Carl D. Perkins Career and Technical Education Act of 2006

Implementation Guide
(2015-2016 Edition)

Florida Department of Education

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About This Guide
The Division of Career and Adult Education offers this Implementation Guide as a tool for agencies that plan to submit applications for funding under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV or the Act). The purpose of this implementation guide is to provide eligible recipients with an understanding of major changes in Perkins and state requirements developed to complement the new direction for career and technical education as presented in Perkins IV. This guide will highlight specific sections of Perkins IV that are critical for understanding the requirements of the Act. The Perkins law expired at the completion of the 2012-2013 program year. The state expects that the Perkins law will be extended through the 2015-2016 program year and the current requirements of the Act will apply to local agencies. Perkins IV eligible recipients will be extended through the 2015-2016 program year, under the existing federal authorization, pending reauthorization.

Perkins IV began on July 1, 2007 and it replaced the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III). Florida chose to prepare a one-year Transition Plan for 2007-2008 and a five-year State Plan covering 2008-2013. The United States Department of Education (USDOE), Office of Career, Technical and Adult Education (OCTAE) approved Florida's Perkins IV State Plan in June of 2008.

Perkins IV is the official regulatory guidance that will be used to implement career and technical education programs in the United States. Perkins IV envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions.

This guide is organized in two parts – Part A and Part B. Part A outlines some specific sections of the Act. Part A only provides highlights of the Act and in no way completely explains each important element of the Act. It is strongly recommended that you read the entire Act to understand all of the regulatory implementation requirements.

Part B of this guide provides information from Florida's Perkins IV State Plan (2008-2013) regarding the use of federal Perkins funds - between the State of Florida and the federal government - to assure that administration of career and technical education is consistent with the State's goals, policies, objectives, and with federal laws and regulations. Florida's Perkins IV State Plan (2008-2013) communicates the scope of Florida's commitment to the continuous improvement of career and technical education programs and providing equitable access to quality career and technical education programs to all students, including special populations. Florida's Perkins IV State Plan (2008-2013) may be accessed at: http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml on the Division of Career and Adult Education's website.

There are also eight (8) appendices which include policy memos distributed by the Division of Career and Adult Education since the implementation of Perkins IV on funding various activities, a sample program improvement plan, information on local level aggregate data reports,

required and permissive use of local Perkins funds, a list of Career and Technical Student Organizations, and sample completed Program of Study (POS) forms.

The timeline for the 2015-2016 program year is as follows:

Timeline	Actions
March 2015	FLDOE posts Perkins IV Request for Applications (RFA) on the Division of Career and Adult Education's website http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu
May 2015	Perkins IV RFA/local plans are due to FLDOE
April-May 2015	Local eligible recipients reach agreement on 2015-2016 local performance levels via the local accountability web-based system.

Select local eligible recipients develop program improvement plans for corresponding indicators for which at least 90% of a local agreed upon performance level was not achieved during the 2013-2014 program year. This function will be completed via the local accountability web-based system. |
May 2015	USDOE Office of Career, Technical, and Adult Education (OCTAE) provides estimated FY 2015-2016 state allocations.
May-July 2015	FLDOE reviews and approves RFAs/Plans.
July 2015	Upon the receipt of OCTAE's official grant award notification to Florida (July 1, 2015– June 30, 2016), FLDOE distributes local eligible recipient award letters.

Acknowledgements

This implementation guide contains excerpts from the following:

Association for Career and Technical Education (ACTE), *Perkins Act of 2006, The Official Guide*. To order copies of the ACTE guide, call 1-800-826-9972 or visit www.acteonline.org.

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Act). The Act may be accessed at URL: http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

Part A:
Overview of the
Carl D. Perkins Career and Technical Education Act of 2006

Carl D. Perkins Career and Technical Education Act of 2006

Overview

I.   Purpose of the Act: (Section 2)

The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students <u>who elect to enroll</u> in career and technical education programs, by:

- building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions;

- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including Tech Prep education;

- conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;

- providing technical assistance that promotes leadership, initial preparation, and professional development at the state and local levels; and improves the quality of career and technical education teachers, faculty, administrators, and counselors;

- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and

- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

II. Definitions (Section 3)

In this section of the Act there are 34 definitions of words and phrases which are critical to understanding the provisions of the Act in a consistent manner. Most of the definitions are maintained from the 1998 Perkins Act, and four new terms and definitions are added – for "Articulation Agreement," "Scientifically Based Research," "Secondary Education Tech Prep Student," and "Postsecondary Education Tech Prep Student."

III. Transition Provisions (Section 4)

States were given the option beginning July 1, 2007, to prepare a one-year Transition Plan to operate during 2007-2008 and a five-year State Plan covering 2008-2013 to guide career and technical education activities in the State.

Title I: Career and Technical Education Assistance to the States

IV. Within State Allotment (Section 112)

The Act uses the same state allotment formula as the 1998 Perkins Act. The Act stipulates how a state will allocate its state allotment between state and local activities. The Act requires that at least 85% of the funds made available under the state allotment must flow to local eligible recipients (secondary and postsecondary career and technical education programs) and of the minimum 85% of funds that must flow to the local level, up to 10% may be distributed as a reserve option. Up to 10% of the remaining funds may be set aside to support state leadership activities and up to 5% may be set aside to support state administrative activities.

a. Perkins Act Within State Allocation
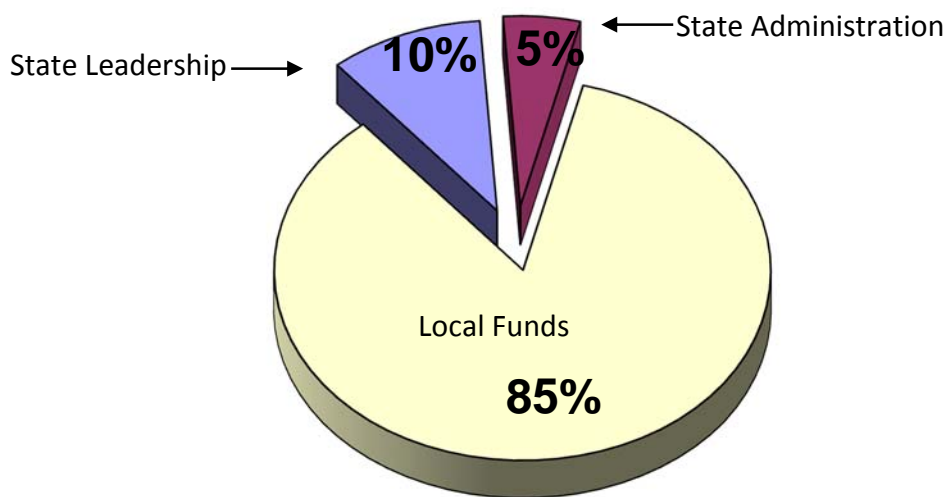
b.   State Leadership/Corrections/Equity

No more than 10% of the Perkins Grant may be used to carry out state leadership activities. From this reserve for state leadership, the state shall determine "an amount equal to not more than one percent" to serve individuals in state correctional institutions. This leaves the discretion of the state to determine the amount, which can be less than but not more than one percent. It should be noted that the dollars earmarked for individuals in correctional institutions must be derived from the 10% set-aside for state leadership activities.

In addition, the state must identify an amount not less than $60,000, and not more than $150,000 for services that prepare individuals for nontraditional training and employment. Again, this determination is made by the state and the funds are subtracted from the 10% set-aside for state leadership activities. After earmarking an amount for corrections and nontraditional training, the balance of the 10% set-aside is available for state leadership activities.

c.   State Administration

The Florida Department of Education may also set aside no more than 5% or $250,000 whichever is greater, for administration of the state plan. This 5% reserve for state administration may only be used for the following activities:

- Developing the state plan
- Reviewing a local plan
- Monitoring and evaluating program effectiveness
- Assuring compliance with all applicable federal laws
- Providing technical assistance
- Supporting and developing state data systems relevant to provisions to the 2006 Perkins Act

Any federal dollars set aside for state administration MUST be matched dollar-for-dollar from non-federal sources. The principal responsibilities of the state eligible agency include:

- The coordination for the development, submission, and implementation of the state plan
- The evaluation of the program services and activities assisted with federal funds, including preparation for nontraditional training and employment

d.   Basic Grant Funds and Formula

From the 85% of the funds that must be distributed to secondary and postsecondary career and technical education programs, the state may determine an amount not to exceed 10% (the reserve option) to be allocated to local secondary and postsecondary institutions outside of the statutory formula. The state may use this reserve option for career and technical education (CTE) programs in:

- Rural areas
- Areas with high percentages of CTE students
- Areas with high numbers of CTE students

The state however, must use the reserve funds to serve at least two of these three categories.

V.   Accountability (Section 113)

The Act supports a state and local performance accountability system designed to assess the effectiveness of the state and local funding recipients in achieving progress in CTE secondary and postsecondary student performance.

The state-developed performance measures must consist of core indicators, any additional indicators that the state determines, and the "state adjusted levels of performance" for all the indicators. They must be developed with input from local recipients. States are required to develop performance measures for the following required core indicators identified in section 113 of the Act:

Secondary Indicators:
- Academic attainment in reading/language arts and mathematics as measured by the Florida statewide assessments identified in statute
- Technical skill attainment, including achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
- Student graduation rates
- Student placement in postsecondary education or advanced learning, in military service, or in employment
- Student participation in and completion of CTE programs that lead to nontraditional fields

Postsecondary Indicators:
- Technical skill attainment, including achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
- Student completion of an industry-recognized credential, a certificate, or a degree
- Student retention in postsecondary education or transfer to a baccalaureate degree program
- Student placement in military service or apprenticeship programs or placement in high-skill, high-wage, or high-demand occupations or professions
- Student participation in and completion of CTE programs that lead to nontraditional fields

a.   State Adjusted Levels of Performance
The Secretary of the U. S. Department of Education (USDOE) and the state eligible agency will reach agreement on the levels of performance for each of the secondary and postsecondary indicators. With input from the eligible recipients, the state must establish and include in the state plan, levels of performance for each of the core indicators of performance above, as well

as any additional indicators. These levels of performance must be expressed in percentage or numerical form, and must require continual improvement in the performance of CTE students.

- The first set of levels will apply to the first two years of the state plan (2007-2008 and 2008 - 2009). The second set of levels will apply to the third and fourth year of the state plan (2009-2010 and 2010-2011). The final set of levels will apply to the fifth (2011-2012) and sixth (2012-2013) year of the state plan. Performance levels for any subsequent program year approved by an extension of the Perkins Act will be determined on a yearly basis with the USDOE. The Secretary and the state must reach agreement on these levels, with the Secretary's role being limited to negotiating agreement on the numbers or percentages. The agreement must take into account how the state's levels of performance compare to those of other states, and the extent to which the levels of performance promote continuous improvement. Prior to the third and fifth program years, agreement must be reached on levels for the corresponding subsequent years of the state plan. Levels may be revised if unforeseen circumstances arise.

b.   Local Adjusted Levels of Performance
In a manner similar to the adjusted performance level negotiations between the Secretary of Education and states, local recipients must also establish performance goals. Each local recipient must agree to accept the state adjusted levels of performance as their own local adjusted levels of performance, or negotiate with the state for new levels for each of the core indicators established by the state. Local levels must also be expressed in percentage or numerical form and require continuous improvement. Local levels must be identified in the local plan submitted under Section 134. Local Adjusted Levels of Performance for the 2015-2016 year will be determined once the state has negotiated state performance levels with the USDOE.

c.   State Reporting (Consolidated Annual Report)
Each state **must** submit a report to the Secretary of Education each year regarding the state's progress in achieving its performance levels, including the performance of special populations. Data must be disaggregated for each indicator of performance by specified subcategories of students and the categories of special populations identified in Perkins.

d.   Local Reporting
Each local recipient **must** submit a report to the state each year regarding the progress the recipient has made in achieving its performance levels, including the performance of special populations. Data must be disaggregated for each indicator of performance by specified subcategories of students and the categories of special populations identified in Perkins.

VI.   State Plan (Section 122)

Each state seeking funding under the Act was required to submit a plan to the Secretary of Education. Florida's Perkins IV State Plan (2008-2013) may be accessed at http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml. During the period for which the Act is extended, the state will adhere to the existing Perkins IV State Plan (2008-2013).

Development

Each eligible agency was required to conduct public hearings for the purposes of giving all segments of the public and interested organizations an opportunity to present views and make recommendations on the state plan. A summary of the recommendations collected, and the state's response, is included in the state plan.

In addition, the state was required to develop activities and procedures to consult with and allow for input into state plan decisions by a broad array of constituent groups (academic and CTE teachers, faculty and administrators; career guidance and academic counselors, eligible recipients, Tech Prep community, institutions of higher education, etc.).

In developing the state plan, each eligible agency was responsible for consulting with other state agencies involved in secondary, postsecondary, and adult CTE, and Tech Prep (including the state agency responsible for community and technical colleges and the state agency responsible for secondary education) on portions of that state plan relevant to their areas of responsibility, including amount and uses of funding. Any of these agencies were able to file objections to the state plan and the eligible agency must include a response to such objections in the plan submitted for approval.

VII.   Improvement Plans (State and Local)

States that fail to meet at least 90% of an agreed upon performance level for any of the core indicators of performance are required to develop and implement a program improvement plan, with special consideration to performance gaps between population subgroups. This plan must be developed and implemented during the first program year after the performance level was not met.

Language related to local program improvement closely mirrors language related to state program improvement. Each state will annually evaluate local programs based on their performance on accountability indicators. If the local recipient fails to meet at least 90% of an agreed upon performance level for any of the indicators of performance, it will have to develop and implement an improvement plan, with special consideration to performance gaps between population subgroups. This plan must be developed in consultation with the state and implemented during the first program year after the performance level was not met. The state shall work with the local recipient to implement improvement activities and provide technical assistance.

VIII.   Distribution of Funds to Secondary Education Programs (Section 131)

The state-to-local formula for **secondary programs** remains the same as under the 1998 Act; the statute is updated to reflect how it was actually being implemented at the state level. The Act codified the practice of basing the formula on individuals age 5-17, which states were already receiving a waiver to use.

The formula includes the following:

- 30% allocated to local educational agencies (LEAs) based on the number of 5- to 17-year olds who reside in the school district.

- 70% allocated to LEAs based on the number of 5 to 17- year-olds in districts below the poverty line, based on data collected under ESEA.

a.   Waiver
A state is allowed to apply to the Secretary of Education for a waiver on the implementation of the prescribed formula. To qualify for a waiver an alternative formula must be submitted that more effectively targets funds on the basis of poverty.

b.   Minimal Allocation
An LEA must qualify for a grant of at least $15,000 under the formula to receive an allocation, or it must enter into a consortium that meets the minimum allocation requirement. A state may waive this minimum allocation requirement in any case in which the LEA is in a rural, sparsely populated area or is a public charter school operating secondary CTE programs, and demonstrates that it is unable to enter a consortium to provide CTE activities.

c.   Consortia
Any LEA receiving an allocation that is not sufficient to meet the requirements of the Act is encouraged to form a consortium or enter into a cooperative agreement with an area CTE school or educational service agency, transfer its allocation to the area CTE school or educational agency, and operate programs that are of sufficient size, scope, and quality to be effective (size, scope, and quality definitions will be discussed in Section B of this document). Funds allocated to consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members of the consortium.

IX.   Distribution of Funds to Postsecondary Education Programs (Section 132)

The state-to-local formula for **postsecondary programs** remains the same as the 1998 Act, basing the allocation on number of individuals receiving federal Pell grants and number of recipients receiving assistance from Bureau of Indian Affairs. (The state negotiated an updated formula for distribution of funds to postsecondary entities which will be addressed in section B of this document.)

**a.	Waiver**

A state is allowed to apply to the Secretary of Education for a waiver on the implementation of the prescribed formula. To qualify for a waiver, the state must show that the prescribed formula does not send funds to institutions or consortia that have the higher numbers of economically disadvantaged individuals. An alternate formula must effectively target funds to these individuals.

**b.	Minimal Allocation**

An eligible institution must qualify for a grant of at least $50,000 to receive an allocation or they must join a consortium that qualifies for that amount.

**c.	Consortia**

Eligible institutions may enter into a consortium for the purpose of receiving funds. Such consortia must operate joint projects that:

- provide services to all postsecondary institutions participating in the consortium (unless the eligible institution is in a rural, sparsely populated area and waives this requirement), and
- are of sufficient size, scope, and quality to be effective (size, scope, and quality definitions will be discussed in Section B of this document).

Funds allocated to consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members of the consortium.

**X.	Special Rules for Career and Technical Education**

**a.	Special Rule for Redistribution**

If any basic grant funds are not expended at the local level within the academic year for which they are provided, they must be returned to the state for redistribution in the same year. If the funds are returned late in the year, they may be retained by the state for distribution locally in the next program year.

**b.	Secondary/Postsecondary Consortia**

Secondary and postsecondary eligible recipients can work together to provide secondary and postsecondary CTE services to comply with the Act. However, secondary schools or consortia must apply to the state for funds dedicated to secondary programs and postsecondary institutions or consortia must apply to the state for funds dedicated to postsecondary programs.

**c.	Charter Schools**

A public charter school providing CTE is not required by the provisions in Section 131 and 132 to take any additional steps to establish its eligibility beyond the requirements already imposed by a state. Thus, a charter school that is considered an LEA by the state would be eligible if it

provided CTE programs and otherwise meets the requirements of the Act, unless other provisions in state law would prohibit its participation. Charter schools providing CTE programs can receive funds just as any other qualifying school, as long as the programs offered are of sufficient size, scope, and quality to be effective.

XI.   Local Plan for Career and Technical Education Programs (Section 134)

Just as in Perkins III, Section 134 of Perkins IV requires that each secondary and postsecondary eligible recipient submit a "local plan" (RFA/local application) to the Florida Department of Education in order to be considered eligible to receive Perkins IV funds. The local plan must correspond to the 5-year time period covered by Florida's Perkins IV State Plan (2008-2013). The local plan must address a minimum of 12 requirements identified in Section 134(b) of the Act. While many of these requirements are the same as in the 1998 Perkins Act, several are much more prescriptive, requiring more detailed descriptions and assurances. Each requirement is part of the narrative section of the RFA/local application. This requirement will remain in place through the extension period of the Act.

XII.   Local Uses of Funds (Section 135)

Each local recipient receiving funds under Perkins IV may not use more than 5% for administrative purposes. The 95% balance of the funds must be used to improve CTE programs as described in the nine (9) required uses of funds and 20 permissive uses of funds.

Title II: Tech Prep Education

XIII.   Consolidation of Funds (Section 202)

The Tech Prep program is maintained as a separate title and federal funding stream under the Act. States have the flexibility to consolidate all or part of their Tech Prep grants with funds received under the Basic State Grant. States must make this choice in their state plan. If states use this flexibility, all combined funds must be distributed and used in accordance with Basic State Grant funds, using the formulas described in Section 131 and 132 of the Act. Since these funds "shall be considered as funds" allotted under the Basic State Grant, the remainder of the requirements of Title II will not apply. If states do not use this flexibility, the provisions of Title II will apply to funds received from the Tech Prep grant.

Note: In April, 2011, the House and Senate passed H.R. 1473, the long-term continuing resolution that funds the federal government. Signed by the President, the bill eliminated Title II: Tech Prep Education. Separate funding is no longer authorized for Tech Prep activities.

Title III: General Provisions

XIV.   Fiscal Requirements (Section 311)

a.   Supplement Not Supplant
As in the 1998 Act, provisions are included to prohibit states from using federal Perkins funds to replace state and local funds for CTE activities, including Tech Prep.

b.   Maintenance Effort
The Act uses the same "maintenance of effort" language as the 1998 Act to ensure that states continue to provide funding for CTE programs at least at the level of support as the previous year. The Secretary may grant a waiver of up to 5% of expenditures for exceptional or uncontrollable circumstances that affect the state's ability to continue funding at the prior year's levels. The waiver would not allow for decreases in required funding levels in subsequent years.

A state continues to be allowed to make reductions in state funding proportionate to any federal reduction in support.

XV.   Voluntary Selection and Participation (Section 314)

No funds under this Act may be used to require secondary school students to choose or pursue a specific career path or major. Also prohibited is any mandate that any individual participate in a CTE program, including a program that requires the attainment of a federally-funded skill level, standard, or certificate of mastery.

XVI.   Limitation for Certain Students (Section 315)

No funds may be used to provide CTE programs to students prior to the seventh grade. However, students below grade seven are not prohibited from using equipment and facilities purchased with funds under the 2006 Perkins Act. Equipment may also be used by non-CTE students under certain conditions – see Appendix A.

XVII.   Federal Laws Guaranteeing Civil Rights (Section 316)

This section states that nothing in the 2006 Perkins Act will be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age or disability in the provision of federal programs or services.

XVIII.   Participation of Private School Personnel and Children (Section 317)

This section is amended to make allowable the participation of private school personnel in professional development programs supported by the Act and is required only to the extent practical and upon written request. A new sub-section also requires local school districts to

consult with representatives of private non-profit schools, upon written request, regarding the meaningful participation of their students in CTE programs. Local school districts may then use Perkins funds to provide for this participation. This provision is consistent with many agreements already in place around the country allowing private school students to participate in CTE programs.

XVIX.   Regulations for Other Types of Expenditures

For state policy on the use of Perkins IV funding for expenditures on Career and Technical Student Organizations, see Appendices B and C.

Part B
Florida's Perkins IV State Plan
(2008-2013)

Information and Programmatic Requirements
(2015-2016 Edition)

I.   Spirit of the Law (Sections 1- 3)

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is authorized in legislation through fiscal Year 2012 (the 2012-2013 academic year), for a total of six years. **(It is important to note that Perkins IV eligible recipients will continue to remain eligible through fiscal year 2015-2016, under the existing federal authorization, pending reauthorization.)** While much of the Perkins IV law is very similar to the 1998 Perkins Act, there are some significant changes in content and focus. Florida's Perkins IV State Plan (2008-2013) embodies this historic shift from a vocational education system that prepared a subset of students with narrow job skill preparation to a career and technical education delivery system that prepares all students for college and careers.

Florida's Perkins IV State Plan (2008-2013) places emphasis on preparation for postsecondary education and employment. It eliminates the focus on sub-baccalaureate careers, as the expectation in Perkins IV is that students may achieve a degree, certificate, or credential and transition from high school to postsecondary education seamlessly.

Major themes are evident throughout the State Plan:
- An integrated academic and career and technical education performance accountability system that requires continuous student and program improvement at all levels
- Increased coordination within the career and technical education systems
- Stronger academic and technical integration
- Connections between secondary and postsecondary education systems

II.   Transition Provisions (Section 4)

Florida submitted a transition plan for July 1, 2007 through June 30, 2008 to fulfill the State's obligation under Section 122 of the Act.

III.   State Plan (Section 122)

During 2007-2008, the Division of Career and Adult Education developed policies and procedures for coordination of the development, submission, and implementation of the State Plan. The Vice Chancellor (State CTE Director) for the Division of Career and Adult Education installed a multi-tiered reauthorization committee structure to identify the major Perkins IV implementation issues and develop recommendations for implementation into the State Plan. The following illustrates the multi-tiered system that was utilized during 2007-2008.
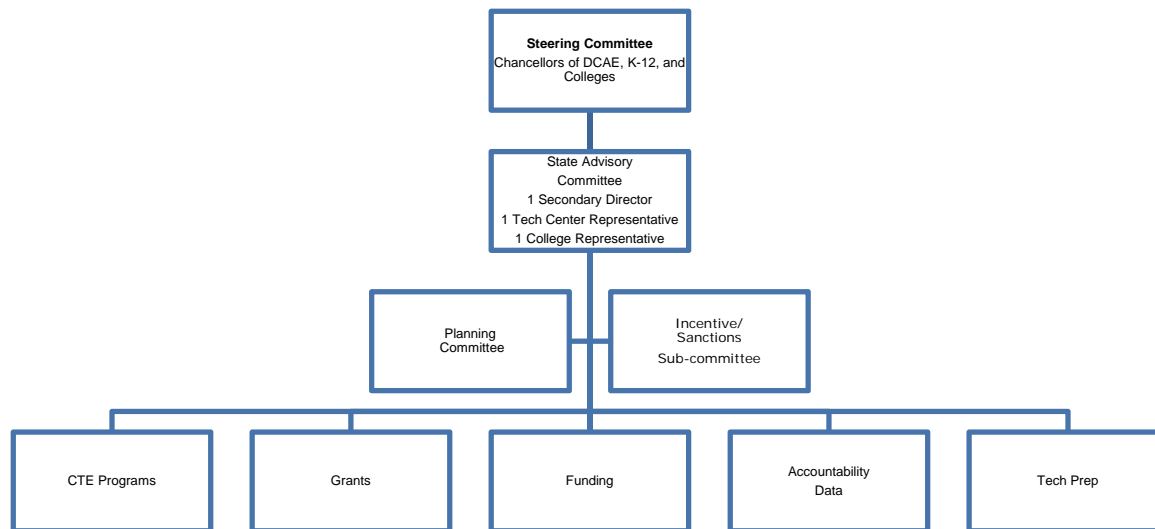
Members of the CTE Programs, Grants, Funding, Accountability/Data, Tech Prep, and Incentive/Sanctions Subcommittees utilized majority rule to select one of two alternatives, based on which alternative had more than half the votes. Secret ballots were utilized by subcommittees, if that was the preference of the subcommittee members.

Subcommittee recommendations were reviewed and analyzed by the State Advisory Committee (SAC). Three quarters of the SAC members were required to approve subcommittee recommendations. The Tech Prep subcommittee recommendation to maintain Tech Prep as a separate program during 2008-2013 did not receive three-quarters SAC support. This was the only subcommittee recommendation that was not adopted by the SAC.

SAC recommendations were sent to the Steering Committee for final review, consideration, and adoption into the State Plan. The Steering Committee accepted all of the SAC's recommendations for implementation into the State Plan.

Policies and Procedures for handling state agency or other objections to one or more portions of the State Plan

The Florida Department of Education is the sole agency responsible for career and technical and adult education in Florida. As such the FLDOE is the eligible agency responsible for the administration and implementation of the Carl D. Perkins Career and Technical Education Act of 2006. Separate policies and procedures for handling state agency objections to one or more portions of the State Plan were not developed as it was not applicable to Florida's career and technical education governing structure. However, the portion of the State Plan relating to the amount and use of funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, Tech Prep education, and secondary career and technical education were developed in consultation with the Commissioner of Education, the Chancellor for the Division of K-12 Public Education, the Chancellor for the Division of Community Colleges, and the Chancellor for the Division of Career and Adult Education. These individuals were members of the Steering Committee.

A public comment period held in conjunction with statewide public hearings was conducted in November 2007. The State Advisory Committee (SAC) was required to carefully review and analyze the recommendations resulting from the hearings and the public comment period. The SAC utilized the three quarter majority rule when considering public recommendations. The SAC submitted final recommendations to the Steering Committee for consideration in January 2008.

On December 13, 2010 FLDOE Chancellors Costin, Haithcock, and Holcombe issued a memorandum to school districts and Florida colleges inviting nominations of interested persons to serve on Perkins IV Mid-Reauthorization Stakeholder Review Committees. The Occupational Education Standing Committee (OESC) (representing colleges) and the Florida Leadership for Career and Technical Education (FLCTE) (representing school districts) received nomination forms and organized membership of each stakeholder review committee. In early February 2011, the three Perkins IV mid-authorization committees were convened to review policy issues related to the Perkins State Plan. These committees were tasked with reviewing the following:

- Technical Skill Attainment Requirements
- Performance-based Incentive Funding
- Postsecondary Allocation Formula

A summary of the committee recommendations is presented below.

TECHNICAL SKILL ATTAINMENT COMMITTEE - RECOMMENDATIONS
This committee composed of school district and college representation met via conference call on March 2, 2011. This committee was charged with reviewing the current measurement approach for technical skill attainment (2S1, 1A1, and 1P1). These Perkins accountability measures are designed to measure the extent to which CTE students are leaving CTE programs (high school program, certificate programs, degree programs) with validated technical skills. For secondary and non-college credit certificate programs, technical skill attainment is validated through attainment of Occupational Completion Points (OCPs) or attainment of a valid and reliable industry certification/licensure/3rd party assessment aligned with an applicable CTE program. For college credit certificate and degree programs, technical skill attainment is validated through attainment of a valid and reliable industry certification/licensure/3rd party assessment aligned with applicable CTE program or achievement of 75% of program hours with a GPA of 2.5 or higher.

The following voting issues were presented to all committee members:
- Should the 2010-2011 reporting year be the last year in which OCPs and 75% of program hours with a GPA of 2.5 or higher be accepted as a validation of technical skill attainment?
- Should the state accept OCPs and 75% of program hours with a GPA of 2.5 or higher as a valid and reliable measure of technical skill attainment only when a particular CTE program does not have a linkage to an applicable certification/licensure/assessment?

- Should the state maintain its current approach for measuring technical skill attainment and allow for continued flexibility through the end of the 2012-2013 year?

The committee unanimously made the recommendation that the state maintain its current approach for measuring technical skill attainment and allow for continued flexibility through the final grant year (2012-2013). This recommendation will be extended through the 2014-2015 program year.

Recommendation Summary: Extend the current technical skill attainment requirements through the entirety of the Perkins IV grant period

PERFORMANCE-BASED INCENTIVE FUNDING - RECOMMENDATIONS

This committee composed of school district and college representation met via conference call on February 24, 2011. This committee was charged with determining whether or not the state should consider awarding incentive grants in future program years for exceeding local adjusted levels of performance. The committee unanimously agreed not to make any recommendations for the 2011-2012 program year since there was insufficient time to gather and study data, design a funding methodology and run funding simulations.

Recommendation Summary: Continue to study in the next program year The committee has currently not made any recommendations for the 2012-2013 year or beyond.

PERKINS POSTSECONDARY ALLOCATION FUNDING COMMITTEE - RECOMMENDATIONS

This committee was charged with reviewing the postsecondary allocation formula which distributes aid to district funds to each local eligible agency (district, college). The committee met four times via conference call to discuss the current methodology and alternative proposals. The committee was presented with two alternative proposals from Miami-Dade College and Sarasota County. The committee members agreed to a written ballot procedure on the alternatives with a simple majority vote leading to a committee recommendation to change the current methodology. The following voting issues were presented to all committee members:

Voting Issue 1: Should college students classified by the institution as "Awaiting Limited Access" and only enrolled in an A&P course be included in the calculation?

> Voting Results: 15 members voting NO, 1 member voting YES

Voting Issue 2: Should full-time equivalencies (FTE), instead of the current headcount method, be used for the allocation formula?

> Voting Results: 8 members voting NO, 8 members voting YES

Based on these results, no change to the current methodology was recommended by the committee.

Recommendation Summary: Continue the current allocation methodology

IV.   Florida's Funding Allocation (Section 112)

The Division of Career and Adult Education receives its federal funding appropriations each year from the U.S. Department of Education (USDOE), Office of Career, Technical, and Adult Education (OCTAE). As of March 2015, Perkins was expected to be funded with an award totaling $61,726,876 contingent upon approval of Florida's State Plan revisions, budget, and state performance targets. **This funding level is subject to change based upon federal funding.**

a.   2015-2016 Allocation Categories
- For the FY 2015-2016 program year, allocations will be made in the following categories in accordance with Section 112 of the Act:
  o State Leadership
  o State Administration
  o Aid to Districts

Florida will adhere to the guidelines of the Act and allocate no more than 10% to State Leadership activities and no more than 5% to administrative functions, leaving the remainder of funds for allocation to local agencies.

Florida will exercise its right to reserve a percentage of the funds sent out to local programs to support uses described in section 135 of the Act. **This amount is dependent upon final Perkins IV funding**. Through the reserve fund allocation, Florida will support Rural and Sparsely Populated Areas, Department of Juvenile Justice programs (through a competitive process), Department of Corrections programs, the Florida School for the Deaf and Blind, University Developmental Research Schools, and the Florida Virtual School.

b.   Basic Grant Sector Distribution Formula
Florida will allocate basic grant funds to career and technical education programs based on the relative need in each sector: district secondary programs, district postsecondary certificate programs, and community college certificate and degree programs. (Perkins IV provides states with the flexibility to determine the allocations among delivery systems.)

Basic grant funds will be distributed to two (2) career and technical delivery systems based on a proportionate share of total career and technical education full-time equivalents (FTE).
- Secondary – District Programs (District 7-12 Career Education FTE)
- Postsecondary - District Programs and College Programs

A three-year average FTE was calculated for the above categories. Annual sector allocations may change based on changes in reported FTE. The average FTE of the 2011-2012, 2012-2013,

and 2013-2014 award years was used to allocate basic grant funds for 2015-2016. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and CTE activity in each sector. It is important to note that adjustments may be made to this calculation based on the formula developed for distribution of any reserve funds. Additional information regarding the overall sector funding distribution model may be found in the 2008-2013 Perkins IV State Plan, Appendix J.4 located at http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

c.   2015-2016 Basic Grant Sector Distributions
The final percentage allocated in each category is not yet determined as of the date of publication of this document but is expected to be similar to those of the 2014-2015 program year. The 2014-2015 sector distribution was as follows:

- Secondary – 49.79%
- Postsecondary school district programs and college programs – 50.21%

V.   Allocations to Secondary Programs (Section 131)

Florida will distribute secondary funds according to the following prescribed formula found in section 131 of the Act:

- Thirty percent (30%) based on each school district's proportionate share of the total population of children ages 5 through 17 who reside in the state of Florida (total population).
- Seventy percent (70%) based on each school district's proportionate share of the number of children ages 5 through 17 in poverty who reside in the state of Florida (children in poverty).

Additional information regarding allocations to secondary programs may be found in the 2008-2013 Perkins IV State Plan, Appendix J.1 located at http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

VI.   Allocations to Postsecondary Programs (Section 132)

Florida will distribute postsecondary funds by an alternative formula as permitted in the Act. (Section 132 (4)(b)). Funds will be distributed based on each eligible agency's proportion of students enrolled in career and technical education who are economically disadvantaged. The elements used to identify these students are as follows:

- Recipients of Pell Grants

- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Investment Act
- Recipients of Student Education Opportunity Grants
- Participants in a federal vocational work-study program
- Recipients of Temporary Aid to Needy Families (TANF)
- Recipients of Food Stamps
- Recipients of Welfare Wages
- Recipients of Florida Student Assistance Grant-Career Education (FSAG-CE)

Postsecondary recipients with a qualifying amount of $1,000 or greater will be eligible to apply for postsecondary funds. Additional information regarding allocations to postsecondary programs may be found in the 2008-2013 Perkins IV State Plan, Appendix J.2 located at http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

VII.   Accountability (Section 113)

Perkins IV requires that states develop valid and reliable definitions to identify appropriate CTE students. Florida's definitions were developed in consultation with practitioners statewide. The definitions for "participant" and "concentrator" provide parameters for the population of students that will be included in the performance for a particular measure. Students that do not meet these population parameters will not be included in the performance for a particular measure. The definitions are as follows:

a.   Perkins IV Student Definitions
Secondary Level – Participants*

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program.

*Identification of Secondary "Participants" – Secondary students who achieve "participant" status will be included in the secondary performance cohort for the secondary core indicator of performance (see the Perkins IV Performance Measures and Targets section below) for 6S1. The methodology that will be utilized to identify secondary participant status will be student transcript course numbers matched against the Secondary Concentrator Course Identification Table.

Secondary Level – Concentrators*

A secondary student who has earned three (3) or more credits in a single career and technical education (CTE) program, or two (2) credits in a single CTE program, but only in those programs where two (2) credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

> *Identification of Secondary "Concentrators" – Secondary students who achieve "concentrator" status will be included in the secondary performance cohort for each of the secondary core indicators of performance (see the Perkins IV Performance Measures and Targets section below) for 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, and 6S2.

Postsecondary Level (College Credit) – Participants*

> A postsecondary/adult student who has earned one (1) or more credits in any college credit career and technical education program.
>
> ***Identification of Postsecondary "Participants"** – Postsecondary students enrolled in AS, AAS, ATD, and CCC programs who achieve "participant" status will be included in the postsecondary performance cohort for the postsecondary core indicator of performance (see the Perkins IV Performance Measures and Targets section below) for 5P1. Florida College System (FCS) institutions report these students in the FCS Student Database.

Postsecondary Level (College Credit) – Concentrators*

> A postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.
>
> ***Identification of Postsecondary "Concentrators"** – Postsecondary students enrolled in AS, AAS, ATD, and CCC programs who achieve "concentrator" status (or a third of program framework threshold) will be included in the postsecondary performance cohort for each of the postsecondary core indicators of performance (see the Perkins IV Performance Measures and Targets section below) for 1P1, 2P1, 3P1, 4P1, and 5P2. FCS institutions report these students in the FCS Student Database.

Adult Level (Clock Hour) – Participants*

> A postsecondary/adult student who has earned one (1) or more credits in any clock hour career and technical education program.
>
> ***Identification of Postsecondary "Participants"** – Postsecondary students enrolled in PSAV and ATD programs who achieve "participant" status will be included in the postsecondary performance cohort for the postsecondary core indicator of performance (see the Perkins IV Performance Measures and Targets section below) for 5A1. Technical Centers report these students in the Workforce Development Information System (WDIS) database and FCS institutions report these students in the FCS Student Database. Community College Technical Center Management Information Systems (CCTCMIS) provides this information to the Division of Career and Adult Education.

Adult Level (Clock Hour) – Concentrators

> A postsecondary student who completes at least one-third of the academic and/or technical hours in a clock hour career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.
>
> ***Identification of Postsecondary "Concentrators"** – Postsecondary students enrolled in PSAV and ATD programs who achieve "concentrator" status (or a third of the framework program hours threshold) will be included in the postsecondary performance cohort for each of the postsecondary core indicators of performance (see the Perkins IV Performance Measures and Targets section below) for 1A1, 2A1, 3A1, 4A1, and 5A2.   Districts report students in

Workforce Development Information System (WDIS) and FCS institutions report these students in the FCS Student Database. Community College Technical Center Management Information Systems (CCTCMIS) provides this information to the Division of Career and Adult Education.

b.   Perkins IV Performance Measures and Targets

Perkins IV requires that states develop valid and reliable measures for each core indicator of performance (numerators and denominators) in order to accurately measure the performance of Florida's CTE students. States and local programs must report on separate core indicators of performance for secondary and postsecondary students.

The Division of Career and Adult Education has developed accountability guidelines and operational procedures for secondary and postsecondary performance measures. These guidelines are reviewed annually and major changes in operational procedures are vetted with Management Information System (MIS) reports coordinators during standing meetings of FLDOE Community College Technical Center Management Information Systems (CCTCMIS). **Operational guidelines and procedures for secondary level measures, postsecondary college credit measures, and postsecondary clock hour measures can be found at** http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

Florida's measures were developed in consultation with practitioners statewide. These numerators and denominators are used to calculate the student performance for each secondary and postsecondary core indicator of performance. The measures are as follows:

Florida's Perkins IV Performance Measures

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
1S1 Academic Attainment - Reading **Numerator:** Number of CTE concentrators who have met the passing score on the Statewide high school reading/language arts assessment and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the statewide reading/language arts assessment administered by the state whose scores were included in the computation of School Grades	No Measure In Perkins IV for Academic Attainment	No Measure In Perkins IV for Academic Attainment

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
and, who in the reporting year, left secondary education.		
1S2 Academic Attainment - Math **Numerator:** Number of CTE concentrators who have met the passing score on the Statewide high school math assessment and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the statewide mathematics assessment whose scores were included in the state's computation of School Grades and who, in the reporting year, left secondary education.	No Measure In Perkins IV for Academic Attainment	No Measure In Perkins IV for Academic Attainment
2S1 Secondary Technical Skills **Numerator:** Number of senior CTE concentrators who 1) earned an industry certified credential through a third party assessment or 2) successfully passed a state-approved end-of-course or end-of-program assessment as demonstrated by an Occupational Completion Point (OCP). **Denominator***:* Number of senior CTE concentrators who have left secondary education in the reporting year.	**1P1 Technical Skill Attainment** **Numerator:** Number of CTE concentrators who 1) earned 75 % of the program hours required with a grade point average of 2.5 or higher or 2) earned an industry certified credential through a third party assessment. **Denominator***:* Number of CTE concentrators during the reporting year.	**1A1 Technical Skill Attainment** **Numerator:** Number of CTE concentrators who 1) achieved at least one occupational completion point (OCP) in a Vocational Certificate (PSAV) program or 2) earned an industry certified credential through a third party assessment. **Denominator:** Number of CTE concentrators during the reporting year.
3S1 Secondary School Completion **Numerator:** Number of senior concentrators who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in	**2P1 Completion** **Numerator:** Number of CTE concentrators who left who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left	**2A1 Completion** **Numerator:** Number of CTE concentrators who left who received an industry-recognized credential or a certificate during the reporting year. **Denominator**: Number of CTE concentrators who left

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
conjunction with a secondary school diploma. **Denominator** Number of senior CTE concentrators who have left secondary education in the reporting year.	postsecondary education during the reporting year.	postsecondary education during the reporting year.
4S1 Student Graduation Rates **Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate. **Denominator** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate.	***3P1 Student Retention or Transfer*** **Numerator:** Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year. **Denominator:** Number of CTE concentrators who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	***3A1 Student Retention or Transfer*** **Numerator:** Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year. **Denominator:** Number of CTE concentrators who did not earn an industry-recognized credential or a certificate in the previous reporting year.
5S1 Secondary Placement **Numerator:** Number of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, and /or military service in the 2nd quarter (October-December) after leaving secondary education during the report year. **Denominator** Number of CTE concentrators from the prior year who completed secondary school (only students in the prior year 3S1	***4P1 Placement*** **Numerator:** Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment, and/or military service in the 2nd quarter (October-December) after leaving postsecondary education. **Denominator:** Number of CTE concentrators from the	***4A1 Placement*** **Numerator:** Number of CTE concentrators from the prior year who received a credential or certificate who were placed in postsecondary education, employment, and/or military service in the 2nd quarter (October-December) after leaving postsecondary education. **Denominator:** Number of CTE concentrators from

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
numerator who have a valid social security number).	prior year who received a credential, degree, or certificate. (Only students in the prior year 2P1 numerator who have a valid social security number.)	the prior year who received a credential or certificate. (Only students in the prior year 2A1 numerator who have a valid social security number.)
6S1 Non-traditional Enrollments **Numerator**: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**5P1 Non-traditional Enrollments** **Numerator:** Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants in college credit programs that lead to employment in nontraditional fields during the reporting year.	**54A1 Non-traditional Enrollments** **Numerator:** Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.
6S2 Non-traditional Completion **Numerator:** Number of senior CTE concentrators in programs identified as non-traditional for their gender who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma. **Denominator:** Number of senior CTE concentrators in programs identified as non-traditional for their gender	**5P2 Non-traditional Completion** **Numerator:** Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender. **Denominator:** Number of CTE concentrators in college credit programs identified as non-traditional for their gender.	**5A2 Non-traditional Completion** **Numerator:** Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender. **Denominator:** Number of CTE concentrators in certificate (clock hour) programs identified as non-traditional for their gender.

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
who have left secondary education in the reporting year.		

Florida's 2015-2016 State Performance Targets for all core measures are expected to be posted sometime in late March or early April 2015. The Division is expected to negotiate targets with the USDOE in March 2015. Information on the state and local targets will be sent directly to school district CTE directors, technical center directors, and college occupational deans as soon as possible after the negotiation process takes place.

c.   **IMPORTANT! Additional Information Regarding Measurement of Non-Traditional Enrollment and Completion (6S1, 6S2, 5P1, 5P2, 5A1, 5A2)**

Local Eligible Recipients must use the list of non-traditional codes determined by the National Alliance for Partnerships in Equity (NAPE; http://www.napequity.org/nontraditional-career-preparation/) to assess non-traditional program enrollment. This list (Non-Traditional Programs List) containing these non-traditional codes can be found at http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

d.   **IMPORTANT! Additional Information Regarding Measurement of Technical Skill Attainment (2S1, 1P1, 1A1)**

Florida has developed an inventory of state-approved available and appropriate technical skill attainment instruments to be used by eligible recipients to assess the technical skill attainment of CTE students. The state-approved inventory contains industry certifications, third-party assessments, and licensures that have been recommended by CTE practitioners to assess program/occupation specific learning outcomes of CTE students. All assessments appearing in the inventory have been categorized as meeting "Gold Standard" validity and reliability criteria. The Final 2014-2015 Perkins IV Technical Skill Attainment Inventories (secondary, college credit, clock hour) can be found at http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml. Final 2015-2016 Perkins IV Technical Skill Attainment Inventories will be posted in the Fall of 2015.

Local eligible recipients that wish to use assessment instruments not contained in the inventory for measuring technical skill attainment may request additions during the request window. The window is expected to open from March to early May, 2015.

VIII.   2015-2016 Local Adjusted Levels of Performance (Section 113 (4)(A-C))

a.   Overview

Section 113 of the Perkins Act establishes and supports a state and local performance accountability system designed to assess the effectiveness of state and local funding recipients in achieving progress in CTE.

b.   Continuous Improvement Provision

State and local recipients of Perkins IV funds are expected to continually make progress toward improving the performance of CTE students as required by Section 113(b)(2)(A).

Establishing 2015-2016 Local Performance Targets

In order to assist with continuous improvement efforts, the Division of Career and Adult Education utilizes a web-based application that allows local eligible recipients to accept local performance targets. The web-based system is pre-populated with local data for each eligible recipient. In addition, the system identifies the Division's recommended 2015-2016 local performance target for a given eligible recipient, based on the following policy detailed in the Perkins IV State Plan:

Policy 1

For 2013-2014 actual local performance for any indicator which meets or exceeds the 2015-2016 state target, eligible recipients' 2015-2016 local targets will be increased by .5% of the 2014-2015 state target or .5% of actual local performance (if 2013-2014 local performance is higher than the 2014-2015 state target). This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 1:

Performance Indicators	2013-2014 Actual Local Performance	2015-2016 State Target	FLDOE Recommended 2015-2016 Local Target
1S1 – Reading (scenario 1)	68%	68%	68.50%
(scenario 2)	70%	68%	70.50%

Policy 2

For 2013-2014 actual local performance for any indicator which does not meet the 2015-2016 state target, eligible recipients' 2015-2016 local targets will be set at the 2015-2016 state target. This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 2:

Performance Indicators	2013-2014 Actual Local Performance	2015-2016 State Target	FLDOE Recommended 2015-2016 Local Target
1S1 – Reading (scenario 1)	57%	68%	68%
(scenario 2)	44%	68%	68%

Policy 3
Any local education agency that has never previously accepted Perkins IV funds shall automatically have local targets for all core indicators set at the current state target during the first year of application for Perkins IV funds.

c.   Guidelines for Local Adjusted Levels of Performance Requests
Local eligible recipients wishing to negotiate "new" local adjusted levels of performance (LALP Request) must contact their local grant program manager to begin the negotiation process. Eligible recipients will be required to propose performances which at a minimum:
- are "expressed in a percentage or numerical form, consistent with the state levels of performance established"; and
- require the eligible recipient to "continually make progress toward improving the performance of career and technical education students."

d.   Criteria for Reaching Agreement on Local Adjusted Levels of Performance
The Division of Career and Adult Education will implement the following steps when considering local adjusted level negotiation requests made to local grant managers:
- Assess the merit of each core indicator requested for consideration
- If the request is approved, implement a 2% reduction factor up to 10% that may have adversely affected the eligible recipient's ability to perform providing extensive documentation accompanying the request for latitude. The maximum point reduction shall not exceed 10% less than the assigned state performance level target for each core performance indicator.

Below are the five categories of factors the Division of Career and Adult Education shall utilize in analyzing, synthesizing, and rating the eligible recipients' negotiation request for each indicator.

- A comparison of a local established level of performance with other eligible recipients that are similar in:
  - County or Service Area Population Size
  - Student Enrollment
  - Program Offerings
  - Dropout Rate
  - Local Economics

- A review of the eligible recipient's unique characteristics:
  - Number of students eligible for free and reduced lunch or financial assistance
  - Number of students with disabilities
  - Number of migrant students
  - Percentage of students retained annually

- A review of the programs and services provided by the eligible recipient:
  - Number of career and technical education programs offered and enrollment information
  - Number of programs that are in critically high demand for a specific geographical region
  - The size, scope, and quality of the program offerings

- A review of previous improvement strategy implementation:
  - Quantifiable evidence of increased relative performance resulting from the implementation of improvement strategies

- A review of the extent of progress toward achieving adjusted levels:
  - Evidence of percentage increases

Complete revisions of the local performance targets may be negotiated, if extreme unanticipated circumstances, such as natural disasters (i.e., hurricanes, tornadoes, flooding or other factors), cause eligible recipients to close schools for extended periods. Changes in data definitions, collection or reporting technology resulting in statistically significant changes in student performance numbers and percentages is another reason for a requested revision. Other unanticipated circumstances may also include economic declines such as massive local and/or regional unemployment, state testing requirements, or similar events impeding student enrollment and/or progression.

IX. Development and Implementation of State and Local Program Improvement Plans (Section 123)

State Program Improvement Plan

Florida is currently under a state program improvement plan for Perkins IV Performance Measure 1S2 and is working with the USDOE.

Local Program Improvement Plan
Local eligible recipients achieving less than 90% of a 2013-2014 local agreed upon performance level will be required to develop and implement a program improvement plan for each applicable core indicator of performance. Local eligible recipients will be required to complete a program improvement plan for the 2015-2016 program year and will receive instructions through Division leadership on the submission process. When accepting performance targets in the web-based system, recipients will be prompted to complete a performance improvement plan for any measures for which they did not reach 90% or greater on the local agreed upon performance level. An example of a Local Program Improvement Plan is included in Appendix D.

The local program improvement plan **must** include the targeted performance level, information and data that may explain why the agency did not meet its target, the agency's goals for improving performance, and the actions to be taken to meet the goal(s), person(s) responsible, projected date of completion, a description of how special consideration is given to performance gaps among the different categories of students, and a description of how the local plan was developed in consultation with appropriate agencies, individuals, and organizations. **Recipients are strongly encouraged to use the local-level aggregate data supplied by the Division of Career and Adult Education to formulate local improvement plans** (see Appendix E).

Agencies that have failed to meet 90% of their local agreed upon performance level on any measure for 3 or more continuous years will be required to complete an additional portion of the Program Improvement Plan (Items J and K). Additionally, agencies that have failed to reach 90% of their agreed upon target for multiple measures for 3 or more continuous years may be required to participate in technical assistance with the Department and will be contacted separately by staff should they be selected.

Given the availability of local data, local improvement plans must be developed the first program year following the program year for which the grantee failed to meet the local agreed upon performance level and implemented the second program year as illustrated in the sample timeline below. For a full sample Local Program Improvement Plan, see Appendix D.

State Process for Identifying Agencies Required to Develop a Program Improvement Plan

August-October 2014:   Local eligible recipients report data during Survey 5 for the Career and Technical Education Student Course Schedule Format.

November 2014:   FLDOE's Community College and Technical Center Management Information Systems (CCTCMIS) Bureau processes the local data.

Mid-December 2014:   CCTCMIS transmits Perkins state aggregate and local level aggregate data to the Division of Career and Adult Education.

December 31, 2014:   Florida submits 2013-2014 Perkins data via the Consolidated
                        Annual Report electronic submission.

January 2015:   The Division of Career and Adult Education posts local level
                        aggregate data to web-based system and sends notice to all
                        secondary and postsecondary CTE program directors. Directors
                        are encouraged to review their local level data for any
                        programming or calculation errors.

February 2015:   The Division of Career and Adult Education produces a variety of
                        standard reports to facilitate continued local review of 2013-2014
                        data.

February-March 2015:   The Division of Career and Adult Education posts the 2015-2016
                        Perkins Request for Application (RFA). The application addresses
                        the development of local program improvement plans for those
                        recipients who have failed to achieve at least 90% of a local
                        agreed upon performance level during the 2013-2014 program
                        year.

March-April 2015:   Local eligible recipients develop local program improvement plans
                        for corresponding indicators for which at least 90% of a local
                        agreed upon performance level was not achieved during the
                        2013-2014 program year. Local agencies not meeting the agreed
                        upon level for an indicator for three or more years will complete
                        additional items on the improvement plan and may participate in
                        a special technical assistance process with Division staff.

July 2015-June 2016:   Local eligible recipients implement local program improvement
                        plans

X.   Local Plan for Career and Technical Education Programs (Section 134)

During 2008-2009, eligible recipients were required to submit a five-year Perkins IV local
plan/application in order to qualify for Perkins IV funds. Eligible recipients addressed the 12
content items identified in Section 134(b) of the Act. In addition, eligible recipients were
required to address state requirements established by Florida in its State Plan.

The local plan/application requires eligible recipients to provide assurances that programs are
of such size, scope and quality to bring about improvement in the quality of career and
technical education. (Section 134(b)(6)). For Perkins IV, Florida has developed programmatic
requirements for size, scope, and quality, which must be met by secondary and postsecondary
eligible recipients.

a.   SECONDARY: Size, Scope, and Quality Programmatic Requirements

Florida requires that secondary eligible recipients provide a certain number of career and technical education programs depending on the size of the school district. In addition, the required minimum number of programs offered must also meet the programmatic requirements under "scope" and "quality" detailed below. (It is important to note that secondary eligible recipients would still be permitted to support CTE programs with Perkins funds over and above the minimum number of programs required that may or may not meet the criteria below.)

Division Criteria for Size:
Secondary eligible recipients must provide an opportunity for students to become CTE concentrators. CTE concentrator is defined as a secondary student who has earned three (3) or more credits in a single career and technical education program. ...**AND**

Secondary eligible recipients must offer a minimum number of programs based on the percentage of CTE enrollment. A CTE program must consist of three (3) or more courses (or two (2) credits in a single secondary CTE program where two (2) credit sequences are recognized by the State and/or its local eligible recipients) leading to fulfillment of the requirements of the Florida Gold Seal Vocational Scholars Award.

Size of Districts	# of Programs
Large Districts	Five (5) CTE Programs
Medium Districts	Three (3) CTE Programs
Small Districts	One (1) Program

The following chart categorizes the 67 districts into small, medium and large for eligible recipients. Districts with 3% or more of total state CTE "job preparatory" enrollment are considered "large." Districts with 1% - 2.99% of the total state CTE "job preparatory" enrollment are considered "medium" and districts with less than 1% of the total state CTE "job preparatory" enrollment are considered "small." The Florida Virtual School is classified as a "medium" district and the University Developmental Research Schools and the Florida School for the Deaf and Blind are classified as "small" districts.

2015-2016 Secondary Size Identification Table

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
13	Miami-Dade	46,981	large	12.76%	5
06	Broward	32,504	large	8.83%	5
29	Hillsborough	28,168	large	7.65%	5
50	Palm Beach	24,704	large	6.71%	5
48	Orange	16,766	large	4.55%	5
53	Polk	16,590	large	4.51%	5

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
52	Pinellas	14,815	large	4.02%	5
36	Lee	13,571	large	3.69%	5
16	Duval	13,442	large	3.65%	5
64	Volusia	11,426	large	3.10%	3
59	Seminole	9,065	medium	2.46%	3
05	Brevard	8,938	medium	2.43%	3
42	Marion	8,347	medium	2.27%	3
35	Lake	7,746	medium	2.10%	3
49	Osceola	7,276	medium	1.98%	3
51	Pasco	6,124	medium	1.66%	3
10	Clay	5,864	medium	1.59%	3
41	Manatee	5,814	medium	1.58%	3
17	Escambia	5,709	medium	1.55%	3
56	St Lucie	5,701	medium	1.55%	3
55	St Johns	5,290	medium	1.44%	3
58	Sarasota	5,265	medium	1.43%	3
11	Collier	4,963	medium	1.35%	3
46	Okaloosa	4,927	medium	1.34%	3
03	Bay	3,830	medium	1.04%	3
71	FL Virtual	3,688	medium	1.00%	3
27	Hernando	3,210	small	0.87%	1
37	Leon	2,981	small	0.81%	1
43	Martin	2,885	small	0.78%	1
31	Indian River	2,851	small	0.77%	1
57	Santa Rosa	2,719	small	0.74%	1
08	Charlotte	2,708	small	0.74%	1
09	Citrus	2,620	small	0.71%	1
01	Alachua	2,614	small	0.71%	1
28	Highlands	1,875	small	0.51%	1
54	Putnam	1,645	small	0.45%	1
45	Nassau	1,640	small	0.45%	1
12	Columbia	1,540	small	0.42%	1
60	Sumter	1,309	small	0.36%	1
32	Jackson	1,304	small	0.35%	1
61	Suwannee	1,238	small	0.34%	1
26	Hendry	1,231	small	0.33%	1
18	Flagler	1,210	small	0.33%	1
02	Baker	1,180	small	0.32%	1
44	Monroe	1,083	small	0.29%	1
47	Okeechobee	1,054	small	0.29%	1
66	Walton	989	small	0.27%	1
25	Hardee	852	small	0.23%	1
20	Gadsden	837	small	0.23%	1
38	Levy	828	small	0.22%	1

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
14	DeSoto	792	small	0.22%	1
65	Wakulla	732	small	0.20%	1
40	Madison	669	small	0.18%	1
30	Holmes	619	small	0.17%	1
67	Washington	537	small	0.15%	1
04	Bradford	515	small	0.14%	1
21	Gilchrist	460	small	0.12%	1
07	Calhoun	457	small	0.12%	1
39	Liberty	435	small	0.12%	1
62	Taylor	405	small	0.11%	1
23	Gulf	374	small	0.10%	1
15	Dixie	367	small	0.10%	1
63	Union	325	small	0.09%	1
24	Hamilton	273	small	0.07%	1
34	Lafayette	249	small	0.07%	1
19	Franklin	195	small	0.05%	1
73	FSU Dev Research School	183	small	0.05%	1
33	Jefferson	179	small	0.05%	1
68	FL SCH Deaf &Blind	166	small	0.05%	1
22	Glades	163	small	0.04%	1
69	Washington Spcl	151	small	0.04%	1
74	FAMU Laboratory School	51	small	0.01%	1
75	UF Laboratory School	25	small	0.01%	1
		368,239		**100.00%**	

*Students in job preparation programs that can earn an OCP.

Source: 2013-14 Secondary CTE Student Database

Division Criteria for Scope:
CTE programs must provide secondary students with opportunities for acceleration (dual enrollment/articulated credit)…AND

Secondary CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.

Division Criteria for Quality:
Secondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state…AND

Secondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High-Skill, High-Wage, and/or High-Demand*…AND

Secondary eligible recipients must ensure that academics are an integral component of all Perkins-funded CTE programs.

*Note: The statewide Targeted Occupations List (TOL) and/or regional TOL must be used to identify High-Skill, High-Wage and/or High-Demand careers that align with your programs. Information may be accessed at http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list.

Secondary Course Alignment to *Size, Scope, and Quality*
Perkins IV presents historic changes for how states deliver career and technical education. During the state planning process, Florida's career and technical frameworks were studied to determine if they were aligned with the new requirements of the Act; with the state's size, scope, and quality requirements; and if they were current with trends and future practices. Specific criteria were developed to determine if frameworks required revisions and/or change. The criteria used for framework analysis included the following questions:
- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?
- Are there actual skills developed in the course tied to an occupation(s)?

Upon extensive framework review it was determined that certain courses could no longer be supported with Perkins federal funding, although state funding may still be used for them. These decisions were made in accordance with the criteria presented above and which, in turn, are based on the intent and expected outcomes of the Perkins IV legislation. Consistent with previous years, no Perkins funding may be used to support programs/courses below grade seven (7).

Courses No Longer Eligible to be Supported with Perkins Funds Effective July 1, 2009

COURSE NUMBER	COURSE TITLE	Grades
8200120	Business Leadership Skills	6-9
8300310	Workplace Essentials	9-12
8300320	Practical Arts General	9-12
8300330	Workplace Technology Applications	9-12
8301600	Work Experience	9-12
8500120	Personal and Family Finance	9-12
8500140	Career Discovery	6-8
8500230	Personal Development	6-8
8500430	Personal Development and Career Planning	6-8
8500300	Parenting Skills	9-12
8500310	Child Development	9-12

COURSE NUMBER	COURSE TITLE	Grades
8500345	Family Dynamics	9-12
8500375	Blueprint for Professional Success	9-12
8502000	Life Management Skills	9-12
8600010	Introduction to Technology	6-9
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
8800310	Practical Entrepreneurship Skills	9-12
8900210	Exploration of Public Service Occupations	6-9
8900220	Exploration of Criminal Justice Occupations	6-9
8900222	Exploration of Criminal Justice Occupations and Career Planning	6-9
9001920	Vocational Employability Skills for Youth	7-12
9001820	Vocational Employability Skills for Youth and Career Planning	7-12
9001810	Career Education for Students with Disabilities	7-12
9100310	Orientation to Career and Technical Occupations	6-9
9100110	Orientation to Career and Technical Occupations and Career Planning	6-9
9100210	Exploration of Career and Technical Occupations	6-9

IMPORTANT! Additional Information Regarding Secondary Automotive Service Technology Education Programs

Section 1004.925, Florida Statutes (F.S.), states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that the program is in process of obtaining certification.

 b.   **POSTSECONDARY Size, Scope, and Quality Programmatic Requirements**
The postsecondary local application requires eligible recipients to demonstrate how they intend to meet the programmatic requirements for *size, scope and quality.*

Division Criteria for Size:
Postsecondary eligible recipients must provide an opportunity for students to become CTE concentrators. A CTE concentrator is a postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit/clock hour career and technical education program.

Division Criteria for Scope:

Postsecondary CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.

Division Criteria for Quality:
Postsecondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state...AND

Postsecondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High-Skill, High-Wage, and/or High-Demand. The statewide Targeted Occupations Lists (TOL) and/or regional TOL must be used to identify High-Skill, High-Wage and/or High-Demand careers that align with your programs. Information may be accessed at http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list **...AND**

Postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.

IMPORTANT! Additional Information Regarding Postsecondary Automotive Service Technology Education Programs
Section 1004.925, F.S., states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that the program is in process of obtaining certification.

c.   Local Use of Funds (Section 135)

Each eligible recipient is required to implement the state's Program of Study requirements exclusively through the basic grant allocation. Development and implementation of Programs of Study are not accomplished in isolation and necessitate the use of a partnership between secondary and postsecondary entities. The utilization of partnerships to carry out the state's Program of Study requirements is encouraged and eligible recipients are permitted to "pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include developing, revising, and implementing career and technical education Programs of Study described in section 122(c)(1)(A)."

Appendix F contains a chart outlining the required uses for local funds and the permissive uses of funds. Several memos, referenced earlier, related to specific use of funds, including those for Use of Equipment Purchased with Perkins Funds (Appendix A), Career and Technical Student Organization Expenditures (Appendix B), and Career and Technical Student Organization Technical Skill Competition Expenditures (Appendix C). A list of Career and Technical Student Organizations eligible for Perkins funding appears in Appendix G.

d. Florida's Program of Study Requirements

As stated in Florida's State Plan, it is the goal for Perkins IV implementation, that by 2013 all students in Florida, including special populations, will have the opportunity to participate in a Program of Study that will facilitate seamless transition from high school to college and careers.

The 2015-2016 local plan/application must address (section 134(b)(3)(A)) how the eligible recipient *will offer the appropriate courses of not less than one (1) of the career and technical education Programs of Study described in Section 122(c)(1)(A).* Eligible recipients are encouraged to continue to convert all programs into a program of study format for all programs currently not included in a program of study format.

Section 122(c)(1)(A)(i-iv) of the Act describes the core elements that comprise a Program of Study:

- Incorporate secondary education and postsecondary education elements;
- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

Florida's Program of Study template incorporates the core elements identified in the Act and may be accessed at: http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

Florida has developed additional state requirements for Program of Study implementation. These requirements must be met by secondary and postsecondary eligible recipients.

2015-2016 Application Requirements for Programs of Study:

2015-2016 Florida Programs of Study Elements

The following section includes guidance for responding to the items in this section of the RFA. It includes guiding questions and tips for answering each item. Examples of good responses by level (secondary or postsecondary) for items 2-4 and 6 are included in Appendix H. These examples were either pulled directly from responses submitted in last year's RFA or are a compilation of RFA responses. Keep in mind that question responses cannot be "refer to last year's RFA" or "NO PLANNED CHANGES."

Part B.

2. **For fiscal years 2008-2015, briefly describe how the program will address 2A – 2E below (Perkins IV, Section 134(b)(3)).**

   2A. Offer the appropriate courses of not less than one of the career and technical Programs of Study described in Section 122(c)(1)(A). To accomplish this requirement, eligible recipients must follow the instructions below (All portions of this section must be completed and NO PLANNED CHANGES is not permissible for this section.):

   Development and implementation of Programs of Study are not accomplished in isolation and necessitate the use of a partnership between secondary and postsecondary entities. The utilization of existing consortium to carry out the state's program of study requirements is encouraged and eligible applicants are permitted to "pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include- implementing career and technical Programs of Study described in Section 122(c)(1)(A) and Section 135 (c)(19)(C). The state will not impose restrictions on the amount of basic grant-funds used to develop and implement Programs of Study.

   The elements of a Program of Study required by the State are outlined in the table below.

2015-2016 Florida Programs of Study Elements

To ensure that the primary Program of Study (POS) reported for the 2015-2016 project year includes all of the Perkins requirements, please put the name of the Program of Study in the top row of the table below and then place a check (✔) in the box by the element(s) that pertain to this Program of Study.

2015-16 Program of Study: (name of POS)	
Required Elements	**Check (✔) if POS includes this element**
1. Include at least one articulation agreement (can be statewide or local agreement) for postsecondary education or training that outlines articulated credit students can earn by taking one or more of the courses in this program, by completing the program, and/or by earning the certification(s) linked to this program	

2. Address local area need based on local economic conditions (based on local economic trend data), were on the TOL/ROL list, or was recommended by local workforce advisory board	
3. Fall into one of the Florida 17 Career Clusters	
4. Be included on the list of programs on the FDOE curriculum frameworks webpages (http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks)	
5. Center around a sequence of relevant, rigorous, locally required core academic courses as well as the required CTE courses	
6. Include required CTE secondary or PSAV courses that are part of the required sequence for that POS, as outlined in the FDOE curriculum frameworks for that program and recommended performance standards for AS/AA degree programs	
7. Offer rigorous CTE Courses that prepare students for program-related certification exams	
8. Provide coursework that prepares students for specific postsecondary program options, offered at local/regional institutions, that a student could move into once completing the particular secondary program	
Other Recommended/Optional Elements	
1. Offer students opportunity to participate in a career and technical student association relevant to that program (http://fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf)	
2. Offer students opportunities for program–related internship/work experience	

1. **Submit a copy of ONE of your local Programs of Study forms that includes all of the state required elements that are on the state template (http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml).** Each Program of Study submitted as the primary one for Perkins funding purposes MUST include all of the Required Elements, as outlined in the table above, and may include one or both of the Other Recommended/Optional Elements. To ensure that the Program of Study includes all of the required elements, please place a check (✓) in the box by the elements that pertain to this Program of Study [**NEW item**].

Guidance for completing the template
General
- Include as much local information as possible on each POS form.

- Use the newest state template for your current POS form(s) or make sure to include all of the elements that are on the newest template on your POS form(s).
- Having all of this information on one form is very important so that students, parents and those working with them can be informed about all of the aspects of each POS.

Guidance for specific sections
- Specify a *Career Cluster* for this program (one of the 17 national clusters listed on the DOE website).
- Provide a *Career Cluster Pathway* for this POS (see the Course Code Directory; http://www.fldoe.org/policy/articulation/ccd/2014-2015-course-directory.stml).
- Make sure the program name reflects a Perkins-supported CTE program.
- For Industry Certifications, list only those certifications that students could earn by taking the courses specific to this POS.
- Include local required core academic courses in the grade level boxes.
- Make sure all courses listed in the *Career and Technical Education Courses* column are part of the required sequence for that POS.
- Under the *Postsecondary* section, list specific programs that a student can get into once completing this particular secondary POS and give the specific local institutions (or those closest) that offer these programs.
- In the *Credit* section, outline articulated credit students can earn by taking the courses, by completing the program or by earning the certification(s) linked to this POS.
- Update the weblink for the Program of Study graduation requirements at the bottom of the form.

The two new **optional** elements that appear on the 2015 state template:
- Career and Technical Student Associations (CTSO) available for that POS (see http://fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf for those CTSOs eligible for Perkins funding).

  You can list a relevant student association in this section even if it is not currently available to students enrolled at your agency. You can also list a CTSO that is not on the list of those eligible for Perkins funding.

- Internship/Work Experience Recommendations for that POS.

  These opportunities must be DIRECTLY related to the POS and not just after-school or college work-study jobs and might include: job shadowing, mentorship, internships, externships, service learning, cooperative education, practicums, on-the-job training, or job simulations.

Examples
For samples of completed forms, please see Appendix H.

2. **Describe the process you use to identify and develop NEW Programs of Study and who is involved in this process.**

    Guidance
    - Who decides to develop a new POS?
    - How are new POS identified, e.g., Targeted Occupations List, local industry input?
    - Who is involved in its development, representatives from:
        o Secondary teachers and administrators?
        o Postsecondary faculty and administrators?
        o Business/industry?
        o Workforce Board members?
        o Other representatives?
    - How is the content for the POS developed?
    - Do academic and CTE teachers work together to develop lessons and exercises to utilize both content in their classrooms?
    - Does the POS provide a seamless transition from secondary to postsecondary program content?

    Examples
    For examples of responses to this question, please see Appendix I.

3. **Describe who is involved in implementation of your Programs of Study.**

    Guidance
    - Do academic and CTE teachers work together to provide lessons and exercises to utilize both content in their classrooms?
    - Are secondary and postsecondary instructors coordinating to provide a seamless transition from secondary to postsecondary program content?
    - What is the role of advisory groups and/or business/industry representatives in program implementation?

    Examples
    For examples of responses to this question, please see Appendix I.

4. **For ALL of the Programs of Study that will be available to career and technical education students in the 2015-2016 school year, describe the following:**

    Answer the following subquestions, 4a – 4h, in relation to **ALL** of the POS that will be available to your students during the 2015-2016 project year, whether they are offered by your agency or are being offered by a partner agency.

    <u>**Secondary Question**</u>

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a. **How do you promote the Programs of Study to <u>students</u>, <u>parents</u> and <u>CTE as well as academic faculty</u>?** Please provide a weblink to the forms, information on the programs of study or to other materials used to market the programs [**NEW item**].

Guidance
- *For students*:
  - Are there visits to the middle school by high school representatives?
  - Trips to high schools to visit programs?
  - Career fairs/days?
  - Information disseminated through electronic or other means?
  - Meetings with guidance counselors?

- *For parents*:
  - Are POS presented at parents' night, PTA meetings or during meetings with guidance counselors?
  - Information disseminated through newsletter, website, other materials?
  - Onsite visits to CTE programs?

- *For CTE and academic faculty*:
  - Are POS presented at faculty meetings?
  - Handouts prepared to use with students/parents?
  - In-service training offered to both CTE and academic faculty on the POS?
  - Opportunities for visits to POS at tech center and/or college?
  - Visits to partner businesses for information and hands-on experiences?
  - Information posted on website?

Examples
For examples of responses to this question, please see Appendix I.

<u>Secondary Question</u>
b. **How do guidance counselors become informed about the various Programs of Study? If professional development is offered, please describe**.

Guidance
- Workshop/training on POS offered during school year?
- Handouts prepared to use with students/parents?
- Opportunities for visits to POS at tech center and/or college?
- Meetings with career specialists/guidance personnel at tech center or college?
- Visits to partner businesses for information and hands-on experiences?
- Information posted on website?

Examples
For examples of responses to this question, please see Appendix I.

Postsecondary Question

a. **How do you promote the Programs of Study at <u>local high schools</u>, <u>in the community</u>, and to <u>CTE as well as academic faculty</u> at your agency? Please provide a weblink to the forms, information on the programs of study or to other materials used to market the programs.**

Guidance

- *For local high schools*:
  - Open houses at local high schools and/or on agency campus? Career fairs? Printed materials and electronic dissemination?

- *For the community*:
  - Media coverage? Open houses on agency campus? Materials on website?

- *For CTE and academic faculty*:
  - Faculty meetings? Printed materials and electronic dissemination? Opportunities for visits to POS at tech center and/or college? Visits to partner businesses for information and hands-on experiences?

Examples

For examples of responses to this question, please see Appendix I.

Postsecondary Question

b. **How do <u>high school guidance counselors</u> become informed about the various Programs of Study offered at your agency? How do <u>career specialists/counselors at your agency</u> become informed about the various Programs of Study offered at your agency? If professional development is offered, please describe**.

Guidance

- *For high school guidance counselors*:
  - In-service training? Open house at agency or on their campus? Written or electronic dissemination of information on POS?

- *For agency career specialists/counselors*:
  - Faculty/staff meetings? In-service training? Written or electronic dissemination of information on POS?

Examples

For examples of responses to this question, please see Appendix I.

All Levels

c. **How many of your Programs of Study have a local and/or statewide articulation agreement currently in place? Provide the name/s of agency/ies with whom you partner and/or provide a copy of the articulation agreement/s.**

Guidance
- Estimate how many of your programs are POS with local and/or statewide articulation agreements.
- Provide either copies of the agreements OR list the names of your partners for these agreements.

Examples
For examples of responses to this question, please see Appendix I.

d. **How are postsecondary education credits earned under the articulation agreement awarded to students?**

Guidance
- Are credits earned during high school automatically credited to a student's college record upon enrollment?
- Is there a review by the higher education institution before credit is awarded?
- Do students need to earn a certain number of credits or a certificate in the related program before receiving credit for designated courses?

Examples
For examples of responses to this question, please see Appendix I.

e. **How do you develop the locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary component to be included in the Program of Study and who is involved in their development?**

Guidance
- How are courses selected to determine sequence?
- Is the sequence based on the FDOE's curriculum frameworks?
- Are representatives involved from: secondary and postsecondary CTE as well as core academics? Administration at both levels? Business/industry? Local Workforce Board?
- Is academic course sequence selected based on competencies needed in concurrent CTE courses?

Examples
For examples of responses to this question, please see Appendix I.

f. **How do CTE Programs of Study reflect programs which are guided by the workforce and economic development needs of business/industry, the community and employment opportunities?**

Guidance
- Use state or regional Targeted Occupations List to identify POS to offer?
- Develop advisory groups for each POS that include reps from local business/industry and workforce agency?
- Teacher immersion in "real world" visits?
- Specific groups to ensure appropriate technical and non-technical skills are taught?

Examples
For examples of responses to this question, please see Appendix I.

g. **Does your CTE Program/s of Study provide work-based opportunities? If yes, please describe.**

Guidance
- These opportunities must be DIRECTLY related to the POS and not just after-school or college work-study jobs
- These opportunities might include: job shadowing, mentorship, internships, externships, service learning, apprenticeships, cooperative education, practicums, on-the-job training, or job simulations
- Please provide an example of available opportunities

Examples
For examples of responses to this question, please see Appendix I.

h. **Please explain how your Program/s of Study provides a pathway for students to earn an industry certification.**

Guidance
- Are your POS structured to provide opportunities for students to earn industry certifications?
- Do your POS provide adequate preparation for students to take certification exams?
- At what point in the POS can students go for certification? After a certain course or number of courses?
- How is information about specific course sequences that lead to specific certifications conveyed to students, parents and guidance counselors/career specialists?

Examples
For examples of responses to this question, please see Appendix I.

5. **Secondary Questions**
   a. **How many CTE programs (e.g. Digital Design, Phlebotomy) will be available to students in your district during the 2015-2016 program year? (If you offer the same program to multiple high schools it should only be counted once.)**

   Guidance
   - The key is the number of programs available to your students, not just on your high school campuses but also those available to your students through regional technical centers and/or colleges.

   b. **To date, how many of these CTE programs have been converted to Programs of Study that include all of the state-required elements?**

   Guidance
   - Converting a CTE program to a POS requires making sure that the program **currently** includes **all** of the state-required elements outlined in the *2015-2016 Florida Program of Study Elements* table (pp.44-45 in this guide), not just outlining the program on the state template.

5. **Postsecondary Questions**
   a. **How many CTE programs (e.g. Digital Design, Phlebotomy) will your agency offer during the 2015-2016 program year? (If you offer the same program to multiple high schools it should only be counted once.)**

   How many of these CTE programs are:
   - PSAV certificate _____
   - ATDs _____
   - CCCs _____
   - AS/AAS degrees _____

   b. **To date, how many of these CTE programs have been converted to Programs of Study that include all of the state-required elements?**

   How many of these Programs of Study are:
   - PSAV certificate _____
   - ATDs _____
   - CCCs _____
   - AS/AAS degrees _____

   Guidance
   - Converting a CTE program to a POS requires making sure that the program **currently** includes **all** of the state-required elements outlined in in the *2015-2016 Florida*

Program of Study Elements table (pp.44-45 in this guide), not just outlining the program on the state template.

6. **Describe the process for reviewing and/or updating currently developed Programs of Study.**

   Guidance
   - Who is involved in the review, representatives from:
     - o Secondary teachers and administrators?
     - o Postsecondary faculty and administrators?
     - o Business/industry?
     - o Workforce Board members?
     - o Other representatives?
   - What is reviewed/updated?
   - How often are POS reviewed/updated?
   - Examine if changes are needed due to local market trends and/or requests from local businesses/industry?
   - Examine if changes are needed due to changes in skill requirements for specific industry certifications?

   Examples
   For examples of responses to this question, please see Appendix I.

7. **How many CTE programs does the eligible recipient propose for conversion during the 2015-2016 program year to a Program of Study that will include all of the state-required elements? #_____. Fill in the information in the chart below for each of the programs you plan to convert during the 2015-2016 program year.**

   Guidance
   - The programs listed in this table should be those of CTE programs that you plan to convert during the 2015-2016 project year and NOT those developed during the previous (2014-2015) project year.
   - List here the CTE programs that you plan on converting to POS that include all of the required elements outlined in the *2015-2016 Florida Program of Study Elements* table (pp.44-45 in this guide).
   - NOTE: Converting to a POS, requires more than just filling out the POS form for this program – **ALL** required elements must be present for a CTE program to be considered as converted to a POS.

Program Name	Program Number	2015-2016 Projected Student Enrollment	Is the Program identified as High-Skill, High-Wage or High-Demand? *		Is this program part of a local articulation agreement?	
			Yes	**No**	**Yes**	**No**

Add rows as required to the table above.

The Statewide Targeted Occupations List (TOL) and/or regional TOL <u>must</u> be used to identify High-Skill, High-Wage or High-Demand careers that align with designated programs. Information may be accessed at URL: <u>http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list</u>.

For inquiries regarding the 2015-2016 Perkins Request for Application (RFA), please contact your Grants Administration Program Manager listed below:

Grants Administration Contacts: Listed by County/College (revised 1/27/15)		
Chris Ciardo Christopher.Ciardo@fldoe.org (850) 245-9041	Alachua Baker Bradford Clay Columbia Duval Flagler Nassau	Putnam St. Johns Union College of Central Florida Daytona State College Florida State College at Jacksonville St. Johns River State College Santa Fe College
Doreen DuMond Doreen.DuMond@fldoe.org (850) 245-9037	Brevard Broward Indian River Martin Okeechobee Orange Osceola Palm Beach St. Lucie	Seminole Volusia Broward College Eastern Florida State College Indian River State College Palm Beach State College Seminole State College of Florida Valencia College
Ebonee Dennis Ebonee.Dennis@fldoe.org (850) 245-9044	Dixie Gilchrist Hamilton	Suwannee Taylor Wakulla

Grants Administration Contacts: Listed by County/College (revised 1/27/15)		
	Jefferson Lafayette Leon Madison	Florida Gateway College North Florida Community College Tallahassee Community College
Ordania Jones Ordania.Jones@fldoe.org (850) 245-9040	Charlotte Collier Dade DeSoto Glades Hardee Hendry	Highlands Lee Monroe Florida Keys Community College Florida SouthWestern State College Miami Dade College South Florida State College
Harriett Abrams Harriett.Abrams@fldoe.org (850) 245-9026	Bay Calhoun Escambia Franklin Gadsden Gulf Holmes Jackson Liberty	Okaloosa Santa Rosa Walton Washington Chipola College Gulf State College Northwest Florida State College Pensacola State College
Darl Walker Darl.Walker@fldoe.org (850) 245-9045	Citrus Hernando Hillsborough Lake Levy Manatee Marion Pasco Pinellas	Polk Sarasota Sumter Hillsborough Community College Lake-Sumter State College Pasco-Hernando State College Polk State College St. Petersburg College State College of FL, Manatee-Sarasota

APPENDIX A

Use of Equipment Purchased with Perkins Funds

http://www.fldoe.org/core/fileparse.php/7671/urlt/0062463-perkinsuseofequipment-aap.pdf

APPENDIX B

Career and Technical Student Organizations (CTSO) Expenditures

http://www.fldoe.org/core/fileparse.php/7671/urlt/0062719-ctsoexpenditures.pdf

APPENDIX C

Career and Technical Student Organization (CTSO) Technical Skill Competition Expenditures

http://www.fldoe.org/core/fileparse.php/7671/urlt/0062797-ctso.pdf

APPENDIX D

Sample Perkins IV Program Improvement Plan

Sample Perkins IV Program Improvement Plan

July 1, 2015 – June 30, 2016

Early April 2015	Appoint advisory group that includes all appropriate agencies, individuals, and organizations to address performance on indicator.
April 2015	Review data in the Local Level Data Reports provided by DOE to ensure that it reflects local agency data.
April 2015	Collect data on program success and how well students performed for review by advisory group to identify problem areas related to achieving the performance indicator.
Late April 2015	Meet with advisory group to review data, identify problem areas, and develop plan (including timelines and people responsible for each task) to identify and address problem areas and for evaluation of outcomes from plan.
May 19, 2015	Send completed RFA to DOE.
May-June 2015	Review the previous year's improvement strategies and assess effectiveness. Identify potential evidence-based strategies (see attached definition used in Perkins) to replace existing ineffective ones to address identified problem areas.
Mid-July 2015	Meet with advisory group to select/develop strategies to address identified problem areas and develop professional development for relevant staff/faculty.
August 2015 – May 2016	Conduct professional development on identified strategies with relevant staff and faculty.
August 2015 – May 2016	Implement strategies.
Early April 2016	Collect data on program implementation and outcomes of these strategies and overall performance on this measure.
Late April 2016	Advisory group to use program implementation and outcome data to evaluate progress in addressing problem areas and plan for next year.

Agency Name – Sunshine College

Program Improvement Plan for: Measure 3A1 Student Retention or Transfer

A. **Please provide any information or data that may explain why the agency did not meet the 90 percent performance level for this indicator (maximum 5000 characters or approximately 714 words).**

   Response: In 2013-14 the district target was 48% and the actual performance was 41%. This represents a 7% difference. This was the second year the district performance was not within 90% of our local target. A review of the performance of students in CTE courses over the past two years found that students were struggling with the math requirements, particularly in certain types of programs (e.g., STEM, Health Sciences), causing many to make poor grades in these courses. A review of responses to the annual student survey indicated that a significant number of CTE students were leaving CTE programs due to these difficulties and were not aware of the resources available on campus to assist them when they were experiencing difficulty in the classroom. Our local target for the 2015-16 year is the state target of 56.56%.

B. **Clearly describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met (maximum 5000 characters or approximately 714 words).**

   Response: Our goal for the 2015-16 year is to increase student retention in CTE programs and meet our agreed-upon target by enacting specific actions.

   The specific actions to be taken include:
   1. *Review the previous year's strategies for improvement and determine degree of effectiveness.*
   2. *Identify courses and programs that students are struggling with most and what content in these courses/programs is proving to be the most challenging to students.*
   3. *Identify evidence-based strategies to assist struggling students with math or other identified aspects of CTE coursework.*
   4. *Select strategies to address identified problem areas.*
   5. *Provide workshops to CTE faculty on how to recognize struggling students and implement identified strategies to assist these students.*
   6. *Implement strategies to assist struggling students in CTE courses and refer students to academic support services.*
   7. *Develop/enhance a communications plan to inform students of assistance available on campus when the student is having difficulty.*
   8. *Provide students with information on appropriate CTE/academic programs available through academic support services, including the development of a webpage that outlines available services for struggling CTE students and how they can benefit from these services.*

9. *Bring in staff/faculty from academic support programs and services to speak with CTE students on program opportunities/services available.*
10. *Survey CTE students on reasons they are leaving CTE programs and changes in programs that would make them interested in staying in these programs.*
11. *Collect and analyze data on strategy implementation and outcomes to assess effectiveness of strategies and overall performance and progress toward meeting the goal for this measure.*

The agency will measure the goal by assessing whether the target has been met. The agency will further research the success, or lack thereof, of the specific actions.

Strategies to assess outcomes of actions taken might include one or more of the following:
- *Assess the increase in knowledge CTE students have of academic support services after their participation in presentations through pre- and post-tests*
- *Collect data on the level of use of these services by these students and the website by documenting the numbers of visits for services, the types of services provided, and the number of hits to the website*
- *Assess the impact of the use of these services on students through their performance in CTE courses by examining grades, particularly their performance in problem areas*
- *Assess the increase in familiarity of CTE faculty participating in workshops to recognize signs that a student is struggling and their knowledge of strategies that are successful in assisting these students through pre- and post-tests*
- *Conduct brief follow-up surveys and/or focus groups with faculty about whether and how they implemented the strategies and the outcomes from these strategies, including any changes in course grades*
- *Survey students in CTE courses about their knowledge of support services, perceptions of CTE programs, challenges faced in CTE courses, and aspects of programs that could be changed to make them want to continue in CTE.*

C. Provide the name of the lead contact for each action item identified under response B (maximum 5000 characters or approximately 714 words).

Response: All actions will be overseen and coordinated by D. Johnson, with input from the advisory council and relevant faculty/staff.

D. Project a date of completion for each action item identified under response B (maximum 5000 characters or approximately 714 words).

Timelines for actions:
- *Actions 1-3 will be completed by the end of June 2015*
- *Action 4 will be completed by mid-July 2015*
- *Action 5 will be built into ongoing quarterly professional development activities, beginning in August 2015 and continuing through the 2015-16 school year*
- *Action 6 will continue throughout the academic year until the end of May 2016*

- *Action 7 will be completed by the end of August 2015*
- *Actions 8 and 9 will be completed by the end of September 2015*
- *Action 10 will be completed by the end of October 2015*
- *Action 11 will be conducted during the month of April 2016*

E. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations (Perkins IV, Section 113(b)(3)) (maximum 5000 characters or approximately 714 words).

Response: This program improvement plan was developed through an advisory council made up of representatives of the College's CTE faculty and staff, college advisors, and members of the advisory committee including local business representatives, workforce board members, and local community agencies.

F. Describe any disparities or gaps in the performance of different categories of students using the data provided by the Division of Career and Adult Education and how those gaps will be addressed (Perkins IV, Section 113(b)(4)) (maximum 5000 characters or approximately 714 words).

Response: Based on information reported in the Local Level Data Reports provided by the Florida Department of Education, the following disparities were noted:

The performance of non-white female students in IT programs was low. This is the only program where the level of performance of this subpopulation of students substantially differs from other students. There are very few students in this area, however, and each student appears to have differing problem areas. Therefore, these students' performance will be individually assessed and they will be provided assistance in the problem areas identified.

Performance of Migrant students (10%) represents a 7% difference from the College average and was the lowest performing subpopulation for this measure. Given the performance of this group on course tests and assessments, this gap appears to be related to language barriers. This gap will be addressed by working with the College's migrant student specialist to develop a communications plan to convey to the migrant population the services that are available in order to help this population of students succeed.

Disabled Students outperformed other special populations. In addition to actions described above, staff will use techniques that have been successful with this population to try to improve the performance of non-white students in IT and migrant students.

G. Describe any budget allocations that will be utilized to support the improvement actions and identify the funding source (maximum 5000 characters or approximately 714 words).

Perkins funds will be used to buy materials needed to implement identified strategies and to pay for speakers/trainers to conduct planned quarterly professional development for CTE

faculty on recognizing struggling students and implementing identified strategies. Perkins funds will also be used to create a web page specifically for CTE students on available academic support services on campus and for development and analysis of the student survey.

APPENDIX E

Local-Level Aggregate Data Reports

Local-Level Aggregate Data Reports

Available Data in Reports
The same specific measures that were highlighted in charts in the 2012-13 data reports are highlighted again in the 2013-14 data reports (an example appears in Chart 1 below). For secondary agencies, Secondary Technical Skills, Secondary School Completion, and Student Graduation Rate are highlighted in the charts. For postsecondary agencies, Technical Skill Attainment, Completion, and Retention are highlighted. Charts and tables are designed to help you drill down to find out where problems lie.

In addition to the charts, the reports also include the following:
- Trends in measures over time (2009-10 to 2013-2014)
- Overall district performance by measures over time
- Performance on measures by subpopulations in most recent data year (2013-14)
- Measures by program (2013-14)
- Measures by school (2013-14)
- Measures by school and program (2013-14)

Data Reports can help you identify major problem areas:
- For example, if your agency is facing challenges in meeting measure 2S1 (Secondary Technical Skills), as illustrated in Chart 1 below:
  o Are certain subgroups less likely to earn certificates or pass assessments?
  o Are there certain programs where students are less likely to earn certificates or pass assessments (see Table 1 below)?
  o Are there certain schools where students are less likely to earn certificates or pass assessments across all program areas?
  o Are there certain programs within schools where students are less likely to earn certificates or pass assessments?

Chart 1. Secondary Technical Skills (2S1) (2011-12 to 2013-14)
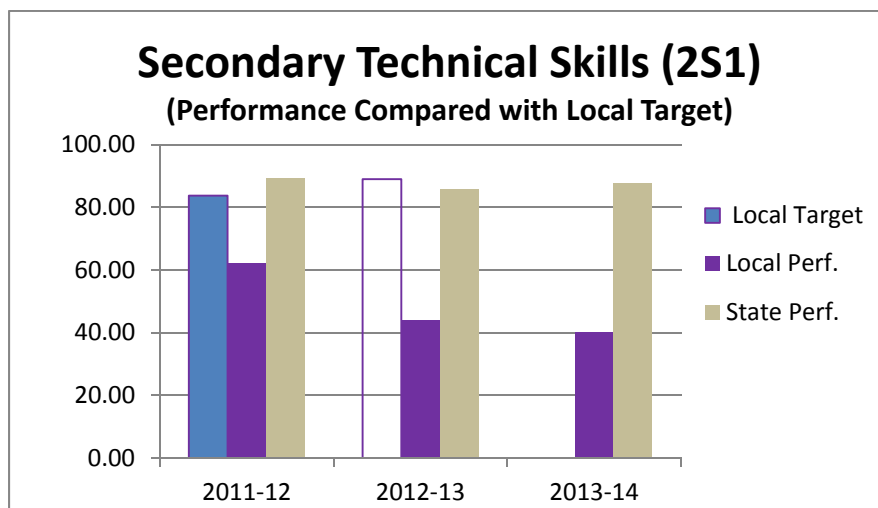
- If you focus on certain programs where students are less likely to earn certificates or pass assessments, to have the most impact on the measure, you might decide to:
  - Focus on those with high enrollments with the lowest percentages meeting the 2S1 target (see the lightest shaded rows in Table 1 below)
  - Focus on those programs with the highest enrollments that are closest to meeting the target (see the darker shaded rows in Table 1)

Table 1. 2013-14 CTE Program by Secondary Technical Skills Performance (2S1)

CTE Program	CIP Title	2S1 N	2S1 D	% Met
8209600	Digital Design	121	175	69%
8772000	Commercial Photography Technology		11	0%
8772100	Television Production	44	182	24%
8772400	Digital Video Production	14	22	64%
8207500	Web Design	67	106	63%
8800500	Culinary Arts	47	63	75%
8800600	Culinary and Hospitality Specialties		1	0%
8806000	Fashion Marketing	14	14	100%
8815100	Finance		20	0%
8203400	Accounting Operations	15	32	47%
8827100	Marketing	4	17	24%
8830300	Lodging Operations	7	7	100%
8417130	Allied Health Assisting	44	156	28%
8417170	First Responder	13	25	52%
8417210	Nursing Assistant (Acute and Long-Term Care)	3	42	7%
8503210	Early Childhood Education	23	66	35%

APPENDIX F

Required and Permissive Use of Local Perkins Funds

Required <u>and</u> Permissive Use of Local Perkins Funds (SEC. 135.)

The 9 Required Uses of Funds in Section 135(b) of the Act do not need to be exclusively satisfied through the use of Perkins funds. Local eligible recipients may use other funding sources (federal, state, local) to meet the requirements of Section 135(b), but must provide sufficient documentation to demonstrate that the requirements have been met before Basic Grant funds are expended on permissive activities.

REQUIRED Use of Funds	PERMISSIVE Use of Funds

''(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—
''(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical Programs of Study described in Section 122(c)(1)(A), to ensure learning in—
    ''(A) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
    ''(B) career and technical education subjects;
 	
''(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
 	
''(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 	
''(4) develop, improve, or expand the use of technology in career and technical education, which may include—
    ''(A) training of career and technical education
    teachers, faculty, and administrators to use technology,
    which may include distance learning;
    ''(B) providing career and technical education students with the academic and career and technical skills (including the
	''(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
	''(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
	
	''(2) to provide career guidance and academic counseling, which may include information described in Section 118, for students participating in career and technical education programs, that—
	    ''(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
	    ''(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
	
	''(3) for local education and business (including small business) partnerships, including for—
	    ''(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
	    ''(B) adjunct faculty arrangements for qualified industry professionals; and
	    ''(C) industry experience for teachers and faculty;

REQUIRED Use of Funds	PERMISSIVE Use of Funds

mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
"(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
 	
"(5) provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
    "(A) in-service and pre-service training on—
 	
        "(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 	
        "(ii) effective teaching skills based on research that includes promising practices;
 	
        "(iii) effective practices to improve parental and community involvement; and
 	
        "(iv) effective use of scientifically based research and data to improve instruction;
 	
    "(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
    "(C) internship programs that provide relevant business experience; and
    "(D) programs designed to train teachers specifically in the effective use and
	"(4) to provide programs for special populations;
	
	"(5) to assist career and technical student organizations;
	
	"(6) for mentoring and support services;
	
	"(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
	
	"(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
	
	"(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
	
	"(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including—
	    "(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
	    "(B) postsecondary dual and concurrent enrollment programs;
	    "(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
	    "(D) other initiatives—

REQUIRED Use of Funds	PERMISSIVE Use of Funds
application of technology to improve instruction; ''(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met; ''(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology; ''(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and ''(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.	''(i) to encourage the pursuit of a baccalaureate degree; and ''(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations; ''(11) to provide activities to support entrepreneurship education and training; ''(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical Programs of Study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree; ''(13) to develop and support small, personalized career-themed learning communities; ''(14) to provide support for family and consumer sciences programs; ''(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts; ''(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.); ''(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

REQUIRED Use of Funds	PERMISSIVE Use of Funds

	"(18) to provide support for training programs in automotive technologies;
	
	"(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
	    "(A) improving the initial preparation and professional
	    development of career and technical education teachers,
	    faculty, administrators, and counselors;
	    "(B) establishing, enhancing, or supporting systems for—
	        "(i) accountability data collection under this Act; or
	        "(ii) reporting data under this Act;
	        "(C) implementing career and technical Programs of Study described in Section 122(c)(1)(A); or
	        "(D) implementing technical assessments; and
	
	"(20) to support other career and technical education activities that are consistent with the purpose of this Act.

APPENDIX G

Career and Technical Student Organizations (CTSO)
(Those Eligible for Perkins Funding)

http://fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf

APPENDIX H

Completed Program of Study Form Examples

Career Cluster: Health Science		CTE Program: Nursing Assistant (8417210)	
Career Cluster Pathway: Therapeutic Services		Industry Certification: Certified Nursing Assistant (FDMQA00200)	

District Logo	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)

HIGH SCHOOL

Students are encouraged to begin planning for careers and postsecondary options by exploring resources at http://fldoe.org/academics/college career planning.

Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.

Students planning to enroll in any postsecondary *degree* program should take the Postsecondary Education Readiness Test (PERT) in eleventh grade if they do not earn college ready scores on the FCAT, FCAT 2.0, or subject area end of course exam.

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES
9th	English 1 or H	Alg. 1 or H, or Geometry or H	Physical Science or Biology H	None or AP Human Geography	Physical Education (1credit)	Medical Skills and Service	Foreign Language 1
10th	English 2 or H	Geometry or H, or Alg. 2 or H	Biology H or AP,	World History, H or AP		Health Science 1 or Anatomy & Physiology	Foreign Language 2
11th	English 3, H, AP Language,	Alg. 2 or H, or Analysis of Function	Chemistry, H or AP	American History, H or US History AP	Practical Arts or Fine Arts course (1 credit)	Health Science 2	Other elective
12th	English 4, H, or AP Literature	Trig/Analytical Geometry or Calculus, H or AB	Physics, H, AP or IB, or student choice of science, H or AP	Economics, H or AP and American Government, H or AP	Computing for College and Careers	Nursing Assistant 3	Home Health Aide

POSTSECONDARY

Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
Electrocardiograph Technology Medical Assisting Surgical Technology Emergency Medical Responder Emergency Medical Technician Patient Care Assistant Patient Care Technician Surgical Technology	Registered Nurse (ADN) Cardiovascular/Cardiopulmonary Technology Diagnostic Medical Sonography Emergency Medical Services Health Services Management – [Certified Medical Assistant (CMA) statewide articulation agreement – Industry certification] Radiological Technology Respiratory Care	Registered Nurse B.S. Public Health Health Sciences Health Care Administration Health Services Administration

CAREER	Certified Nursing Assistant Medical Assistant Health Unit Coordinator/Unit Clerk Patient Care Assistant Patient Care Technician Surgical Technologist Emergency Medical Responder Emergency Medical Technician EKG Technician	Registered Nurse EKG Technician Respiratory Therapist Radiology Technician Paramedic EMT Sonography Technician	Registered Nurse Nurse Educator Health Care Administrator Nursing Home Administrator

	Articulation and CTE Dual Enrollment Opportunities		
CREDIT	**Secondary to Technical Center (PSAV)** (Minimum # of clock hours awarded) **[Tech Center]** Nursing Assistant: technical dual enrollment or Health Science 1 & 2 = 90 hour core or CNA certificate TO – Licensed Practical Nurse	**Secondary to College Credit Certificate or Degree** (Minimum # of clock or credit hours awarded) **[College(s)]** LPN to RN, AS (Statewide 10 credits of completed program toward cc program) Health Science 1 & 2 = Human Biology Pass Anatomy & Physiology 1 CLEP = A&P 1 Pass Anatomy & Physiology 2 CLEP = A&P 2	**PSAV/PSV to AAS or AS/BS/BAS** (Statewide and other local agreements may be included here) **[College(s)]** AS in Allied Health AS to BSN Registered Nurse (120-128 hours - Statewide) Independent Studies – Nursing Track Public Health AS to BAS Applied Science

Career and Technical Student Association

HOSA

Internship/Work Experience Recommendations

Work, volunteer, intern, shadow at hospitals, clinics, nursing and rehabilitation facilities and school nurse or district or community clinics.

Program of Study Graduation Requirements: http://fldoe.org/core/fileparse.php/3/urlt/pos-gradchecklist.pdf

Career Cluster: Engineering & Technology Education	CTE Program: Engineering Pathways - 9400300
Career Cluster Pathway: Engineering & Technology	Industry Certification: ADESK002, ADSK008, ADSK011, ADSK21, ADSK23-25

School District Logo		16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS	
		ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL		• Students are encouraged to begin planning for careers and postsecondary options by exploring resources at http://fldoe.org/academics/college career-planning. • Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements. • One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program						
	9th	English I Honors English I	Algebra I Algebra I Honors Geometry Honors Geometry	Physical Science Physical Science Honors	World Geography	Personal Fitness Physical Education (1credit)	Introduction to Engineering Design 8600550	Elective
	10th	English II Honors English II	Geometry Geometry Honors Algebra II Algebra II Honors	Biology Biology Honors	World History	Practical Arts or Fine Arts course (1 credit)	Principles of Engineering 8600530	Elective Introduction to Information
	11th	AP English English III-Honors English III	Geometry Algebra II Algebra II Honors *CC Trigonometry *CC Precalculus Analysis of Functions	Chemistry I Chemistry I Honors Earth/Space Science	American History *AMH2010 & AMH2020	Fl Virtual Course Elective	Digital Electronics 8600520	Foreign Language
	12th	English IV Honors English IV: Fl. College Prep *CC English Comp I *CC English Comp II	*CC Trigonometry *CC Precalculus Algebra Algebra II AP Calculus Math for College Readiness Analysis of Functions	Physics I Anatomy & Physiology AP Chemistry	Economics ½ credit & American Gov't ½ credit	Dual-Enrollment @Tech Center Drafting Drafting Assistant (TDR0370)	Dual-Enrollment @Tech Center Drafting Drafting Assistant (TDR0370)	Foreign Language
POST-SECOND		Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
		TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**				**UNIVERSITY PROGRAM(S)**	

[Name] Technical Center Drafting Program – C100200 PSAV Certificate	[Name] State College Drafting and Design Technology AS Engineering Technology AS Civil Engineering AS Architecture AA – Transfer Track	[Name] State University Civil Engineering BS Industrial Engineering BS Mechanical Engineering BS

	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
CAREER	Architectural Drafter Civil Drafter Mechanical Drafter	Architectural Drafter Civil Drafter Mechanical Drafter Surveying and Mapping Engineering Technician Design Technician	Civil Engineer Transportation Engineer Design Engineer Project Engineer Architectural Engineer Mechanical Engineer Structural Engineer

	Articulation and CTE Dual Enrollment Opportunities		
	Secondary to Technical Center (PSAV) (Minimum # of clock hours awarded)	**Secondary to College Credit Certificate or Degree** (Minimum # of clock or credit hours awarded)	**PSAV/PSV to AAS or AS/BS/BAS** (Statewide and other local agreements may be included here)
CREDIT	Students enrolled in the high school Engineering Pathways and received the Autodesk User – Inventor Certification will be eligible to receive 100 hours credit toward the **[Name] Tech Center** Drafting Program. Students dually-enrolled in the **[Name] Tech Center** Drafting Program for 2 hours per day their senior year will be eligible to received 150 hours toward the **[Name] Tech Center** Drafting Program. **TOTAL: 250 Hours**	Students who transfer from the high school pathways program directly into one of the following programs at the **[Name] State College**: Drafting and Design Technology AS Engineering Technology AS Civil Engineering AS Architecture AA – Transfer Track Students may be eligible for 6 credit hours toward their selected program if they have received the Autodesk User – Inventor Certification and the Autodesk AutoCAD Use Certification. **6 Credit Hours**	Students who complete the **[Name] Tech Center** Drafting Program and enroll in one of the following degree programs**:** **[Name] State University/ies** Civil Engineering BS Industrial Engineering BS Mechanical Engineering BS Students may be eligible for up to 15 credit hours for the following certifications: Autodesk Certified User (AutoCad) – 3 credits Autodesk Certified Professional (AutoCad) – 3 credits Autodesk Certified Professional (Inventor) - 3 credits Autodesk Certified Professional (AutoCad 3D Civil) – 3 credits AutoDesk Certified Professional (Revit Architecture) – 3 credits **15 Credit Hours**

Industry Certifications	
Autodesk Certified User - AutoCad ADEK011 Autodesk Certified User - Inventor ADESK002 Autodesk Certified Professional - AutoCad ADESK024	Autodesk Certified Professional - Inventor ADESK021 Autodesk Certified Professional - AutoCad 3D Civil ADESK-23 AutoDesk Certified Professional - Revit Architecture ADESK025

Career and Technical Student Association
Florida Technology Student Association (FL-TSA) and SkillsUSA

Internship/Work Experience Recommendations
Work, intern, volunteer or shadow workers at local Department of Transportation office, local engineering firms, survey and mapping companies.

Program of Study Graduation Requirements: http://fldoe.org/core/fileparse.php/3/urlt/pos-gradchecklist.pdf

Career Cluster: Hospitality & Tourism						CTE Program: Commercial Foods & Culinary Arts	
Career Cluster Pathway: Restaurants and Food/Beverage Services						Educational Agency: [Name] County Public Schools	

District Logo	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES
					FINE OR PRACTICAL ARTS (1 credit)	Major Area of Interest: Culinary	
					PHYSICAL EDUCATION (1 credit)		

	Career Cluster of interest identified by students enrolled in mandatory middle school career education course that includes interest assessment and exploration of other resources available at http://fldoe.org/academics/college-career planning.						
HIGH SCHOOL	9	English I	Algebra I	Physical Science	Global Studies or World Geography	PE	Culinary Arts I	Foreign Language
	10	English II	Geometry	Biology	World History	Fine or Practical Arts Elective	Culinary Arts II	Foreign Language
	11	English III	Algebra II	Chemistry	American History	Culinary Arts I-IV at high school or through dual enrollment at a technical center		
	12	English IV	Calculus or Trig	Physics	American Govt/Economics			
	Dual enrollment courses may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements - see the Articulation Coordinating Committee's Dual Enrollment Equivalency List and the Bright Futures Comprehensive Course Table.						

POST-SECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.		
	TECHNICAL CENTER PROGRAM(S) (include weblinks) [Tech Center], [Tech Center], and [Tech Center] Commercial Foods & Culinary Arts	**[NAME] COLLEGE PROGRAM(S) (include weblinks)** Technical Certificates: Baking and Pastry Arts; Culinary Arts A.S. Degrees: Baking and Pastry Management; Culinary Management; Restaurant and Food Service Management	**UNIVERSITY PROGRAM(S) [University] (include weblinks)** B.A.S. Supervision & Administration Track B.S. Event Management B.S. Hospitality Management B.S. Restaurant and Food Service Management

CAREER	Click on Links Below to View Sample Job Titles		
	Food Prep. Serving Workers – SOC Code: 35-2021 Cooks, Restaurant – SOC Code:35-2014 Chefs & Head Cooks - SOC Code: 35-1011 Food Service Managers – SOC Code: 11-9051	Chefs & Head Cooks - SOC Code: 35-1011 Food Service Manager - SOC Code: 11-9051 First-Line Supervisors/Managers, Food Preparation & Serving Workers – SOC Code 35-1012	Meeting & Convention Planners - SOC Code: 13-1121 Lodging Managers - SOC Code: 11-9081 Food Service Managers - SOC Code: 11-9051

CREDIT	ARTICULATION AND CTE DUAL ENROLLMENT OPPORTUNITIES		
	High School to Technical Center (PSAV) (include weblinks) **Dual Enrollment** [Tech Center], [Tech Center], [Tech Center]	**High School to College Credit Cert. or Degree** **Articulation by Joint Assessment** FOS 2201 Food Service Sanitation Management (3 college credits) FSS 1203C Quantity Food Production I (3 college credits) **or click on link below for the** **Statewide Industry Certifications accepted at [Name] College**	**PSAV/PSV to A.A.S. or A.S. to B.S. or B.A.S. (includes weblinks)** [Tech Center], [Tech Center], [Tech Center]: Culinary Programs (1200 hours) to [College] Culinary Management A.S. Degree Program (15 credits) A.S. to B.A.S. at [University]

Industry Certifications	NRAEF002 - National ProStart Certificate of Achievement & NRAEF003 - Certified Food Protection Manager (ServSafe)
Career & Technical Student Associations	Family, Career & Community Leaders of America (FCCLA) –(Secondary); Skills USA- (Postsecondary); National Technical Honor Society (NTHS) – (Postsecondary)
Internship/Work Experience Recommendations	Internship/Work Experience Recommendations are made by the CTE Teacher and/or the school's Career Specialist

[District] · [District] · [College] Career Pathways Consortium
Postsecondary Career Pathway Programs

Technical Center Articulation

Students successfully completing the technical center Commercial Foods & Culinary Arts Program with 1,200 hours and earning a certificate in the following programs are eligible to receive [Name] College credits upon enrollment in the Culinary Management A.S. Degree Program.
Go to (weblink) tech center transfer agreements (click link) for more information.

[Tech Center], **[Tech Center]**, **[Tech Center]**, and **[Tech Center]**: Commercial Foods and Culinary Arts – 15 college credits

High School Articulation by Industry Certification to [Name] College

[Name] College Option – Culinary Management A.S. Degree – 64 credits (click link for more information)

FOUNDATION COURSES	INTERMEDIATE COURSES	ADVANCED COURSES	
ENC 1101 Freshman Composition I	FSS 1246C Baking and Pastries I	FSS 2500 Food and Beverage Cost Control	Mandatory College Placement Assessment in Reading, Writing & Math
OST 1746 Food Service Computer Applications	FSS 2204C Quantity Food Production II	FSS 2205C Quantity Food Production III	
FOS 2201 Food Service Sanitation Management	PSY 2012 General Psychology		
FSS 2251 Food and Beverage Management	HFT 2223 Human Relations and Supervisory Development	FSS 2248C Garde Manger	
FSS 1203C Quantity Food Production I		FSS 2247C Baking and Pastries II	
HUN 1004 Healthy Cuisine/Nutrition	FSS 2284C Catering and Banquet Management		Academic Advising with Career Program Advisor
FSS 1240C Classical Cuisine	FSS 2242C International and Regional Foods	FSS 2950C Culinary Competition	
SPC 1608 Fundamentals of Speech			
Humanities – Gen Ed. Requirement	Science or Mathematics - Gen Ed Requirement	FSS 2942 Internship in Culinary Management	

Shorter term Technical Certificates are available in Baking and Pastry Arts, as well as in Culinary Arts. Go to website [College website] for more information. Highlighted courses are awarded after successful completion of Culinary courses and a joint assessment. Credits are awarded at [Name] College. See website (weblink) for details.

District Logo
[Name] County Career & Technical
Education including CTE Dual Enrollment:
website link

District Logo
[Name] District Schools
Career & Technical Education:
website link

College Logo
[Name] College including
articulation by joint assessment:
website link

Career Cluster: Arts, A/V Technology and Communication	CTE Program: Digital Design
Career Cluster Pathway: Visual Arts	Industry Certification: ADOBE005 Adobe Certified Expert Photoshop; ADOBE003 Adobe Certified Expert Illustrator

District or Tech Center Logo	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)

HIGH SCHOOL

- Students are encouraged to begin planning for careers and postsecondary options by exploring resources at http://fldoe.org/academics/college career-planning.
- Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.
- One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES
9th	English 1	Algebra or equivalent	Earth, Space Science		Physical Education (1credit)) (Not required for ACCEL Program)	Introduction to Information Technology	Foreign Language 1
10th	English 2	Geometry	Biology	World History		Digital Design 1	Foreign Language 2
11th	English 3	Algebra 2	Chemistry	American History	Practical Arts or Fine Arts course (1 credit)	Digital Design 2	Other elective
12th	English 4	Upper level Math	Physics	American Government/Economics		Digital Design 3	Other elective

POSTSECONDARY

Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
[NAME] TECHNICAL INSTITUTE: Digital Design	[NAME] STATE COLLEGE: Graphic Design Technology/Print [NAME] STATE COLLEGE: Digital Media/Multimedia Production	[University] Graphic Design

CAREER

Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
Information Technology Asst.	Production Assistant; Digital Design Assistant; Graphic Designer	

	Articulation and CTE Dual Enrollment Opportunities		
CREDIT	**Secondary to Technical Center (PSAV)** **[Name] Technical Institute** Intro to Information Technology: Information Technology Asst – 150 hours Digital Design 1: Production Assistant – 150 hours Digital Design 2 and 3: Digital Assistant Designer – 300 hours	**Secondary to College Credit Certificate or Degree** **[Name] State College** Intro to Information Technology: CGS 1000 Computer Information Systems – 3 credit hours Digital Design 1: GRA 1100C Intro to Computer Graphics – 3 credit hours Digital Design 1: GRA 2190C Graphic Design Basics – 3 credit hours GRA 2122 Desktop Publishing – 3 credit hours	**PSAV/PSV to AAS or AS/BS/BAS** State Articulation: Will award course credits or a block of credit toward the AS program for 9 (nine) hours of credit.

Career and Technical Student Association
Future Business Leaders of America or SkillsUSA

Internship/Work Experience Recommendations
Print Media; Marketing Businesses

Program of Study Graduation Requirements: http://fldoe.org/core/fileparse.php/3/urlt/pos-gradchecklist.pdf

Career Cluster: Hospitality & Tourism	CTE Program: **Commercial Foods and Culinary Arts**
Career Cluster Pathway: Restaurant and Food/Beverage Services	Industry Certification: NRAEF002,003 and ACFED002

18 CORE CURRICULUM CREDITS   12 ADDITIONAL CREDITS

		ENGLISH (4 credits) AP- Adv. Placement DE- Dual Enrollment	MATH (4 credits) AP- Adv. Placement DE- Dual Enrollment	SCIENCE (4 credits, 2 with lab) AP- Adv. Placement DE- Dual Enrollment	SOCIAL STUDIES (4 credits) AP- Adv. Placement DE- Dual Enrollment	CAREER EDUCATION PROGRAM COURSES Other Requirements: Pass FCAT 2/PARC – Reading Level 3, pass Algebra I EOC, and 30% of EOC Exam for Biology, Algebra 2, Geometry, US History		RECOMMENDED ELECTIVES (State University System Aligned) (One virtual course is required)
Tech Center Logo								
HIGH SCHOOL		Dual enrollment and CTE courses satisfy high school graduation and Bright Futures Gold Seal Vocational Scholars course requirements. **Some CTE courses and certifications satisfy core requirements in math and science. ** Visit [weblink] and speak with a counselor to develop your schedule.						
	9	English 1 **or** English 1 Honors (1)	Algebra I **or** Higher Level Math (1)	Earth Space Science **or** Honors (1)	Geography **and** History of the World **or** AP Human Geo.(1)	Advanced Communication **or** Intensive Reading (1)	HOPE (1) (Florida Virtual)	Spanish I **or** Higher Level Course (1)
	10	English 2. **or** English 2 Honors (1)	Geometry **or** Higher Level Math (1)	Biology **or** Biology Honors (1)	World History **or** World History Honors **or** AP (1)	Introduction to Information Technology (1) **(Art Requirement)**	Semantics & Logic (.5) / Adv. Reading (.5) **or** Intensive Reading (1)	Spanish 2 **or** Higher Level Course (1)
		Students take the TABE within 6 weeks of attending classes at the Tech Center and are encouraged to take the ACT, SAT or PERT during 11th grade.				Program N100500 Commercial Foods & Culinary Arts at [Name] Technical Center		
	11	English **or** English 3 Honors **or** AP English Comp. (1)	Algebra II **or** Higher Level Math (1)	Chemistry (1)	American History **or** AH Honors or AP (1)	**N100500 Commercial Foods & Culinary Arts** HMV0100 (300 hrs), Begin HMV0170 (150 hrs)		
	12	English 4 **or** English 4 Honors **or** AP (1)	Precalculus **or** Pro. & Stats. **or** Higher Level Math	Genetics (1)	American Govt./ Economics **or** Honors **or** AP (1)	**N100500 Commercial Foods & Culinary Arts** Complete HMV0170 (75 hrs), HMV0171 (300 hrs), Begin HMV0126 (150 hrs) **HMV0126 (150 hrs) (Students may have to complete program after graduation)**		
POSTSECONDARY		Based on this Career Cluster and identified career and identified technical education program, the following postsecondary options are available						
		TECHNICAL CENTER PROGRAM(S)		**COMMUNITY COLLEGE PROGRAM(S)**		**UNIVERSITY PROGRAM(S)**		
		[Name] Technical Center **N100500** Commercial Foods & Culinary Arts **(1200 hrs), PSAV Certificate**		-Small Business Management w/ specialization in Hospitality(CC), (24 hrs)- **[College]** - Business Administration & Management, BS (64 hrs)- **[College]** -Culinary Management , **AS (statewide)** -Baking & Pastry, **AS. (84 cr.)** **[University]** -Culinary Arts, **AS (84 cr.)** – **[University]**		-Business Management, BS (122 hrs)- **[University]** -Resort & Hospitality Management, BS,(120)-**[University]** -Business Administration, AS (60 hrs)- **[University]** **[University]** -Baking & Pastry Arts, **AS**(96 hrs) -Culinary Arts, **AS** (96 hrs) -Baking & Pastry/Food & Bev. Mgmt., **AS/BS** (97.5-199 hrs) -Culinary Arts and Food Service Mgmt., **BS** (196-5 hrs)		

ARTICULATIONS/ CREDIT	High School Students <u>Dual Enrolled</u> in PSAV Technical Center Program	Technical Center or High School to Community or State College	State and Community Colleges to Universities
	PSAV: N100500 **<u>Commercial Foods & Culinary Arts</u>:** **(1200 hrs)** **HMV0100** Food Preparation (300 hrs) **OCP A** **HMV0170** Cook, Restaurant (300 hrs) **OCP B** **HMV0171** Chef Head Cook (300 hrs) **OCP C** **HMV0126** Food Service Mgmt. (300 hrs) **OCP D** ([Name] Tech Center students may be able to complete the program by graduation)	**Statewide Articulation:** (1)**NRAEF003 Professional Food Service** certification = (3 cr.) toward **AAS/AS** in Restaurant Management **and** (3 cr.) toward Culinary Management (**CCC** Culinary Arts) (2) **NRAEF002** National Pro-Start Certificate of Achievement = (3 cr.) toward Culinary Management (**CCC** Culinary Arts) (3) **ACFED002 Certified Culinarian certification** = (6 cr.) toward **AAS/AS** in Restaurant Management **and** (3 cr.) toward **AAS/AS** in Culinary Management **[University]** **PSAV** to **AS**, (**9 cr.**) Business Management or **CCC** in Small Business Management	**PSAV ProStart Labs** **[University]** **[University]** (Upon acquiring specific certifications such as sanitation and ServSafe and in some cases, specified exams) **[University]** Completion of 2 yr. Com. Foods & Culinary Arts Program = **(9 qtr hrs:)** Stocks & Sauces Storeroom Operations American Regional Cuisine Introduction To baking & Pastry Principles of Foodservice Production

Based on the Career Cluster of interest and identified CTE program the following sample career specialties

CAREERS	Technical Centers	Community Colleges	4 Year Colleges and Universities

	Cooks
	Food Preparation Worker
	First-Line Supervisor of Food
	   Preparation & Serving Workers
	Food Service Worker
		(**TOL**) Chefs and Head Cooks
		(**TOL**) Food Service Managers (**HSHW**)
		   Catering/Sales Manager
		   Concierge
		   Culinary Manager
		(**TOL**) First-line Supervisor of Food Prep & Serving Workers
			(**TOL**) General Manager/CEO
			   Restaurant Manager
			   Hospitality Manager
			(**TOL**) Food Service Managers (**HSHW**)
			   Conference/Convention Manager

INDUSTRY CERTIFICATIONS

ACFED002 Certified Culinarian (CC)
NRAEF002 National ProStart Certificate of Achievement, National Restaurant Association Educational Foundation
NRAEF003 Certified Professional Food Service Manager, ServSafe®, National Restaurant Association Educational Foundation

CAREER AND TECHNICAL STUDENT ASSOCIATION

SkillsUSA, Inc.

INTERNSHIP/WORK EXPERIENCE RECOMMENDATIONS

Volunteer, intern, shadow, work at restaurants, hotels, resorts. Shadow food service cooks, chefs, managers.

This Program of Study was reviewed May 1, 2014 and is updated annually. Please see your School Counselor for the most recent plan. Individual student schedules will vary based on the needs of the student and changes in courses offered each year.

Program of Study Graduation Requirements: http://fldoe.org/core/fileparse.php/3/urlt/pos-gradchecklist.pdf

Career Cluster: Law, Public Safety & Security	CTE Program: Criminal Justice Operations (8918000)
Career Cluster Pathway: Law Enforcement Services	Industry Certification: NOCTI Criminal Justice (NOCTI010)

College Logo	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)

HIGH SCHOOL

- Students are encouraged to begin planning for careers and postsecondary options by exploring resources at http://fldoe.org/academics/college-career planning.
- Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.
- One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CTE COURSES	RECOMMENDED ELECTIVES
9th	English I	Algebra I or Geometry	Integrated Science	Introduction to Information Technology	Physical Education (1credit)) (Not required for ACCEL Program)	Criminal Justice Operations 1	Foreign Language I
10th	English II	Geometry or Algebra II	Biology	World History	Sociology or Psychology	Criminal Justice Operations 2	Foreign Language II
11th	English III	Algebra II, Integrated Math, Calculus, or Trig/Analytical Geometry/Statistics	Chemistry	American History	Practical Arts or Fine Arts course (1 credit)	Criminal Justice Operations 3	Elective/Dual Enrollment/Internship
12th	English IV	Additional Math (including Dual Enrollment)	Physics/Forensics or Science Dual Enrollment	American Government/Economics	Elective/Dual Enrollment/Internship	Criminal Justice Operations 4	Elective/Dual Enrollment/Internship/ Public Service Directed Study (optional)

POSTSECONDARY

Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
[Name] Technical Center Armed and Unarmed Security, Corrections, Dispatch	[Name] State College Criminal Justice Technology-Law Enforcement (AS 2606) Criminal Justice Technology-Non Sworn (AS 2611) Crime Scene Technology (AS 2435)	[University] Criminal Justice (AA, BA) [University] Criminal Justice (BA) Criminology and Criminal Justice (MS)

	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
CAREER	Public Service Aid Community Service Officer Paralegal & Legal Assistant (HSHW/TOL) Forensic Science Technician	Law Enforcement Officer (HSHW/TOL) Highway Patrol Forensic Science Technician (modified job title) Paralegal & Legal Assistant (HSHW/TOL)	Attorney FBI Agent Police Detective Federal Marshall Private Detectives & Investigators (HSHW/TOL)
	Articulation and CTE Dual Enrollment Opportunities		
CREDIT	**Secondary to Technical Center (PSAV)** (Minimum # of clock hours awarded)	**Secondary to College Credit Certificate or Degree** (Minimum # of clock or credit hours awarded)	**PSAV/PSV to AAS or AS/BS/BAS** (Statewide and other local agreements may be included here)
	[Name] Technical Center Dual enrollment credit in Correctional Officer program available	[Name] State College Up to 9 credits: If student completes Criminal Justice Operations 1-4 courses and meets college's requirements, may be eligible for up to 9 credits if accepted into any of the college's three criminology programs: Introduction to Criminology (3 credits) Administration of Criminal Justice (3 credits) Criminal Law (3 credits) [University] Up to 9 credits: Completion of Criminal Justice Operations 1-3 courses: Introduction to Criminal Justice (3 credits) Introduction to Law Enforcement (3 credits) Introduction to Juvenile Procedures (3 credits)	

Career and Technical Student Association

Florida Public Service Association (FPSA)

Internship/Work Experience Recommendations

Job Shadowing, Internships

Program of Study Graduation Requirements: http://fldoe.org/core/fileparse.php/3/urlt/pos-gradchecklist.pdf

Career Cluster: Health Science		CTE Program: Practical Nursing (Secondary) Nursing RN (College)	
Career Cluster Pathway: Therapeutic Services		Industry Certification: Licensed Practical Nurse (Secondary & College)	

College Logo	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)

HIGH SCHOOL

- Students are encouraged to begin planning for careers and postsecondary options by exploring resources at http://fldoe.org/academics/college career-planning.
- Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.
- One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program

Grade	English	Math	Science	Social Studies	Other Required	CTE	Electives
9th	English I	Algebra I	Environmental Science		Physical Education		Elective
10th	English II	Geometry	Biology	World History	Fine Arts	Health Sciences I	Foreign Language I
11th	English III	Algebra II	Chemistry, Earth or Space Science	American History		Health Sciences 2	Foreign Language II
12th	English IV or College Readiness English	Pre-Calculus or College Readiness Math	Physics or Anatomy/ Physiology	Economics/American Government		Allied Health 3	Elective

POSTSECONDARY

Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
[Name] Tech Center PSAV Programs: Patient Care Technician, Phlebotomy, Practical Nursing, Surgical Technology	[Name] College Programs: Practical Nursing (PSAV), Patent Care Technician (PSAV), Emergency Medical Technician, Emergency Medical Services (AS Degree)	[Names] Universities BS Degrees: Cardiopulmonary Sciences, Communications Sciences and Disorders, Health Sciences, Nursing, Radiologic Sciences, also MS & Ph.D. programs

CAREER

Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
Certified Nursing Assistant, Emergency Medical technician, Paramedic, Licensed Practical Nurse, Patient Care Technician, Home Health Aide, Phlebotomist	EMS Manager, Dental Assistant, Dental Hygienist, Licensed Practical Nurse, Medical Assistant, Medical Lab Technician, Physical Therapy Assistant	Athletic Trainer, Dentist, Occupational Therapist, Pharmacist, Physician, Physical Therapist, Radiologist, Registered Nurse

	Articulation and CTE Dual Enrollment Opportunities		
CREDIT	**Secondary to Technical Center (PSAV)** *(Minimum # of clock hours awarded per institution)*	**Secondary to College Credit Certificate or Degree** (Minimum # of clock or credit hours awarded) *Articulated credit to which courses and number of credits*	**PSAV/PSV to AAS or AS/BS/BAS** *(Statewide and other local agreements may be included here)*
	[Name] Technical Centers: 90 hrs credit for Health Sciences 1-3 taken in high school to Practical Nursing	[Name] College 90 hrs credit for Health Sciences 1-3 applied to Practical Nursing PSAV Certificate program	Statewide articulation of AS Nursing program to Nursing BS (72 hours) UF, FSU, FAMU, USF, FAU, UWF, UCF

Career and Technical Student Association

Health Occupations Students of America (HOSA)

Internship/Work Experience Recommendations

All students will participate in 685 hours of clinical experience including placements at community health care agencies, long-term care facilities and acute care facilities.

Program of Study Graduation Requirements: http://fldoe.org/core/fileparse.php/3/urlt/pos-gradchecklist.pdf

APPENDIX I

Examples of Secondary and Postsecondary Responses to Program of Study Items 2-4 and 6

**Examples of Secondary and Postsecondary Responses to
Program of Study Items 2-4 and 6**

This appendix contains examples of comprehensive responses to items 2-4 and 6 in the Program of Study section in the 2015-16 RFA. These examples were either pulled directly from responses submitted in last year's RFA (2014-15) or are a compilation of responses from those RFAs. They are grouped by level, with a section for secondary agencies and one for postsecondary agencies.

Examples for Secondary Agencies

2. **Describe the process you use to identify and develop NEW Programs of Study and who is involved in this process.**

   - The Program of Study (POS) development process begins with the annual evaluation of CTE programs, student performance data, program frameworks, current industry standards, and their alignment with the program offerings of our local state college and the university. The goal is to develop Programs of Study that will provide pathways toward postsecondary programs or employment. Reviews are conducted by a group made up of Administrators, CTE Specialists, CTE and Core Content instructors, parents, guidance counselors, postsecondary institutions and local business partners. Plans to add new programs are aligned with regional workforce needs utilizing the Region's Targeted Occupations List and input from business partners. The district considers the discontinuation of programs that are no longer high-skill, high-wage or in demand in our region. Strong relationships and regular dialog with our business, industry and economic development partners as well as their involvement on advisory boards for our CTE programs help us to ensure that our CTE Programs are providing the training leading to high-skill high-wage in demand careers for our students after graduation. Our articulation opportunities link our students to additional postsecondary training with our local partners of the state college and university. Our region brings these parties together regularly through our region's Next Generation Learning Community Initiative as well as Workforce Development initiatives through the county Chambers of Commerce and County Economic Development Offices.

   - A collaborative process of designing Programs of Study (POS) was developed between our college and the schools, school districts and community business partners. Each POS is guided by the workforce and economic development needs of business/industry, the community and employment opportunities for students. The statewide and regional Targeted Occupations Lists (TOL) are used to identify High-Skill/High-Wage or High-Demand careers that align with the POS. Programs are designed and validated in cooperation with business and industry partners to ensure the curricula are academically challenging and technically relevant.

The College Office for CTE and Workforce Programs meet to discuss programs and courses offered at the secondary and postsecondary level. The College has enjoyed a lengthy partnership with county public school's CTE department and local technical colleges. The College Student Career Pathways Specialist and the district Curriculum Specialists work together in developing and maintaining POS. The Dean of Workforce serves on the District's Career Academy Advisory Committee. The committee meets quarterly and discusses POS, rigor, Industry Certifications, Internships, etc. Additionally, the Director of CTE meets with College staff to review and update articulated courses. Faculty and staff compare course levels and courses that lead to Industry Certifications to ensure they are academically challenging. The FDOE frameworks and standards are used to develop POS. Frameworks are the cornerstone for developing programs and career academies. Each program and career academy has a functioning Business Advisory Committee. One of their functions is to ensure the curriculum is rigorous, authentic and relevant.

3. **Describe who is involved in implementation of your Programs of Study.**

- The High School/Technical Center/College will prepare the classroom and lab facility, based on input from the program advisory committee (core academic and CTE secondary and postsecondary faculty, local business partners, guidance counselors, CareerSource members) for this new program. The program instructor uses the curriculum developed by the advisory committee, based on the FLDOE curriculum frameworks, industry input/needs and graduation requirements. The instructor works with the program advisory committee to identify and purchase recommended materials and equipment. The core academic courses students take depend on the level of the student and their program area and are taught by core academic teachers. Core academic and CTE faculty work together to provide lectures and exercises to utilize both types of content and provide relevant real-world experiences. Business/industry partners not only provide advice on equipment and software needed for coursework but also provide work-based experiences for students.

4. **For ALL of the Programs of Study that will be available to career and technical education students in the 2015-2016 school year, describe the following:**

Answer the following subquestions, 4a – 4h, in relation to **ALL** of the POS that will be available to your students during the 2015-2016 project year, whether they are offered by your agency or are being offered by a partner agency.

a. **How do you promote the Programs of Study to <u>students</u>, <u>parents</u> and <u>CTE as well as academic faculty</u>?** Please provide a weblink to the forms, information on the programs of study or to other materials used to market the programs [**NEW item**].

- We have developed a Guide about our Programs of Study (POS) which is given to all 8th grade students annually during a CTE high school orientation presentation prior to high school class scheduling. Students are encouraged to take the guides home to discuss with their parents. The Guides are also mailed out to 8th and 9th grade students and their parents. These printed guides are also provided to high school guidance counselors and teachers; an electronic version is available on the District CTE Department website. Guidance counselors have copies to give to new students and use during parent meetings. Parents are referred by district and school staff to the electronic version on the website. In addition, the guide is sent to all County Commissioners, Chamber of Commerce Executive Directors, mayors, principals and presented in community outreach presentations on a regular basis. [weblink to materials]

- Programs of study are promoted to CTE and academic teachers at the beginning of the year Workforce Education inservice during preplanning. Middle School career exploration teachers are provided the district's Programs of Study to share with students the opportunities available when they enter the ninth grade. Each high school's guidance office has programs of study available for the CTE programs at their school to share with students and parents. Programs of study are also available at 8th grade orientations as students register for 9th grade. POS will be published on the district's Workforce Education website to better assist guidance counselors, students and parents in understanding the requirements of each pathway and the future possibilities for postsecondary and employment opportunities. [weblink to materials]

b. **How do guidance counselors become informed about the various Programs of Study? If professional development is offered, please describe**.

- Our counselors meet every year for a CTE day. They go over all of the courses available to students at the high school and post-secondary level. They are provided with handouts to use with their students. Counselors are encouraged to visit the Technical Centers to see firsthand the types of programs available to high school students.

- Professional development was created to provide all high school guidance counselors with an accurate glimpse of the demands of the regional workforce and the opportunities for linkage to business and industry and postsecondary opportunities for our students while still enrolled in high school and after graduation, including career dual enrollment at the district technical center and the local state college. Our local utility company worked collaboratively with the Director of Workforce Education to build a professional development opportunity to raise awareness of careers in the high-skill, high-wage occupations that will be available to our graduates following high school and/or college. The target audience for Counselors in The Workplace was middle and high school guidance counselors.

The professional development was delivered by the Director of Workforce Education and Business and Industry partners.

Guidance counselors were provided: Information on entry-level job opportunities; education, skill, and/or experience requirements for entry, salary and benefit information, and any other pre-employment requirements; Information on potential career ladders within the company and/or industry and requirements for advancement; Information on employee development opportunities that are provided, including training, career development, and/or tuition reimbursement; Ideas on what can be done in the classroom to better prepare students for work in your company or industry, with an emphasis on Academics, Technical skills and/or technology use, Employability or soft skills, Ethics and teamwork and Ideas for special populations of students. Participants received training on how the Targeted Occupations List is developed. They received handouts, activities, websites, or other resource to easily use in the classroom with students to raise awareness about or preparedness for in-demand careers in our region. This professional development opportunity will be ongoing during the 2015-16 school year.

c. **How many of your Programs of Study have a local and/or statewide articulation agreement currently in place? Provide the name/s of agency/ies with whom you partner and/or provide a copy of the articulation agreement/s.**

- Agreements are in place with local school districts [names of districts], the local tech centers [names of Tech Center] and the College [name of College]. Signed copies are kept on file in the College's Office of Legal Services as well as with respective offices of local school superintendents and the Technical Centers. Further, it is the practice of the college to fully recognize all Gold Seal statewide articulation agreements. The project is especially active in promoting awareness of statewide agreements with an emphasis on industry certifications and the possibility of articulated college credit as well as credit availability for completion of PSAV programs at the local Technical Centers.

d. **How are postsecondary education credits earned under the articulation agreement awarded to students?**

- Student transcripts are tagged uniquely for dual enrollment, course completion, and industry certifications. When three courses within a program are completed, the FASTER transcript reads, "Career Pathway Participant=Y/N." Industry certifications are listed with "P/F" outcomes. Dual enrollment is identified with a "D" next to the course grade. Students can earn post-secondary credit through dual enrollment, or when enrolling into a post-secondary institution after graduating high school. Colleges will use local articulation agreements to award credit for students toward pre-determined courses based on high school program completions and/or industry certification attainment.

e. **How do you develop the locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary component to be included in the Program of Study and who is involved in their development?**

- Development of the sequence of academic and CTE courses for POS is determined through meetings with both secondary and postsecondary teachers. Academic teachers are an important component of all academy planning and are involved in incorporating core subject material in CTE curricula and determining which of the academic courses are needed to support the CTE components of each POS. The POS is designed using graduation requirements and state framework guidelines, along with postsecondary academic recommendations and industry standards. In articulation agreement workshops, secondary and postsecondary teachers meet to match up CTE secondary competencies with postsecondary coursework and map overlaps/articulated credit.

    We have individual program advisory committees that include business leaders with expertise in the area covered that provide input based on the needs they face in the workforce and help to determine how best to apply real world applications into the required standards.

    This process ensures that what is being taught meets the standards and needs of local industry, avoids unnecessary duplication of courses between the secondary and postsecondary levels and results in a seamless transition from secondary academic and career and technical education courses to continued training in a postsecondary setting or into employment. Curriculum sequencing also allows for maximum certification opportunities for those students who begin at the high school level and exit through the technical center or college.

f. **How do CTE Programs of Study reflect programs which are guided by the workforce and economic development needs of business/industry, the community and employment opportunities?**

- Key in the development of the articulated CTE programs that are offered to district students are the use of the state and regional Targeted Occupations Lists and the results of local Needs Assessments, generally conducted prior to implementing a new CTE program. As each program is being developed, program-specific advisory committees are formed consisting of business/industry/community leaders, as well as persons actually in those jobs/careers for which the program is training. These advisory committees remain active during the duration of the program. Each year placement rates are reviewed and evaluated as part of the annual review for each college program.

- We have a very strong partnership with our business community. We have a District Level Advisory Committee that represents all of the Career Pathways. We meet with this group and make sure that we are on the right track at the District level. We then have specific groups that hone deeper into the individual pathways to ensure we are providing our students with the appropriate technical and non-technical skills to be successful after completing our programs. We also have a very strong teacher immersion program that gets our teachers out into the "real world" to see what it is their students will be facing when they finish the programs and seek employment in that particular industry.

g. **Does your CTE Program/s of Study provide work-based opportunities? If yes, please describe.**

- CTE students have the opportunity to experience work-based experiences in their CTE program area through lab simulations, job shadowing, Guided Workplace and OJT avenues. Healthcare programs, including patient care technician and pharmacy technician, have clinical internships at various local healthcare facilities. Other programs such as Auto, Cosmetology, Computer Systems and Medical Administration have internship opportunities. Students are required to document their work hours weekly and employers provide weekly feedback regarding student performance. In addition, students are involved in community involvement activities in which they practice CTE skills. For instance, several Agriscience classes recently partnered with the local hospital to build square foot gardens which are available to community members in a project to promote healthy eating habits.

h. **Please explain how your Program/s of Study provides a pathway for students to earn an industry certification.**

- In order for students to earn an Industry Certification, they work over a specified period of time and earn up to a certain number of hours in the program area. Students are scheduled in a three (3) hour block of time that provides time intensive rigorous instruction and applied learning opportunities in a lab or work setting, where applicable. As a result based upon the readiness level, students have the opportunity to sit for one of the Industry Certifications related to that program. For example, for students in the Computer Systems and Information Technology program to earn an industry certification, they work over a two-year period and earn up to 900 hours, including applied learning opportunities in a lab setting. As a result, based upon their readiness level, students have the opportunity to sit for one of the listed Industry Certifications for this program, which include Comp TIA A+, Security +, Network+, A+; or CCNA.

6. **Describe the process for reviewing and/or updating currently developed Programs of Study.**

- All Programs of Study are reviewed annually for necessary revisions by program instructors, members of business and industry who serve in an advisory role, representatives from the postsecondary institutions where we have articulation agreements and the Director of Workforce Education. A program review process is employed to analyze program profiles, student learning outcomes, program strengths and weaknesses, and program efficiency. Programs of study are also reviewed to ensure compliance with current graduation requirements, FLDOE curriculum frameworks and can be adjusted to include newly available industry certifications, changes to certifications or standards, and revisions to postsecondary articulation agreements. POS are also reviewed and monitored periodically to ensure continuing alignment with the needs of the local workforce. The group makes recommendations to improve the program and anticipate future issues for the program.

Examples for Postsecondary Agencies

2. **Describe the process you use to identify and develop NEW Programs of Study and who is involved in this process.**

- The procedures utilized to develop and implement POS are as follows:
  - On-going discussions and dialogue with CTC Program Planners, CTC Student Services Team Members and Career Specialists for the three (3) High Schools
  - Evaluation of Targeted Occupation List for local region to assure that program is in high demand
  - Meeting/discussion with local workforce agencies for potential funding
  - Administer and analyze random survey data (website survey with message sent via FOCUS parent/student portal)
  - Send school team to visit successful POS at other technical school sites
  - Develop advisory group for specific POS which will include community members, CTE and academic teachers at secondary and post-secondary levels
  - Develop action plan/flowchart for implementation timeline including articulation from secondary programs if already established. This action plan timeline would outline all curricular/facility resources needed to allow for program success, establish deadline dates and people assigned to implement plan
  - Develop marketing strategy
  - Monitor progress of new POS with advisory board to make necessary changes as needed.

- A collaborative process of designing Programs of Study (POS) was developed between our college and the schools, school districts and community business partners. Each POS is guided by the workforce and economic development needs of business/industry, the community and employment opportunities for students. The statewide and regional Targeted Occupations Lists (TOL) are used to identify High-Skill/High-Wage or High-Demand careers that align with the POS. Programs are designed and validated in cooperation with business and industry partners to ensure the curricula are academically challenging and technically relevant.

  The College Office for CTE and Workforce Programs meet to discuss programs and courses offered at the secondary and postsecondary level. The College has enjoyed a lengthy partnership with county public school's CTE department and local technical colleges. The College Student Career Pathways Specialist and the district Curriculum Specialists work together in developing and maintaining POS. The Dean of Workforce serves on the District's Career Academy Advisory Committee. The committee meets quarterly and discusses POS, rigor, Industry Certifications, Internships, etc. Additionally, the Director of CTE meets with College staff to review and update articulated courses. Faculty and staff compare course levels and courses that lead to Industry Certifications to ensure they are academically challenging. The FDOE frameworks and standards are used to develop POS. Frameworks are the cornerstone for developing programs and career academies. Each program and career academy has a functioning Business Advisory Committee. One of their functions is to ensure the curriculum is rigorous, authentic and relevant.

3. **Describe who is involved in implementation of your Programs of Study.**

- The High School/Technical Center/College will prepare the classroom and lab facility, based on input from the program advisory committee (core academic and CTE secondary and postsecondary faculty, local business partners, guidance counselors, CareerSource members) for this new program. The program instructor uses the curriculum developed by the advisory committee, based on the FLDOE curriculum frameworks, industry input/needs and graduation requirements. The instructor works with the program advisory committee to identify and purchase recommended materials and equipment. The core academic courses students take depend on the level of the student and their program area and are taught by core academic teachers. Core academic and CTE faculty work together to provide lectures and exercises to utilize both types of content and provide relevant real-world experiences. Business/industry partners not only provide advice on equipment and software needed for coursework but also provide work-based experiences for students.

4. **For ALL of the Programs of Study that will be available to career and technical education students in the 2015-2016 school year, describe the following:**

Answer the following subquestions, 4a – 4h, in relation to **ALL** of the POS that will be available to your students during the 2015-2016 project year, whether they are offered by your agency or are being offered by a partner agency.

a. **How do you promote the Programs of Study at <u>local high schools</u>, <u>in the community</u>, and to <u>CTE as well as academic faculty</u> at your agency? Please provide a weblink to the forms, information on the programs of study or to other materials used to market the programs.**

- Programs of Study are promoted to student, faculty and parents via [add weblink to materials]:
  o Career fairs at all region high schools
  o Career presentations made to particular groups of students on specific topics (i.e., Allied Health, Manufacturing, Early Childhood, etc.)
  o Open houses on the College campus to demonstrate simulation labs and new technology
  o College Fairs
  o Displays on the College campus including the student center and library
  o Provision of resources to CTE and academic instructors at District-wide events during the school year
  o Posting of materials on Tech Center, Career Pathways and District websites
  o Presentations to various regional civic and economic development groups
  o Promotions on social media including Facebook, YouTube and Twitter
  o Promotions on local radio and television stations
  o Ads in regional newspapers
  o Flyers, brochures, posters displayed in high schools, the college and in community venues (i.e., regional CareerSource office, public libraries, etc.)
  o Participation in the College's annual campus-wide "Preview Saturday" that includes tours, help with applications and financial aid, instructor demonstrations, etc.

- The Programs of Study will be made available to Career and Technical Education students through multiple avenues. CTE adminstrators will schedule information and work sessions for advisors, career specialists, faculty, staff, and business and industry representatives to review the POS. Advisors and other staff will disseminate the information to the students. Faculty will be encouraged to cover the POS as guided by the FLDOE curriculum frameworks learning outcomes and objectives. CTE progam information, flyers, and posters will be made readily avilable and posted throughout the district. The College's website will also post the CTE program information and available opportunities. [add weblink to materials]

The College also provides each high school with a standup kiosk so that students on the high school campuses can easily obtain information about the College's POS. A web page provides static information, links to College resources, and services such as counseling and registration. The kiosk also provides short videos on available degree programs along with forms that can be completed and emailed directly to academic departments for additional information. Each kisok is equipped with a web camera and desktop videoconferencing to connect students with individuals on campus for one-to-one personal assistance across the web. The school districts provide space in each high school (easily accessible to students) and network connection to the internet.

b. **How do <u>high school guidance counselors</u> become informed about the various Programs of Study offered at your agency? How do <u>career specialists/counselors at your agency</u> become informed about the various Programs of Study offered at your agency? If professional development is offered, please describe**.

- At the beginning of the academic year, CTE adminstrators will schedule information and work sessions for advisors and career specialists, to review the POS. As a pre-school preparation activity and as mid-term update for student scheduling the following year, the county high schools' career technical staff meet with postsecondary guidance counselors to ensure they have the most current information available about Programs of Study. Marketing and recruitment materials (brochures, flyers, and catalogs), activities (campus tours, open house, and community outreach), presentations and resources are provided to high school guidance counselors at District-wide events during the school year.

- The College Career Pathways Facilitator meets annually with CTE and academic instructors on POS and any updates/revisions and post POS materials on the Tech Center and Career Pathways websites. The College Career Pathways Facilitator also meets annually with the guidance counselors as well as other Student Services personnel at each local high school to provide information and keep them informed of new opportunities. The college recruiters make regular one-on-one contact with guidance counselors and cooperatively plan college awareness opportunities, such as at Career Fairs at the high schools and Open Houses on the college campus.

c. **How many of your Programs of Study have a local and/or statewide articulation agreement currently in place? Provide the name/s of agency/ies with whom you partner and/or provide a copy of the articulation agreement/s.**

- Agreements are in place with local school districts [names of districts], the local Technical Centers [names of Tech Center] and the College [name of College]. Signed copies are kept on file in the College's Office of Legal Services as well as with respective offices of local school superintendents and the Technical Centers. Further, it is the practice of the college to fully recognize all Gold Seal statewide

articulation agreements. The project is especially active in promoting awareness of statewide agreements with an emphasis on industry certifications and the possibility of articulated college credit as well as credit availability for completion of PSAV programs at the local Technical Centers.

d. How are postsecondary education credits earned under the articulation agreement awarded to students?

- Students who earn credits through secondary programs, PSAV programs, Gold Standard, and/or industry certification have the credits posted on their transcripts to a correlating program after the student earns 12 semester credits at the college. Articulation agreements spell out direct course-for-course articulation where applicable and general programmatic electives where direct course-for-course articulation is impractical. Credits are awarded by the terms of the local agreement, but are at least at the minimum state prescribed levels where statewide agreements exist.

e. How do you develop the locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary component to be included in the Program of Study and who is involved in their development?

- Development of the sequence of academic and CTE courses for POS is determined through meetings with both secondary and postsecondary teachers. Academic teachers are an important component of all academy planning and are involved in incorporating core subject material in CTE curricula and determining which of academic courses are needed to support the CTE components of each POS. The POS is designed using graduation requirements and state framework guidelines, along with postsecondary academic recommendations and industry standards. In articulation agreement workshops, secondary and postsecondary teachers meet to match up CTE secondary competencies with postsecondary coursework and map overlaps/articulated credit.

  We have individual program advisory committees that include business leaders with expertise in the area covered that provide input based on the needs they face in the workforce and help to determine how best to apply real world applications into the required standards.

  This process ensures that what is being taught meets the standards and needs of local industry, avoids unnecessary duplication of courses between the secondary and postsecondary levels and results in a seamless transition from secondary academic and career and technical education courses to continued training in a postsecondary setting or into employment. Curriculum sequencing also allows for maximum certification opportunities for those students who begin at the high school level and exit through the technical center or college.

f. **How do CTE Programs of Study reflect programs which are guided by the workforce and economic development needs of business/industry, the community and employment opportunities?**

- Key in the development of the articulated CTE programs that are offered to district students are the use of the state and regional Targeted Occupations Lists and the results of local Needs Assessments, generally conducted prior to implementing a new CTE program. As each program is being developed, program-specific advisory committees are formed consisting of business/industry/community leaders, as well as persons actually in those jobs/careers for which the program is training. These advisory committees remain active during the duration of the program. Each year placement rates are reviewed and evaluated as part of the annual review for each college program.

- We have a very strong partnership with our business community. We have a District Level Advisory Committee that represents all of the Career Pathways. We meet with this group and make sure that we are on the right track at the District level. We then have specific groups that hone deeper into the individual pathways to ensure we are providing our students with the appropriate technical and non-technical skills to be successful after completing our programs. We also have a very strong teacher immersion program that gets our teachers out into the "real world" to see what it is their students will be facing when they finish the programs and seek employment in that particular industry.

- The College, through the School of Business and Technology, has been collaborating with two universities in the region in conducting primary research into the local workforce needs. The research focuses on skills gaps, training gaps, critical position recruitment, and related workforce education and economic development activities. This research has placed the college directly in front of many of the region's employers and has provided a clear window into the needs of local employers, so that POS can meet industry needs and students will be provided employment opportunities. The research has also directly involved the local school districts and the related CTE and PSAV personnel within them. The college maintains close working relationships with the tech center directors and CareerSource.

g. **Does your CTE Program/s of Study provide work-based opportunities? If yes, please describe.**

- Our Tech Center has a Cooperative Education (co-op) Instructional Plan in place following state guidelines to allow a maximum of 25 hours of educational credit in a given week and the credit must be earned only when school is in session. This is an agreement with business and industry that provides a paid, on-the-job (OJT) training opportunity for students to enhance skills needed to be successful in a work

environment while still maintaining full-time student status. The work experience must be directly related to the specific competencies identified for the student to master. The student's progress report will be reviewed with the student and on-site supervisor to indicate the particular objectives, experiences, and competencies that must be completed during the co-op experience. These objectives, experiences and competencies will be highlighted by the instructor and must be checked off, dated, and initialed by the on-site supervisor as they are completed. The onsite supervisor must evaluate each of these competencies as the student demonstrates knowledge in the designated skill.

- Work-based opportunities are incorporated into the College's POS through a variety of modalities to include – Co-operative Education, Internships, Practicums as well as Clinical setting classes, most common to health-related programs. Further, the programs under the Department of Professional Services, which includes Culinary Management, Cosmetology, Massage and the like, provide thorough work-based experiences in their working salon and dining room.

h. **Please explain how your Program/s of Study provides a pathway for students to earn an industry certification.**

- Certification preparation is a focus of program curriculum. Each POS identifies the corresponding industry certifications available at the secondary and postsecondary levels. Programs encourage multiple certifications where appropriate. POS provide students with a sequence of instruction that provides them with the opportunity to develop and practice the skills required to earn appropriate industry certifications. Students are particularly motivated to earn Gold Standard certifications and those that earn local articulated post-secondary credit.

6. **Describe the process for reviewing and/or updating currently developed Programs of Study.**

- The College has a professional and active program of institutional effectiveness through which relevant data regarding CTE students and instructor performance is collected and analyzed on a regular basis. All programs are monitored and evaluated to ensure quality and consistency. Effectiveness initiatives are led by the Office of Institutional Effectiveness in accordance with the assessment plan designed to include all college credit course and PSAV offerings. Educational programs are required to submit Institutional Effectiveness (IE) Program Summary Reports with annual updates to the IE coordinator. This document details program goals, objectives, outcome descriptions, assessment process and actual outcomes. Enrollment, completion, credential attainment and transfer data are tracked for all CTE programs.

  Faculty and staff at the College are in regular contact with business and industry and located in the community and surrounding service district as well as the regional

CareerSource office to make sure that POS are in alignment with the needs of the local workforce.

All evaluative measures will be used by College personnel and the regional Career Pathways Consortium (school district superintendents and guidance counselors from member counties, the directors of member Tech Centers, as well as College staff) to review and make adjustments to programs when indicated.