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 #

Programs of Study:
Technical Assistance for 2018-2019 RFA

Bruce Harrington
Cathy Hammond
Heather Conley

Division of Career and Adult Education
850-245-0949

Use of the Chat Box

- If you have questions about how to connect to the audio portion of the webinar by phone, please post a question in the chat box.

- If you have a question during the presentation or in the question and answer portion of the webinar, you can post the question in the chat box.

Carl D. Perkins Act 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)

- Programs of Study align secondary and postsecondary curricula and offer students the ability to explore careers, earn industry recognized credentials, and participate in dual credit-earning opportunities, thus potentially shortening their time to a postsecondary degree.

- These elements should be working together to move students through the education pipeline and prepare them for postsecondary education and career success.

Career Pathways Progression
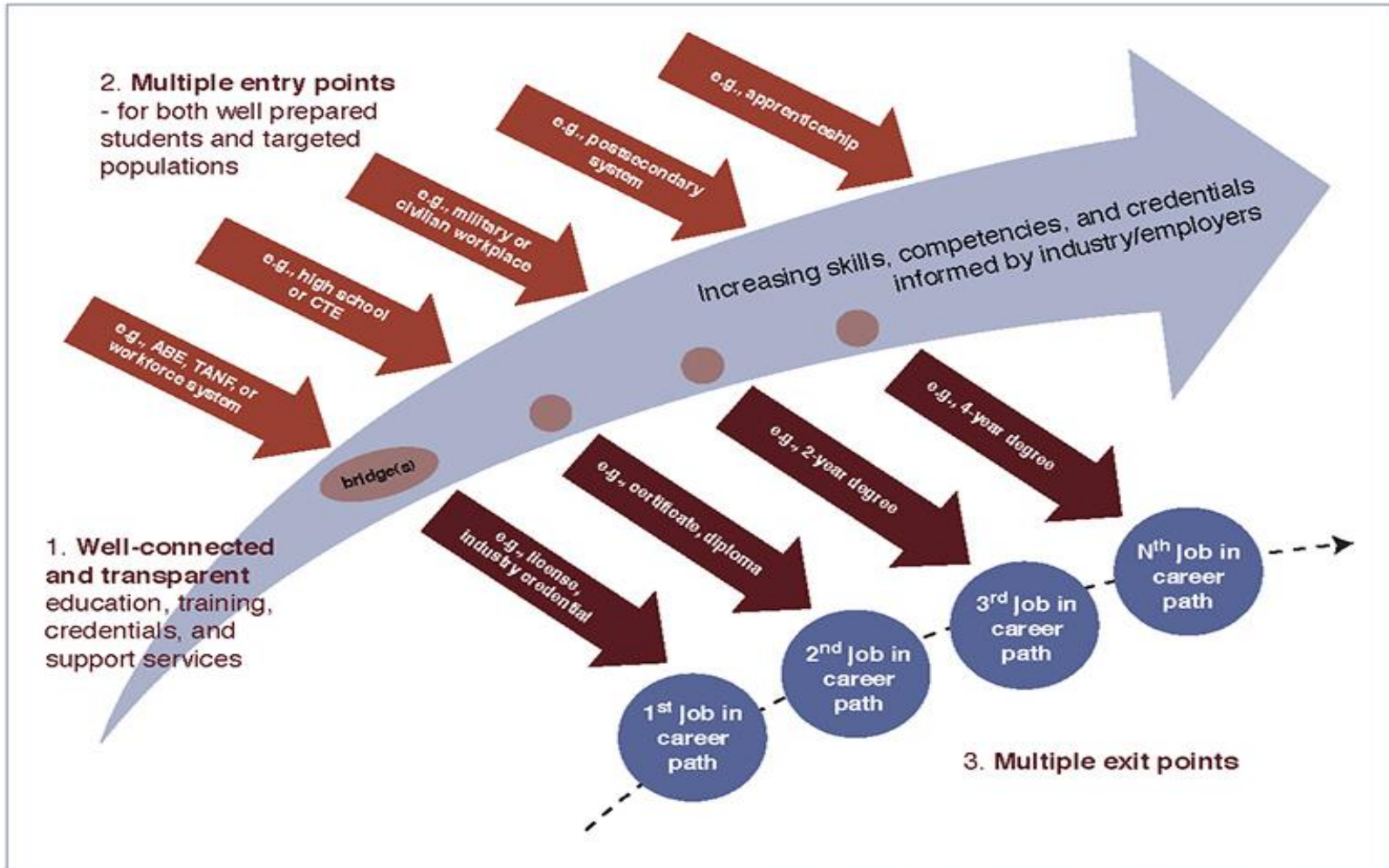
SOURCE — "Shared Vision, Strong Systems,"
Alliance for Quality Career Pathways,
June 2014.

Importance of Programs of Study (POS) (cont.)

- 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 (2018-2019 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 DOL 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://www.fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf)

2. Offers students opportunities for program–related internship/work experience

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RFA Program of Study Resources

Available Resources for Completion of POS Section of 2018-2019 RFA

FDOE Career and Technical Education webpage

- **Career and Technical Education webpage**
(**http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2018-19-frameworks**)
  - 2018-19 CTE Curriculum Frameworks

- **Carl D. Perkins Resources webpage**
(**http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.stml**):
  - 2017-18 Technical Skill Attainment Inventories
  - Template 2018 and Template 2018 with Notes
  - *Perkins IV RFA Implementation Guide*
  - 2018-19 Program of Study Webinar PowerPoint

Resources in *Perkins IV RFA Implementation Guide*

Helpful information in the *Perkins IV RFA Implementation Guide (2018-2019 Edition)* (http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.stml):

- 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 Examples of Letter of Collaboration

- Sample Responses to POS Questions 4a.- 4d.

Resources in *Implementation Guide (cont.)*

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://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.stml

- Template 2018 and Template 2018 with notes: http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.stml

- State Program Graduation Checklist: http://www.fldoe.org/academics/graduation-requirements/

- 2018-2019 Course Code Directory – Section 5, Career and Technical Education Programs: http://www.fldoe.org/policy/articulation/ccd/2018-2019-course-directory.stml

- Perkins IV Data Tool: https://web02.fldoe.org/PerkinsSearch/DataTool.aspx

- Curriculum Frameworks: http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks

- *Perkins IV RFA Implementation Guide (2018-2019 Edition)*: http://www.fldoe.org/core/fileparse.php/7515/urlt/1819PerkinsImplementationGuide.pdf

- Statewide and Regional Targeted Occupations List 2018-2019: 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."

Refer to last year's RFA

NO PLANNED CHANGES

POS Section Questions

2. For fiscal years 2008-2018, 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

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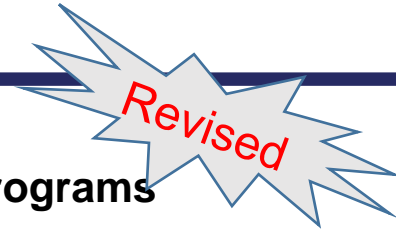
Program of Study Requirements for Secondary/Postsecondary Programs
Question 2A-Checklist

Item #	Program of Study Requirement	Applicant Check if completed	FDOE Staff Initial when approved
Question 2A: Offer one CTE Program of Study			
2018 2019 Primary Program of Study			
1.	Primary Program of Study Form		
	a. Notification of Submission of 2017-18 POS or New Primary POS		
2.	Primary Program of Study Assurances		
	a. Confirmation that Primary POS Meets State Requirements b. Letter of Collaboration on Primary POS (letter)		
All 2018 2019 CTE Programs			
3.	Number of 2018-2019 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 2018-2019		
	a. Number of Programs that will Develop into POS b. Information on Programs to be Developed into POS (table)		

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POS Section Questions 1 and 2

2018-2019 Primary Program of Study

Revised

   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, <u>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</u>.

- 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 2018-2019

POS Section Question 1 (cont.)

Submitting 2017-2018 Approved Program of Study for 2018-2019

- You may submit the same POS and form that was submitted and approved for your 2017-2018 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 2018-2019 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 2018-2019 project year.

POS Section Question 1 (cont.)

Submitting a New Program of Study for 2018-2019

- If any of the five conditions will not be met by your 2017-2018 approved POS during the 2018-2019 project year, please:

    - Submit either a revised POS form reflecting changes in the program that includes all elements on the 2018 state template

    OR

    - Submit a different Program of Study on the 2018 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 <u>local</u> information as possible.

- Detailed POS forms help to inform students, parents and those working with them about all of the aspects of each POS.

- The 2018 state template, includes places for information on both secondary and postsecondary programs and certifications, including program names and numbers

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POS Section Question 1 (cont.)

State Program of Study (POS) Form Resources

- Refer to the *Perkins IV RFA Implementation Guide (2018-2019 Edition)* for guidance on completing Program of Study forms and to see sample forms:

  http://www.fldoe.org/core/fileparse.php/7515/urlt/1819PerkinsImplementationGuide.pdf

- Pay special attention to the guidance on the *Credit* section of the POS form that is included in the *Implementation Guide* and on the *2018 Template with Notes*.

- You can also contact Cathy Hammond (Cathy.Hammond@fldoe.org) or Heather Conley (Heather.Conley@fldoe.org) for assistance.

Career Cluster: *One of the 17 state clusters*	CTE Program: Secondary: Postsecondary: *Names of the Secondary and Postsecondary programs and both program numbers*
Career Cluster Pathway: *Found in the Course Code Directory*	Industry Certification: Secondary: Postsecondary: *Multiple certifications can be placed here for each level, but specify which is secondary and postsecondary (use 2017-18 Final Technical Skills Attainment Inventories for current industry certification linkage to programs: http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.stml)*

		16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS	
Put District/Institution Logo Here		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. • One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program							
	9th	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)	*secondary course sequence for this POS*	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10th	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		*secondary course sequence for this POS*	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	11th	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)	*secondary course sequence for this POS*	Other elective course appropriate for student's career and education plan.
	12th	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		*secondary course sequence for this POS*	Other elective course appropriate for student's career and education plan.

POST SECONDARY				
	Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.			
	TECHNICAL CENTER PROGRAM(S)	STATE COLLEGE PROGRAM(S)		UNIVERSITY PROGRAM(S)
	Name of local/regional Technical Center(s) *Related program(s)*	*Name of local/regional Institution/College(s)* *Related program(s) (degree or certificate)*		*Name of local/regional Institution/University(s)* *Related program(s) (degree)*

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	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		
CAREER	Careers available after completion of PSAV/certificate program	Careers with College Credit Certificate or an A.S degree	Careers with a B.S. or B.A. degree
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)
	Name of local/regional Technical Center 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.	Name of local/regional College 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.	Name of local/regional University 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.

Career and Technical Student Association
List a relevant student association (CTSO) even if not currently available to your students; may also be a CTSO not eligible for Perkins funding.
Internship/Work Experience Recommendations
List opportunities available or if internship or work experience is appropriate for this program of study.

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

Career Cluster: *Hospitality and Tourism*	CTE Program: Secondary: Culinary Arts (8800500) Postsecondary: Professional Culinary Arts & Hospitality (N100500)
Career Cluster Pathway: *Restaurants and Food/Beverage Services*	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

- 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

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES
9th	English I	Algebra I	Biology I	Social Science Elective	Physical Education (1credit) (Not required for ACCEL Program)	*Culinary Arts 1*	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
10th	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.
11th	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
12th	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)	STATE COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
[Technical College] **Professional Culinary Arts & Hospitality (N100500)**	*[College]* **Certificate- Culinary Arts (CHEF-CT)** **Associate Degree- Culinary Management (CHEF-A**	*[University]* **Bachelor's Degree- Culinary Arts & Food Service Mgmt**

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CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
	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*

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**
	Students completing Culinary Arts 1, 2, 3, and 4 and having the ServSafe certification earn the following within the [Technical College] Professional Culinary Arts & Hospitality PSAV program: 300 hours of Food Preparation HMV0100; 150 hours of Restaurant Cook HMV0170; 150 hours of Food Service Management HMV0126	**Students completing secondary Culinary Arts 1, 2, 3, and 4 may earn 6 credits toward the Culinary Arts AS degree at [College]**	**Students having completed Professional Culinary Arts & Hospitality 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)**

Career and Technical Student Association

SkillsUSA

Internship/Work Experience Recommendations

Job Shadowing; On-The-Job Training

POS Section Question 1a

NEW

- To let us know whether you are submitting last year's approved form, we have added the following:

  - I am submitting the POS that was submitted and approved for our 2017-2018 RFA.   _____Yes   ____No

POS Section Questions 2a and 2b

Revised

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 2018-2019 project year.

POS Section Question 2a

NEW

- You are asked this year to confirm that the primary POS submitted with your 2018-2019 RFA meets all eight state required elements:

  - I confirm that the Primary POS submitted meets all eight state required elements and the five conditions outlined in Question #1 above.   _____Yes   ____No

POS Section Question 2b

b. 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 2018-2019 project year

POS Section Question 2b (cont.)

b. 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.

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POS Section Question 2b (cont.)

b. 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.

Florida Department of Education
fldoe.org

Example of Letter of Collaboration

The School Board of Beach County

211 Palm Lane, Palm Grove, Florida 32301   850.555.9999   www.bcsb.org

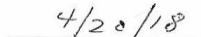**Letter of Collaboration on Primary Program of Study**

April 27, 2018

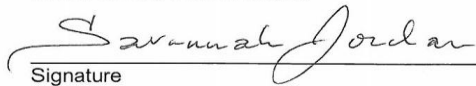**Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)**

Attestation of Collaboration on Primary Program of Study
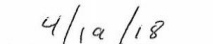**(July 1, 2018 – June 30, 2019)**

We agree to continue to collaborate on this primary Program of Study: **Digital Design** submitted to meet Perkins funding requirements during the 2018-2019 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, 2018 grant award.

David Smith   4/20/18
Signature   Date

David Smith, Director
Career and Technical Education
Beach County School District

Savannah Jordan   4/19/18
Signature   Date

Savannah Jordan, Dean
Workforce Development
Palm Grove College

Joann Davis   4/18/18
Signature   Date

Joann Davis, Executive Director
Media Associates

Letter of
Collaboration
Example

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POS Section Questions

IMPORTANT NOTE

- **If you need assistance in answering any of the questions in this section, please refer to the *Perkins IV RFA Implementation Guide (2018-2019 Edition)* for guidance.**

  http://www.fldoe.org/core/fileparse.php/7515/urlt/1819PerkinsImplementationGuide.pdf

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 2018-2019 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

<u>Secondary Question:</u>

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 (see second attachment of the RFA and Appendix J of the *Implementation Guide*).

POS Section Question 3a Postsecondary

Postsecondary Question:

3a. How many CTE programs (e.g. Digital Design, Phlebotomy) will your agency offer during the 2018-2019 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 _____

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POS Section Question 3b Postsecondary

<u>Postsecondary Question</u>:

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 _____

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POS Section Questions 4a to 4d

- Questions 4a to 4d are the same narrative questions included in last year's RFA. You may want to cut and paste your final, approved responses from last year's RFA in to this year's RFA, making sure to revise and update responses as needed.

- *Reminder*: Please refer to the guidance in the *Perkins IV RFA Implementation Guide (2018-2019 Edition)* to ensure that you adequately address each question.

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

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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?

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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?

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POS Section Questions 5a and 5b

<u>All Levels</u>:

5a. How many CTE programs does the eligible recipient propose to develop into Programs of Study during the 2018-2019 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 2018-2019 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 2018-2019

Program Name	Program Number	2018 2019 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 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*).

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

- The programs listed in this table should be those of CTE programs that you plan to develop or begin to develop into complete POS during the 2018-2019 program year and NOT those developed during the previous (2017-2018) program year.

- The programs listed do not need to be fully implemented POS by the end of the project 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.

Common Problem Areas

- The credit section of the POS form must be adequately completed – follow the guidance on the *2018 Template with Notes* and outlined in the *Implementation Guide*.

- Institutions to which the secondary primary POS has articulation <u>must</u> be listed in the Postsecondary section of the POS form.

- Narrative responses must include adequate information; please follow the guidance for each question outlined in the *Implementation Guide.*

Common Problem Areas (cont.)

- The primary POS submitted must meet the five conditions and eight state requirements for the 2018-2019 project year.

- The Letters of Collaboration must have <u>current</u> signatures from partners that will be involved during the 2018-2019 with your primary POS – last year's collaboration letter, with signatures and dates from last year, will <u>not</u> be accepted.

- Original signatures are not required for the Letter of Collaboration.

- All three partner signatures must be on the same Letter.

Common Problem Areas (cont.)

- Question 3b.: This should be the number of programs reported in Question 3a. that will meet ALL EIGHT STATE REQUIREMENTS during the 2018-2019 project year.

- Question 5: the list of programs to be developed into POS during the 2018-2019 project year CANNOT include the primary POS submitted with the RFA.

Questions?

- PLEASE NOTE: To help minimize background noise and call disruption during this question and answer portion of the call, please put your phone on MUTE. Take your phone off MUTE <u>only</u> if you would like to ask a question.

- If you do not have a "Mute" button on your phone, press *6 to mute and *6 to un-mute if you would like to ask a question.

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 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 Heather Conley (850-245-0913, Heather.Conley@fldoe.org)