Carl D. Perkins Career and Technical Education Act of 2006

Implementation Guide
(2016-2017 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 2016-2017 program year and the current requirements of the Act will apply to local agencies. Perkins IV eligible recipients will be extended through the 2016-2017 program year, under the existing federal authorization, pending reauthorization.

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

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

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

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

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

required and permissive use of local Perkins funds, a list of Career and Technical Student Organizations, sample completed Program of Study (POS) forms, an attestation letter template and example, and a sample table for CTE programs of Study Partnerships and Collaborations.

The timeline for the 2016-2017 program year is as follows:

Timeline	Actions
March 2016	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 2016	Perkins IV RFA/local plans are due to FLDOE
April-May 2016	Local eligible recipients reach agreement on 2016-2017 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 2014-2015 program year. This function will be completed via the local accountability web-based system.
May 2016	USDOE Office of Career, Technical, and Adult Education (OCTAE) provides estimated FY 2016-2017 state allocations.
May-July 2016	FLDOE reviews and approves RFAs/Plans.
July 2016	Upon the receipt of OCTAE's official grant award notification to Florida (July 1, 2016– June 30, 2017), FLDOE distributes local eligible recipient award letters.

Acknowledgements

This implementation guide contains excerpts from the following:

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

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

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

Carl D. Perkins Career and Technical Education Act of 2006

Overview

I.   Purpose of the Act: (Section 2)

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

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

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

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

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

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

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

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

II.   Definitions (Section 3)

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

III.   Transition Provisions (Section 4)

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

Title I: Career and Technical Education Assistance to the States

IV.   Within State Allotment (Section 112)

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

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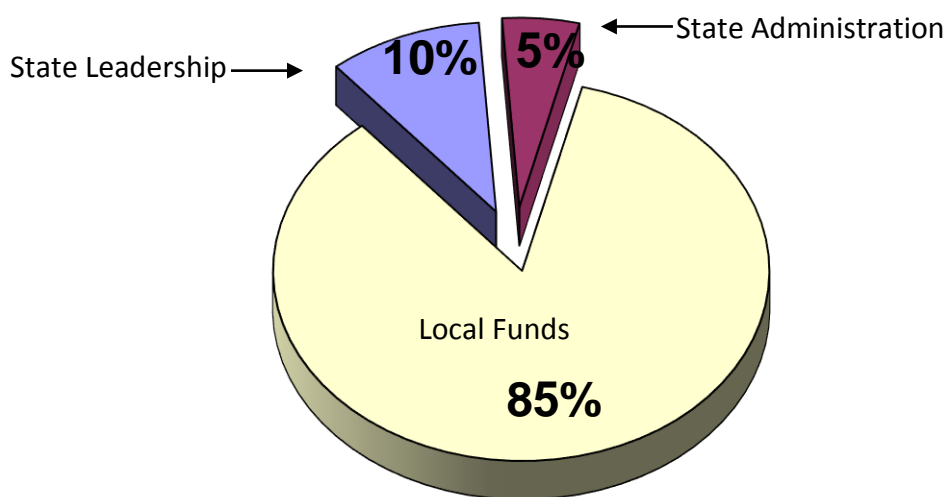
b.   State Leadership/Corrections/Equity

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

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

c.   State Administration

The Florida Department of Education may also set aside no more than 5% or $250,000 whichever is greater, for administration of the state plan. This 5% reserve for state administration may only be used for the following activities:
- Developing the state plan
- Reviewing a local plan
- Monitoring and evaluating program effectiveness
- Assuring compliance with all applicable federal laws
- Providing technical assistance
- Supporting and developing state data systems relevant to provisions to the 2006 Perkins Act

Any federal dollars set aside for state administration MUST be matched dollar-for-dollar from non-federal sources. The principal responsibilities of the state eligible agency include:
- The coordination for the development, submission, and implementation of the state plan
- The evaluation of the program services and activities assisted with federal funds, including preparation for nontraditional training and employment

d.   Basic Grant Funds and Formula

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

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

V.   Accountability (Section 113)

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

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

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

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

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

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

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

b.   Local Adjusted Levels of Performance
In a manner similar to the adjusted performance level negotiations between the Secretary of Education and states, local recipients must also establish performance goals. Each local recipient must agree to accept the state adjusted levels of performance as their own local adjusted levels of performance, or negotiate with the state for new levels for each of the core indicators established by the state. Local levels must also be expressed in percentage or numerical form and require continuous improvement. Local levels must be identified in the local plan submitted under Section 134. Local Adjusted Levels of Performance for the 2016-2017 year will be determined once the state has negotiated state performance levels with the USDOE.

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

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

VI.   State Plan (Section 122)

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

Development

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

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

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

VII.   Improvement Plans (State and Local)

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

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

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

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

The formula includes the following:

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

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

a.   Waiver

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

b.   Minimal Allocation

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

c.   Consortia

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

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

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

a.   Waiver

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

b.   Minimal Allocation

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

c.   Consortia

Eligible institutions may enter into a consortium for the purpose of receiving funds. Such consortia must operate joint projects that:
- provide services to all postsecondary institutions participating in the consortium (unless the eligible institution is in a rural, sparsely populated area and waives this requirement), and
- are of sufficient size, scope, and quality to be effective (size, scope, and quality definitions will be discussed in Section B of this document).

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

X.   Special Rules for Career and Technical Education

a.   Special Rule for Redistribution

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

b.   Secondary/Postsecondary Consortia

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

c.   Charter Schools

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

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

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

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

XII.   Local Uses of Funds (Section 135)

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

Title II: Tech Prep Education

XIII.   Consolidation of Funds (Section 202)

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

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

Title III: General Provisions

XIV.   Fiscal Requirements (Section 311)

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

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

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

XV.   Voluntary Selection and Participation (Section 314)

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

XVI.   Limitation for Certain Students (Section 315)

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

XVII.   Federal Laws Guaranteeing Civil Rights (Section 316)

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

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

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

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

XVIX.   Regulations for Other Types of Expenditures

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

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

Information and Programmatic Requirements
(2016-2017 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 2016-2017, 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.
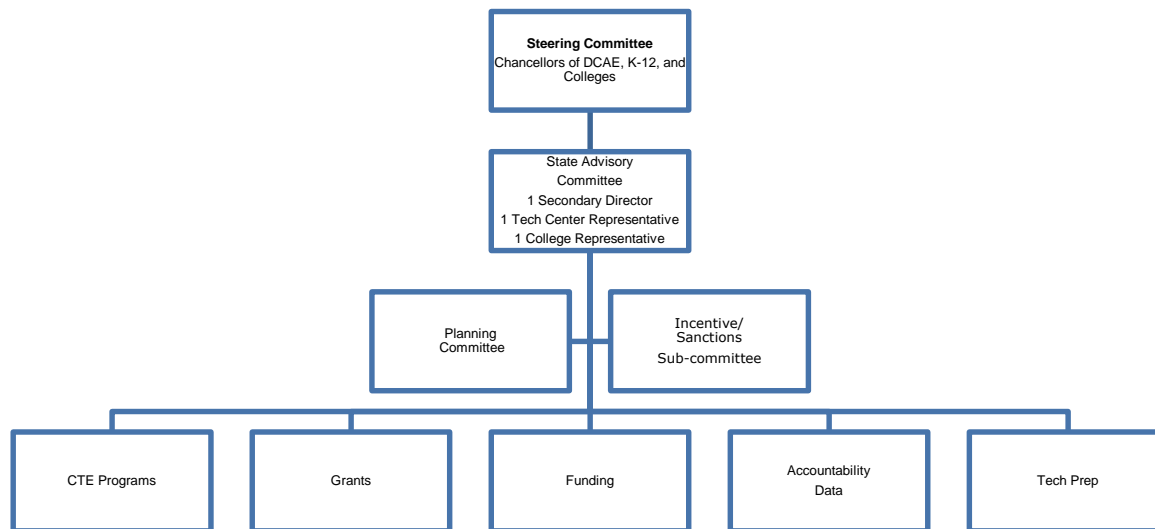
Members of the CTE Programs, Grants, Funding, Accountability/Data, Tech Prep, and Incentive/Sanctions Subcommittees utilized majority rule to select one of two alternatives, based on which alternative had more than half the votes. Secret ballots were utilized by subcommittees, if that was the preference 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 March 2016, Perkins was expected to be funded with an award totaling $62,270,060 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.   **2016-2017 Allocation Categories**
- For the FY 2016-2017 program year, allocations will be made in the following categories in accordance with Section 112 of the Act:
  o   State Leadership
  o   State Administration
  o   Aid to Districts

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

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

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

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

A three-year average FTE was calculated for the above categories. Annual sector allocations may change based on changes in reported FTE. The average FTE of the 2012-2013, 2013-2014,

and 2014-2015 award years was used to allocate basic grant funds for 2016-2017. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and CTE activity in each sector. It is important to note that adjustments may be made to this calculation based on the formula developed for distribution of any reserve funds. Additional information regarding the overall sector funding distribution model may be found in the 2008-2013 Perkins IV State Plan, Appendix J.4 located at http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

c.   2016-2017 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 2015-2016 program year. The preliminary 2016-2017 sector distribution is as follows:

- Secondary – 49.27%
- Postsecondary school district programs and college programs – 50.73%

V.   Allocations to Secondary Programs (Section 131)

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

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

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

VI.   Allocations to Postsecondary Programs (Section 132)

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

- Recipients of Pell Grants

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

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

VII.   Accountability (Section 113)

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

a.   Perkins IV Student Definitions
Secondary Level – Participants*

> A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program.
>
> ***Identification of Secondary "Participants"** – Secondary students who achieve "participant" status will be included in the secondary performance cohort for the secondary core indicator of performance (see the Perkins IV Performance Measures and Targets section below) for 6S1. The methodology that will be utilized to identify secondary participant status will be student transcript course numbers matched against the Secondary Concentrator Course Identification Table.

Secondary Level – Concentrators*

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

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

Postsecondary Level (College Credit) – Participants*

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

Postsecondary Level (College Credit) – Concentrators*

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

Adult Level (Clock Hour) – Participants*

> A postsecondary/adult student who has earned one (1) or more credits in any clock hour career and technical education program.
>
> ***Identification of Postsecondary "Participants"** – Postsecondary students enrolled in PSAV and ATD programs who achieve "participant" status will be included in the postsecondary performance cohort for the postsecondary core indicator of performance (see the Perkins IV Performance Measures and Targets section below) for 5A1. Technical Centers report these students in the Workforce Development Information System (WDIS) database and FCS institutions report these students in the FCS Student Database. 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. These numerators and denominators are used to calculate the student performance for each secondary and postsecondary core indicator of performance. The measures are as follows:

Florida's Perkins IV Performance Measures

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

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

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

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

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
Denominator: Number of senior CTE concentrators in programs identified as non-traditional for their gender who have left secondary education in the reporting year.	programs identified as non-traditional for their gender.	certificate (clock hour) programs identified as non-traditional for their gender.

Florida's 2016-2017 State Performance Targets for all core measures are expected to be posted sometime in late March or early April 2016. The Division is expected to negotiate targets with the USDOE in March 2016. 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 2015-2016 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 2016-2017 Perkins IV Technical Skill Attainment Inventories will be posted in the Fall of 2016.

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, 2016.

VIII.   2016-2017 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 2016-2017 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 2016-2017 local performance target for a given eligible recipient, based on the following policy detailed in the Perkins IV State Plan:

Policy 1

For 2014-2015 actual local performance for any indicator **which meets or exceeds** the 2016-2017 state target, eligible recipients' 2016-2017 local targets will be increased by .5% of the 2016-2017 state target or .5% of actual local performance (if 2014-2015 local performance is higher than the 2016-2017 state target). This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 1:

Performance Indicators	2014-2015 Actual Local Performance	2016-2017 State Target	FLDOE Recommended 2016-2017 Local Target
1S1 – Reading (scenario 1)	68%	68%	68.50%
(scenario 2)	70%	68%	70.50%

Policy 2

For 2014-2015 actual local performance for any indicator **which does not meet** the 2016-2017 state target, eligible recipients' 2016-2017 local targets will be set at the 2016-2017 state target. This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 2:

Performance Indicators	2014-2015 Actual Local Performance	2016-2017 State Target	FLDOE Recommended 2016-2017 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

- o Student Enrollment
- o Program Offerings
- o Dropout Rate
- o Local Economics

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

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

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

- A review of the extent of progress toward achieving adjusted levels:
  - o 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 2014-2015 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 2016-2017 program year and will receive instructions through Division leadership on the submission process. When accepting performance targets in the web-based system, recipients will be prompted to complete a performance improvement plan for any measures for which they did not reach 90% or greater on the local agreed upon performance level. An example of a Local Program Improvement Plan is included in Appendix D.

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

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

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

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

August-October 2015:	Local eligible recipients report data during Survey 5 for the Career and Technical Education Student Course Schedule Format.
November 2015:	FLDOE's Division of Accountability Research and Measurement (ARM) processes the local data.
Mid-December 2015:	ARM transmits Perkins state aggregate and local level aggregate data to the Division of Career and Adult Education.
December 31, 2015:	Florida submits 2014-2015 Perkins data via the Consolidated Annual Report electronic submission.
January 2016:	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 2016:   The Division of Career and Adult Education produces a variety of standard reports to facilitate continued local review of 2014-2015 data.

February-March 2016:   The Division of Career and Adult Education posts the 2016-2017 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 2014-2015 program year.

March-April 2016:   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 2014-2015 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 2016-June 2017:   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.

2016-2017 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	51,481	large	13.18%	5
06	Broward	34,643	large	8.87%	5
29	Hillsborough	28,381	large	7.27%	5
50	Palm Beach	24,347	large	6.23%	5
53	Polk	17,918	large	4.59%	5
48	Orange	17,643	large	4.52%	5
52	Pinellas	16,016	large	4.10%	5
36	Lee	14,647	large	3.75%	5
16	Duval	14,261	large	3.65%	5
64	Volusia	11,672	medium	2.99%	3
59	Seminole	10,749	medium	2.75%	3
05	Brevard	10,392	medium	2.66%	3
35	Lake	8,015	medium	2.05%	3

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
49	Osceola	7,815	medium	2.00%	3
42	Marion	7,661	medium	1.96%	3
10	Clay	6,976	medium	1.79%	3
17	Escambia	6,575	medium	1.68%	3
41	Manatee	6,532	medium	1.67%	3
51	Pasco	6,498	medium	1.66%	3
11	Collier	5,679	medium	1.45%	3
56	St Lucie	5,639	medium	1.44%	3
55	St Johns	4,944	medium	1.27%	3
58	Sarasota	4,702	medium	1.20%	3
46	Okaloosa	4,659	medium	1.19%	3
03	Bay	4,260	medium	1.09%	3
71	FL Virtual	3,497	small	0.90%	1
37	Leon	3,414	small	0.87%	1
57	Santa Rosa	3,299	small	0.84%	1
27	Hernando	3,233	small	0.83%	1
43	Martin	2,989	small	0.77%	1
01	Alachua	2,941	small	0.75%	1
09	Citrus	2,705	small	0.69%	1
08	Charlotte	2,647	small	0.68%	1
31	Indian River	2,549	small	0.65%	1
54	Putnam	2,132	small	0.55%	1
45	Nassau	1,855	small	0.47%	1
28	Highlands	1,788	small	0.46%	1
12	Columbia	1,763	small	0.45%	1
60	Sumter	1,581	small	0.40%	1
61	Suwannee	1,363	small	0.35%	1
32	Jackson	1,355	small	0.35%	1
66	Walton	1,325	small	0.34%	1
26	Hendry	1,302	small	0.33%	1
44	Monroe	1,301	small	0.33%	1
02	Baker	1,207	small	0.31%	1
47	Okeechobee	1,060	small	0.27%	1
18	Flagler	1,053	small	0.27%	1
20	Gadsden	1,044	small	0.27%	1
25	Hardee	1,028	small	0.26%	1
65	Wakulla	989	small	0.25%	1
38	Levy	938	small	0.24%	1

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
14	DeSoto	730	small	0.19%	1
40	Madison	702	small	0.18%	1
30	Holmes	640	small	0.16%	1
21	Gilchrist	525	small	0.13%	1
04	Bradford	515	small	0.13%	1
63	Union	502	small	0.13%	1
67	Washington	489	small	0.13%	1
07	Calhoun	440	small	0.11%	1
39	Liberty	423	small	0.11%	1
15	Dixie	373	small	0.10%	1
62	Taylor	352	small	0.09%	1
23	Gulf	326	small	0.08%	1
24	Hamilton	312	small	0.08%	1
19	Franklin	282	small	0.07%	1
73	FSU Dev Research School	277	small	0.07%	1
34	Lafayette	264	small	0.07%	1
22	Glades	260	small	0.07%	1
69	Washington Spcl	243	small	0.06%	1
68	FL SCH Deaf &Blind	204	small	0.05%	1
33	Jefferson	171	small	0.04%	1
74	FAMU Laboratory School	55	small	0.01%	1
75	UF Laboratory School	44	small	0.01%	1
		390,592		100.00%	

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

Source: 2014-15 Secondary CTE Student Database

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

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

Division Criteria for Quality:

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

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

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

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

Secondary Course Alignment to *Size, Scope, and Quality*

Perkins IV presents historic changes for how states deliver career and technical education. During the state planning process, Florida's career and technical frameworks were studied to determine if they were aligned with the new requirements of the Act; with the state's size, scope, and quality requirements; and if they were current with trends and future practices. Specific criteria were developed to determine if frameworks required revisions and/or change. The criteria used for framework analysis included the following questions:

- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?
- Are there actual skills developed in the course tied to an occupation(s)?

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

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

COURSE NUMBER	COURSE TITLE	Grades
8200120	Business Leadership Skills	6-9
8300310	Workplace Essentials	9-12
8300320	Practical Arts General	9-12
8300330	Workplace Technology Applications	9-12
8301600	Work Experience	9-12
8500120	Personal and Family Finance	9-12

COURSE NUMBER	COURSE TITLE	Grades
8500140	Career Discovery	6-8
8500230	Personal Development	6-8
8500430	Personal Development and Career Planning	6-8
8500300	Parenting Skills	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500375	Blueprint for Professional Success	9-12
8502000	Life Management Skills	9-12
8600010	Introduction to Technology	6-9
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
8800310	Practical Entrepreneurship Skills	9-12
8900210	Exploration of Public Service Occupations	6-9
8900220	Exploration of Criminal Justice Occupations	6-9
8900222	Exploration of Criminal Justice Occupations and Career Planning	6-9
9001920	Vocational Employability Skills for Youth	7-12
9001820	Vocational Employability Skills for Youth and Career Planning	7-12
9001810	Career Education for Students with Disabilities	7-12
9100310	Orientation to Career and Technical Occupations	6-9
9100110	Orientation to Career and Technical Occupations and Career Planning	6-9
9100210	Exploration of Career and Technical Occupations	6-9

IMPORTANT! Additional Information Regarding Secondary Automotive Service Technology Education Programs

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

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

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

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

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

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

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

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

c.   Local Use of Funds (Section 135)

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

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

d.   Florida's Program of Study Requirements

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

The 2016-2017 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.

2016-2017 Application Requirements for Programs of Study:

2016-2017 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 2016-2017 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 2008-2016, 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.

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			
2016-2017 Primary Program of Study			
1.	Primary Program of Study Form		
2.	Primary Program of Study Assurances		

	a. Primary POS Required Elements		
	b. Attestation of Collaboration on Primary POS (letter)		
All 2016-2017 CTE Programs			
3.	Number of 2016-2017 CTE Programs and POS		
	a. Number of Available CTE Programs		
	b. Number of CTE Programs that are POS		
4.	Partnership and Collaborative Information on CTE Programs		
	CTE Program Partnerships and Collaborations (table)		
5.	Planned Conversion of Programs to POS in 2016-2017		
	a. Number of Programs will Convert		
	b. Information on Programs to be Converted (table)		

*All of the above items must be completed and submitted in the sequential order as outlined on the checklist in order for your application to be approved.

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

2016-2017 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 on the checklist on p. 48 of 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.stml).

   You are allowed to submit the same POS as in previous years as long as the form includes all of the information on the current state template and the POS includes all

of the state required elements and will be fully implemented during the 2016-2017 project year.

Guidance for selecting the Program of Study to submit
- Submit one Program of Study that **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 2016-2017 project year**.

Guidance for completing the template
General
- Include as much **local** information as possible on each POS form.
- Use the newest state template for your current POS form or make sure to include all of the elements that are on the newest template on your 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
- Specify a *Career Cluster* for this program (one of the 17 state clusters listed on the FLDOE website).
- CTE Program: can include the secondary program and postsecondary program if form is for postsecondary agency and specify in () the program level.
- Make sure the program name reflects a Perkins-supported CTE program.
- Provide a *Career Cluster Pathway* for this POS (see the Course Code Directory; http://www.fldoe.org/policy/articulation/ccd/2015-2016-course-directory.stml).
- For Industry Certifications, list only those certifications that students could earn by taking the courses specific to this POS. If postsecondary agency, can list certifications possible to earn at secondary and postsecondary levels and specify in () the program level.
- If mention career planning, 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 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 can get into once completing this particular secondary POS 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 at what institution these credits can be applied to.
- 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.

- Internship/Work Experience Recommendations for that POS.

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

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

2. **Primary Program of Study Assurances**
   The assurances section has been expanded. Section one includes the *Primary POS Required Elements Checklist*. The second, and new item, is an attestation letter of collaboration that must be signed by a secondary, postsecondary and business partner. These are described below.

   To confirm that the primary program of study submitted meets all eight (8) state required elements and was developed and is being fully implemented through a collaborative effort between secondary, postsecondary and business partners during the 2016-2017 project year, the following assurances are required:

   a. **Primary POS Required Elements Checklist**
      To assure that the primary Program of Study (POS) submitted for the 2016-2017 project year includes all of the eight (8) state required Perkins elements, please complete the following *Primary POS Required Elements Checklist*. **Put the name of the primary Program of Study in the top row of the checklist** and then place a check (✔) in the box by the elements that pertain to this Program of Study. NOTE: The POS that you are certifying on the following checklist is the one you submitted on the form to fulfill the requirement for Question 1 above.

   Primary Program of Study Requirements
   To assure that the **primary Program of Study** (POS) reported for the 2016-2017 project year includes all of the Perkins requirements, **please put the name of the Program of**

Study in the top row of the table below and then place a check (✔) in the box by the element(s) that pertain to this Program of Study.

Primary POS Required Elements Checklist

2016-2017 Program of Study: (name of POS)	
Required Elements	**Check (✔) if POS includes this element**
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 FLDOE 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	

Guidance for completing checklist

- Please include the name of the Program of Study (POS) that you are using to complete the checklist. This should be the same POS that you submitted to serve as the one required POS to receive Perkins funding.

    b. **Attestation of Collaboration on Primary POS**
To assure that this primary POS was developed and is being implemented in partnership between secondary, postsecondary and business representatives and to certify that the submitted POS includes all required elements, please have partners review the above checklist and produce and sign an attestation letter, using the template in Appendix I. The letter should be printed on your agency's letterhead (**see example in Appendix I**). By signing the letter, each partner attests that this primary program of study includes all eight (8) state required elements, will be fully implemented during the 2016-2017 project year, and is a result of a collaborative effort among the listed partners.

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 attestation letter. In addition, only one of the primary business partners for this program needs to sign the letter.

Guidance for attestation letter

- The template and an example appear in Appendix I.
- 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.

3. **Secondary Questions**
    a. **How many CTE <u>programs</u> (e.g. Digital Design, Phlebotomy) will be available to students in your district during the 2016-2017 program year? (<u>If you offer the same program to multiple high schools it should only be counted once</u>.)**

Guidance

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

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

Guidance

- Converting a CTE program to a POS requires making sure that the program **will** include **all** of the eight (8) state-required elements outlined in the *2016-2017 Florida Program of Study Elements* table (p.48 in this *Guide*), not just outlining the program on the state template.

3.   <u>**Postsecondary Questions**</u>
    a. How many CTE <u>programs</u> (e.g. Digital Design, Phlebotomy) will your agency offer during the 2016-2017 program year? (<u>If you offer the same program to multiple high schools it should only be counted once</u>.)

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

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

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

Guidance

- Converting a CTE program to a POS requires making sure that the program will include **all** of the eight (8) state-required elements outlined in the *Primary POS Required Elements Checklist* (p.48 in this *Guide*), not just outlining the program on the state template.

4.   **Partnership and Collaborative Information on CTE Programs of Study**
    Partnerships and collaborative efforts are key to the development, implementation and improvement/expansion of CTE programs into fully functioning POS. In the *CTE Programs*

of Study Partnerships and Collaborations table below, for each program facet, please check (✓) which of the partners listed are involved in that facet of each of your CTE POS:

CTE Programs of Study Partnerships and Collaborations

	Program Facet	Secondary	Postsecondary	Business	Advisory Council	Local Workforce Board Rep	Other (please specify)
a.	Identification and development of POS						
b.	Implementation of POS						
c.	Promotion of POS						
d.	Development of articulation agreements						
e.	Development of POS sequence of courses from grade 9 through postsecondary						
f.	Ensuring that POS reflect local economic and workforce needs						
g.	Ensuring that POS provide a pathway to earn industry certification/relevant work skills						
h.	Reviewing and updating current POS						

General Guidance
- For each program facet, put a checkmark (✓) in the column for each partner involved in that particular facet.
- As the purpose of programs of study are to create pathways in career preparation from secondary to postsecondary to the workforce, we would expect that at least some staff from both secondary and postsecondary would be involved in most, if not all, facets of your programs of study. In addition, business/industry representatives and Workforce/Economic Development Councils would also be critical to successful implementation of many of the facets.
- A sample *CTE Programs of Study Partnerships and Collaborations* table is included in Appendix J.

Guidance for each Facet
Guiding questions to help you identify partners for particular Facets and more specific suggestions as to which partners to consider for involvement in each Facet are outlined below.

a. **Identification and Development of POS**
   Guidance
   - Who identifies and/or decides to develop a new POS?
   - Who is involved in its development, representatives from:
     - Secondary teachers and administrators?
     - Postsecondary faculty and administrators?
     - Business/industry?
     - Workforce Board members?
     - Other representatives?
   - Who develops the content for the POS?
   - Do academic and CTE teachers work together to develop lessons and exercises to utilize both content in their classrooms?
   - Do secondary and postsecondary partners work together to provide a seamless transition from secondary to postsecondary program content?

b. **Implementation of POS**
   Guidance
   - Do academic and CTE teachers work together to provide lessons and exercises to utilize both content in their classrooms?
   - Are secondary and postsecondary instructors coordinating to provide a seamless transition from secondary to postsecondary program content?
   - Are advisory groups and/or business/industry representatives assisting with program implementation (e.g., providing work-based experiences for students; providing hands-on training for teachers/faculty, etc.)?

c. **Promotion of POS**
   Guidance
   - Who does professional development/inservice training for guidance counselors and student advisors?
   - Do guidance and/or career counselors at either/both secondary and postsecondary levels involved in promoting to students and parents?
   - Local PTA help to promote?
   - Teachers/Faculty at both secondary and postsecondary also promote?
   - Who develops materials for local media?
   - Who develops materials for agency websites?
   - Are advisory council members involved?
   - Are business representations involved?

d. **Development of articulation agreements**
   Guidance
   - At minimum, would involve secondary and postsecondary partners
   - May involve business partners
   - May involve advisory council members

e. **Development of POS sequence of courses from grade 9 through postsecondary**
   Guidance
   - Are representatives involved from:
     - Secondary and postsecondary CTE as well as core academics?
     - Administration at both secondary and postsecondary levels?
     - Business/industry?
     - Local Workforce Board?
     - Advisory council?

f. **Ensuring that POS reflect local economic and workforce needs**
   Guidance
   - Who consults state or regional Targeted Occupations List to identify POS to offer?
   - Are advisory groups developed for each POS that include representatives from local business/industry and workforce agency?
   - Are teachers offered immersion in "real world" visits to local businesses/industries?
   - Do you recruit specific groups to ensure appropriate technical and non-technical skills are taught? If so, what groups?

g. **Ensuring that POS provide a pathway to earn industry certification/relevant work skills**
   Guidance
   - Who ensures that your POS are structured to provide opportunities for students to earn industry certifications?
   - Who ensures that your POS provide adequate preparation for students to take certification exams?
   - Who decides when students can take certification exams?
   - Who conveys information about specific course sequences that lead to specific certifications to students, parents and guidance counselors/career specialists?

h. **Reviewing and updating current POS**
   Guidance
   - Who is involved in the review, representatives from:
     - Secondary teachers and administrators?
     - Postsecondary faculty and administrators?
     - Business/industry?
     - Workforce Board members?

- o   Other representatives? Who?
- 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?

5.   Planned Conversion of Programs to POS in 2016-2017

a. How many CTE programs does the eligible recipient propose for conversion during the 2016-2017 program year to a Program of Study that will include all of the state-required elements? #_____. Fill in the information in the chart below for each of the programs you plan to convert during the 2016-2017 program year.

b. Fill in the information in the table below for each of the programs you plan to convert during the 2016-2017 project year. If you do not plan to convert any programs during the project year, no further information is required.

Program Name	Program Number	2016-2017 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.

Guidance
- The programs listed in this table should be those of CTE programs that you plan to convert during the 2016-2017 project year and NOT those converted during previous project years.
- List here the CTE programs that you plan on converting to POS that will include all of the required elements outlined in the *Primary POS Required Elements Checklist* (p.48 in this *Guide*).
- NOTE: Converting to 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 as converted to a POS.
- The 2016-17 lists are now available at: http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list

For inquiries regarding the 2016-2017 Perkins Request for Application (RFA), please contact your Grants Administration Program Manager listed below:

Grants Administration Contacts: 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 Houston Daphne.Houston@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

Career and Technical Student Organizations (CTSO) Expenditures

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

APPENDIX C

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

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

APPENDIX D

Sample Local Program Improvement Plan

Sample Local Program Improvement Plan

July 1, 2016 – June 30, 2017

Early April 2016	Appoint advisory group that includes all appropriate agencies, individuals, and organizations to address performance on indicator.
April 2016	Review data in the Local Level Data Reports provided by FLDOE to ensure that it reflects local agency data.
April 2016	Collect data on program success and how well students performed for review by advisory group to identify problem areas related to achieving the performance indicator.
Late April 2016	Meet with advisory group to review data, identify problem areas, and develop plan (including timelines and people responsible for each task) to identify and address problem areas and for evaluation of outcomes from plan.
May 19, 2016	Send completed RFA to FLDOE.
May-June 2016	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.
Mid-July 2016	Meet with advisory group to select/develop strategies to address identified problem areas and develop professional development for relevant staff/faculty.
August 2016 – May 2017	Conduct professional development on identified strategies with relevant staff and faculty.
August 2016 – May 2017	Implement strategies.
Early April 2017	Collect data on program implementation and outcomes of these strategies and overall performance on this measure.
Late April 2017	Advisory group to use program implementation and outcome data to evaluate progress in addressing problem areas and plan for next year.

Agency Name – Sunshine College

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

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

Response: In 2014-15 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 2016-17 year is the state target of 56.56%.

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

Response: Our goal for the 2016-17 year is to increase student retention in CTE programs and meet our agreed-upon target by enacting specific actions.

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

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

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

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

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

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

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

Timelines for actions:
- *Actions 1-3 will be completed by the end of June 2016*
- *Action 4 will be completed by mid-July 2016*
- *Action 5 will be built into ongoing quarterly professional development activities, beginning in August 2016 and continuing through the 2016-17 school year*
- *Action 6 will continue throughout the academic year until the end of May 2017*

- *Action 7 will be completed by the end of August 2016*
- *Actions 8 and 9 will be completed by the end of September 2016*
- *Action 10 will be completed by the end of October 2016*
- *Action 11 will be conducted during the month of April 2017*

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

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

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

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

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

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

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

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

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

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

APPENDIX E

Local-Level Aggregate Data Reports

Local-Level Aggregate Data Reports

Available Data in Reports

The same specific measures that were highlighted in charts in the 2013-14 data reports are highlighted again in the 2014-15 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 (2008-09 to 2014-2015)
- Overall district performance by measures over time
- Performance on measures by subpopulations in most recent data year (2014-15)
- Measures by program (2014-15)
- Measures by school (2014-15)
- Measures by school and program (2014-15)

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) (2012-13 to 2014-15)
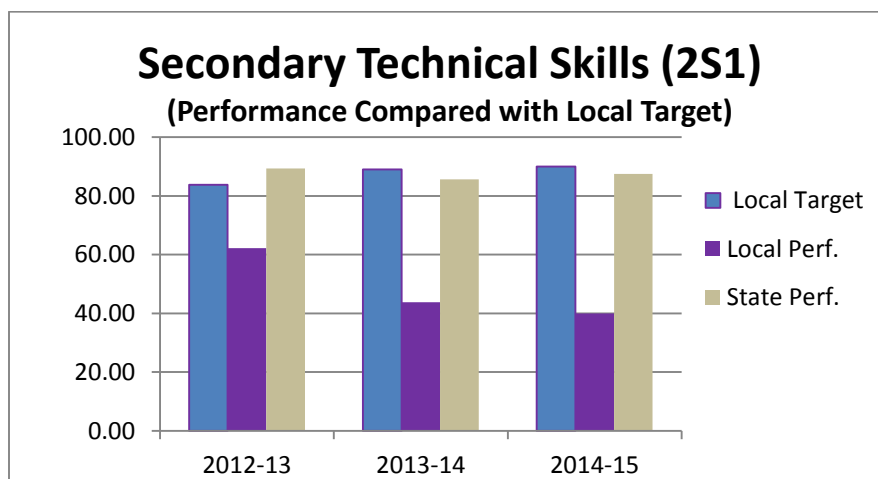
- If you focus on certain programs where students are less likely to earn certificates or pass assessments, to have the most impact on the measure, you might decide to:
  - Focus on those with high enrollments with the lowest percentages meeting the 2S1 target (see the lightest shaded rows in Table 1 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. 2014-15 CTE Program by Secondary Technical Skills Performance (2S1)

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

APPENDIX F

Required and Permissive Use of Local Perkins Funds

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

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

REQUIRED Use of Funds	PERMISSIVE Use of Funds

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

REQUIRED Use of Funds	PERMISSIVE Use of Funds

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

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

REQUIRED Use of Funds	PERMISSIVE Use of Funds

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

APPENDIX G

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

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

APPENDIX H

Completed Program of Study Form Examples

Career Cluster: Engineering & Technology Education	CTE Program: Applied Engineering Technology
Career Cluster Pathway: Engineering & Technology	Industry Certification: Autodesk Certified User – AutoCAD (ADESK002); Certified SolidWorks Associate (CSWA) (SOLID001)

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						
9th	English I English I Honors	Algebra I Alg I Honors	Biology Biology Honors	World Geography World Geo Honors	Physical Education (1credit)) (Not required for ACCEL Program)	Applied Engineering Technology I	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
10th	English II English II Honors	Algebra II Alg II Honors	Chemistry Chemistry Honors	World History AP World History	Elective/Dual Enrollment/AP	Applied Engineering Technology II	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
11th	English III English III Honors	Geometry Geometry Honors	Physics Physics Honors	American History AP American Hist	Practical Arts or Fine Arts course (1 credit)	Applied Engineering Technology III	Other elective course appropriate for student's career and education plan.
12th	English III English III Honors	Pre-Calculus AP Stats	Physics AP Physics	Economics/American Government	Elective/Dual Enrollment/AP	Advanced Technology Applications	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)
		[College] Engineering Technology - Advanced Manufacturing, AS. Engineering Process Technology Support Specialist, C.C.C.	[University] Aerospace Engineering (BS, MS. Ph.D) Civil Engineering (BS, MS, Ph.D) Electrical Engineering (BS) Mechanical Engineering (BS, MS, PH.D)

CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
		Mechanical Engineering Technicians (17-3027.00) Electro-Mechanical Technicians (17-3024-00) Robotics Technicians (17-3024.01)	Civil Engineers Environmental Engineers Industrial Engineers Mechanical Drafters Civil Engineering Technicians

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]** Completion of secondary courses: Applied Engineering Technology I and Applied Engineering Technology II Eligible to earn 3 college credits for ETD 1320: Introduction to Computer Aided Drafting toward the Engineering Technology - Advanced Manufacturing, AS or Engineering Process Technology Support Specialist, C.C.C. programs. **Statewide Articulation** Earn certification for Autodesk Certified User – AutoCAD (ADESK002), eligible to earn 3 college credits for ETD 1320: Introduction to Computer Aided Drafting (3 credit hours)	**PSAV/PSV to AAS or AS/BS/BAS** (Statewide and other local agreements may be included here)

Career and Technical Student Association

Florida Technology Student Association (FL-TSA) and SkillsUSA

Internship/Work Experience Recommendations

Hands-on experience with Robotics integrated into Engineering Technology/Applied Engineering Technology courses

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

	18 CORE CURRICULUM CREDITS				**12 ADDITIONAL CREDITS**	
Tech Center Logo	**ENGLISH (4 credits)** AP- Adv. Placement DE- Dual Enrollment	**MATH (4 credits)** AP- Adv. Placement DE- Dual Enrollment	**SCIENCE (4 credits, 2 with lab)** AP- Adv. Placement DE- Dual Enrollment	**SOCIAL STUDIES (4 credits)** AP- Adv. Placement DE- Dual Enrollment	**CAREER EDUCATION PROGRAM COURSES** **Other Requirements:** **Pass FCAT 2/PARC – Reading Level 3, pass Algebra I EOC, and 30% of EOC Exam for Biology, Algebra 2, Geometry, US History**	**RECOMMENDED ELECTIVES** (State University System Aligned) (One virtual course is required)

HIGH SCHOOL

Dual enrollment and CTE courses satisfy high school graduation and Bright Futures Gold Seal Vocational Scholars course requirements. **Some CTE courses and certifications satisfy core requirements in math and science. ** Visit [weblink] and speak with a counselor to develop your schedule.

Grade	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	CAREER EDUCATION PROGRAM COURSES		RECOMMENDED ELECTIVES
9	English 1 **or** English 1 Honors (1)	Algebra I **or** Higher Level Math (1)	Earth Space Science **or** Honors (1)	Geography **and** History of the World **or** AP Human Geo.(1)	Advanced Communication **or** Intensive Reading (1)	HOPE (1) (Florida Virtual)	Spanish I **or** Higher Level Course (1)
10	English 2. **or** English 2 Honors (1)	Geometry **or** Higher Level Math (1)	Biology **or** Biology Honors (1)	World History **or** World History Honors **or** AP (1)	Introduction to Information Technology (1) **(Art Requirement)**	Semantics & Logic (.5) / Adv. Reading (.5) **or** Intensive Reading (1)	Spanish 2 **or** Higher Level Course (1)

Students take the TABE within 6 weeks of attending classes at the Tech Center and are encouraged to take the ACT, SAT or PERT during 11th grade.

Program N100500 Commercial Foods & Culinary Arts at [Technical Center]

Grade	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	CAREER EDUCATION PROGRAM COURSES
11	English **or** English 3 Honors **or** AP English Comp. (1)	Algebra II **or** Higher Level Math (1)	Chemistry (1)	American History **or** AH Honors or AP (1)	**N100500 Commercial Foods & Culinary Arts** HMV0100 (300 hrs), Begin HMV0170 (150 hrs)
12	English 4 **or** English 4 Honors **or** AP (1)	Precalculus **or** Pro. & Stats. **or** Higher Level Math	Genetics (1)	American Govt./ Economics **or** Honors **or** AP (1)	**N100500 Commercial Foods & Culinary Arts** Complete HMV0170 (75 hrs), HMV0171 (300 hrs), Begin HMV0126 (150 hrs) **HMV0126 (150 hrs) (Students may have to complete program after graduation)**

POSTSECONDARY

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

TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
[Technical Center] **N100500** Commercial Foods & Culinary Arts (1200 hrs), **PSAV Certificate**	-Small Business Management w/ specialization in Hospitality(CC), (24 hrs)- **[College]** - Business Administration & Management, BS (64 hrs)- **[College]** -Culinary Management , **AS (statewide)** -Baking & Pastry, **AS. (84 cr.) - [University]** -**Culinary Arts, AS (84 cr.) – [University]**	-Business Management, BS (122 hrs)- **[University]** -Resort & Hospitality Management, BS,(120)-**[University]** -Business Administration, AS (60 hrs)- **[University]** **[University]** -Baking & Pastry Arts, **AS**(96 hrs) -Culinary Arts, **AS** (96 hrs) -Baking & Pastry/Food & Bev. Mgmt., **AS/BS** (97.5-199 hrs) -Culinary Arts and Food Service Mgmt., **BS** (196-5 hrs)

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

The left margin of this row reads vertically: **ARTICULATIONS/ CREDIT**

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

Technical Centers	Community Colleges	4 Year Colleges and Universities

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

The left margin of this row reads vertically: **CAREERS**

INDUSTRY CERTIFICATIONS

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

CAREER AND TECHNICAL STUDENT ASSOCIATION

SkillsUSA, Inc.

INTERNSHIP/WORK EXPERIENCE RECOMMENDATIONS

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

This Program of Study was reviewed May 1, 2015 and is updated annually. Please see your School Counselor for the most recent plan. Individual student schedules will vary based on the needs of the student and changes in courses offered each year.

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

Career Cluster: *Hospitality and Tourism*	CTE Program: Commercial Foods and Culinary Arts
Career Cluster Pathway: *Restaurants and Food/Beverage Services*	Industry Certification: *ServSafe Certified Food Protection Manager (both secondary and postsecondary); National Pro-Start Certificate of Achievement (secondary); Certified Culinarian (postsecondary); Certified Food Safety Manager (postsecondary); Foodservice Management Professional (secondary); Certified Food Associate (secondary)*

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	Geography or elective	Physical Education (1credit)) (Not required for ACCEL Program)	*Culinary Arts 1*	Foreign Language
10th	English II	Geometry	Chemistry	World History		*Culinary Arts 2*	Foreign Language
11th	English III	Algebra II	Anat. & Phys. Or Environ. Sciences	American History	Practical Arts or Fine Arts course (1 credit)	*Culinary Arts 3*	2 Electives
12th	English IV	Trig/Analytical Geometry	Physics	American Govt./Economics		*Culinary Arts 4*	2 Electives

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] *website* *Certificate: Commercial Foods and Culinary Arts*	*[College]* *website* *A.S. Degree in Culinary Management* *A.S Degree in Restaurant Management*		*[University]* website **B.S. Degrees:** Restaurant and Foodservice Management, Event Management, Hospitality Management **M.S. Degree:** Hospitality and Tourism Management **Ph.D. Degree:** Hospitality Management

CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
	First-Line Food Preparation and Serving Workers, Food Service Manager, Head Cook, Short Order Cook, Utility Cook, Chefs	*Baker, Chef, First-Line Supervisor of Food Preparation and Serving Workers, Food Service Manager, Head Cook, Restaurant Manager, Restaurant Owner*	*Chef, Food Service Manager, General/Operations Manager, Restaurant Manager, Restaurant Owner, Vocational (Culinary) Teacher*

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] Commercial Foods and Culinary Arts 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 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

SkillsUSA

Internship/Work Experience Recommendations

Job Shadowing; On-The-Job Training

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

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

HIGH SCHOOL

- Students are encouraged to begin planning for careers and postsecondary options by exploring resources at **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 or Geometry	Integrated Science	Introduction to Information Technology	Physical Education (1 credit)) (Not required for ACCEL Program)	Criminal Justice Operations 1	Foreign Language I
10th	English II	Geometry or Algebra II	Biology	World History	Sociology or Psychology	Criminal Justice Operations 2	Foreign Language II
11th	English III	Algebra II, Integrated Math, Calculus, or Trig/Analytical Geometry/Statistics	Chemistry	American History	Practical Arts or Fine Arts course (1 credit)	Criminal Justice Operations 3	Elective/Dual Enrollment/Internship
12th	English IV	Additional Math (including Dual Enrollment)	Physics/Forensics or Science Dual Enrollment	American Government/Economics	Elective/Dual Enrollment/Internship	Criminal Justice Operations 4	Elective/Dual Enrollment/Internship/ Public Service Directed Study (optional)

POSTSECONDARY

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

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

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

Career and Technical Student Association

Florida Public Service Association (FPSA)

Internship/Work Experience Recommendations

Job Shadowing, Internships

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

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

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

HIGH SCHOOL

- Students are encouraged to begin planning for careers and postsecondary options by exploring resources at 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 1	Algebra or equivalent	Earth, Space Science		Physical Education (1credit)) (Not required for ACCEL Program)	Digital Information Technology	Foreign Language 1
10th	English 2	Geometry	Biology	World History		Digital Design 1	Foreign Language 2
11th	English 3	Algebra 2	Chemistry	American History	Practical Arts or Fine Arts course (1 credit)	Digital Design 2	Other elective
12th	English 4	Upper level Math	Physics	American Government/Economics	Digital Design 4	Digital Design 3	Other elective

POSTSECONDARY

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

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
[TECHNICAL INSTITUTE]: Digital Design	[STATE COLLEGE]: Graphics Technology (AS) [STATE COLLEGE]: Digital Media/Multimedia Production (CCC)	[University] Graphic Design (BS)

CAREER

Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
Digital Designer; Graphic Designer	Graphic Designer; Multimedia Designer; Desktop Publisher	Graphic Designer

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

Career and Technical Student Association
SkillsUSA
Internship/Work Experience Recommendations
Multimedia outlets; Marketing Businesses

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

Career Cluster: Health Science	CTE Program: Nursing Assistant (8417210)
Career Cluster Pathway: Therapeutic Services	Industry Certification: Certified Nursing Assistant (FDMQA002)

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 *degree* program should take the Postsecondary Education Readiness Test (PERT) in eleventh grade if they do not earn college-ready scores on the FCAT, FCAT 2.0, or subject area end-of-course exam.							
	9th	English 1 or H	Alg. 1 or H, or Geometry or H	Physical Science or Biology H	None or AP Human Geography	Physical Education (1credit)	Principles of Biomedical Science	Foreign Language 1
	10th	English 2 or H	Geometry or H, or Alg. 2 or H	Biology H or AP,	World History, H or AP		Health Science Anatomy & Physiology	Foreign Language 2
	11th	English 3, H, AP Language,	Alg. 2 or H, or Analysis of Function	Chemistry, H or AP	American History, H or US History AP	Practical Arts or Fine Arts course (1 credit)	Health Science Foundations	Other elective
	12th	English 4, H, or AP Literature	Trig/Analytical Geometry or Calculus, H or AB	Physics, H, AP or IB, or student choice of science, H or AP	Economics, H or AP and American Government, H or AP	Computing for College and Careers	Nursing Assistant 3	Home Health Aide

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

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
[Tech Center] Nursing Assistant Practical Nursing	[Community College] Nursing (AS) Practical Nursing (LPN)	[State University] Nursing (AS, BSN) Health Science (BSN)

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

Certified Nursing Assistant Licensed Practical Nurse	Registered Nurse Nursing Professional	Registered Nurse Nurse Educator

Articulation and CTE Dual Enrollment Opportunities		
Secondary to Technical Center (PSAV) (Minimum # of clock hours awarded) **[Tech Center]** Licensing Practical Nurse, Nursing Assistant – Basic Health Care Worker (90 clock hours for Health Science Foundations)	**Secondary to College Credit Certificate or Degree** (Minimum # of clock or credit hours awarded) **[College(s)]** 3 credit hours of HSC2531 awarded from passing [College] Medical Terminology Exemption Exam for the Registered Nurse Program	**PSAV/PSV to AAS or AS/BS/BAS** (Statewide and other local agreements may be included here) AS to BSN Registered Nurse (120-128 hours - Statewide)

(left column header: CREDIT)

Career and Technical Student Association
HOSA

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

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

APPENDIX I

Attestation of Collaboration Letter Template and Example

Attestation of Collaboration
[Agency Letterhead]

Date

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

Attestation of Collaboration on Primary Program of Study for Project Year Seven (July 1, 2016 – June 30, 2017)

We certify that the primary Program of Study: _____ submitted to meet Perkins funding requirements, includes all of the eight (8) required state elements and was created and will be fully implemented during the 2016-2017 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, 2016 grant award.

_____   _____
Signature   Date
Secondary Agency CTE Director/Dean

_____   _____
Signature   Date
Postsecondary Agency CTE Director/Dean

_____   _____
Signature   Date

_____(Business/Organization)

_____(Title)

Attestation Letter Example

The School Board of Beach County

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

Attestation of Collaboration

February 17, 2016

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

Attestation of Collaboration on Primary Program of Study for Project Year Seven (July 1, 2016 – June 30, 2017)

We certify that the primary Program of Study: **Digital Design** submitted to meet Perkins funding requirements, includes all of the eight (8) required state elements and was created and will be fully implemented during the 2016-2017 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, 2016 grant award.

_____   2/19/16
Signature   Date
Beach County, CTE Director

_____   2/19/16
Signature   Date
Palm Grove College, Dean of Professional Programs

_____   2/23/16
Signature   Date

Media Associates _____   (Business/Organization)

President and CEO _____   (Title)

APPENDIX J

Sample Table for CTE Programs of Study Partnerships and Collaborations

The table below is an example of a completed *CTE Programs of Study Partnerships and Collaborations* table.

CTE Programs of Study Partnerships and Collaborations

Program Facet	Secondary	Postsecondary	Business	Advisory Council	Local Workforce Board Rep	Other (please specify)
Identification and development of POS	✓	✓	✓	✓	✓	Economic Development Council; Chamber of Commerce
Implementation of POS	✓	✓	✓	✓	✓	
Promotion of POS	✓	✓	✓	✓	✓	PTA; city and county commissioners
Development of articulation agreements	✓	✓		✓		
Development of POS sequence of courses from grade 9 through postsecondary	✓	✓	✓	✓	✓	
Ensuring that POS reflect local economic and workforce needs	✓	✓	✓	✓	✓	Economic Development Council; Chamber of Commerce
Ensuring that POS provide a pathway to earn industry certification/relevant work skills	✓	✓	✓	✓	✓	
Reviewing and updating current POS	✓	✓	✓	✓	✓	Economic Development Council