

The RFA Program of Study Webinar will begin shortly.

To hear the audio portion of the webinar, you will need to call the following phone number:

1-888-670-3525

Use Conference Code: 599 356 5889 #



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

**Programs of Study:
Technical Assistance for 2017-2018 RFA**

**Bruce Harrington
Cathy Hammond
Erin Sampson**

**Division of Career and Adult Education
850-245-0949**

Please help minimize background noise during the conference call

- Please keep your phone on MUTE while listening to the conference call. This prevents background noise and in-office discussions from disrupting the call.
- If you do not have a “Mute” button on your phone, press *6 to mute and *6 to un-mute.

Programs of Study

- Section 134(b)(3) of the Perkins Act requires each agency to offer a minimum of one program of study.
- The required elements are outlined in section 122(c)(1)(a) and indicate that a program of study:
 - Incorporate secondary and postsecondary education elements;
 - Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content;
 - 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.

Importance of Programs of Study (POS)

- U.S. Dept. of Education Definition: A program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.
- POS include multi-year sequences of courses in a career and technical content area, with a clear progression between secondary and postsecondary programs.
- Partnerships between districts, colleges, and local business/industry are essential to fully develop, implement and evaluate comprehensive programs of study.

Florida's Required Program of Study Elements

- FDOE has expanded Perkins IV elements into eight required elements and two optional elements.
- For your reference, the elements are included in the Attachments section of the Perkins RFAs and in Appendix J of the *Perkins IV Implementation Guide (2017-2018 Edition)*.

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), were on the TOL/ROL list, or was recommended by local workforce advisory board
3. Falls into one of the Florida 17 Career Clusters
4. Is included on the list of programs on the FDOE curriculum frameworks webpages (<http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks>)
5. 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 FDOE curriculum frameworks for that program and recommended performance standards for AS/AA 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



RFA Program of Study Resources

Available Resources for Completion of POS Section of 2017-2018 RFA

FDOE Career and Technical Education webpage

- **Career and Technical Education webpage**

- (<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>)

- 2017-18 CTE Curriculum Frameworks

- **Carl D. Perkins Resources webpage**

- (<http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml>):

- 2016-17 Technical Skill Attainment Inventories
 - Template 2017 and Template 2017 with Notes
 - *Perkins IV RFA Implementation Guide*
 - 2017-18 Program of Study Webinar PowerPoint



CAREER & ADULT EDUCATION

[Adult Education](#)

[Apprenticeship Programs](#)

[Archive](#)

[CAPE - Postsecondary](#)

[CAPE - Secondary](#)

[Career & Technical Education](#)

[Career and Adult Education
Technical Assistance Papers](#)

[Carl D. Perkins Resources](#)

[College & Career Planning](#)

[Compliance](#)

Career & Adult Education

Career and Adult Education is designed to meet the needs of our customers, which include students, business and industry, school districts, Florida colleges, community-based organizations, and correctional institutions. This area represents a significant collaboration and partnership across both private and public sectors throughout the state of Florida to improve Florida's workforce. Career and Adult Education is delivered to our customers through a network of service providers, which include District Technical Centers, Adult Education Providers and Florida colleges. Contact information for each of the providers may be accessed through the following links:

- [District Technical Centers](#) (PDF)
- [Adult Education Directors](#)
- [Division of Florida Colleges](#)
- [Education Directories](#)

Career and Technical Education Month Proclamation

Governor Scott recently proclaimed February as [Career and Technical Education Month](#).

Contact:

Rod Duckworth, Chancellor
325 West Gaines Street, Suite 734
Tallahassee, Florida 32399-0400
Phone: 850-245-0446
Fax: 850-245-9052
Email: CareerandAdultEd@fldoe.org

Resources in *Perkins IV RFA Implementation Guide*

Helpful information in the *Perkins IV RFA Implementation Guide (2017-2018 Edition)* (<http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.shtml>):

- Overview of Perkins IV Act
- Overview of Florida State plan
- Programmatic requirements for Florida Perkins grant programs
- Guiding sub-questions for the POS section from this PowerPoint
- Examples of Program of Study forms
- Template and Example of Letter of Collaboration
- Sample Responses to POS Questions 4a.- 4d.

Resources in *Implementation Guide (cont.)*

New Appendices to give you access to more resources

- Career and Technical Education Perkins Performance Measure Training Modules
- Career and Education Planning Tools links
- Labor Market Statistics Resources
- CareerSource Florida and Regional Board Contacts
- Career and Technical Education Contacts

Helpful Resources for POS Section

- Perkins Resource Page: <http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml>
- Template 2017 and Template 2017 with notes: <http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml>
- State Program Graduation Checklist: <http://www.fldoe.org/academics/graduation-requirements/>
- Course Code Directory – Section 5, Career and Technical Education Programs: <http://fldoe.org/policy/articulation/ccd/2016-2017-course-directory.stml>
- Local Level Data Report: coming soon
- Curriculum Frameworks: <http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks>
- *Perkins IV RFA Implementation Guide (2017-2018 Edition)*: <http://www.fldoe.org/core/fileparse.php/7521/urlt/1718PerkinsImplementationGuide.pdf>
- Statewide and Regional Targeted Occupations List 2017-2018: <http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>



RFA Program of Study Questions

POS Section General Instructions

- Make sure to answer ALL parts of each question, including subsections.
- Question responses cannot be “*refer to last year’s RFA*” or “NO PLANNED CHANGES.”

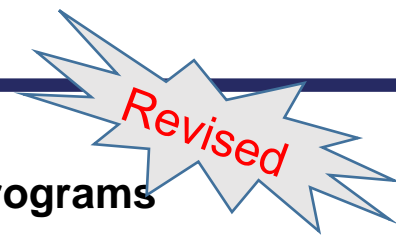
POS Section Questions

2. For fiscal years 2008-2017, briefly describe how the program will address 2A – 2E below (Perkins IV, Section 134(b)(3)).

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

POS Section Questions

- A few revisions have been made to the POS Section as reflected in the revised Program of Study Requirements for Secondary/Postsecondary Programs, Question 2A-Checklist



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

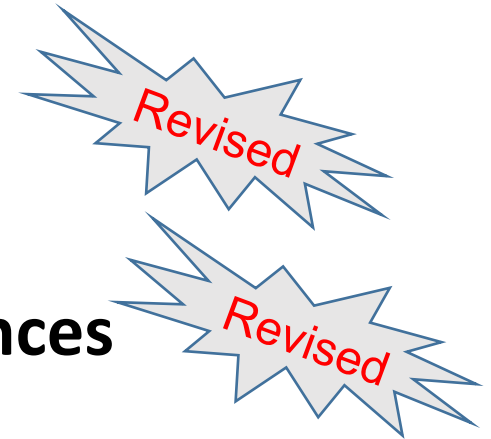
Item #	Program of Study Requirement	Applicant Check if completed	FDOE Staff Initial when approved
Question 2A: Offer one CTE Program of Study			
2017-2018 Primary Program of Study			
1.	Primary Program of Study Form		
2.	Primary Program of Study Assurances		
	a. Letter of Collaboration on Primary POS (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 of Study (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 that will Develop into POS		
	b. Information on Programs to be Developed into POS (table)		

POS Section Questions 1 and 2

2017-2018 Primary Program of Study

1. Primary Program of Study Form

2. Primary Program of Study Assurances



POS Section Question 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.
- Submit a form for one Program of Study that will serve as your primary Program of Study for funding purposes

POS Section Question 1 (cont.)

Selecting Primary Program of Study to Submit

- **Your Primary Program of Study should**
 - Not be daggered for deletion
 - Currently include all 8 required state elements
 - Be already FULLY developed
 - Be FULLY implemented in 2017-2018

POS Section Question 1 (cont.)

Submitting 2016-2017 Approved Program of Study for 2017-2018

- 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.

POS Section Question 1 (cont.)

Submitting a New Program of Study for 2017-2018

- If any of the five 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 that includes all elements on the new 2017 state template

OR

- Submit a different Program of Study on the new 2017 state template that meets all state POS requirements.

POS Section Question 1 (cont.)

State Program of Study (POS) Forms

- Program of Study forms are useful tools for career planning when they include as much local information as possible.
- Detailed POS forms help to inform students, parents and those working with them about all of the aspects of each POS.
- New to the 2017 revised state template: Adds places for information on both secondary and postsecondary programs and certifications, including program names and numbers



POS Section Question 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.



Career Cluster: <i>(One of the 17 national clusters)</i>		CTE Program: Secondary: Postsecondary: <i>Names of the Secondary and Postsecondary programs and both program numbers</i>						
Career Cluster Pathway: <i>(found in the Course Code Directory)</i>		Industry Certification: Secondary: Postsecondary: <i>Multiple certifications can be placed here for each level, but specify which is secondary and postsecondary (use 2016-17 Final Technical Skills Attainment Inventories for current industry certification linkage to programs: http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml)</i>						
Put District/Institution Logo Here		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 <small>(ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)</small>
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	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes	Physical Education (1 credit) (Not required for ACCEL Program)	<i>secondary course sequence for this POS</i>	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10 th	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes		<i>secondary course sequence for this POS</i>	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	11 th	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes	Practical Arts or Fine Arts course (1 credit)	<i>secondary course sequence for this POS</i>	Other elective course appropriate for student's career and education plan.
	12 th	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes	Include local required courses in all boxes		<i>secondary course sequence for this POS</i>	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)		
	<i>Name of local/regional Technical Center(s)</i>		<i>Name of local/regional Institution/College(s)</i>			<i>Name of local/regional Institution/University(s)</i>		
<i>Related program(s)</i>		<i>Related program(s) (degree or certificate)</i>			<i>Related program(s) (degree)</i>			

CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.) http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list		
	<i>Careers available after completion of certificate program</i>	<i>Careers with an A.S degree</i>	<i>Careers with a B.S. or B.A. degree</i>
CREDIT	Articulation and CTE Dual Enrollment Opportunities		
	Secondary to Technical Center (PSAV) (Minimum # of clock hours awarded per institution)	Secondary to College Credit Certificate or Degree (Minimum # of clock or credit hours awarded)	PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here)
	<i>Name of local/regional Technical Center</i> <i>Please list the number of clock hours to be awarded, the course/program/certification from which the clock hours were earned, and the course/program to which the hours will be applied.</i>	<i>Name of local/regional College</i> <i>Articulated credit based on statewide or local agreements: Please list the number of credit hours to be awarded, the course/program/certification from which the credit hours were earned, and the course/program to which the credit hours will be applied.</i>	<i>Name of local/regional University</i> <i>Articulated credit based on statewide or local agreements: Please list the number of credit hours to be awarded, the course/program/certification from which the hours were earned, and the course/program to which the hours will be applied.</i>
Career and Technical Student Association			
<i>List a relevant student association (CTSO) even if not currently available to your students; may also be a CTSO not eligible for Perkins funding.</i>			
Internship/Work Experience Recommendations			
<i>List opportunities available or if internship or work experience is appropriate for this program of study.</i>			

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



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 <small>(ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)</small>	
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	Biology I	Social Science Elective	Physical Education (1credit) (Not required for ACCEL Program)	<i>Culinary Arts 1</i>	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	<i>Culinary Arts 2</i>	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)	<i>Culinary Arts 3</i>	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	<i>Culinary Arts 4/ OJT</i>	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-A)			[University] Bachelor's Degree- Culinary Arts & Food Service Mgmt		

Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)			
CAREER	Food Prep. Serving Workers Cooks, Restaurant Chefs & Head Cooks Food Service Managers	Chefs and Head Cooks Food Service Manager First Line Supervisors/Managers, Food Preparation & Serving Workers	Restaurant Manager Kitchen Manager Executive Chef Catering Manager
	Articulation and CTE Dual Enrollment Opportunities		
CREDIT	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
	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 PSAV program : 300 hours of Food Preparation HMV0100; 150 hours of Restaurant Cook HMV0170; 150 hours of Food Service Management HMV0126	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 PSAV program may articulate into Culinary Management (AS) 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			



POS Section Question 2a

a. Letter of Collaboration on Primary POS

- Must submit one letter with signatures from all three partners
- Purpose: To assure that collaboration between secondary, postsecondary and business representatives on your primary POS will continue during the 2017-2018 project year



POS Section Question 2a (cont.)

a. Letter of Collaboration on Primary POS (cont.)

- 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 attestation letter.
- 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.
- Only one of the primary business partners for this program needs to sign the letter.



POS Section Question 2a (cont.)

a. Letter of Collaboration on Primary POS (cont.)

- The template and an example appear in the Attachments section of the RFA and Appendix M of the *Implementation Guide*.
- It is most meaningful to have the highest level secondary and postsecondary representatives overseeing CTE programs sign the Letter of Collaboration.
- The business partner who signs the letter 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.

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)

Savannah Jordan
Signature

5/31/17
Date

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

Dean, Workforce Development _____ (Title)

Joann Davis
Signature

5/19/17
Date

Media Associates _____ (Business/Organization)

Executive Director _____ (Title)

Letter of
Collaboration
Example

POS Section Question 3a Secondary

Secondary Question:

3a. 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 in multiple schools it should only be counted once.)**

- 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.

POS Section Question 3b Secondary

Secondary Question:

3b. 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?

- Converting a CTE program to a POS requires making sure that the program **currently** includes **all** of the state-required elements outlined in the *Florida's Required Program of Study Elements* table, not just outlining the program on the state template.

POS Section Question 3a Postsecondary

Postsecondary Question:

3a. How many CTE programs (e.g. Digital Design, Phlebotomy) will your agency offer during the 2016-2017 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 _____

POS Section Question 3b Postsecondary

Postsecondary Question:

3b. 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 _____



POS Section Questions 4a. to 4d.

- In place of last year's *CTE Programs of Study Partnerships and Collaborations Chart*, new narrative questions have been added about how you develop, implement and review your Programs of Study.
- These are similar to questions included in the 2014-2015 and 2015-2016 Perkins RFAs.
- Partnerships are emphasized in each of the questions as collaborative efforts are key to the development, implementation and improvement/expansion of CTE programs into fully functioning Programs of Study.



POS Section Question 4a

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

- 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?
- 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?

Potential POS Partners

- Secondary academic and CTE teachers, administrators
- Postsecondary academic and CTE teachers, administrators
- Representatives from:
 - Local business/industry
 - Regional CareerSource/Workforce Boards
 - Chamber of Commerce
 - Labor organizations
 - Community-based organizations
 - Local government officials
 - Local regulatory boards
 - Industry associations



POS Section Question 4b

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?

- Reflect local economic and workforce needs
 - Do you consult State or Regional Targeted Occupations Lists 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? What do you review?
 - 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?
 - How do you identify changes in programs needed due to local market trends and/or solicit requests from local businesses/industry?

POS Section Question 4b (cont.)

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?

- Provide pathway to industry certifications and relevant work skills
 - 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 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?



POS Section Question 4c

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.

- Articulation agreements
 - How are articulation agreements developed and who is involved in their development?
 - Will you use a statewide articulation agreement for articulation purposes?

POS Section Question 4c (cont.)

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.

- Secondary-Postsecondary pathway
 - How do you develop the POS locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary and who is involved in their development?
 - Is the course sequence based on the FDOE's curriculum frameworks?
 - Is the academic course sequence selected based on competencies needed in concurrent CTE courses?



POS Section Question 4d

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

- 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?
- 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?

POS Section Questions 5a and 5b

All Levels:

- 5a. 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? #_____.
- 5b. Fill in the information in the table for each of the programs you plan to develop into POS during the 2017-2018 program year. If you do not plan to develop any programs into POS during the program year, no further information is required.
- Add rows as required to the table.

CTE Programs To Be Developed into POS in 2017-2018

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

POS Section Questions 5a & 5b (cont.)

Identifying High-Skill, High-Wage or High-Demand Careers

- Use the Statewide Demand/Targeted Occupations Lists (DOL) and/or regional DOL to identify High-Skill, High-Wage or High-Demand careers that align with designated programs (recommended). Information may be accessed at URL: <http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>.
- Collect information gathered from local advisory committees on High-Demand occupations in your area.
- Utilize labor market data resources available through the FL Department of Economic Opportunity website (Appendix G in *Implementation Guide*).

POS Section Questions 5a and 5b (cont.)

- The programs listed in this table should be those of CTE programs that you plan to develop into complete POS during the 2017-2018 program year and NOT those developed during the previous (2016-2017) program year.
- List only CTE programs that you plan on developing into POS that will include all of the state required elements by the end of the 2017-2018 program year.
- NOTE: Converting to a POS, requires more than just filling out the POS form for this program – **ALL** required elements must be present for a CTE program to be considered as developed into a complete POS.

Questions?

We would appreciate your feedback on the webinar. A link to a feedback survey will appear on your screen after the webinar – click on the link and it will take you to the survey.

You will also receive a link to the survey in a follow-up email an hour after the webinar.

So please use one of these options and take a few minutes to give us some feedback.

Thank you!

Thank you for participating!

These PowerPoint slides were emailed with the information on registration for this webinar and also will be available on the Perkins Resources webpage on the FDOE website.

If you have any questions about the POS state template or the POS section of the RFA, please contact either Cathy Hammond (850-245-9057, cathy.hammond@fldoe.org) or Erin Sampson (850-245-0911, erin.sampson@fldoe.org)