

Carl D. Perkins Career and Technical Education Act of 2006

Implementation Guide (2017-2018 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 2017-2018 program year and the current requirements of the Act will apply to local agencies. Perkins IV eligible recipients will be extended through the 2017-2018 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) (Florida's State Plan for the Carl D. Perkins Career and Technical Education Act of 2006) may be accessed at: <http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.shtml> on the Division of Career and Adult Education's website.

There are also multiple appendices which include a variety of resources to assist you in completing the 2017-18 Perkins Request for Application, from a sample Program Improvement Plan and sample Program of Study forms, to information on local-level data reports. There are a number of new

appendices this year to provide additional resources to reference as you develop your plan for the 2017-18 project year, including Career and Technical Education and CareerSource contact people and labor market statistics resources as well as links to the new Career and Technical Education Perkins Performance Measure Training Modules.

The timeline for the 2017-2018 program year is as follows:

Timeline	Actions
March 2017	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
May 2017	Perkins IV RFA/local plans are due to FLDOE
April-May 2017	Local eligible recipients reach agreement on 2017-2018 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 2015-2016 program year. This function will be completed via the local accountability web-based system.
May 2017	USDOE Office of Career, Technical, and Adult Education (OCTAE) provides estimated FY 2017-2018 state allocations.
May-July 2017	FLDOE reviews and approves RFAs/Plans.
July 2017	Upon the receipt of OCTAE's official grant award notification to Florida (July 1, 2017– June 30, 2018), FLDOE distributes local eligible recipient award letters.

Contact Person for *Implementation Guide*

For questions about this *Implementation Guide*, contact Cathy Hammond at 850-245-9057 or cathy.hammond@fldoe.org.

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 who elect to enroll 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)

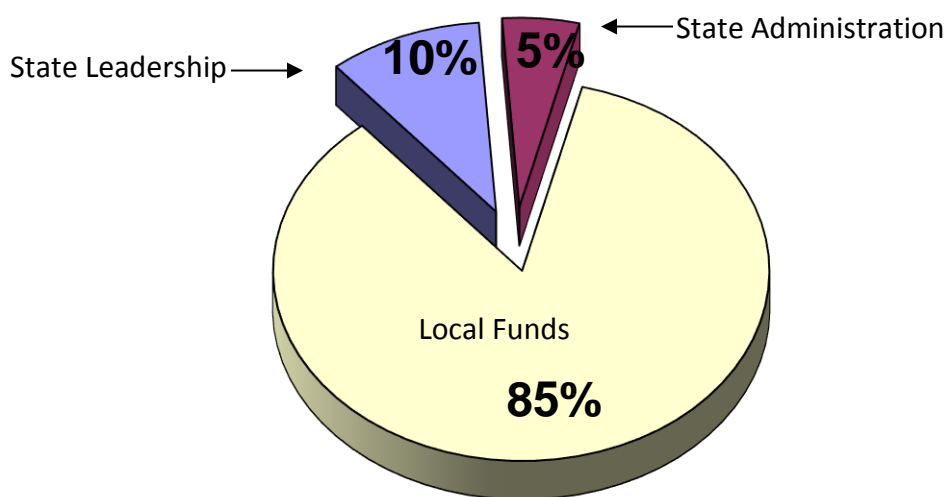
States were given the option beginning July 1, 2007, to prepare a one-year Transition Plan to operate during 2007-2008 and a five-year State Plan covering 2008-2013 to guide career and technical education activities in the State.

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 (USD OE) 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 2017-2018 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 Appendix B.

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

Information and Programmatic Requirements
(2017-2018 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 2017-2018, 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:

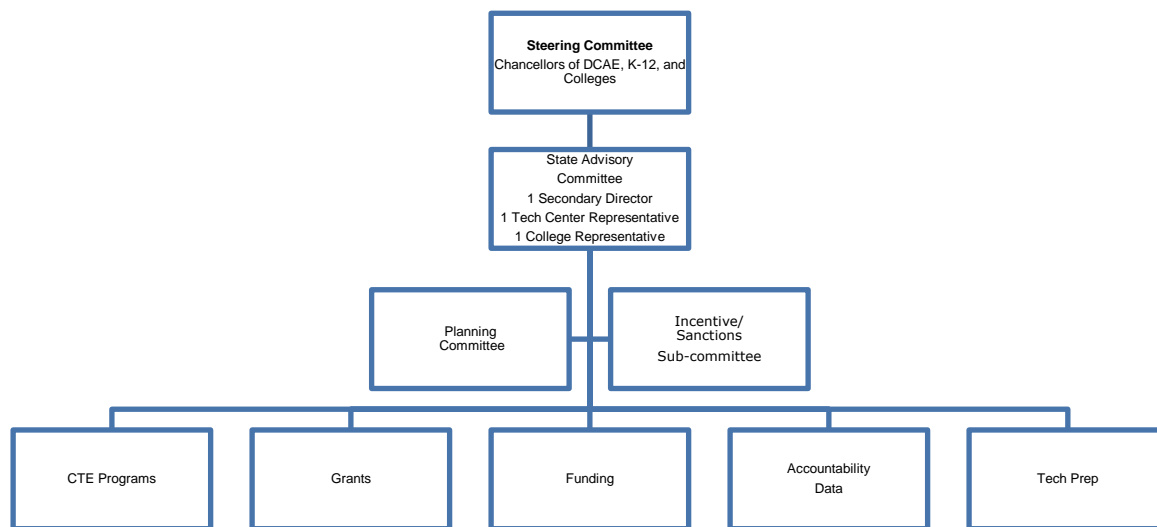
- An integrated academic and career and technical education performance accountability system that requires continuous student and program improvement at all levels
- Increased coordination within the career and technical education systems
- Stronger academic and technical integration
- Connections between 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 duration of the grant.

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 early March 2017, Perkins was expected to be funded with an award totaling \$62,867,936

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. 2017-2018 Allocation Categories

- For the FY 2017-2018 program year, allocations will be made in the following categories in accordance with Section 112 of the Act:
 - State Leadership
 - State Administration
 - 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 2013-2014, 2014-2015, and 2015-2016 award years was used to allocate basic grant funds for 2017-2018. 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 (Florida's State Plan for the Carl D. Perkins Career and Technical Education Act of 2006), 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. 2017-2018 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 2016-2017 program year. The preliminary 2017-2018 sector distribution is as follows:

- Secondary – 49.92%
- Postsecondary school district programs and college programs – 50.08%

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 (Florida's State Plan for the Carl D. Perkins Career and Technical Education Act of 2006), 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 (Florida's State Plan for the Carl D. Perkins Career and

Technical Education Act of 2006), 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. The Division of Accountability, Research and Measurement (ARM) 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. The Division of Accountability, Research and Measurement (ARM) 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 the FLDOE Division of Accountability, Research and Measurement (ARM). **Accountability 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. The measures are outlined below. For more information on these measures and the numerators and denominators used to calculate performance on these measures, see Appendix C. Training modules have also been developed by the Division of Career and Adult Education to assist in understanding how to collect data for these measures. A brief description of these modules and weblinks to them are included in Appendix D.

Florida's Perkins IV Performance Measures

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
<i>1S1 Academic Attainment - Reading</i>	No Measure In Perkins IV for Academic Attainment	No Measure In Perkins IV for Academic Attainment
<i>1S2 Academic Attainment - Math</i>	No Measure In Perkins IV for Academic Attainment	No Measure In Perkins IV for Academic Attainment
<i>2S1 Secondary Technical Skills</i>	<i>1P1 Technical Skill Attainment</i>	<i>1A1 Technical Skill Attainment</i>
<i>3S1 Secondary School Completion</i>	<i>2P1 Completion</i>	<i>2A1 Completion</i>
<i>4S1 Student Graduation Rates</i>	<i>3P1 Student Retention or Transfer</i>	<i>3A1 Student Retention or Transfer</i>
<i>5S1 Secondary Placement</i>	<i>4P1 Placement</i>	<i>4A1 Placement</i>
<i>6S1 Non-traditional Enrollments</i>	<i>5P1 Non-traditional Enrollments</i>	<i>5A1 Non-traditional Enrollments</i>
<i>6S2 Non-traditional Completion</i>	<i>5P2 Non-traditional Completion</i>	<i>5A2 Non-traditional Completion</i>

Florida's 2017-2018 State Performance Targets for all core measures are expected to be posted sometime in late March or early April 2017. The Division is expected to negotiate targets with the USDOE in March 2017. 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 2016-2017 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 2017-2018 Perkins IV Technical Skill Attainment Inventories will be posted in the Fall of 2017.

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 April to May, 2017.

VIII. 2017-2018 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 2017-2018 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 2017-2018 local performance target for a given eligible recipient, based on the following policy detailed in the Perkins IV State Plan:

Policy 1

For 2015-2016 actual local performance for any indicator **which meets or exceeds** the 2017-2018 state target, eligible recipients’ 2017-2018 local targets will be increased by .5% of the 2017-2018 state target or .5% of actual local performance (if 2015-2016 local performance is higher than the 2017-2018 state target). This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 1:

Performance Indicators		2015-2016 Actual Local Performance	2017-2018 State Target	FLDOE Recommended 2017-2018 Local Target
1S1 – Reading (scenario 1)		68%	68%	68.50%
(scenario 2)		70%	68%	70.50%

Policy 2

For 2015-2016 actual local performance for any indicator **which does not meet** the 2017-2018 state target, eligible recipients’ 2017-2018 local targets will be set at the 2017-2018 state target. This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 2:

Performance Indicators	2015-2016 Actual Local Performance	2017-2018 State Target	FLDOE Recommended 2017-2018 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 not currently under a state program improvement plan.

Local Program Improvement Plan

Local eligible recipients achieving less than 90% of a 2015-2016 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 2017-2018 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 E.

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 aggregate data in the Local-Level Data Reports supplied by the Division of Career and Adult Education to formulate local improvement plans** (see Appendix F).

Agencies that have failed to meet 90% of their local agreed upon performance level on any measure for three 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 any measure for three 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 Program 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 E.

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

April-July 2016:	Local eligible recipients complete data reporting for Terms 1E, 2E, and 3E for the Florida College System.
April-August 2016:	Local eligible recipients complete data reporting for surveys F, W, and S for district postsecondary Career and Technical Education.
August-October 2016:	Local eligible recipients report data for survey 5 for district secondary Career and Technical Education.
November 2016:	FLDOE's Division of Accountability Research and Measurement (ARM) processes the local data.
Mid-December 2016:	ARM transmits Perkins state aggregate and local level aggregate data to the Division of Career and Adult Education.
December 31, 2016:	Florida submits 2015-2016 Perkins data via the Consolidated Annual Report electronic submission.
January 2017:	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 2017:	The Division of Career and Adult Education produces a variety of standard reports to facilitate continued local review of 2015-2016 data.
February-March 2017:	The Division of Career and Adult Education posts the 2017-2018 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 2015-2016 program year.
March-April 2017:	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 2015-2016 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 2017-June 2018: 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.

2017-2018 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	50,986	large	12.72%	5
06	Broward	37,848	large	9.44%	5
29	Hillsborough	29,186	large	7.28%	5
50	Palm Beach	25,174	large	6.28%	5
53	Polk	18,044	large	4.50%	5
48	Orange	17,040	large	4.25%	5
36	Lee	16,072	large	4.01%	5
52	Pinellas	15,975	large	3.99%	5
16	Duval	14,680	large	3.66%	5
59	Seminole	13,200	large	3.29%	3
64	Volusia	11,927	medium	2.98%	3
05	Brevard	9,722	medium	2.43%	3
49	Osceola	8,795	medium	2.19%	3
35	Lake	8,132	medium	2.03%	3
10	Clay	7,243	medium	1.81%	3
42	Marion	7,047	medium	1.76%	3
17	Escambia	6,721	medium	1.68%	3
51	Pasco	6,461	medium	1.61%	3
41	Manatee	6,209	medium	1.55%	3
56	St Lucie	5,937	medium	1.48%	3
11	Collier	5,817	medium	1.45%	3
55	St Johns	4,961	medium	1.24%	3
46	Okaloosa	4,877	medium	1.22%	3
03	Bay	4,264	medium	1.06%	3
58	Sarasota	4,242	medium	1.06%	3
27	Hernando	3,700	small	0.92%	1
57	Santa Rosa	3,641	small	0.91%	1
37	Leon	3,392	small	0.85%	1
71	FL Virtual	3,337	small	0.83%	1
43	Martin	3,164	small	0.79%	1
31	Indian River	3,064	small	0.76%	1
01	Alachua	2,700	small	0.67%	1
09	Citrus	2,676	small	0.67%	1

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
08	Charlotte	2,524	small	0.63%	1
54	Putnam	2,444	small	0.61%	1
45	Nassau	1,919	small	0.48%	1
28	Highlands	1,846	small	0.46%	1
12	Columbia	1,659	small	0.41%	1
60	Sumter	1,545	small	0.39%	1
26	Hendry	1,493	small	0.37%	1
32	Jackson	1,468	small	0.37%	1
44	Monroe	1,436	small	0.36%	1
61	Suwannee	1,432	small	0.36%	1
18	Flagler	1,269	small	0.32%	1
02	Baker	1,250	small	0.31%	1
20	Gadsden	1,134	small	0.28%	1
65	Wakulla	1,098	small	0.27%	1
38	Levy	1,096	small	0.27%	1
25	Hardee	1,044	small	0.26%	1
66	Walton	994	small	0.25%	1
47	Okeechobee	952	small	0.24%	1
14	DeSoto	782	small	0.20%	1
30	Holmes	672	small	0.17%	1
40	Madison	655	small	0.16%	1
21	Gilchrist	579	small	0.14%	1
04	Bradford	568	small	0.14%	1
63	Union	487	small	0.12%	1
67	Washington	470	small	0.12%	1
07	Calhoun	455	small	0.11%	1
15	Dixie	431	small	0.11%	1
62	Taylor	388	small	0.10%	1
39	Liberty	354	small	0.09%	1
24	Hamilton	327	small	0.08%	1
19	Franklin	325	small	0.08%	1
73	FSU Dev Research School	274	small	0.07%	1
23	Gulf	262	small	0.07%	1
34	Lafayette	234	small	0.06%	1
22	Glades	195	small	0.05%	1
68	FL SCH Deaf & Blind	191	small	0.05%	1
33	Jefferson	141	small	0.04%	1

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
69	Washington Spcl	129	small	0.03%	1
75	UF Laboratory School	28	small	0.01%	1
74	FAMU Laboratory School	16	small	0.00%	1
		400,800		100.00%	

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

Source: 2015-16 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 may 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>. In addition, Appendix G contains links to additional data on labor market trends.

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. The courses no longer eligible for Perkins funding are outlined in the table below. 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
8500300	Parenting Skills	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500375	Blueprint for Professional Success	9-12
8500430	Personal Development and Career Planning	6-8
8502000	Life Management Skills	9-12
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
8800310	Practical Entrepreneurship Skills	9-12
8900210	Introduction to Government and Public Administration	6-9
8900220	Exploration of Criminal Justice Occupations	6-9
9001820	Vocational Employability Skills for Youth and Career Planning	7-12
9001920	Vocational Employability Skills for Youth	7-12
9100110	Orientation to Career and Technical Occupations and Career Planning	6-9
9100210	Exploration of Career and Technical Occupations	6-9

COURSE NUMBER	COURSE TITLE	Grades
9100310	Orientation to Career and Technical Education Occupations	6-9
9603100	Career Education Services for Students with Disabilities	6-12

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* ... AND

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

*Note: The statewide Targeted Occupations List (TOL) and/or regional TOL may 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>. In addition, Appendix G contains links to additional data on labor market trends.

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)."

Consistent with previous years, Perkins funding may be used to support only those CTE programs that are included under the 17 career clusters and are listed under one of these clusters on the Division's webpages on the FLDOE website. No courses on the list in the *Courses No Longer Eligible to be Supported with Perkins Funds Effective July 1, 2009* table on page 40 of the *Guide* can be funded. In addition, no Perkins funding may be used to support programs/courses below grade seven (7).

Appendix H 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) and Allowable Expenditures for Career and Technical Student Organizations (CTSOs) (Appendix B). A list of Career and Technical Student Organizations eligible for Perkins funding appears in Appendix I.

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 2017-2018 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.

XI. 2017-2018 Application Requirements for Programs of Study

2017-2018 Florida Programs of Study Elements

Programs of Study are integral to the success of career and technical education. As such, the Division has revised the Program of Study section of the 2017-2018 Perkins RFA and will be making additional changes to the monitoring process as it pertains to Programs of Study. Guidance to assist with completion of questions in the revised section is available in this section of the *Implementation Guide*, including guiding questions and tips for answering each item.

Part B.

2. For fiscal years 2008-2017, briefly describe how the program will address 2A 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 Appendix J in this *Guide*.

Program of Study Requirements for Secondary Programs
Question 2A-Checklist

Item #	Program of Study Requirement	Applicant Check if completed	DOE Staff Initial when approved
Question 2A: Offer one CTE Program of Study			
2017-2018 Primary Program of Study			
1.	Primary Program of Study Form		
2.	Primary Program of Study Assurances		
	a. Letter of Collaboration on Primary POS (letter)		
All 2017-2018 CTE Programs			
3.	Number of 2017-2018 CTE Programs and POS		
	a. Number of Available CTE Programs		
	b. Number of CTE Programs that are POS		
4.	Partnerships and Collaborations on CTE Programs (narrative)		
	a. Partnerships and process for identification and development of NEW Programs of Study b. Partnerships and process to ensure that Programs of Study reflect local economic and workforce needs and a pathway to earn industry certifications c. Partnerships and process to ensure articulation between secondary and postsecondary programs d. Partnerships and process for reviewing and updating Programs of Study		
5.	Planned Development of Programs of Study in 2017-2018		

	a. Number of Programs will Develop into POS		
	b. Information on Programs of Study to be Developed (table)		

Note: FLDOE staff must approve POS requirement submission prior to the issuance of a FLDOE grant award notification.

Application Requirements:

2017-2018 Primary Program of Study

1. Primary Program of Study Form

To receive Perkins funding during a project year, each eligible agency must offer not less than one CTE Program of Study that meets the eight (8) elements described in the Florida State Plan. A list of these eight elements can be found in Appendix J in this *Guide*.

For funding purposes, please submit a copy of the form for **ONE** program of study (POS) that will serve as your **primary** POS. This primary POS **MUST** include all of the state required elements and may include one or both of the Other Recommended/Optional Elements. In addition, the POS form for this program **MUST** include all of the information that is included on the state template (<http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.shtml>).

You may submit the same POS and form that was submitted and approved for your 2016-2017 RFA as long as all of the following conditions are met:

- (1) You submit the final, approved copy of the POS form;
- (2) The program will still be fully operational during the 2017-2018 project year;
- (3) The program continues to meet all eight (8) state required elements;
- (4) No changes have been made to the program, related certifications or articulation agreements; and
- (5) The program is not daggered for deletion or deleted for the 2017-2018 project year.

If any of the above conditions will not be met by your 2016-2017 approved POS during the 2017-2018 project year, please submit either a revised POS form reflecting changes in the program or submit a different Program of Study that will meet all of the above conditions.

In order to ensure quality POS, we will conduct a review of the submitted POS. If we find that any of the conditions outlined above are not met, we will work with you on addressing these conditions to ensure submission of an approved primary POS for the purposes of Perkins funding for the 2017-2018 project year.

Guidance for submission of the same Program of Study and form that was approved for your 2016-17 RFA

- You can submit the same Program of Study and form that you submitted with your 2016-17, as long as it meets the five (5) criteria outlined above.

Guidance for submission of a revised Program of Study form

- If you need to submit a revised POS form reflecting changes in your program, related certifications and/or articulation agreements, please either use the revised state 2017 Template or make sure that the form you submit contains all of the elements included on the revised 2017 Template (<http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.shtml>).

Guidance for submitting a new Program of Study and form

- If you need to submit a different Program of Study, please make sure that this Program of Study **includes all of the eight (8) required state elements** of a Program of Study, is already **fully developed** and will be **fully implemented during the 2017-2018 project year**. Also, please either use the revised state 2017 Template or make sure that the form you submit contains all of the elements included on the revised 2017 Template (<http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.shtml>).

Guidance for completing the 2017 POS Form Template

General

- If you need to submit another POS and form than you submitted for the 2016-2017 RFA or if there have been changes to the POS you submitted for 2016-2017, please use the 2017 Template for this POS or make sure to include all of the elements that are on the 2017 Template on your POS form.
- Include as much **local** information as possible on each POS form.
- 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 of the 2017 POS Form Template

- Specify a *Career Cluster* for this program (one of the 17 state clusters listed on the FLDOE website).
- CTE Program: Note that the revised 2017 Template includes places for both the secondary and the postsecondary programs in this POS. Please include both and specify their program numbers in ().
- Make sure the program name reflects a Perkins-supported CTE program or if you have a different name for the program at your agency, make sure that you include the program number in () after the program name.
- Provide a *Career Cluster Pathway* for this POS (see the Course Code Directory; <http://www.fldoe.org/policy/articulation/ccd/2016-2017-course-directory.shtml>).

- For Industry Certifications, list only those certifications that students could earn by taking the courses specific to this POS. Note that the revised 2017 Template includes places to list certifications that can be earned at both the secondary and postsecondary levels. Please include certifications for both levels, where applicable. If a certification can be earned at both the secondary and postsecondary levels, either list it at each level or list the certification and specify secondary and postsecondary () after the certification.
- If career planning is mentioned, update the weblink to: mycareershines.org.*
- Include local required core academic courses in the grade level boxes.
- Make sure all courses listed in the *Career and Technical Education Courses* column for the high school program are part of the required sequence for that POS, as outlined in the FLDOE Curriculum Frameworks.
- Under the *Postsecondary* section, list specific programs that a student could transition into once completing the specified secondary program and give the specific local/regional institutions (or those closest) that offer these programs.
- In the *Credit* section, outline how many articulated credit/clock hours students can earn by taking specified courses, by completing a specified program and/or by earning a specific certification(s) linked to this POS and what courses or program(s) at what institution these credits can be applied to.
- If applicable, update the weblink for the Program of Study graduation requirements at the bottom of the form.

The two **optional** elements that appear on the 2016 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 (see CTSO list in Appendix I).

- 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.

***Recommendation:** We encourage you to include the weblink to mycareershines.org on all forms and also include it on materials on Programs of Study where possible. [MyCareerShines](http://mycareershines.org) is the state's career information delivery system. It provides career and educational exploration and information. MyCareerShines includes assessments for interests, skills, and values as well as information on careers and postsecondary education. See more information in Appendix K.

Examples

For samples of completed forms, please see Appendix L.

2. Primary Program of Study Assurances

By submitting your one primary Program of Study, you are attesting to the fact that the submitted POS will meet all eight (8) state required elements throughout the 2017-2018 project year.

To confirm that the POS will be a collaborative effort between secondary, postsecondary and business partners* during the 2017-2018 project year, the following assurance is required:

a. Letter of Collaboration on Primary POS

To assure that collaboration between secondary, postsecondary and business representatives on this primary POS will continue during the 2017-2018 program year, please have partners sign the Letter of Collaboration. Produce the letter using the template in Appendix M of this *Guide* and print it on your or one of your partner agency's letterhead. An example is also provided in that appendix. Sign the letter and have all other partners sign and include district/institution/agency names and signee titles on the letter.

Note: For agencies that collaborate with multiple districts on this primary POS, only one of the districts that implements this POS will need to sign the Letter of Collaboration. In addition, only one of the primary business partners for this program needs to sign the letter.

***Recommendation:** If you have not already done so, we recommend that you contact your area CareerSource Florida local workforce development board. The boards provide a variety of services and resources for local workforce development and can provide a vital link with local businesses and industries for schools and districts. For a list of area CareerSource Florida and regional board contacts, see Appendix N.

In addition, for a list of Career and Technical Education Contacts, see Appendix O.

Guidance for collaboration letter

- The template and examples appear in Appendix M.
- Every agency must submit one letter with signatures from all three partners. If a secondary and postsecondary partner are submitting the same program of study for funding purposes, the same letter can be submitted for each agency.
- It would be most meaningful to have the highest level secondary and postsecondary representatives overseeing CTE programs sign the letter, to ensure that the information and the relationship between partners is known and supported by high ranking administrators.
- The business partner could be a member of your large advisory council or a member of a smaller advisory council put together for the specific Program of Study you submitted with this RFA.

Resources

Appendix M: Letter of Collaboration Template and Example

Appendix N: CareerSource Florida and Regional Board Contacts

Appendix O: Career and Technical Education Contacts

3. Number of 2017-2018 CTE Programs and POS

Secondary Questions

- **How many CTE programs (e.g. Digital Design, Phlebotomy) will be available to students in your district during the 2017-2018 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.
- **To date, how many of these CTE programs have been broadened in scope to include a clear pathway between the secondary and postsecondary levels and all of the eight (8) state required elements to become fully implemented Perkins Programs of Study?**

Guidance

- Broadening the scope of a CTE program to a POS requires making sure that the program **will** include **all** of the eight (8) state-required elements outlined in the *Florida's Required Program of Study Elements* table (Appendix J in this *Guide*), not just outlining the program on the state template.

Postsecondary Questions

- a. **How many CTE programs (e.g. Digital Design, Phlebotomy) will your agency offer during the 2017-2018 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 broadened in scope to include a clear pathway between the secondary and postsecondary levels and all of the eight (8) state required elements to become fully implemented Perkins Programs of Study?**

How many of these Programs of Study are:

- PSAV certificate _____
- ATDs _____
- CCCs _____
- AS/AAS degrees _____

Guidance

- Broadening the scope of a CTE program to a POS requires making sure that the program will include **all** of the eight (8) state-required elements outlined in the *Florida's Required Program of Study Elements* table (Appendix J in this *Guide*), not just outlining the program on the state template.

4. Partnerships and Collaborations on CTE Programs of Study

Partnerships and collaborative efforts are key to the development, implementation and improvement/expansion of CTE programs into fully functioning relevant POS. The following questions are about processes used for different facets of POS and the partners that you collaborate with on these program facets.

a. How do you identify and develop NEW Programs of Study and who are your partners 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 are your partners in its development?
 - Secondary teachers and administrators?
 - Postsecondary faculty and administrators?
 - Business/industry representatives?
 - Workforce Board members?
 - Other representatives? Who?
- How is the content for the POS developed and who is involved?
- How do academic and CTE teachers work together to develop lessons and exercises to utilize both content in their classrooms?
- How do secondary and postsecondary partners ensure that there is a seamless transition from secondary to postsecondary program content in this POS?

Examples

For examples of responses to this question, see Appendix P.

Resources

Appendix N: CareerSource Florida and Regional Board Contacts

Appendix O: Career and Technical Education Contacts

- b. How do you ensure that all of your Programs of Study reflect local economic and workforce needs* and provide a pathway to earn industry certifications and relevant work skills and who are your partners in this process?**

Guidance

- Do you consult State or Regional Targeted Occupations List to identify POS to offer? If so, who does this?
- Do you review other available data on labor market trends in your region to assist in identifying needed programs*?
- Do you develop advisory groups for each POS that include representatives from local business/industry and workforce agency for this purpose? If so, who is represented? And how are they involved (e.g., ensuring appropriate technical and non-technical skills are taught)?
- Do you offer opportunities for teacher immersion in “real world” visits to local businesses/industries? Or provide professional development opportunities for teachers to build needed technical skills? If so, what do you offer and who offers it?
- Do you recruit specific groups/representatives from relevant businesses/industries to ensure appropriate technical and non-technical skills are taught?
- How do you identify changes in programs needed due to local market trends and/or requests from local businesses/industry?
- How do you ensure that your POS are structured to provide opportunities for students to earn industry certifications?
- How do you ensure that your POS provide adequate preparation for students to take certification exams?

***Recommendation:** We encourage you to explore labor market trends in your region through the data made available by the Labor Market Statistics Center at the Florida Department of Economic Opportunity. Appendix G of this *Guide* provides web links to access a variety of labor market, economic and demographic data available from that Center as well as from the Longitudinal Employer-Household Dynamics (LEHD) program at the U.S. Census Bureau.

Examples

For examples of responses to this question, see Appendix P.

Resources

Appendix G: Labor Market Statistics Resources

Appendix N: CareerSource Florida and Regional Board Contacts

- c. Describe how you ensure that there is a clear pathway and articulation between secondary and postsecondary programs and who your partners are in this process.**

Guidance

- How are articulation agreements developed and who is involved in their development?

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

Examples

For examples of responses to this question, see Appendix P.

Resources

Appendix N: CareerSource Florida and Regional Board Contacts

Appendix O: Career and Technical Education Contacts

d. Describe the process you use for reviewing and updating currently developed Programs of Study and who your partners are in this process.

Guidance

- Do you conduct regular reviews of content of all of your Programs of Study?
- How often are reviews conducted?
- Who (or what partners) is involved in the review, representatives from:
 - Secondary teachers and administrators?
 - Postsecondary faculty and administrators?
 - Business/industry?
 - Workforce Board members?
 - Other representatives? Who?
- What is reviewed?
- Who identifies changes needed due to local market trends and/or requests from local businesses/industry?
- Who examines if changes are needed due to changes in skill requirements for specific industry certifications?

Examples

For examples of responses to this question, see Appendix P.

Resources

Appendix N: CareerSource Florida and Regional Board Contacts

Appendix O: Career and Technical Education Contacts

5. Planned Development of Programs to POS in 2017-2018

- How many CTE programs does the eligible recipient propose to develop into Programs of Study during the 2017-2018 program year that will include all of the state-required elements? # ____.
- Fill in the information in the table below for each of the programs you plan to develop into POS during the 2017-2018 project year. If you do not plan to develop any programs into POS during the project year, no further information is required.

Information on Programs to be Developed into POS

Program Name	Program Number	2017-2018 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 2017-2018 Statewide Demand Occupations Lists (DOL) and/or regional DOL may be used to identify High-Skill, High-Wage or High-Demand careers that align with designated programs. Information may be accessed at URL: <http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>. The 2017-18 list is now available.

Guidance

- The programs listed in this table should be those of CTE programs that you plan to develop into Programs of Study during the 2017-2018 project year and NOT those developed during previous project years.
- List here the CTE programs that you plan on developing into POS that will include all of the eight (8) state-required elements outlined in the *Florida's Required Program of Study Elements* table (Appendix J in this *Guide*).
- NOTE: Broadening the scope of a program to develop a POS, requires more than just filling out the POS form for this program. **ALL** eight (8) state required elements must be present for a CTE program to be considered a POS.
- The 2017-18 state and regional occupational lists are now available at: <http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>

- Appendix G of this *Guide* provides web links to access a variety of labor market, economic and demographic data available from the Labor Market Statistics Center at the Florida Department of Economic Opportunity as well as from the Longitudinal Employer-Household Dynamics (LEHD) program at the U.S. Census Bureau.

Resources

Appendix G: Labor Market Statistics Resources

For inquiries regarding the 2017-2018 Perkins Request for Application (RFA), please contact your Grants Administration Program Manager listed below:

Grants Administration Program Managers: Listed by County/College		
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 Santa Fe College St. Johns River State College
John Occhiuzzo John.Occhiuzzo@fldoe.org (850) 245-9037	Brevard Broward Indian River Martin Okeechobee Orange Osceola Palm Beach Seminole	St. Lucie Volusia Eastern Florida State College Broward 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 Jefferson Lafayette Leon Madison	Suwannee Taylor Wakulla 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 SouthWestern State College Florida Keys Community College Miami Dade College South Florida State College
Daphne Kilpatrick Daphne.Kilpatrick@fldoe.org (850) 245-9042	Bay Calhoun Escambia Franklin Gadsden Gulf Holmes Jackson Liberty	Okaloosa Santa Rosa Walton Washington Chipola College Gulf Coast 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 Florida, Manatee-Sarasota

Grants Management Contact: Phyllis White, 850-245-0715, Phyllis.White@fldoe.org

APPENDIX A

Use of Equipment Purchased with Perkins Funds

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

APPENDIX B

Allowable Expenditures for Career and Technical Student Organizations (CTSO)

The two links below are to Florida Department of Education Memorandum outlining allowable expenditures of Perkins funds for Career and Technical Student Organizations (CTSOs).

Career and Technical Student Organization (CTSO) Expenditures

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

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

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

APPENDIX C

Florida's Perkins IV Performance Measures

Florida's Perkins IV Performance Measures were developed in consultation with practitioners statewide. The numerators and denominators outlined in the chart on the following pages are used to calculate the student performance for each secondary and postsecondary core indicator of performance.

Florida's Perkins IV Performance Measures

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates (Clock Hr)
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 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
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 conjunction with a secondary school diploma. Denominator: Number of senior CTE concentrators who have left secondary education in the reporting year.	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 postsecondary education during the reporting year.	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 postsecondary education during the reporting year.

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates (Clock Hr)
<p>4S1 Student Graduation Rates</p> <p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate.</p> <p>Denominator Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate.</p>	<p>3P1 Student Retention or Transfer</p> <p>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.</p> <p>Denominator: Number of CTE concentrators who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>3A1 Student Retention or Transfer</p> <p>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.</p> <p>Denominator: Number of CTE concentrators who did not earn an industry-recognized credential or a certificate in the previous reporting year.</p>
<p>5S1 Secondary Placement</p> <p>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.</p> <p>Denominator Number of CTE concentrators from the prior year who completed secondary school (only students in the prior year 3S1 numerator who have a valid social security number).</p>	<p>4P1 Placement</p> <p>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.</p> <p>Denominator: Number of CTE concentrators from the prior year who received a credential, degree, or certificate. (Only students in the prior year 2P1 numerator who have a valid social security number.)</p>	<p>4A1 Placement</p> <p>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.</p> <p>Denominator: Number of CTE concentrators from the prior year who received a credential or certificate. (Only students in the prior year 2A1 numerator who have a valid social security number.)</p>
<p>6S1 Non-traditional Enrollments</p> <p>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.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>5P1 Non-traditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants in college credit programs that lead to employment in nontraditional fields during the reporting year.</p>	<p>5A1 Non-traditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p>
<p>6S2 Non-traditional Completion</p> <p>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.</p> <p>Denominator: Number of senior CTE concentrators in programs identified as non-traditional for their gender who have left secondary education in the reporting year.</p>	<p>5P2 Non-traditional Completion</p> <p>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.</p> <p>Denominator: Number of CTE concentrators in college credit programs identified as non-traditional for their gender.</p>	<p>5A2 Non-traditional Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender.</p> <p>Denominator: Number of CTE concentrators in certificate (clock hour) programs identified as non-traditional for their gender.</p>

APPENDIX D

Career and Technical Education Perkins Performance Measure Training Modules

This appendix includes links to the new training modules developed to provide information on data collection and reporting for Secondary and Postsecondary Perkins Performance Measures and Occupational Completion Points (OCPs).

For questions about these modules or for more information, contact Paul Stonecipher (paul.stonecipher@fldoe.org) or Colin Barton (colin.barton@fldoe.org).

Career and Technical Education Training Modules – Secondary Performance Measures and OCPs

- [Perkins Secondary Perf Measures Module - PowerPoint \(PDF\)](#)
 - [Perkins Secondary Perf Measures Module - Narrative \(PDF\)](#)
 - This module provides a brief explanation of how the Carl D. Perkins, Career and Technical Education Act of 2006 (Perkins IV) defines some key concepts necessary to understand the Perkins Performance Measures, reviews the different Perkins Secondary Performance Measures, and answers a few common questions related to the Performance Measures, discusses meeting performance targets, and addresses some commonly held misconceptions on Perkins Performance Measures.
 - [Reporting OCPs Training Module - PowerPoint \(PDF\)](#)
 - [Reporting OCPs Training Module - Narrative \(PDF\)](#)
 - This module provides a brief overview of Occupational Completion Points (OCPs), reporting procedures, and online resources available to school districts and Florida College System institutions. The module defines what occupational completion points are, where to find more information on them, how they are reported for secondary and postsecondary students, why they are important, and addresses some common reporting issues related to them.
-

Career and Technical Education Training Modules – Postsecondary Performance Measures and OCPs

- [Perkins Clock Hour Perf Measures Module - PowerPoint \(PDF\)](#)
 - [Perkins Clock Hour Perf Measures Module - Narrative \(PDF\)](#)
 - This module provides a brief explanation of how Perkins IV defines some key concepts necessary to understand the Perkins Performance Measures, reviews the different Perkins Postsecondary-Clock Hour Performance Measures, and answers a few common questions related to the Performance Measures, discusses meeting performance targets, and addresses some commonly held misconceptions on Perkins Performance Measures.
- [Perkins College Credit Perf Measures Module - PowerPoint \(PDF\)](#)
 - [Perkins College Credit Perf Measures Module - Narrative \(PDF\)](#)
 - This module provides a brief explanation of how Perkins IV defines some key concepts necessary to understand the Perkins Performance Measures, reviews the different Perkins Postsecondary-Credit Hour Performance Measures, and answers a few common questions related to the Performance Measures,

discusses meeting performance targets, and addresses some commonly held misconceptions on Perkins Performance Measures.

- Reporting OCPs Training Module - PowerPoint (PDF)
 - Reporting OCPs Training Module - Narrative (PDF)
 - This module provides a brief overview of Occupational Completion Points (OCPs), reporting procedures, and online resources available to school districts and Florida College System institutions. The module defines what occupational completion points are, where to find more information on them, how they are reported for secondary and postsecondary students, why they are important, and addresses some common reporting issues related to them.

APPENDIX E

Sample Perkins IV Local Program Improvement Plan

Sample Perkins IV Local Program Improvement Plan

July 1, 2017 – June 30, 2018

March 2017	Appoint advisory group that includes all appropriate agencies, individuals, and organizations to address performance on indicator.
March – April 2017	Review data in the Local-Level Data Reports provided by FLDOE to ensure that it reflects local agency data.
March – April 2017	Collect data on program success and how well students performed for review by advisory committee to identify problem areas related to achieving the performance indicator.
March – April 2017	Review the previous year's improvement strategies and assess effectiveness. Identify potential evidence-based strategies to replace existing ineffective ones to address identified problem areas.
April 2017	Meet with advisory committee to review data, identify problem areas, and develop plan (including strategies, timelines and people responsible for each strategy) to identify and address problem areas and for evaluation of outcomes from plan.
May 2017	Send completed RFA to FLDOE.
Mid-July 2017	Meet with advisory committee to develop professional development for relevant staff/faculty.
August 2017 – May 2018	Conduct professional development on identified strategies with relevant staff and faculty.
August 2017 – May 2018	Implement strategies.
March – April 2018	Collect data on program implementation and outcomes of these strategies and overall performance on this measure.
April 2018	Advisory committee 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

Item A: 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 2015-16 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 2017-2018 year is the state target of 56.56%.

Item B: 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 2017-2018 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 support 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.*

Item 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 committee and relevant faculty/staff.

Item 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 1-4 will be completed by the end of April 2017*

- Action 5 will be built into ongoing quarterly professional development activities, beginning in August 2017 and continuing through the 2017-2018 school year
- Action 6 will continue throughout the academic year until the end of May 2018
- Action 7 will be completed by the end of August 2017
- Actions 8 and 9 will be completed by the end of September 2017
- Action 10 will be completed by the end of October 2017
- Action 11 will be conducted during the months of March and April 2018

Item 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 committee made up of representatives of the College's CTE faculty and staff, college advisors, and local business representatives, workforce board members, and local community agencies.

Item 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 FLDOE 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 in all programs.

Item G: Describe how budget allocations will be utilized to support the improvement goals and identify the funding source(s) (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.

Item H: Has your school district been required to develop an improvement plan under differentiated accountability (DA)? (Secondary Measures only)

N/A

Item I: If applicable, describe how this local improvement plan is aligned with your District's DA improvement plan. (Secondary Measures only)

N/A

Agency Required to Complete Three Year PIP: Yes

Item J: Please describe any data you have collected or would ideally like to collect (quantitative or qualitative) that is not used in the calculation of this Perkins indicator that would demonstrate success. (Three Year PIP Only)

Our survey of students this year also included students who left the College prior to full program completion to determine why they were leaving before completing. Faculty in low retention programs were also interviewed. We found that in many programs, particularly the long programs, students were leaving before full program completion. When we followed up with students, we discovered that some had actually passed an industry certification but we did not have a record of the industry certification. Many of the students we contacted reported having jobs in the program area. This was particularly the case for students from Welding and Automotive programs. Eighty percent of the students surveyed from these program areas that left prior to full program completion reported earning industry certifications after withdrawing and 70% had found jobs in their program area.

Item K: If technical assistance were made available, in what areas would you be interested (e.g., program evaluation, data reporting, etc.)? Please specify areas. (Three Year PIP Only)

Technical assistance is needed for program evaluation and the use of outcome data for program improvement. We would also be interested in webinars on data reporting.

APPENDIX F

Local-Level Data Reports

Local-Level Data Reports

Available Data in Reports

The same specific measures that were highlighted in charts in the 2014-2015 data reports are highlighted again in the 2015-2016 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.

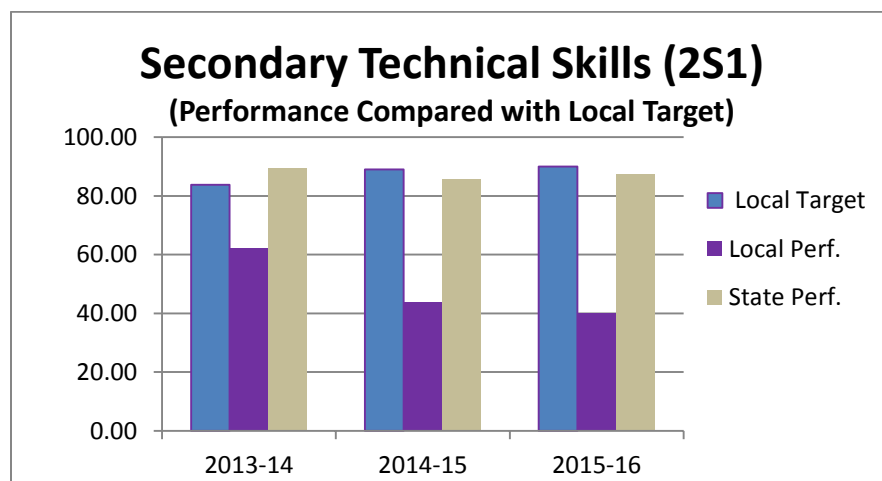
In addition to the charts, the reports also include the following:

- Trends in measures over time (2011-2012 to 2015-2016)
- Overall district performance by measures over time
- Performance on measures by subpopulations in most recent data year (2015-2016)
- Measures by program (2015-2016)
- Measures by school (2015-2016)
- Measures by school and program (2015-2016)

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:
 - Are certain subgroups less likely to earn certificates or pass assessments?
 - Are there certain programs where students are less likely to earn certificates or pass assessments (see Table 1 below)?
 - Are there certain schools where students are less likely to earn certificates or pass assessments across all program areas?
 - Are there certain programs within schools where students are less likely to earn certificates or pass assessments?

Chart 1. Secondary Technical Skills (2S1) (2013-14 to 2015-16)



- 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. 2015-16 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%
8800500	Culinary Arts	47	63	75%
8703100	Hospitality and Tourism Management	7	7	100%
8806000	Fashion Marketing	14	14	100%
8212500	Administrative Office Specialist	15	32	47%
8417130	Allied Health Assisting	44	156	28%
8417170	Emergency Medical Responder	13	25	52%
8417210	Nursing Assistant (Acute and Long-Term Care)	3	42	7%
8405100	Early Childhood Education	23	66	35%

APPENDIX G

Labor Market Statistics Resources

This appendix provides web links to data tools that allow access to a variety of labor market, economic and demographic data available from the Labor Market Statistics Center at the Florida Department of Economic Opportunity and from the Longitudinal Employer-Household Dynamics (LEHD) program at the U.S. Census Bureau.

The Labor Market Statistics Center website provides access to the Florida Research and Economic Information Database App (FREIDA), the What People Are Asking application (WPAA), Florida Occupational Employment and Wages data, the State Colleges Projection Portal, State and Regional Demand Occupations Lists, and Employment Projections and Projections of the Fastest-Growing Occupations in Florida.

The Longitudinal Employer-Household Dynamics (LEHD) program website provides access to two data analysis tools: the Quarterly Workforce Indicators (QWI) tool and the Job-to-Job Flows (J2J) tool.

Labor Market Statistics (LMS) Center Resources
<http://www.floridajobs.org/labor-market-information>

The mission of the LMS Center is to produce, analyze, and deliver timely and reliable labor statistics to improve economic decision-making. Users are able to view or download Florida's latest labor market data through the LMS website. See the screenshot of the data available on their website on page 76.

The website gives access to the Florida Research and Economic Information Database App (FREIDA), the What People Are Asking application (WPAA), Florida Occupational Employment and Wages data, State Colleges Projection Portal, State and Regional Demand Occupations Lists, and Employment Projections and Projections of the Fastest-Growing Occupation in Florida.

FREIDA

<http://freida.labormarketinfo.com/>

- The Florida Research and Economic Information Database App (FREIDA) is an internet-based labor market and economic database that provides comprehensive economic and labor market information based on easy to use customer-defined data queries. It is designed to view current and historical data with the ability to create, view, export, and print tables filtered by area, industry, or occupation.

WPAA

<http://www.whatpeopleareasking.com/index.shtm>

- What People Are Asking (WPAA) is an application designed by Florida's Bureau of Labor Market Statistics to assist work-force regions retrieve statewide or regional industry and occupational forecasts, current pay levels, occupational profiles, and workforce availability data based on a defined set of frequently asked questions.

Florida Occupational Employment and Wages

<http://www.floridawages.com/>

- The Florida Occupational Employment and Wages webpage provides detailed occupational employment and wage information based on user-defined queries that can be compared to other areas, industries, or related occupations.

State Colleges Projections Portal

<http://www.floridajobs.org/labor-market-information/products-and-services/state-colleges-projections-portal>

- The Department of Economic Opportunity, Bureau of Labor Market Statistics, produced special editions of industry and occupational projections for use in planning Florida College programs. These custom projections were produced using industry employment data for the local area to estimate occupational demand by applying industry/occupational staffing patterns for the metropolitan area.

State and Regional Demand Occupations Lists

<http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>

- The Statewide and Regional Demand Occupations Lists provide data on in-demand occupations for the entire state and for each workforce region. These lists can be used to identify High-Skill, High-Wage or High-Demand careers in specific workforce regions that align with designated programs.

Employment Projections and Projections on the Fastest-Growing Occupations in Florida

www.floridajobs.org/lmsc/ep

- The Florida Department of Economic Opportunity provides forecasts of future employment for industries and occupations around the state. The forecast tables provide estimates of current and projected employment by industry and occupation for eight years into the future. The table can be filtered to a workforce region using the following instructions: Once you go to the link, under the “Employment Projections Data,” select either statewide or your Workforce Region, and then open the file that downloads.
- The projections also include rankings of the fast-growing industries and occupations in Florida. To see these rankings, when the selected Employment Projects Data spreadsheet opens, choose the **Occf** worksheet at the bottom of the page. If you do not see the worksheet list, you may need to maximize the worksheet.


http://www.floridajobs.org/labor-market-information

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Labor Market Information

Home > Labor Market Information

Labor Market Statistics Center's mission is to produce, analyze, and deliver timely and reliable labor statistics to improve economic decision-making.

- Data Releases
 - Monthly Data Releases
- Statistical Programs
 - Quarterly Census of Employment and Wages (QCEW)
 - Current Employment Statistics (CES)
 - Local Area Unemployment Statistics (LAUS)
 - Mass Layoff Statistics (MLS)
 - Occupational Employment Statistics and Wages (OES)
 - Employment Projections (EP)
- Products and Services
 - Florida Census Data Center
 - Help Wanted OnLine Reports
 - GIS Resources
 - STEM
 - Economic Impact Analysis
 - Labor Supply Studies
- Labor Market Applications
 - Florida Research and Economic Information Database Application (FREIDA)
 - What People Are Asking
 - Florida Wages
 - Quarterly Workforce Indicators
 - Regional Demand Occupation List

LATEST STATISTICS

FREIDA
Florida Research & Economic Information Database Application

Monthly Data Releases

Review Florida labor force data releases.

- About Labor Market Information
- Data Center
- Products and Services

http://www.floridajobs.org/labor-market-information

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Longitudinal Employer-Household Dynamics (LEHD) Program Data Tools
U.S. Census Bureau
<https://lehd.ces.census.gov/>

- The Longitudinal Employer-Household Dynamics (LEHD) program is part of the Center for Economic Studies at the U.S. Census Bureau. It provides a number of helpful data analysis tools that combine federal, state and Census Bureau data on employers and employees. Two data tools of particular interest include:
 - The Quarterly Workforce Indicators (QWI) tool provides information about trends in employment, hiring, job creation and destruction, and earnings, with detail on firm characteristics (geography, industry, age, size) and worker demographic information (sex, age, education, race, ethnicity) from 1990 to 2015. The web-based analysis tool enables comprehensive access to the QWI dataset through charts, maps and interactive tables.
 - The Job-to-Job Flows (J2J) tool provides comprehensive access to data on worker reallocation between states, industries, and non-employment through tables, maps and charts for comparisons of flows by worker and firm characteristics.

Additional Information on Available Labor Market Data

For more information or if you have any questions, contact Adrienne Johnston at 850-245-7257 or Adrienne.Johnston@deo.myflorida.com.

APPENDIX H

Required and Permissive Use of Local Perkins Funds

Required and 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
<p>“(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—</p> <p>“(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—</p> <p style="padding-left: 40px;">“(A) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and</p> <p style="padding-left: 40px;">“(B) career and technical education subjects;</p> <p>“(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);</p> <p>“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</p> <p>“(4) develop, improve, or expand the use of technology in career and technical education, which may include—</p> <p style="padding-left: 40px;">“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;</p> <p style="padding-left: 40px;">“(B) providing career and technical education students with the academic and career and technical skills (including the</p>	<p>“(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—</p> <p>“(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;</p> <p>“(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—</p> <p style="padding-left: 40px;">“(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</p> <p style="padding-left: 40px;">“(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;</p> <p>“(3) for local education and business (including small business) partnerships, including for—</p> <p style="padding-left: 40px;">“(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;</p> <p style="padding-left: 40px;">“(B) adjunct faculty arrangements for qualified industry professionals; and</p> <p style="padding-left: 40px;">“(C) industry experience for teachers and faculty;</p>

REQUIRED Use of Funds	PERMISSIVE Use of Funds
<p>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;</p> <p>“(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;</p> <p>“(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</p>	<p>“(4) to provide programs for special populations;</p> <p>“(5) to assist career and technical student organizations;</p> <p>“(6) for mentoring and support services;</p> <p>“(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;</p> <p>“(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;</p> <p>“(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;</p> <p>“(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—</p>

REQUIRED Use of Funds	PERMISSIVE Use of Funds
<p>application of technology to improve instruction;</p> <p>“(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;</p> <p>“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;</p> <p>“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and</p> <p>“(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.</p>	<p>“(i) to encourage the pursuit of a baccalaureate degree; and</p> <p>“(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p> <p>“(11) to provide activities to support entrepreneurship education and training;</p> <p>“(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;</p> <p>“(13) to develop and support small, personalized career-themed learning communities;</p> <p>“(14) to provide support for family and consumer sciences programs;</p> <p>“(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;</p> <p>“(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.);</p> <p>“(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;</p>

REQUIRED Use of Funds	PERMISSIVE Use of Funds
	<p>“(18) to provide support for training programs in automotive technologies;</p> <p>“(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—</p> <ul style="list-style-type: none"> “(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— <ul style="list-style-type: none"> “(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 <p>“(20) to support other career and technical education activities that are consistent with the purpose of this Act.</p>

APPENDIX I

Career and Technical Student Organizations (CTSOs) Eligible for Perkins Funding

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

Career and Technical Student Organizations (CTSOs) are organizations that provide leadership, career development and personal growth opportunities for individuals enrolled in career and technical education programs. The activities of these organizations are co-curricular, integral to the instructional program, and designed to support and enhance the curriculum taught in the classroom. The CTSOs listed in the document at the above weblink are those eligible for Perkins funding.

APPENDIX J

Florida's Required Program of Study Elements

Florida's Required Program of Study Elements

1. Includes 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. Addresses local area need based on local economic conditions (based on local economic trend data), was on the TOL/ROL list, or was recommended by local business/workforce advisory board
3. Falls into one of the Florida 17 Career Clusters
4. Is included on the list of programs on the FLDOE curriculum frameworks webpages (http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks)
5. Centers around a sequence of relevant, rigorous, locally required core academic courses as well as the required CTE courses
6. Includes required CTE secondary or PSAV courses that are part of the required sequence for that POS, as outlined in the FLDOE curriculum frameworks. Includes recommended performance competencies for AS/AAS degree programs
7. Offers rigorous CTE Courses that prepare students for program-related certification exams
8. Provides 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. Offers 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. Offers students opportunities for program-related internship/work experience

APPENDIX K

Career and Education Planning Tools

FLDOE Educator's Toolkit

<http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>

Section 1003.4156, Florida Statutes (F.S.), requires students to complete a Career and Education Planning course to be taken in sixth, seventh, or eighth grade in order to be promoted into the 9th grade. The Division of Career and Adult Education maintains a webpage called the Educator's Toolkit on Career and Education Planning that provides resources to assist course instructors in developing and teaching the required course. The Educator's Toolkit provides easy access to classroom activities, lesson plans, and related web-based resources. Each module includes a module description, lesson plans with student handouts, recommended websites for additional information, and a glossary for the unit. A crosswalk is provided for handy reference between both the course standards and lesson plans.

For more information, contact Heather Conley at heather.conley@fldoe.org or 850-245-0913.

MyCareerShines

<http://mycareershines.org>

The Florida Legislature created the Complete Florida Plus Program outlined in s. 1006.735, F.S. The University of West Florida (UWF) was charged with leading this effort, which includes a comprehensive K-20 Career and Education Planning System. UWF entered into a contract with Kuder Inc. to design a customized system to meet the requirements of s. 1006.735, F.S.

The system is called MyCareerShines and is available as a free online career planning tool for all Florida residents. Floridians are able to explore career pathways and develop an academic and career plan.

For more information, contact Heather Conley at heather.conley@fldoe.org or 850-245-0913.

APPENDIX L

Completed Program of Study Form Examples

Career Cluster: Manufacturing			CTE Program: Secondary: Welding Technology Fundamentals (9204400) Postsecondary: Welding Technology (J400400)					
Career Cluster Pathway: Maintenance, Installation, and Repair			Industry Certification: Secondary: NCCER Welder-Level 1 Postsecondary: NCCER Level 1-3, Certified Welding					
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 use mycareershines.org to explore careers and postsecondary options. 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							
	9 th	English I	Algebra I	Biology I	Elective	Physical Education (1credit)) (Not required for ACCEL Program)	Carpentry 1, or Agriculture Foundations, or Auto. Maintenance & Light Repair	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10 th	English II	Geometry	Chemistry w/lab	World History	Practical Arts or Fine Arts course (1 cr)	Welding Technology Fundamentals 1 (1 credit each)	Welding Technology Fundamentals 2
	11 th	English III	Algebra II	Physics w/lab	American History	Elective	Welding Technology Fundamentals 3	Welding Technology Fundamentals 4
	12 th	English IV	Math Choice	Science Choice	.5 Economics .5 American Government	Elective	Welding Technology Fundamentals Capstone	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)		
	<u>[Technical Center]</u> Welding Technology		<u>[College]</u> Welding Technology, C.C.C, Engineering Process Technology Support Specialist, C.C.C.			<u>[University]</u> Materials Science & Engineering (B.S.)		

CAREER		Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)													
		Welder- Pipe, Shielded Metal Arc, Gas Metal Arc, Flux Cored Arc, Gas Tungsten Arc.	Welder- Pipe, Shielded Metal Arc, Gas Metal Arc, Flux Cored Arc, Gas Tungsten Arc.	Welding Technician, Welding Supervisor, Welding Inspector, Welding Instructor, Welding Engineer, Mechanical Engineer											
CREDIT	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) [College]		PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here)											
	a. The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the first 600 hrs. in the Welding Technology (J400400) postsecondary program. Students can receive 600 clock hours toward this program for completion of the secondary program.	a. Dual Enrollment-College: Welding Technology Fundamental Certificate b. Career Pathways College Credit: To receive CP articulated credit for the college courses in Welding Technology Fundamentals Certificate program listed below, high school students must pass the American Welding Society assessment approved by the coordinators.													
	b. Dual Enrollment-Technical Center: Welding Technology PSAV program.	<table><tr><th>High School Courses</th><th>College Courses</th><th>Contact Hours</th></tr><tr><td>8754510 Welding Technologies Fundamentals 1 8754520 Welding Technologies Fundamentals 2</td><td>PMT 0106 Introduction to Welding PMT 0102 Shielded Metal Arc Welding 1 PMT 0122 Shielded Metal Arc Welding 2</td><td>250</td></tr><tr><td>8754510 Welding Technologies 3 8754520 Welding Technologies Fundamentals 4</td><td>PMT 0182 Vertical Structural Welding Certification PMT 0183 Overhead Structural Welding Certification PMT 0139 Introduction to Inert Gas Welding</td><td>500</td></tr><tr><td>8754510 Welding Technologies Fundamentals Capstone</td><td>PMT 0140 Gas Metal Arc Welding</td><td>625</td></tr></table>	High School Courses	College Courses	Contact Hours	8754510 Welding Technologies Fundamentals 1 8754520 Welding Technologies Fundamentals 2	PMT 0106 Introduction to Welding PMT 0102 Shielded Metal Arc Welding 1 PMT 0122 Shielded Metal Arc Welding 2	250	8754510 Welding Technologies 3 8754520 Welding Technologies Fundamentals 4	PMT 0182 Vertical Structural Welding Certification PMT 0183 Overhead Structural Welding Certification PMT 0139 Introduction to Inert Gas Welding	500	8754510 Welding Technologies Fundamentals Capstone	PMT 0140 Gas Metal Arc Welding	625	
	High School Courses	College Courses	Contact Hours												
8754510 Welding Technologies Fundamentals 1 8754520 Welding Technologies Fundamentals 2	PMT 0106 Introduction to Welding PMT 0102 Shielded Metal Arc Welding 1 PMT 0122 Shielded Metal Arc Welding 2	250													
8754510 Welding Technologies 3 8754520 Welding Technologies Fundamentals 4	PMT 0182 Vertical Structural Welding Certification PMT 0183 Overhead Structural Welding Certification PMT 0139 Introduction to Inert Gas Welding	500													
8754510 Welding Technologies Fundamentals Capstone	PMT 0140 Gas Metal Arc Welding	625													
Career and Technical Student Association															
SkillsUSA															
Internship/Work Experience Recommendations															
Local welding companies and manufacturers															

Career Cluster: <i>Hospitality and Tourism</i>					CTE Program: Secondary: Culinary Arts (8800500) Postsecondary: Commercial Foods and Culinary Arts (N100500)			
Career Cluster Pathway: <i>Restaurants and Food/Beverage Services</i>					Industry Certification: Secondary: Certified Food Protection Manager (ServSafe®) (NRAEF003) Postsecondary: Certified Food Safety Manager (NRFSP001)			
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	<ul style="list-style-type: none">Students are encouraged to begin planning for careers and postsecondary options by exploring resources at mycareershines.orgStudents 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							
	9 th	English I	Algebra I	Biology I	Social Science Elective	Physical Education (1 credit) (Not required for ACCEL Program)	Culinary Arts 1	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10 th	English II	Geometry	Science w/ lab	World History	Elective	Culinary Arts 2	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	11 th	English III	Algebra II or Industry Certification	Science w/ lab	U.S. History	Practical Arts or Fine Arts course (1 credit)	Culinary Arts 3	Nutrition and Wellness
	12 th	English IV	Math Choice or Industry Certification	Science Choice or Industry Certification	.5 U.S. Government .5 Economics w/ Financial Literacy	Elective	Culinary Arts 4/ OJT	Principles of Foods
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)		
	[Technical College] Commercial Foods & Culinary Arts (N100500)		[College] Certificate- Culinary Arts (CHEF-CT) Associate Degree- Culinary Management (CHEF-AS)			[University] Associate Degree- Culinary Arts Bachelor's Degree- Culinary Arts & Food Service Mgmt		

CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
	<i>Food Prep. Serving Workers Cooks, Restaurant Chefs & Head Cooks Food Service Managers</i>	<i>Chefs and Head Cooks Food Service Manager First Line Supervisors/Managers, Food Preparation & Serving Workers</i>	<i>Restaurant Manager Kitchen Manager Executive Chef Catering Manager</i>
CREDIT	Articulation and CTE Dual Enrollment Opportunities		
	Secondary to Technical Center (PSAV)	Secondary to College Credit Certificate or Degree (Minimum # of clock or credit hours awarded)	PSAV/PSV to AAS or AS/BS/BAS
	<i>Students completing Culinary Arts 1, 2, 3, and 4 and having the ServSafe certification earn the following within the [Technical College] Commercial Foods and Culinary Arts program: 300 hours of Food Preparation HMMV0100; 150 hours of Restaurant Cook HMMV0170; 150 hours of Food Service Management HMMV0126</i>	Students having completed Commercial Foods and Culinary Arts program at the [Technical College] and have the ServSafe Certified Food Protection Manager, Certified Culinarian, and Certified Food Safety Manager certifications, may earn the following at [College] in the Culinary Management program: FOS 2201 Food Service Sanitation Management (3 cr); FSS 1203C Quantity Food Production I (3 cr); FSS 1246C Baking and Pastries I (3 cr)	Based on statewide articulation agreements, students completing the Commercial Foods and Culinary Arts program may articulate into Culinary Management or Restaurant Management and earn a maximum of 24 credits if graduating from an ACF accredited program.
Career and Technical Student Association			
<i>SkillsUSA</i>			
Internship/Work Experience Recommendations			
Job Shadowing; On-The-Job Training			

Career Cluster: Health Science					CTE Program: Secondary: Pharmacy Technician (8418200) Postsecondary: Pharmacy Technician ATD (H170700)			
Career Cluster Pathway: Therapeutic Services					Industry Certification: Postsecondary: PTCBD001 Pharmacy Technician (Pharmacy Technician Board)			
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	<ul style="list-style-type: none">Students are encouraged to begin planning for careers and postsecondary options by exploring resources at mycareershines.org.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							
	9 th	English I	Algebra I	Environmental Science		Physical Education (1credit)) (Not required for ACCEL Program)	Basic Health Care Worker (90 hrs)	Elective
	10 th	English II	Geometry	Biology	World History	Fine Arts	Pharmacy Technician 1 (360 hrs)	Foreign Language I
	11 th	English III	Algebra II	Chemistry or Earth Space Science	American History		Pharmacy Technician 2 (300 hrs)	Foreign Language II
	12 th	English IV or College Readiness English	Pre-Calc or College Readiness Math	Physics or Anatomy/Physiology	American Government/Economics		Pharmacy Technician 3 (300 hrs)	Elective
	Diploma Designations	Students pursuing a Merit Designation must earn at least one industry certification. Students pursuing the Scholar Designation will require additional prescribed core courses.						
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)		
	[Technical Center] Pharmacy Technician ATD		[State College] Associate in Applied Science in Pharmacy Management			[University] BS Biology, BS Health Management, BS Biological Sciences		

CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
	Accredited Pharmacy Technician; Billing and Quality Technician; Certified Pharmacy Technician (additional potential occupations with this certification)	Compounding Technician; Lead Pharmacy Technician; Senior Pharmacy Technician	Pharmacy Management Pharmacist
CREDIT	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)
	[Technical Center] Completion of some or all of secondary coursework will earn between 540-1050 Clock Hours towards Pharmacy Technician ATD	[College] Completion of secondary program will earn 40 credits towards Associate in Applied Science in Pharmacy Management	[University] Completion of secondary program will earn 40 credits towards Associate in Applied Science in Pharmacy Management
Career and Technical Student Association			
Health Occupations Students of America, SkillsUSA			
Internship/Work Experience Recommendations			
Clinical Experiences (Hospital and retail rotations totaling 300 clock hours per student for Postsecondary)			

Program of Study Graduation Requirements: <http://www.fldoe.org/academics/graduation-requirements>

Career Cluster: Arts, A/V Technology and Communication				CTE Program: Digital Design (Secondary) (8209600); Graphic Design Technology (Postsecondary) (1611080301)				
Career Cluster Pathway: Visual Arts				Industry Certification: ADOBE005 Adobe Certified Expert Photoshop; ADOBE003 Adobe Certified Expert Illustrator; ADOBE021 Adobe InDesign (Secondary & Postsecondary)				
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	<ul style="list-style-type: none">Students are encouraged to begin planning for careers and postsecondary options by exploring resources at mycareershines.org.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							
	9 th	English 1	Algebra I or Geometry	Physical Science or Biology	Geography	Physical Education (1credit)) (Not required for ACCEL Program)	Digital Information Technology	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10 th	English 2	Geometry or Algebra II	Chemistry or Physics	World History	HOPE (1 credit)	Digital Design 1	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	11 th	English 3	Algebra II or Liberal Arts	1 "equally rigorous" science	U.S. History		Digital Design 2	Other elective course appropriate for student's career and education plan.
	12 th	English 4	Algebra II, Pre- Calculus, Math for College Readiness, or higher	Physics	Economics (.5) American Government (.5)	Arts, A/V Technology & Communication Directed Study	Digital Design 3	Other elective course appropriate for student's career and education plan.
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)		
	[TECHNICAL INSTITUTE]: Digital Design (PSAV Certificate)		[STATE COLLEGE]: Graphic Design Technology (AS Degree)			[University] BFA in Graphic Design BFA or BA in Graphic Design		

CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
	Computer User Specialist, Desktop Publisher, Graphic Designer, Multimedia Artist and Animator, Multimedia Production Assistant, Multimedia Junior Designer, Advertising Sales Agency, Information Technology Assistant	Multimedia Specialist, Multimedia Designer, Graphic Designer, 2D/3D Artist, Animator, Production Assistant, Web Administration, Webmaster, Digital Publishing Assistant, First-Line Supervisor of Office & Administrative Support Workers	Multimedia Specialist, Multimedia Designer, Graphic Designer, 2D/3D Artist, Animator, Production Assistant, Web Administration, Webmaster, Digital Publishing Assistant, First-Line Supervisor of Office & Administrative Support Workers
CREDIT	Articulation and CTE Dual Enrollment Opportunities		
	Secondary to Technical Center (PSAV) [Technical Institute] Secondary program completion earns 600 of 1200 clock hours for Digital Design (B070600)	Secondary to College Credit Certificate or Degree [State College] Completion of secondary program earns CGS 1000 Computer Information Systems 3 credits and GRA 2190C Graphic Design Basics 3 credits towards Graphic Design Technology (AS)	PSAV/PSV to AAS or AS/BS/BAS Completion of Digital Design PSAV program earns GRA 2150C Photoshop- 3 credits; GRA 2151C Illustrator- 3 credits; GRA 2122C Desktop Publishing- 3 credits; GRA 2949 Graphic Design Internship- 3 credits towards Graphic Design Technology (AS)
Career and Technical Student Association			
SkillsUSA			
Internship/Work Experience Recommendations			
Work, intern, volunteer or shadow workers at local advertisement agencies, school or district TV productions, graphic designer, web developer, multimedia artist, animator, community or school publications in paper or digital format.			

Program of Study Graduation Requirements: <http://www.fl DOE.org/academics/graduation-requirements>

Career Cluster: Information Technology		CTE Program: Secondary: Network Support Services (8208000) Postsecondary: Network Systems Technology AS (1511100111); Network Infrastructure CCC (051100114)					
Career Cluster Pathway: Therapeutic Services		Industry Certification: Secondary: MICRO070 Microsoft Technology Associate (MTA)-Database Administration Fundamentals; MICRO076 MTA- Windows OS Fundamentals; MICRO077 MTA- Security Fundamentals; MICRO078 MTA- Networking Fundamentals Postsecondary: CISCO003 Cisco Certified Entry Networking Technician (CCENT); CISCO004 Cisco Certified Network Associate (CCNA); CISCO005 Cisco Certified Network Professional (CCNP); COMPT001 CompTIA A+; COMPT006 CompTIA Network+; COMPT009 CompTIA Server +					
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 mycareershines.org . 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 <i>degree</i> 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.						
	9th	English 1 or H	Alg. 1 or H, or Geometry or H	Earth/Space Science or Biology 1 or H	American Government or H	Fine Arts Elective	Digital Information Technology. (DiT satisfies Fine Arts credit Requirement)
	10th	English 2 or H	Geometry or H, or Alg. 2 or H	Biology 1 or H; or Chemistry, H or AP	World History, H or AP	H.O.P.E	Networking 1
	11th	English 3 or H	3 rd Math Credit	3 rd Science Credit	American History, H or AP	Elective	Networking 2
	12th	English 4, H, or AP	4 th Math Credit	4 th Science Credit	Economics or H	Elective	Networking 3
POSTSECO NDARY	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)	

	<p>[Tech Center]</p> <p>Computer Systems and Information Technology Network Support Service</p>	<p>[College]</p> <p>Computer Networking (AS Degree) Cisco Certified Network Associate (CCNA)</p> <p>The CCNA Certificate is a part of the Computer Networking A.S. Degree</p>	<p>[State University]</p> <p>Technology Development and Management (B.A.S Degree) (Students can enter the B.A.S. directly from the A.S. in Computer Networking)</p> <p>Applied Science (with a concentration in Information Technology)- B.S., A.S Degrees</p>
CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers)		
	<p>Help Desk Technician/Computer Support Specialist Computer, Automated Teller, and Office Machine Repairer</p>	<p>Network and Computer Database Administrator Computer User Support Specialist Network Support Specialist</p>	<p>Computer Software Engineer Database Administrator</p>
CREDIT	Articulation and CTE Dual Enrollment Opportunities		
	<p>Secondary to Technical Center (PSAV) (Minimum # of clock hours awarded)</p> <p>[Tech Center]</p> <p>If a student completed Occupational Completion Points (OCP) in high school for the same course in a program at the selected Technical Center, they will earn automatic credit for the completed OCPs.</p>	<p>Secondary to College Credit Certificate or Degree (Minimum # of clock or credit hours awarded)</p> <p>[College(s)]</p> <p>Students who complete the Network Support Services program and meet the requirement for articulation (all 3 program courses-grade “B” or higher and overall unweighted GPA of 2.5 or higher) may earn free college credit for the Computer Networking (Network Engineering sub-plan) A.S. degree program upon application.</p>	<p>PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here)</p>
Career and Technical Student Association			
SkillsUSA			
Internship/Work Experience Recommendations			
Internship opportunities may exist both locally and nationally.			

Program of Study Graduation Requirements: <http://www.fldoe.org/academics/graduation-requirements>

Career Cluster: Information Technology				[District] High School CTE Program: Network Support Services (8208000)				
Career Cluster Pathway: Network Support Services				[College] CTE A.S. Degree Program: Computer Networking (1511100111. State program name: Network System Technology)				
				[College] CTE Certificate Program: Cisco Certified Network Associate (CCNA) Certificate (051100114. State program name: Network Infrastructure)				
District Logo Career Technical & Adult Education College Logo	16 CORE CURRICLUM CREDITS					8 ADDITIONAL CREDITS		
	ENGLISH 4 credits H – Honors AP – Advanced Placement	MATH 4 credits H – Honors AP – Advanced Placement	SCIENCE 3 credits, 2 with lab H – Honors AP – Advanced Placement	SOCIAL STUDIES 3 credits H – Honors AP – Advanced Placement	OTHER REQUIRED COURSES	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)	
					FINE ARTS (1 credit)			
PHYSICAL EDUCATION (1 credit)								
HIGH SCHOOL	What Courses to Take in High School							
	<ul style="list-style-type: none">Students are encouraged to use http://mycareershines.org to explore careers and post high school options.Students are 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.							
	9	English 1 or H	Algebra 1 or H, Geometry or H	Earth/Space Science or Biology 1 or H	American Government or H	Fine Arts Elective	Digital Information Technology. (DiT satisfies Fine Arts credit requirement)	Foreign Language
	10	English 2 or H	Geometry or H, Algebra 2 or H	Biology 1 or H; or Chemistry, H or AP	World History, H or AP	H.O.P.E	Networking 1	Foreign Language
	11	English 3 or H	3 rd Math Credit	3 rd Science Credit	American History, H or AP	Elective	Networking 2	Elective
	12	English 4, H, or AP	4 th Math Credit	4 th Science Credit	Economics or H	Elective	Networking 3	Elective
	Possible Industry Certifications students may earn in High School:							

	Microsoft Technology Associate (MTA) – Database Administration Fundamentals, MTA – Windows OS Fundamentals, MTA – Security Fundamentals, MTA Networking Fundamentals		
POST HIGH SCHOOL	What Post High School Programs Are Related to this CTE Program		
	Based upon the Career Cluster of interest and identified CTE program, the following post high school options are available.		
	[TECHNICAL CENTER] PROGRAMS Computer Systems and Information Technology Network Support Services	[COLLEGE] PROGRAMS Computer Networking A.S. Degree Cisco Certified Network Associate (CCNA) Certificate The CCNA Certificate is a part of the Computer Networking A.S. Degree.	[COLLEGE] PROGRAMS Technology Development and Management B.A.S. Degree <i>(Students can enter the B.A.S. directly from the A.S. in Computer Networking.)</i> [UNIVERSITY] PROGRAMS Applied Science (with a concentration in Information Technology) B.S.A.S. Degree
	Possible Industry Certifications students may earn Post High School:		
	Cisco Certified Entry Networking Technician (CCENT) Cisco Certified Network Associate (CCNA) Cisco Certified Network Professional (CCNP) CompTIA A+ CompTIA Network+ CompTIA Server+		
CAREER	What Careers Are Related to this CTE Program		
	Sample Career Specialties that may assist you in identifying career options based upon post high school qualifications earned		

	[Technical Center] Help Desk Technician/Computer Support Specialist Computer, Automated Teller, and Office Machine Repairer	[College] Network and Computer Database Administrator Computer User Support Specialist Network Support Specialist	[University] Computer Software Engineer Database Administrator
FREE COLLEGE CREDIT PART A	<p>What CTE Program High School Credits can I transfer to College Certificate or Degree Credit(s)</p> <p>Articulation and CTE Dual Enrollment Opportunities</p>		
	If Student takes these High School Courses....	They may earn credit toward these [Name] College courses...	Credits
	Networking I (8207020) Networking II (8207030) Networking III (8207040)	<p>CET 1600 Network Fundamentals CET 1610 Routing Protocols & Concepts</p> <p>Students who complete the [College] Network Support Services program and meet requirements for articulation (all 3 program courses – grade “B” or higher and overall unweighted GPA of 2.5 or higher) may earn free college credit for the Computer Networking (Network Engineering sub-plan) A.S. degree program at [College] upon application</p>	
FREE COLLEGE CREDIT PART B	High School to [Technical Center]		
	<i>If a student completed an Occupational Completion Point (OCPs) in high school for the same course in a program selected at [Technical Center], they will earn automatic credit for the completed OCPs.</i>		
	[Technical Center] to [College] A.S.		
	CURRENTLY THERE IS NO IDENTIFIED TRANSFERABLE CREDIT FROM A PTC PROGRAM TO THE SPC DEGREE/CERTIFICATE PROGRAMS REFERENCED IN PART A, ABOVE		

APPENDIX M

Letter of Collaboration Template and Example

Letter of Collaboration on Primary Program of Study
[Agency Letterhead]

Date

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

Letter of Collaboration on Primary Program of Study
(July 1, 2017 – June 30, 2018)

We agree to continue to collaborate on this primary Program of Study: _____ submitted to meet Perkins funding requirements during the 2017-2018 project year in collaboration between _____ School District (secondary partner), _____ School District Tech Center or College (postsecondary partner) and _____ Business representative (business partner, program advisory board or local workforce board representative). I understand that this document will be incorporated into my agency's July 1, 2017 grant award.

Signature

Date

(Secondary School District name)

(Title)

Signature

Date

(Postsecondary School District or Florida College System
Institution name)

(Title)

Signature

Date

(Business/Organization)

(Title)

Example of Letter of Collaboration

The School Board of Beach County

211 Palm Lane, Palm Grove, Florida 32301

850.555.9999

www.bcsb.org

Letter of Collaboration on Primary Program of Study

March 30, 2017

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

Attestation of Collaboration on Primary Program of Study (July 1, 2017 – June 30, 2018)

We agree to continue to collaborate on this primary Program of Study: **Digital Design** submitted to meet Perkins funding requirements during the 2017-2018 project year in collaboration between **Beach County** School District (secondary partner), **Palm Grove College** (postsecondary partner) and **Joann Davis, Media Associates** (business partner, program advisory board or local workforce board representative). I understand that this document will be incorporated into my agency's July 1, 2017 grant award.

David Smith
Signature

5/31/17
Date

Beach County School District _____ (Secondary School District name)

CTE Director _____ (Title)

Samah Jordan
Signature

5/31/17
Date

Palm Grove College _____ (Postsecondary School District or Florida College System
Institution name)

Dean, Workforce Development _____ (Title)

Joan Davis
Signature

5/19/17
Date

Media Associates _____ (Business/Organization)

Executive Director _____ (Title)

APPENDIX N

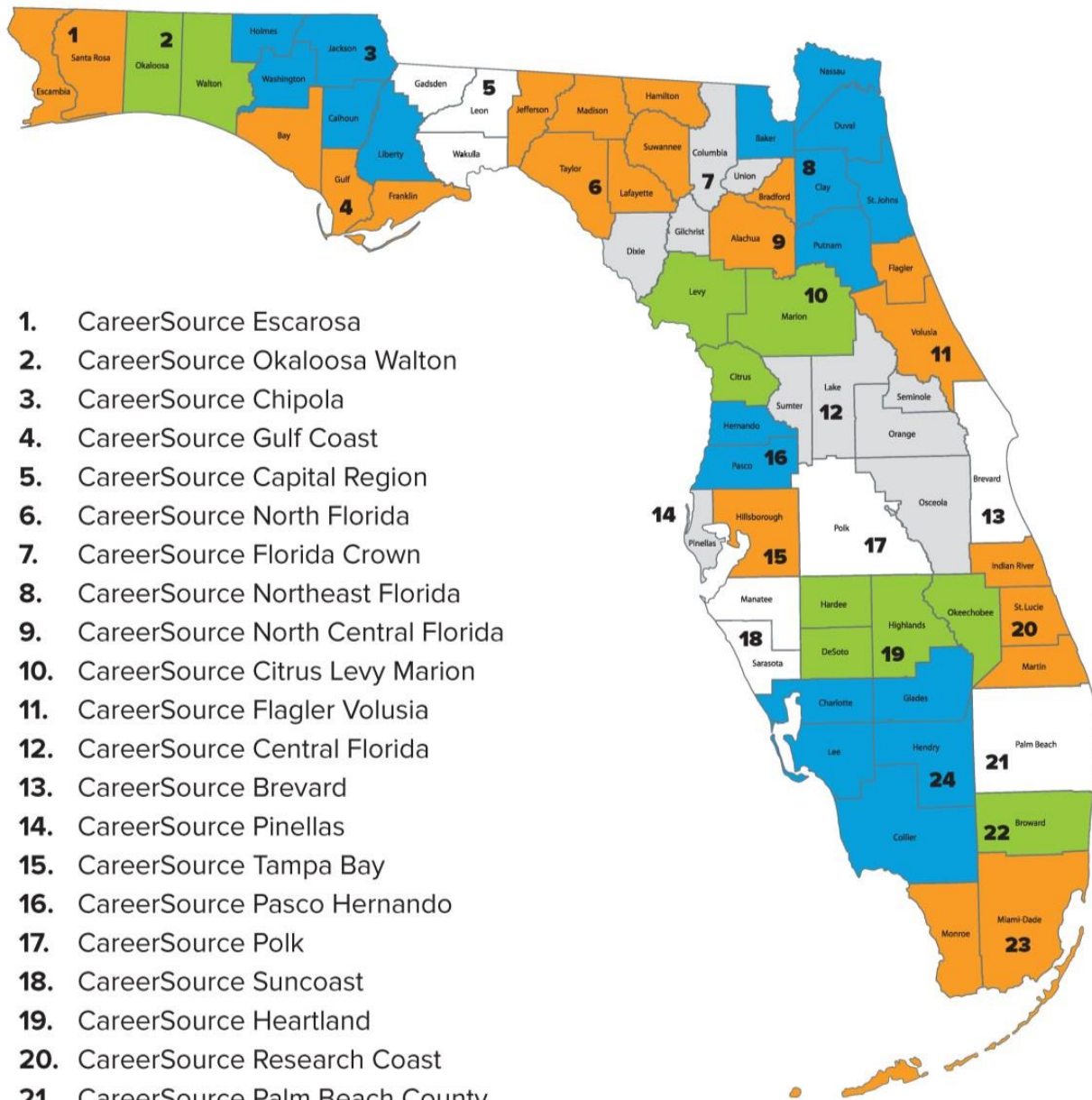
CareerSource Florida and Regional Board Contacts

<https://careersourceflorida.com/>

CareerSource Florida is the statewide workforce policy and investment board of business and government leaders charged with guiding workforce development for the state of Florida. CareerSource Florida provides oversight and policy direction for talent development programs administered by the Department of Economic Opportunity, Florida's 24 local workforce development boards (LWDBs) and their 100 career centers. Together, the CareerSource Florida network connects businesses and job seekers with employment services, labor market information and training. The CareerSource Florida network works with partners in education, economic development and community development to reduce welfare dependency, increase economic self-sufficiency and meet the needs of employers.

The 24 local workforce development areas are outlined on the map on the following page, followed by the Executive Contact List which includes the Board Chair and Board Staff contact and contact information for each of the LWDBs.

To learn more about CareerSource Florida, go to careersourceflorida.com or call 866-352-2345 to connect with local workforce development services.



CareerSource Local Workforce Development Board (LWDB) Executive Contact List

LWDB 1 CareerSource Escarosa Counties: Escambia, Santa Rosa

Board Chair: Larry Strain, Synovious Bank

Board Staff:

Cliff Krut, Executive Director
3670-2A North L Street, 2nd Floor
Pensacola, FL 32505
Phone: 850-473-0939
Email: Ckrut@careersourceescarosa.com

LWDB 2 CareerSource Okaloosa Walton Counties: Okaloosa, Walton

Board Chair: Kellie Jo Kilberg, Kilberg & Associates

Board Staff:

Linda Sumblin, Executive Director
109 8th Avenue
Shalimar, FL 32579
Phone: 850-651-2315
Email: lsumblin@careersourceow.com

LWDB 3 CareerSource Chipola Counties: Calhoun, Holmes, Jackson, Liberty, Washington

Board Chair: Johnny Eubanks, Calhoun-Liberty Journal News

Board Staff:

Richard Williams, Executive Director
4636 Hwy. 90 East, Suite K
Marianna, FL 32446
Phone: 850-633-2731
Email: Richard.williams@careersourcechipola.com

LWDB 4 CareerSource Gulf Coast Counties: Bay, Franklin, Gulf

Board Chair: John Reeves, Cabinets by Reeves

Board Staff:

Kimberly L. Bodine, Executive Director
5230 West US Highway 98
Panama City, FL 32401-1058
Phone: 850-913-3285
Email: kbodine@r4careersourcegc.com

LWDB 5 CareerSource Capital Region Counties:
Gadsden, Leon, Wakulla

Board Chair: Patrick Hutto, General Dynamics

Board Staff:

Jim McShane, Executive Director
325 John Knox Rd
Atrium Building, Suite 102
Tallahassee, FL 32303
Phone: 850-414-6085
Email: Jim.mcshane@careersourcecapitalregion.com

LWDB 6 CareerSource North Florida Counties:
Hamilton, Jefferson, Lafayette, Madison, Suwannee, Taylor

Board Chair: Darlene Hagan, Capital City Bank

Board Staff:

Diane Head, Executive Director
705 E. Base Street
Madison, FL 32340
Phone: 850-973-1802
Email: diane.head@careersourcenorthflorida.com

LWDB 7 CareerSource Florida Crown Counties:
Columbia, Dixie, Gilchrist, Union

Board Chair: C. Todd Sampson, Columbia Bank

Board Staff:

Robert Jones, Executive Director
1389 US Highway 90 West, Suite 170B
Lake City, FL 32055
Phone: 386-755-9026 Ext. 3219
Email: rljones@careersourceflcrown.com

LWDB 8 CareerSource Northeast Florida Counties:
Baker, Clay, Duval, Nassau, Putnam, St. Johns

Board Chair: Darryl Register, Baker Co. Chamber of Commerce

Board Staff:

Bruce Ferguson, President
1845 Town Center Blvd., Suite 250
Fleming Island, FL 32003
Phone: 904-213-3800 Ext. 2010
Email: bferguson@careersourcenortheastflorida.com

LWDB 9 CareerSource North Central Florida Counties:
Alachua, Bradford

Board Chair: Patricia Evans, Capital City Bank

Board Staff:

Anne Favre, Executive Director
10 NW 6th Street
Gainesville, FL 32601
Phone: 352-872-5904
Email: afavre@fmsworks.com

LWDB 10 CareerSource Citrus Levy Marion Counties:
Citrus, Levy, Marion

Board Chair: Kathy Judkins, SECO Energy

Board Staff:

Thomas "Rusty" Skinner, Chief Executive Officer
Enterprise Center
3003 SW College Road, Suite 205
Ocala, FL 34474
Phone: 352-873-7939
Email: rskinner@careersourceclm.com

LWDB 11 CareerSource Flagler/Volusia Counties:
Flagler, Volusia

Board Chair: Dr. Kent Sharples, CEO Business Alliance

Board Staff:

Robin King, President/CEO
Speedway Business Center
329 Bill France Blvd.
Daytona Beach, FL 32114
Phone: 386-323-7092
Email: robinking@careersourcefv.com

LWDB 12 CareerSource Central Florida Counties:
Orange, Osceola, Seminole, Lake, Sumter

Board Chair: Eric Jackson, Total Roof Services

Board Staff:

Pamela Nabors, President/CEO
390 N. Orange Ave., Suite 700
Orlando, FL 32801
Phone: 407-531-1222 Ext. 2011
Email: pnabors@careersourcecf.com

LWDB 13 CareerSource Brevard Counties:
Brevard

Board Chair: Robert Jordan, Genesis VII

Board Staff:

Marci Murphy, President
297 Barnes Boulevard
Rockledge, FL 32955-5325
Phone: 321-504-7600
Email: mmurphy@careersourcebrevard.com

LWDB 14 CareerSource Pinellas Counties:
Pinellas

Board Chair: Aundre Green, General Dynamics

Board Staff:

Edward Peachey, President/CEO EpiCenter
13805 58th St North, Suite 2-140
Clearwater, FL 33760
Phone: 727-608-2445
Email: epeachey@careersourcepinellas.com

LWDB 15 CareerSource Tampa Bay Counties:
Hillsborough

Board Chair: Richard Peck, QTM, Inc.

Board Staff:

Edward Peachey, President/CEO
4902 Eisenhower Boulevard, Suite 250
Tampa, FL 33634
Phone: 813-397-2022
Email: peacheye@careersourcetampabay.com

LWDB 16 CareerSource Pasco/Hernando Counties:
Hernando, Pasco

Board Chair: Mark Earl, Walmart

Board Staff:

Jerome Salatino,
President/CEO 7361 Forrest
Oaks Blvd. Springhill, FL 34606
Phone: 352-593-2220
Email: jsalatino@careersourcepascohernando.com

LWDB 17 CareerSource Polk Counties:
Polk

Board Chair: David Sorg, The Mosaic Company

Board Staff:

Stacy Campbell-Domineck, President/CEO

600 N Broadway Ave., Suite B

Bartow, FL 33830

Phone: 863-508-1600 Ext. 110

Email: stacy.campbell-domineck@careersourcepolk.com

LWDB 18 CareerSource Suncoast Counties:
Manatee, Sarasota

Board Chair: Adam Kendall, Morgan Stanley

Board Staff:

Ted Ehrlichman, President/CEO

1112 Manatee Avenue East

Bradenton, FL 34208

Phone: 941-358-4080 Ext. 1111

Email: tehrlichman@careersurcesc.com

LWDB 19 CareerSource Hartland
Counties: Desoto, Hardee, Highlands, Okeechobee

Board Chair: William "Bill" Nielander, Nielander Law Firm

Board Staff:

Donna Doubleday, President/CEO

5901 US Hwy 27 South, Suite 1

Sebring, FL 33870-2117

Phone: 863-385-3672 Ext. 317

Email: ddoubleday@careersourceheartland.com

LWDB 20 CareerSource Research Coast Counties:
Indian River, Martin, St. Lucie

Board Chair: Pamela Houghten, Torrey Pines Institute for Molecular Studies

Board Staff:

Brian Bauer, President/CEO

584 NW University Blvd., Suite 100

Port St. Lucie, FL 34986

Phone: 772-335-3030 Ext. 418

Email: bbauer@careersourcerc.com

LWDB 21 CareerSource Palm Beach Counties:
Palm Beach

Board Chair: Kenneth Kirby, Transdermal Delivery Solutions Corp.

Board Staff:

Steve Craig, President/CEO

3400 Belvedere Road

West Palm Beach, FL 33406

Phone: 561-340-1061 Ext. 2221

Email: scraig@careersourcepbpc.com

LWDB 22 CareerSource Broward Counties:
Broward

Board Chair: Frank Horkey, Horkey & Associates, P.A.

Board Staff:

Mason C. Jackson, President/CEO

6301 NW 5th Way, Suite 3000

Ft. Lauderdale, FL 33309

Phone: 954-202-3835 Ext. 3065 Fax: 954-202-3620

Email: MCJ@careersourcebroward.com

LWDB 23 CareerSource South Florida Counties:
Miami Dade, Monroe

Board Chair: Jeff Bridges

Board Staff:

Roderick Beasley, Executive Director
Airport Corporate Center
7300 NW Corporate Center Drive, Suite 500
Miami, FL 33126
Phone: 305-594-7615 Ext. 369
Email: Rick.beasley@careersourcesfl.com

LWDB 24 CareerSource Southwest Florida Counties:
Charlotte, Collier, Glades, Hendry, Lee

Board Chair: Joseph Wheeler, Wheeler Capital Partners, LLC

Board Staff:

Joseph Paterno, Executive Director
9530 Marketplace Road, Suite 104
Ft. Myers, FL 33912
Phone: 239-225-2500 Ext. 5240
Fax: 239-225-2559
Email: jpaterno@careersourcesouthwestflorida.com

APPENDIX O

Career and Technical Education Contacts

District Secondary Contacts

<http://data.fldoe.org/workforce/contacts/default.cfm?action=showList&ListID=8>

District Postsecondary Contacts

<http://data.fldoe.org/workforce/contacts/default.cfm?action=showList&ListID=7>

For additional contacts or for contacts in other sectors, please contact Erin Sampson at 850-245-0911 or erin.sampson@fldoe.org.

APPENDIX P

Sample Secondary and Postsecondary Responses to Program of Study Items 4a-d

This appendix contains examples of comprehensive responses to items 4a-d in the Program of Study section in the 2017-2018 RFA. These examples were either pulled directly from responses submitted in earlier years' RFAs (2014-2015 or 2015-2016) 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.

For more guidance on responses to Program of Study items 4a-d, contact Cathy Hammond at 850-245-9057 or cathy.hammond@fldoe.org.

Example for Secondary Agencies

4a. How do you identify and develop NEW Programs of Study and who are your partners 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 [local College name] and [University name]. 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 to identify High-Skill/High-Wage or High-Demand careers that align with the POS and from 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.

A collaborative process of designing Program of Study (POS) content was developed between our school district, [local college], and community business partners through the development of program advisory committees. The goal is to ensure that the curriculum is rigorous, authentic and technically relevant. The program instructor uses the curriculum developed by the advisory committee, based on the FLDOE curriculum frameworks, industry input/needs and graduation requirements. The advisory committee recommends materials and equipment needed for program implementation. 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.

4b. How do you ensure that all of your Programs of Study reflect local economic and workforce needs and provide a pathway to earn industry certifications and relevant work skills and who are your partners in this process?

Each POS is guided by the workforce and economic development needs of business/industry, the community and employment opportunities for students. 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.

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. We have a very strong partnership with our business community. As each program is being developed, program-specific advisory committees are formed consisting of business/industry/community leaders

with expertise in the program area, 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 and help to determine how best to apply real world applications into the required standards and ensure that we are providing our students with the appropriate technical and non-technical skills to be successful after completing our programs.

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. 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.

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.

Certification preparation is a focus of program curriculum. Each POS identifies the corresponding industry certifications available in their program area. 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 postsecondary credit.

4c. Describe how you ensure that there is a clear pathway and articulation between secondary and postsecondary programs and who your partners are in this process.

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.

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 centers or College.

Agreements are in place with our school district, our district Technical Centers and the [local College]. Signed copies are kept on file in the offices of the school superintendent and the Technical Center directors as well as in the College's Office of Legal Services. 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 Clock Hour programs at our district Technical Centers.

Students can earn postsecondary credit through dual enrollment, course completion and industry certifications. The College 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.

4d. Describe the process you use for reviewing and updating currently developed Programs of Study and who your partners are in this process.

All Programs of Study (POS) are reviewed annually for necessary revisions by advisory committees made up of program instructors, members of business and industry with expertise in the program area, representatives from the school district and the College where we have articulation agreements. A program review process is employed to analyze program profiles, student learning outcomes, program strengths and weaknesses, and program efficiency. POS 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. In addition, POS are reviewed and monitored periodically to ensure continuing alignment with the needs of the local workforce. Advisory committees then make recommendations to improve the program and anticipate future issues for the program.

Example for Postsecondary Agencies

4a. How do you identify and develop NEW Programs of Study and who are your partners in this process?

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 staff of the College's Office for CTE and Workforce Programs meet to discuss programs and courses offered at the secondary and postsecondary levels. 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 FLDOE 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.

4b. How do you ensure that all of your Programs of Study reflect local economic and workforce needs and provide a pathway to earn industry certifications and relevant work skills and who are your partners in this process?

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 Clock Hour personnel within them. The College maintains close working relationships with the Technical Center directors and CareerSource.

As each CTE program is being developed, program-specific advisory committees are formed consisting of business/industry/community leaders with expertise in the program area, 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.

In partnership with local business/industries, 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 on-campus working salon and dining room.

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.

4c. Describe how you ensure that there is a clear pathway and articulation between secondary and postsecondary programs and who your partners are in this process.

Development of the sequence of academic and CTE courses for POS is determined through meetings with both secondary and postsecondary teachers. The POS coursework is designed using the FLDOE posted program frameworks. The frameworks serve as the basis for all programs of study by supplying program competencies, skills and aptitudes. Using the frameworks as a guide, secondary and postsecondary faculty members review current courses and programs to identify any gaps or unnecessary duplication of content between the secondary and postsecondary levels. Faculty meet with Advisory Boards at a minimum of once per semester to get input on changes in industry standards and/or needs of local industry and also receive feedback from employers on graduate hires or internship experiences from College programs, giving faculty the opportunity to hear about strong points and weaknesses. Courses are added, deleted or updated based upon frameworks, Advisory Board member feedback and the faculty member's professional knowledge.

Agreements are in place between our College and [names of school district(s)] and the [names of Tech Center(s)]. Articulation agreements spell out direct course-for-course articulation where applicable and general programmatic electives where direct course-for-course articulation is impractical. In articulation agreement workshops, secondary and postsecondary teachers meet to match up CTE secondary competencies with postsecondary coursework and map overlaps/articulated credit.

College credits are awarded by the terms of the local agreement, but are at least at the minimum state prescribed levels where statewide agreements exist. Students who earn credits through secondary programs, Clock Hour programs, Gold Standard, and/or industry

certifications have the credits posted on their transcripts to a correlating program after the student earns 12 semester credits at the College.

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 Clock Hour programs at the local Technical Centers.

4d. Describe the process you use for reviewing and updating currently developed Programs of Study and who your partners are in this process.

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 Clock Hour 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 processes and actual outcomes. Enrollment, completion, credential attainment and transfer data are tracked for all CTE programs as well as placement rates for program completers and graduates.

Faculty and staff at the College are in regular contact with representatives from local businesses and industry in the local 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.