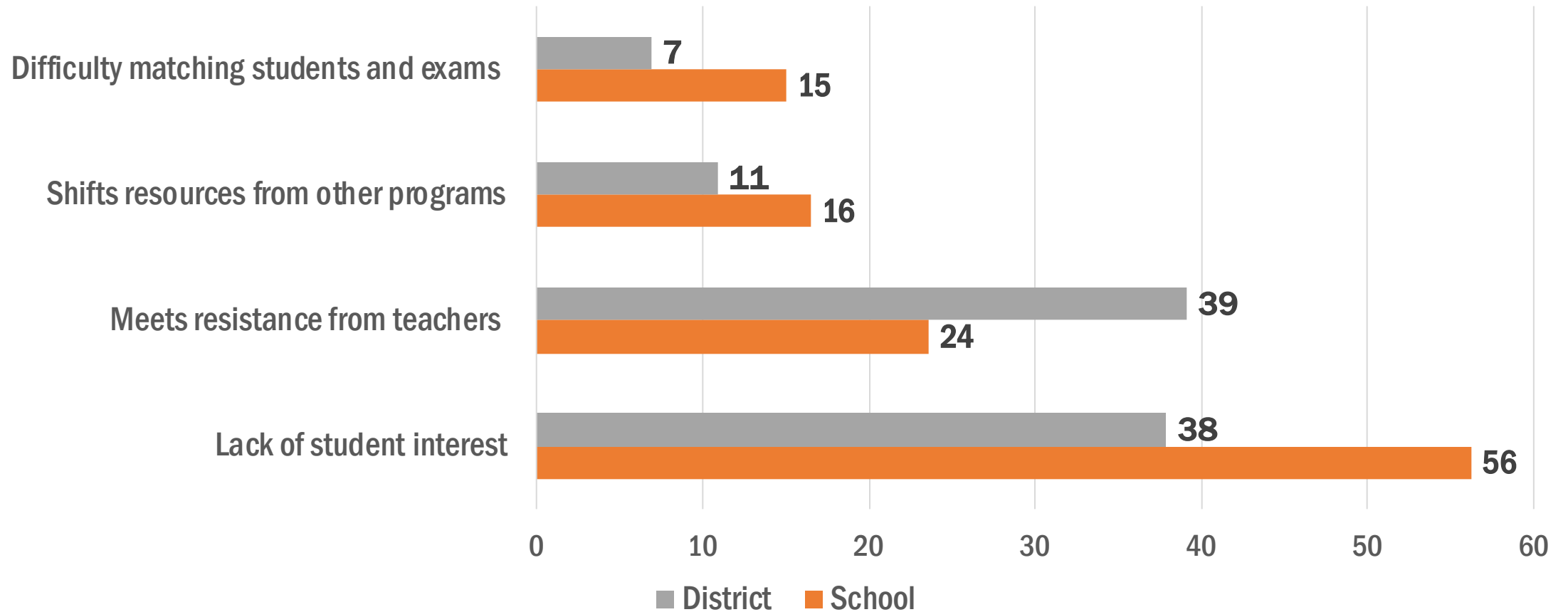
Scheduling exams – logistical challenge for districts and schools



Need for professional development – staffing challenge for schools and districts



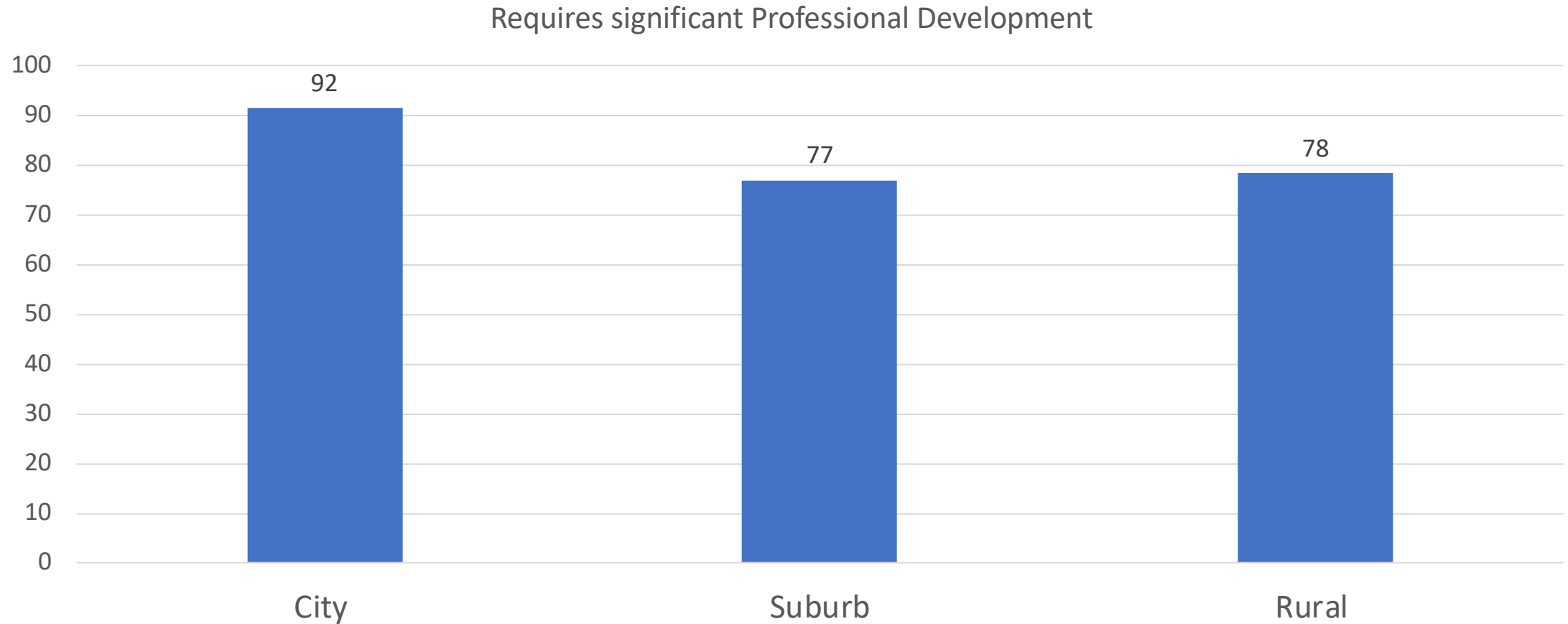
Lack of student interest, teacher resistance – cultural challenge for schools and teachers



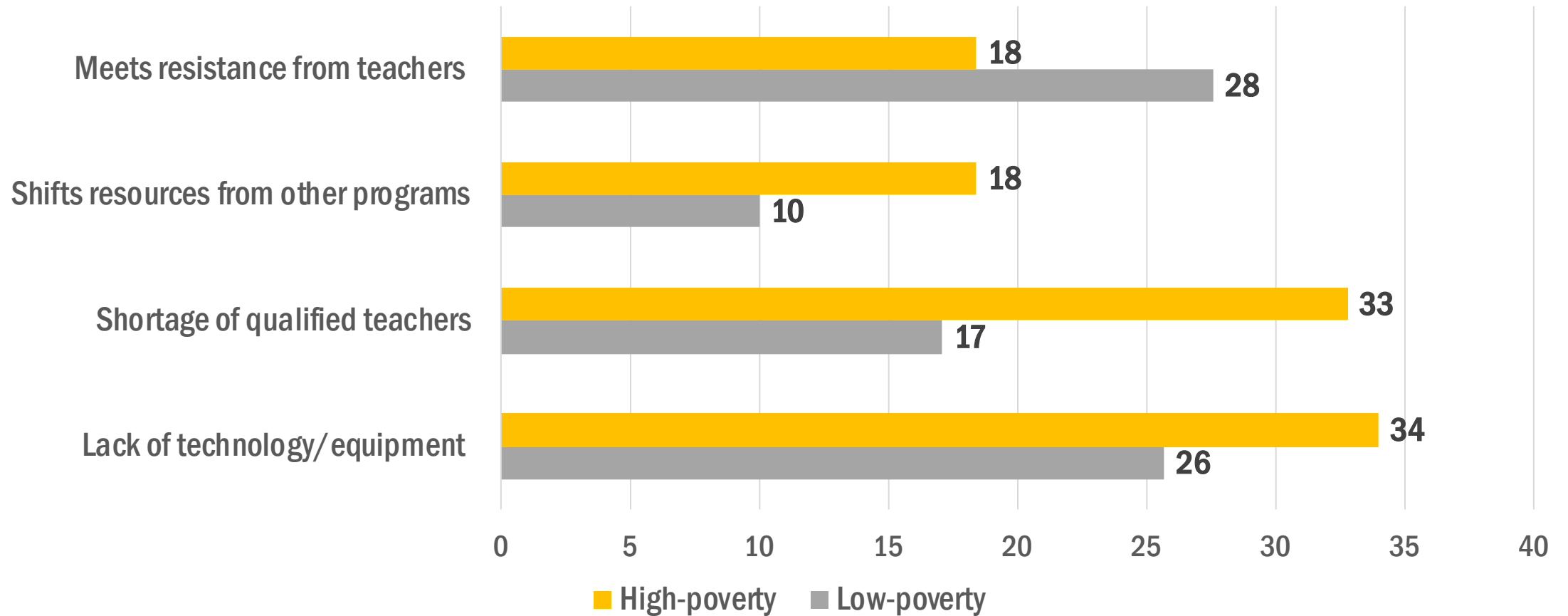
Do schools' perceptions of challenges differ by poverty level or locale?

- **Comparisons**
 - City, suburban, and rural schools to each other
 - High-poverty schools to low-poverty schools
- Identified differences of greater than 5 percentage points

City schools report more challenges with professional development



High-poverty and low-poverty schools have more differences in perceptions.



Schools are consistent in perceptions of other challenges

- **Challenges in scheduling exams**
- **Insufficient staff time to manage it**
- **Lack of student interest**
- **Difficulty matching students to exams**

Conclusion

Although Florida districts and high schools promote industry certifications, some face challenges in doing so.

- Need for professional development
- Lack of student interest
- Challenges scheduling exams

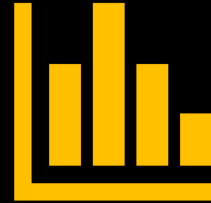
Perceptions are consistent across locale and poverty-level except:

- High-poverty schools perceive greater challenges with qualified teachers and technology
- Low poverty schools perceive greater challenges with teacher resistance
- City schools face greater challenges with professional development

Next steps



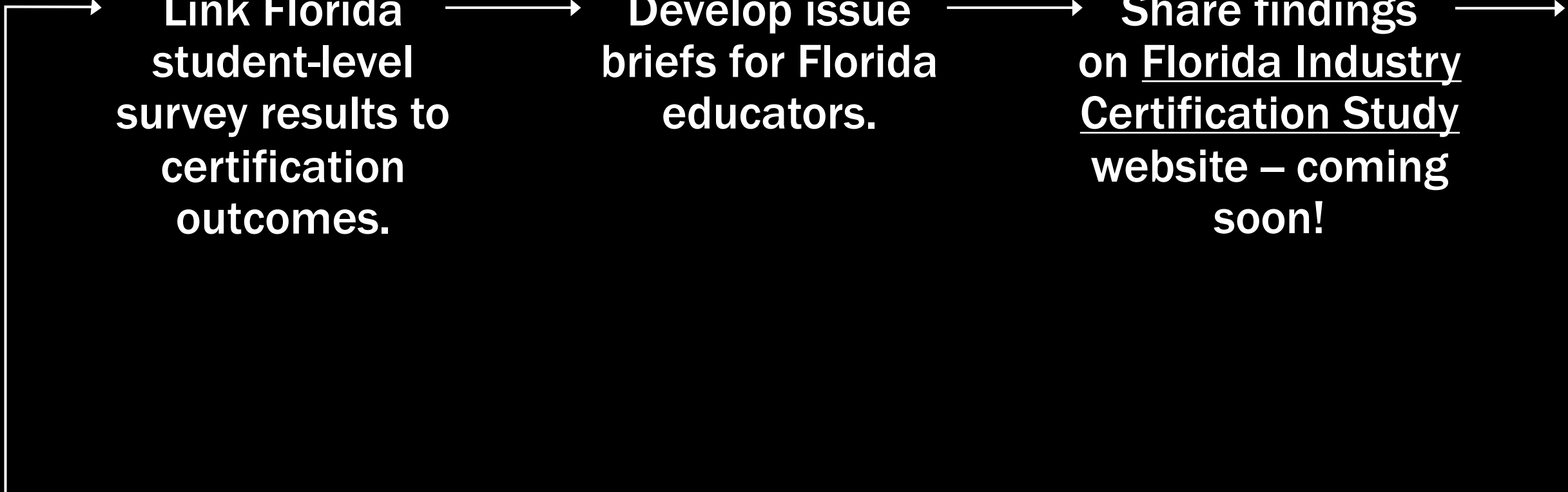
→ Link Florida student-level survey results to certification outcomes.



→ Develop issue briefs for Florida educators.



→ Share findings on Florida Industry Certification Study website – coming soon!



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