

GET THERE

Florida's Workforce Education Initiative

2026-27 Workforce Development Capitalization Incentive Grant Program

Concept Proposal Release

June 3, 2026



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Webinar Agenda

1. Webinar Agenda and Purpose

2. Funding Purpose and General Information

3. Overview of Project Concept Requirements

4. Submission and Review of the Project Concept

5. Questions

Funding Purpose and General Information



Governor's Goal

Florida is now the **#1 state in the nation for workforce education.**

Under the leadership of Governor Ron DeSantis, Florida has:

- Invested **\$12 billion** into workforce education programs.
- During the 2024-25 academic year, Florida experienced record-breaking CTE enrollments, including **over 818,000** K-12 Career and Technical Education (CTE) students, **512,000** postsecondary CTE students—a remarkable **30% increase** in postsecondary enrollments since Governor DeSantis took office.
- In 2024-25, **80,972** rapid credentials were awarded to Florida students, representing a **5.4% increase** over 2023-24 numbers.
- Florida now boasts a record **25,000** active apprentices and pre-apprentices, an **11% increase** over the previous year. Additionally, there has been a **14% rise** in newly registered apprenticeships.

Florida Statutory Requirements and Funding Source

Section (s.) 1011.801, Florida Statutes (F.S.) Workforce Development Capitalization Incentive Grant Program.

House Bill (HB) 5001E, General Appropriations Act (GAA) 2026 *

* Awards are contingent upon the final approval of the GAA.

- Specific Appropriation 122
- Aid to Local Governments – Grants and Aids – Workforce Capitalization Incentive Grant Program from the General Revenue Fund

Funding Allocation

2026-27 Appropriation

\$40,000,000

Funding Purpose s.1011.801, F.S.

To provide grants to school districts, charter schools and Florida College System institutions to fund some or all of the costs associated with the creation or expansion of career and technical education programs that lead to industry certifications included on the CAPE Industry Certification Funding List.

The programs may serve secondary students or postsecondary students if the postsecondary career and technical education program also serves secondary students.

Landing Page

Information on this opportunity is located at the following web site:

<http://www.fldoe.org/capgrant>

Target Population

Secondary students who are either:

Enrolled in 9-12 career education programs, or

Enrolled in career dual enrollment programs.

Fiscal Agents

A school district or charter school authorized through an independent entity who offers secondary career and technical education programs, or

Any of the following institutions which offer public career dual enrollment programs:

- A school district career center under s. 1001.44, F.S.
- A district charter technical career center under s. 1002.34, F.S.
- A Florida College System institution under s. 1000.21(3), F.S.

Note: For charter school applicants that are chartered through a school district, see specific information on slides 11 and 12.

Charter School Applicants

Charter schools may submit concept proposals for the Workforce Development Capitalization Incentive Grant funds; however, their authorizing district must serve as the fiscal agent. If a charter school proposes an expansion, and its concept proposal is approved, the authorizing district must include the school in its Request for Application (RFA). Districts are required to engage in consultation with their charter schools throughout this process, and should support them collaboratively without requiring charter schools to submit applications on their own unless that is the charter school's decision.

- Charter schools which are not chartered through a school district and authorized through an independent chartering entity may apply as the primary fiscal agent.

Charter School Applicants (continued)

The following only applies to charter schools which are chartered through a school district.

Step 1: Concept Proposal Submission

- | | |
|--|--|
| Option 1: Charter school elects to work with the school district's CTE office on a comprehensive concept proposal for all schools. | Option 2: Charter school elects to submit a concept proposal for independent review. |
|--|--|



Step 2: Request for Application (RFA)

For all charter schools chartered with a school district, the district must serve as Fiscal Agent and will add the concept proposal (if approved) to the RFA. The charter school must submit all required documents to the fiscal agent, as outlined in the RFA, throughout the duration of the project. These include the DOE Supplemental Budget Narrative, Projected Equipment Form, Performance Accountability Form and other applicable items such as quarterly reports and the DOE 399 Project Disbursement Form, as indicated in the RFA.

Eligible Programs

Multi-course secondary career preparatory or technology education program approved for students in grades 9-12 and adopted in Rule 6A-6.0571, F.A.C.

- At least three courses should be offered in the new or expanded program to qualify at the school where the expansion is planned.
- A list of eligible programs is posted. Funds may only be requested for programs on this list.*

Postsecondary CTE programs in which students are dual enrolled and offered by school district career centers, charter technical career centers or Florida College System institutions.

- Career dual enrollment programs may include career certificate, applied technology diploma, associate in applied science and associate in science.*

*NOTE: All eligible programs must lead to an industry certification on the CAPE Industry Certification Funding List.

Commonly Funded Programs: 9-12 CTE

Nursing Assistant
(Acute and Long-
Term Care)

Emergency
Medical
Responder

Allied Health
Assisting

Applied Robotics

Artificial
Intelligence (AI)
Foundations

Digital
Media/Multimedia
Design

Engineering
Pathways

Applied
Cybersecurity

Applied
Engineering
Technology

Building Trades
and Construction
Design
Technology

Welding
Technology
Fundamentals

Aerospace
Technologies

Note: These are secondary CTE programs commonly funded in the past. The Department recommends programs with the best employment opportunities and pathways for students. For a comprehensive list, visit www.fldoe.org/capgrant.

Commonly Funded Programs: Career Dual Enrollment

Patient Care
Technician

Welding Technology

Heating, Ventilation,
Air-Conditioning/
Refrigeration
(HVAC/R)¹

Aluminum Welding
and Fabrication

Applied
Cybersecurity

Advanced
Manufacturing and
Production
Technology

Emergency Medical
Technician

Logistics and
Transportation
Specialist

Marine Service
Technologies

Network Systems
Technology

Practical Nursing

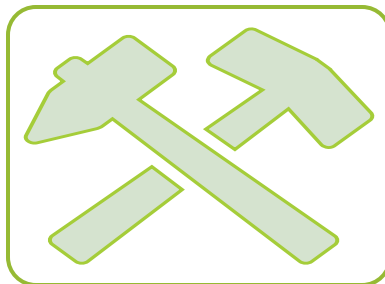
Aviation Operations

Note: These were postsecondary CTE programs commonly funded in the past. The Department recommends programs with the best employment opportunities and pathways for students. For a comprehensive list, visit www.fldoe.org/capgrant.

Allowable Expenditures



Allowable costs include instructional equipment, laboratory equipment, supplies, personnel, student services, fixed capital and other expenses necessary for the expansion.



Fixed capital outlay costs are allowed for **some types** of expenses, including remodeling and renovation of existing facilities.

Note: The above is a list of items or services that are generally allowed as expenditures. This is not a comprehensive list of allowable items. Applicants are expected to **consult the FDOE program office** with questions regarding allowable costs. Questions must be emailed to capgrant@fldoe.org.

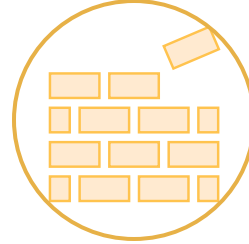
Non-Allowable Expenditures



Indirect costs



Purchase of land and land improvements



Construction of new structures and buildings



Recurring instructional costs



Promotional and advertising materials



Note: The above is a list of items or services that are generally not allowed as expenditures. This is not a comprehensive list of unallowable items. Applicants are expected to **consult the FDOE program office** with questions regarding allowable costs. Questions must be emailed to capgrant@fldoe.org.

Program Performance Period

July 1, 2026, to June 30, 2027*

*Grants with funds not disbursed by June 30 may be eligible for an award extension.

Process for Funding Selection

At the end of the review period, a summary sheet of proposals received will be prepared for the Commissioner with recommendations regarding funding.



Upon approval of the initial group of proposals, an allocation chart will be prepared for the Request for Application (RFA) and the RFA will be transmitted to approved applicants to complete the official application.



The final approved concept proposal must be included in the application submission.

Note: If all funds have not been awarded in the initial RFA, additional funding opportunities will occur in the same manner described above. An amendment to the RFA will be processed as additional groups of proposals are recommended for funding by the Commissioner.

Method of Review

Pre-screening will be done by FDOE staff to ensure conditions for acceptance are addressed and to determine eligibility.

Proposals that meet the conditions for acceptance will be evaluated and the programs which are selected will be invited to submit an application.

Note: Awards are subject to the availability of funds.

Reporting Requirements

Upon selection for an award, the Request for Application (RFA) will contain required reporting on the progress.

Upon award, quarterly reports will be required for agencies to summarize progress toward their goals specified in their proposal.

The reporting schedule will be included in the RFA.

Financial Consequences

FDOE staff will review progress and approve all activities and deliverables in the Grant Activity Report.

- Failure to meet and comply with the agreed upon activities and deliverables established in the grant may result in partial payment or non-payment, as appropriate.
- Future advance payment requests may be withheld until the recipient meets the approved activities identified in the application.

Assurances

Applicants must thoroughly read the assurances to determine whether to submit an application for the grant. If awarded funds, the applicant will become a grantee and must agree to all terms and conditions.

The applicant understands that the grant is a one-time, non-recurring grant to be used to create or expand eligible programs.

The agency has evaluated the funding sources for purchasing equipment. The amount received from this grant may be combined with other sources, but it must supplement and not supplant.

Equipment will be purchased, installed and available for use by students by the earliest possible date.

If fixed capital outlay expenditures are included, the applicant confirms that all facilities impacted are owned and operated by the fiscal agent.

If the fiscal agent is an authorizer for charter schools, the eligible charter schools have been contacted regarding the availability of these funds and have been permitted to participate in the application.

The applicant agrees to comply with all applicable rules for expenditure of state funds as well as any conditions in the Request for Application upon award.

Submission and Review Periods

Review Period: Concept proposals received by **Friday, July 24, 2026**.

Additional funding opportunities are subject to the availability of funds. Concept proposals received after the closing of initial review will be reviewed based on proposal received in the next 30-day period.

NOTE: Only applications received in complete form will be reviewed. Failure to submit in the proper format may result in delays in review and move your project to the next review period.

Overview of Project Concept Proposal



Project Concept Proposal

Only one concept proposal may be submitted by an eligible applicant for each type of proposal. The types of proposals are the following:

9-12 CTE Program Expansion or Creation (CTE)

Career Dual Enrollment Expansion or Creation (CDE)

- Florida College System institutions, or
- Career Technical Colleges/Centers

Project Concept Proposal Part 1:

Narrative (Word)

Eligible Applicant Information

Project Summary

Executive Summary

Support for Strategic Plan

Project Deliverable Schedule

Assurances

Note: 9-12 CTE and Career Dual Enrollment will use the same narrative template. However, if your agency is submitting two proposals, you will need to complete two separate narratives, one for CTE and one for CDE.

Project Concept Proposal Part 2:

Workbook CTE or CDE (Excel)

Program Detail

Economic Outcome

Cost Table A: Equipment, Supplies, Student Services or Other

Cost Table B: Personnel Costs

Cost Table C: Fixed Capital Outlay

Summary of Funds Requested

Efficient Use of Resources Calculation

Note: There are two different workbooks, one designed for CTE and the other one for CDE. Please ensure that you are using the correct workbook as smart tables are linked to master files specific to your programs.

Part 1: Narrative (Word)

Applicant Information & Project Summary

Project Summary Page

- Eligible applicant information:
 - School District or FCS Institution
 - Charter School Name
 - Counties served
- Charter schools information (if applicable)
- Type of proposal:
 - **9-12 CTE, or**
 - **Dual Enrollment**
- Primary and secondary contact person for this project
- Estimated completion date
- Funding summary

Part 1: Narrative (Word)

Executive Summary & Business Case

The executive summary provides evidence to the reviewer that your agency has undertaken a comprehensive review of your local needs and included those priority needs in the concept proposal.

The executive summary must address:

- How programs and the needs in your region were identified (e.g., your Perkins CLNA process, consultation with employers, workforce partners).
- How external workforce partners contributed to the determination of priorities.
- Linkages of programs to the targeted industry (if applicable) and total funds requested for each program listed.

Part 1: Narrative (Word)

Support for Strategic Plan

The support for strategic plan will describe how the project will incorporate one or more of the goals included in the State Board of Education's K-20 Strategic Plan.

- The Florida Department of Education Strategic Plan is outlined at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>.

Part 1: Narrative (Word)

Project Deliverable Schedule

Provide a high-level summary of the project:

- Milestones
- Activities required to meet the milestones
- Completion date for the milestone

Use this section to demonstrate that you have an overall project plan that will lead to the successful implementation of the project.

Part 1: Narrative (Word)

Attachment 1: Charter School Contact Verification Chart

In this table, provide a list of all charter schools chartered within your school district and verify all were contacted regarding this funding opportunity. The table includes the following:

- Name of the charter school
- Name of the charter school representative
- School district representative responsible for communication
 - Is the charter school seeking CAP Grant funding?
 - If seeking funding, has the school district included their proposal in the funding packet? If not included, explain why the proposal was not included in the funding packet.
- Date of contact
- Signature of superintendent

Part 1: Narrative (Word)

Attachment 2: Supplemental Narrative for Charter Schools

Complete this form for each charter school included in your agency's concept proposal. In this form, provide the following information:

- Charter school name
- Contact information
- Summary of programs
- Funding summary

Part 2: Workbook CTE or CDE (Excel)

Program Detail: Eligibility

Proposals are limited to the following eligible programs:

- Multi-course secondary career preparatory or technology education program approved for students in grades 9-12 and adopted in Rule 6A-6.0571, F.A.C.
- Postsecondary career education program in which secondary students are dual enrolled.

All eligible programs must lead to an industry certification on the CAPE Industry Certification Funding List.

Note: Separate workbooks are provided for 9-12 CTE program expansion and career dual enrollment. Only complete the one that applies to the program type in the proposal.

Part 2: Workbook CTE (Excel)

Program Detail: Conditions

For use of funds for a 9-12 career preparatory or technology education program, one of the conditions must be met:

- The district currently offers three courses in the program in the school where the expansion is planned, or
- The district agrees to offer three courses in the program for new program development in a school.

Please use the **CTE Workbook** specifically designed for these programs.

Part 2: Workbook CTE (Excel)

Program Detail: Information Needed

K-12 Program Number/Name	Course Numbers	Industry Certification Code and Title	School Name and Address <ul style="list-style-type: none">• Charter: Yes/No	Program Included in CTE Audit Phase Out Report
Certification Code Scheduled for Removal from the MCL	Month and Year for Anticipated New/Expanded Enrollment	Current Capacity	New Capacity	Program Capacity

Part 2: Workbook CDE (Excel)

Program Detail: Conditions

For use of funds for Career Dual Enrollment, this condition must be met:

- Postsecondary Programs must provide at least one industry certification linked in the CAPE list.

This section is for reporting all career dual enrollment programs for which expansion or creation is being proposed.

Please use the **CDE Workbook** specifically designed for these programs.

Part 2: Workbook CDE (Excel)

Program Detail: Information Needed

Postsecondary Program Number/Name	Industry Certification Code and Title	School Name and Address	Program Included in CTE Audit Phase Out Report
Certification Code Scheduled for Removal from the MCL	Month and Year for Anticipated New/Expanded Enrollment	Current Capacity	New Capacity
Program Capacity	New Dual Enrollment Capacity	Total Dual Enrollment Capacity	Percentage Dual Enrolled

Part 2: Workbook CTE or CDE (Excel)

Economic Outcome

For each program listed, provide information on occupational linkages and a brief summary of the economic impact of these occupations in Florida's economy for the students who complete these programs.

- Program Number/Name
- Occupation(s) to which the Program is Linked
- Economic Outcome Summary for the Occupation(s)
 - Annual Growth in your service area (this may include neighboring counties, if applicable)
 - Annual Openings in Florida (if available)
 - Annual Openings in your service area (this may include neighboring counties, if applicable)
 - High Skill High Wage (HSHW) Occupation determination
 - Entry Hourly Wage / Mean Hourly Wage / High Hourly Wage

Part 2: Workbook CTE or CDE (Excel)

Resources available for the Economic Outcome Summary for the Occupation(s)

The below-listed websites are commonly used resources for the demand for workers in certain jobs (identified by SOC codes/titles in the employment data).

- [The Labor Market Estimating Conference](#)
- [Florida Commerce – Current Employment Projections](#)
- [Career Source Florida](#)

Secondary CTE programs must use SOC Codes aligned with the [2026-27 Curriculum Framework](#) (if available). If the SOC code has not been defined for the program, please use the below-listed options or contact the CAP Grant Project Manager for assistance:

- Use any of the previously listed resources that may contain SOC codes if the occupation is demanded in your area.
- Perform an occupation search on [O*NET OnLine](#) and consult with the CAP Grant Project Manager before submission.

Postsecondary CTE programs: agencies should be using information on the SOC linkages identified on the [Master Credentials](#) list. This is the most up-to-date resource for the program to SOC linkages.

Part 2: Workbook CTE or CDE (Excel)

Estimated Costs: Table A

In this table, provide the summary of requested funds by the types of expenditures that have been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.

This table will require details about the expense type, brief description and purpose and total funds requested.



Special notes about categories in this table:

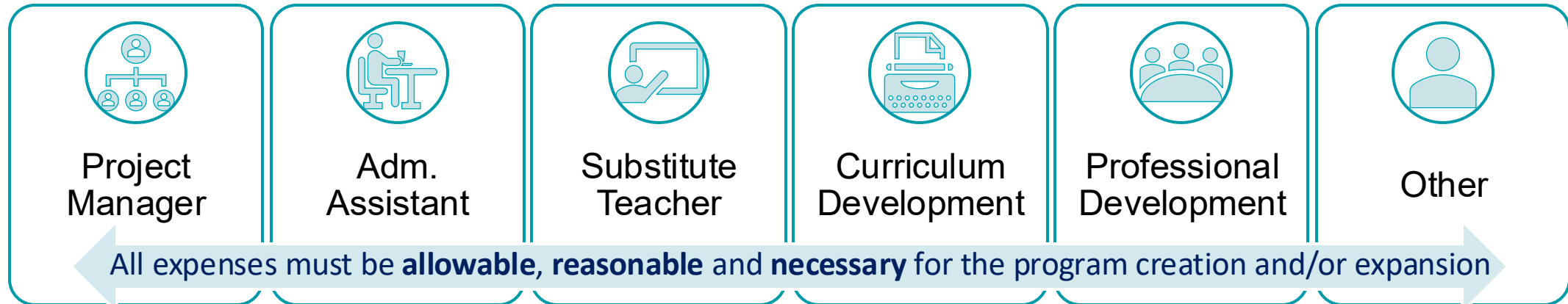
1. Funds may only be expended in industry certification exams for the new capacity per concept proposal.
2. If purchasing a software license, the expiration period cannot go beyond the grant period.

Part 2: Workbook CTE or CDE (Excel)

Estimated Costs: Table B

In this table, provide the summary of requested funds by the types of expenditures that have been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.

This table will require the staffing role, brief description and purpose of the position and total funds requested.



Special notes about categories in this table:

1. Funds may not be expended on recurring instructional costs.
2. Funds requested should include total salary and all benefits costs (concepts selected for funding will be asked to provide the DOE Budget Narrative with the required breakout of funds).
3. Funds requested for project management purposes cannot exceed 5% of the total project costs.

Part 2: Workbook CTE or CDE (Excel)

Estimated Costs: Table C

In this table, provide the summary of requested funds by the types of expenditures that have been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.

This table will require a brief description of need and purpose of the expense and total funds requested.



Special notes about categories in this table:

1. Allowable projects for expenditures include major repairs and renovations to real property that materially extend its useful life or materially improve or change its functional use, including furniture and equipment necessary to furnish and operate a new or improved facility.
2. The facility must be owned by the fiscal agent in the application or an entity with an active charter agreement with the fiscal agent.

Part 2: Workbook CTE or CDE (Excel)

Estimated Costs: Summary

In this table, provide the summary of requested funds by the types of expenditures that have been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. The total must equal the sum of Costs Tables A, B & C.

- Instructional equipment
- Laboratory equipment
- Supplies
- Personnel
- Student services
- Fixed capital
- Other

Notes: [1] Include only expenditures that have been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.

[2] The following are non-allowable costs: indirect costs, purchase of land and land improvements, construction of new structures and buildings, recurring instructional costs and promotional and advertising materials.

Part 2: Workbook CTE (Excel)

Efficient Use of Resources Calculation

The concept proposal **must** demonstrate a return on investment appropriate for the investment in the program.

This information will be **auto-populated** with the below-listed items.

- Total Funds Requested in the Concept Proposal
- Program Capacity
- Funds Requested per Capacity
- New Capacity
- Funds Requested per New Capacity

Part 2: Workbook CDE (Excel)

Efficient Use of Resources Calculation

The concept proposal **must** demonstrate a return on investment appropriate for the investment in the program.

This information will be **auto-populated** with the below-listed items.

- Total Funds Requested in the Concept Proposal
- Program Capacity Funds Requested per Capacity
- Total Dual Enrollment Capacity
- New Capacity
- Funds Requested per New Capacity

Submission Process



Proposal Submissions

Each eligible applicant (District, FCS, Independent Chartering Entity) may submit up to two separate submissions, one per each type of proposal:

9-12 CTE Programs

Career Dual Enrollment

- Florida College System institutions, or
- Career Technical Colleges/Centers.

Examples:

Any agency that is **eligible to apply** for both: the agency needs to make two submissions.

- One submission for 9-12 Programs, and
- One submission for Career Dual Enrollment Programs.

An agency that wants to apply only for Career Dual Enrollment: the agency needs to make one submission.

An agency that wants to apply only for 9-12 CTE Program: the agency needs to make one submission.

Documents to Include in a Submission

1. Signed cover letter (PDF)

- This must be a letter from the school district or Florida College System (FCS) institution and signed by the superintendent, FCS president or authorized representative for the eligible applicant. If an authorized representative signs, then a delegation of authority must be included as well.
- Required format: PDF document.

2. Narrative (Word)

- Required format: Word document.

3. Workbook CTE or CDE (Excel)

- Required format: Excel document.

Subject Line for Email Transmission

To assist in processing the proposals, the subject line for the submission should use the following formats:

CAP Proposal - Fiscal Agency Name CTE Program

Note: replace highlighted text with your agency name.

CAP Proposal - Fiscal Agency Name Career Dual Enrollment

Note: replace highlighted text with your agency name.

Email Submission of Concept Proposal

All proposals should be submitted in a single email to capgrant@fldoe.org.

All required documents should be received in the same email.

If an agency attempts to submit multiple times in separate emails, this will delay the processing of your submission.

If your first submission was incorrect, do not send a second corrected email. Send a request for technical assistance to capgrant@fldoe.org so that we may determine how to process your submission correctly.

Please ensure appropriate internal review and control processes to ensure your first submission is accurate.

Proposal Checklist

A complete Concept Proposal consists of a single email with the required documents:

9-12 CTE Programs:

- Signed cover letter for **CTE** (PDF)
- Part 1: Narrative (Word)
- Part 2: **CTE** Workbook (Excel)

Career Dual Enrollment:

- Signed cover letter for **CDE** (PDF)
- Part 1: Narrative (Word)
- Part 2: **CDE** Workbook (Excel)

Reminders

If your agency is submitting proposals for both 9-12 CTE programs AND career dual enrollment:

Two separate email submissions are required.



Before hitting send on your transmission:

Double-check that your final versions of all required documents are attached.

Frequently Asked Questions



Frequently Asked Questions

Q. Is there a limit on how much funds an agency can request in their proposal?

- **A.** No. The population served by districts and FCS institutions throughout the state varies widely; therefore, it is not feasible to set a minimum and maximum grant award at this time.

Q. What are the start and end dates for the grant?

- **A.** The project period is July 1 to June 30 of the 2026-27 fiscal year. Grants with funds not disbursed by June 30, 2027 may be eligible for an award extension per the provisions of the GAA.

Frequently Asked Questions

Q. Can the grant be used to support a project manager?

- **A.** This type of personnel expenditure is allowable. . The Department will review the workload in the proposal and consider the appropriate level of support for the project management necessary for a successful project. No more than 5% of the project award will be allowed for project management purposes.

Q. My college has a K-12 charter school with high school CTE programs and career dual enrollment programs. May I submit both types of applications?

- **A.** Charter schools may submit concept proposals for the Workforce Development Capitalization Incentive Grant funds, however, their authorizing district must serve as the fiscal agent. If a charter school proposes an expansion, and its concept proposal is approved, the authorizing district must include the school in its Request for Application (RFA).

Frequently Asked Questions

Q. May grant funds be used to support tuition and fees for dual enrollment students?

- **A.** No. Funds for costs associated with dual enrollment that might typically be covered by a laboratory fee may be directly charged in the appropriate cost category in the grant.

Q. Are funds awarded to districts based on a pro-rated share to charter schools who provide CTE?

- **A.** No, funding is not pro-rated between charter schools and school districts.

Frequently Asked Questions

Q. May grant funds be used to pay for industry certification exams?

- **A.** Exam cost would be an allowable use of funds if it is used as a start-up cost for the new students (first-year) that are part of the proposed program expansion.

Q. Can funds be used for support personnel?

- **A.** Yes; however, for listed personnel positions, please consider how these positions will be handled after the grant period ends. Are they recurring in nature? Are they necessary for new program creation and/or expansion-related?

Frequently Asked Questions

Q. My K-12 school has students enrolled in career dual enrollment with my local FCS institution. May I apply for career dual enrollment expansion grant?

- **A.** No. Career dual enrollment concept proposals must be submitted by the postsecondary institution as a separate application. See slide 10 for applicant information.

Questions

Please enter your questions into the “Question” section of the webinar interface.

Next Steps

Districts and FCS institutions will prepare and submit their concept proposals.

Concept proposals will be evaluated as they are submitted.

Your agency may be asked to provide clarifying information and/or edits on your proposal(s).

Proposals selected for funding will respond to the Request for Application (RFA). The concept proposal will serve as the narrative project plan. Agencies will be required to submit additional documents as part of the award process (e.g., DOE 100A, DOE Budget Narrative).

Contact

CAP Grant Project Manager:
Dana McMillan, Educational Program Director

CAP Grant Team:
- Vacant, Educational Policy Consultant
- Dr. Jeungeun (Claudia) Kim, Program Specialist



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Webpage: www.fldoe.org/capgrant