

FLORIDA DEPARTMENT OF EDUCATION

Project Application

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Carl D. Perkins Secondary, Section 131 Entitlement Fiscal Year 2015-2016 TAPS NUMBER: 16B004	DOE USE ONLY Date Received 								
B) Name and Address of Eligible Applicant: SANTA ROSA COUNTY SCHOOL DISTRICT 5086 CANAL STREET MILTON FL 32570		Project Number (DOE Assigned) 								
C) Total Funds Requested: \$ 202,129 DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Charlin Knight, Director of Workforce Education </td> <td style="width: 40%;"> Telephone Numbers: 850-983-5058 </td> </tr> <tr> <td> Fiscal Contact Name: Lynn Rogers, Accounting Analyst </td> <td> 850-983-5078 </td> </tr> <tr> <td> Mailing Address: 5086 CANAL STREET MILTON FL 32570 </td> <td> E-mail Addresses: KNIGHTC@SANTAROSA.K12.FL.US </td> </tr> <tr> <td> Physical/Facility Address: 5086 CANAL STREET MILTON FL 32570 </td> <td> DUNS number: FEIN number: 59-6000845 </td> </tr> </table>		Contact Name: Charlin Knight, Director of Workforce Education	Telephone Numbers: 850-983-5058	Fiscal Contact Name: Lynn Rogers, Accounting Analyst	850-983-5078	Mailing Address: 5086 CANAL STREET MILTON FL 32570	E-mail Addresses: KNIGHTC@SANTAROSA.K12.FL.US	Physical/Facility Address: 5086 CANAL STREET MILTON FL 32570	DUNS number: FEIN number: 59-6000845
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Physical/Facility Address: 5086 CANAL STREET MILTON FL 32570	DUNS number: FEIN number: 59-6000845									
CERTIFICATION I, <u>Tim Wyrosdick</u>, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. E) Signature of Agency Head Reviewed by SACSD Finance Department 5/15/15										



SANTA ROSA COUNTY DISTRICT SCHOOLS

A) _____
 B) _____
 Name of Eligible Recipient: _____

TAPS Number

15B004

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION Budget Narrative Form

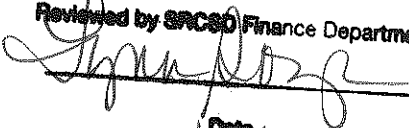
(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6400	332	Travel: ♦Costs for attending conferences to increase knowledge to enhance student learning in all CTE programs. (Travel costs within the 5% allowable for administrative costs) ♦Director of Workforce Education and CTE teachers travel costs to attend in-service training, CTSO local, regional, state conventions. (All travel will be completed by 6/30/16) 1S1,2S1,3S1,4S1 Required use of funds: 2,3		7,966
7800	390	Other purchased services: Transportation of students from Central School, Jay High, Milton High, Pace High, Gulf Breeze High schools to attend field trips and activities associated with their CTE program, including but not limited to conferences, career fairs and visits to industry partners. Such activities are an integral part of the curriculum. They also serve special populations or nontraditional students. Transportation expenses will be paid by invoice. 5S1, 6S1, 6S2 Required use of funds: 4,5		14,786
5300	350	Repairs and maintenance within Agritechnology programs: ♦Agritechnology equipment maintenance at Central School ♦Agritechnology shop repairs at Jay High		1,500
5300	750	Substitutes: Provide substitutes to allow secondary CTE teachers to attend professional development, workshops, program articulation meetings, advisory council meetings and do common planning with other academic and CTE teachers. 1S1,2S1,3S1,4S1 Required use of funds: 2,5,7		4,450

5300	730	Dues/Fees: ♦Industry Certification Exams/State Licensure Exam Fees for Aerospace Technology at Milton High ♦Dues and fees for Agritechnology students at Central School ♦Registration Fees for students from Digital Design at Pace High to attend national conference Required use of funds: 3		7,343
5300	510	Supplies and materials to support all CTE programs: ♦Agritechnology at Central, Milton and Jay High – corral panels, lumber, screws, sandpaper, ink cartridges, paper, consumables ♦Digital Design at Milton and Pace High - paper, ink cartridges, monitors, mouse pads ♦Aerospace Technology at Milton High – paper, toner ♦Building Construction Technology at Navarre High – lumber, consumables needed for projects Performance measures addressed: 1S1,2S1,3S1,4S1 Required use of funds: 1,3,7		15,593
5300	520	Textbooks for CTE programs: ♦Purchase from several vendors, updated textbooks to support industry certification preparation. ♦Livestock and Forestry textbooks to support Agritechnology at Central School ♦Update Adobe Photoshop textbooks at Central School, Milton High and Pace High ♦NCCER textbook upgrades for Building Construction Technology at Navarre High 1S1,2S1,3S1,4S1 Required use of funds: 1,3,7		15,314
5300	641	Capitalized equipment to enhance/expand CTE student learning and curriculum: ♦Purchase from multiple vendors the equipment needed to set up an Animal Science Lab, livestock panels, field fencing, squeeze chute to support Agritechnology at Central School 1S1,2S1,3S1,4S1 Required use of fund: 4		10,000

5300	642	Non-Capitalized furniture and equipment to enhance/expand CTE student learning and curriculum at: ♦Purchase from multiple vendors the equipment needed to support Agritechnology at Central School and Jay High, Digital Design and Pace High, Industrial Biotechnology at Pace High (No items will cost \$1,000 or more) ♦Items to be purchased include tables to support 3D printing technology for Digital Design at Milton High, hotplates and pipet controllers for Industrial Biotech at Pace High 1S1,2S1,3S1,4S1 Required use of funds: 4		5,148
5300	643	Capitalized Computer Hardware used to enhance/expand student learning and curriculum at: Purchase from Dell, A complete wireless Computer Lab on Wheels (COW) which includes a wireless laptop cart with 30 laptops and network laser printer to support CTE programs at Navarre High 1S1,2S1,3S1,4S1 Required use of funds: 3,4,7,9 Permissive use of funds: 7		18,000
5300	644	Non-Capitalized computer hardware and upgrades to existing hardware for CTE courses used to enhance/expand student learning and curriculum: (No items will cost \$1,000 or more) ♦Purchase from Dell computer workstations to upgrade to upgrade computer lab which supports Microsoft Office Specialist industry certification achievement among multiple CTE programs at Pace High school ♦Purchase from Apple Store iPad minis to enhance/expand student learning and be shared between Aerospace Technology and Automation Production Technology at Milton High ♦Purchase from Best Buy iPad minis charging station to support Agritechnology at Milton High 1S1,2S1,3S1,4S1 Required use of funds: 3,4,7,9 Permissive use of funds: 7		21,988
5300	360	Non-Capitalized computer software used to enhance/expand and upgrade student learning and curriculum: Certiport License Renewal for Microsoft Office and Adobe Certifications Industry Certification Exams at all schools offering these industry certifications. 1S1,3S1,3S1,4S1 Required use of funds: 4,7 Permissive use of funds; 4,7		63,250

5300	692	Non-Capitalized computer software purchased from multiple vendors to enhance/expand and upgrade student learning and curriculum: ♦Purchase software from CEV to enhance curriculum in Agritechnology at Central School ♦Purchase Quickbooks software to support Administrative Office Specialist at Navarre High ♦Purchase GoVenture software license to support Business Management and Analysis at Gulf Breeze High 1S1,2S1,3S1,4S1 Required use of funds: 4,7 Permissive use of funds: 4,7		10,763
7200	790	Indirect cost misc expenses		6,028
C) TOTAL				\$202,129

DOE 101

Reviewed by SRCSO Finance Department

 Date
 5/15/15

**Florida Department of Education
Division of Career and Adult Education**

PROJECTED EQUIPMENT PURCHASES FORM

Equipment projected to be purchased with funds from this grant must be submitted on this form or in a format that contains the information appearing on this form.

A) SANTA ROSA COUNTY SCHOOL DISTRICT
Name of Eligible Recipient

TAPS Number
16B004

B) _____
Project Number (DOE USE ONLY)

Agencies are accountable for all equipment purchased using grant funds including those below the agencies' thresholds.

PROJECTED EQUIPMENT PURCHASES
(Cells will expand when text is typed.)

ITEM #	FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	SCHOOL / PROGRAM	NUMBER OF ITEMS	ITEM COST (\$)	TOTAL AMOUNT (\$)
1	5300	641	Capitalized Equipment	Livestock scales	Central School Agriculture	1	2,500	2,500
2	5300	641	Capitalized Equipment	Livestock Squeeze Chute	Central School Agriculture	1	2,500	2,500
3	5300	641	Capitalized Equipment	Field fencing	Central School Agriculture	1	5,000	5,000

Inventory Guidelines

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency's inventory system contain all required federal and state elements listed above? X YES NO

Self-Evaluation Form

Carl D. Perkins Career and Technical Education, Secondary

Projects recommended for FY 2015-2016 continuation funding must show successful performance accomplishments during the 2014-2015 project year. Any shortfalls or negative answers must be explained.

Eligible Recipient name: SANTA ROSA COUNTY SCHOOL DISTRICT

Grant Project # for 2014-2015: 570-1615A-5CS01

Form prepared by (name and title): Charlin Knight, Director of Workforce Education

Perkins Grant Lead Contact (name and title): Charlin Knight, Director of Workforce Education

Email: knighct@santarosa.k12.fl.us

Agency staff designated to submit student data through the online databases:

(Name and title): Daun Chandler, Data Systems Analyst

Email: chandlerd@santarosa.k12.fl.us

Cells will expand when text is typed.

Evaluation of FY 2014-2015 Project		✓ YES	✓ NO	If NO, recipient must adequately explain any changes. Use 12-point font and single spacing.
a) Are grant expenditures directly related to and proportionate with performance outcomes achieved in 2014-2015?		✓		
b) Has local Perkins IV most recent available performance data (2013-2014) been reviewed for accuracy?		✓		
c) Has the eligible recipient attended the annual statewide data reports workshop and/or MISATFORWEDDAC meetings hosted by FLDOE?		✓		
d) Has the eligible recipient accessed a copy of the Quality Assurance Policies, Procedures, and Protocols developed by the Division of Career and Adult Education?		✓		
e) Does eligible recipient understand and continue to meet the programmatic requirements for size, scope, and quality to achieve continuous improvement?		✓		
f) Has the eligible recipient participated in career and technical education bi-monthly conference calls with the Chancellor of the Division of Career and Adult Education?		✓		

DOE 900E

Revised August 2011

g) Has the eligible recipient received regular electronic communication from the Chancellor of Division of Career and Adult Education regarding issues related to the administration of Perkins IV?	✓			
Are the following 9 Required Use of Funds (statutory considerations for compliance) still in place according to the original local application and any approved amendments?				
1. Integration of Academic and Career and Technical Education	✓			
2. Secondary and postsecondary linkages through Programs of Study	✓			
3. Providing strong experience in and understanding of all aspects of industry	✓			
4. Use of technology in career and technical education	✓			
5. Professional development programs	✓			
6. Evaluation of career and technical education programs	✓			
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology	✓			
8. Provide services and activities that are of sufficient size, scope and quality to be effective	✓			
9. Prepare special populations for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency	✓			

Address the following:

Cells will expand when text is typed.

Evaluation of FY 2014-2015 Project	
h) What dollar amount of your local 2014-2015 basic grant funds went to each of the following types of CTE programs?	\$ <u>0</u> for Grades 7-8 middle school CTE \$ <u>199,079</u> for Grades 9-12 high school CTE
i) If you conduct an annual assessment of local program offerings, what criteria is used to assess programs?	List criteria: not applicable
j) If you use a rubric or other form of evaluation to measure program effectiveness, please provide a hardcopy or website URL.	Attached: yes ☐ no ☐ not applicable ☒ or Provide website URL:
k) Do you have CTE program offerings in high schools classified as "Prevent", "Focus" or "Priority" status under the FLDOE Differentiated Accountability (D.A.) Classification Model?	yes ☐ no ☒ not applicable ☐
l) Did you and/or your staff participate in a D.A. instructional review and evaluation during the Fall of 2014?	yes ☐ no ☒ not applicable ☐
m) Will your LEA's 2015-2016 Perkins funding allocation target CTE programs in "Prevent", "Focus" or "Priority" High Schools?	yes ☐ no ☒ not applicable ☐ If yes, describe how:
n) What was the total amount of your agency's Perkins 2014-2015 funding allocation for this project?	\$ <u>199,079</u>
o) How much has been spent to date?	\$ <u>197,743</u>
p) What is the total amount that will be spent/encumbered by June 30, 2015?	\$ <u>199,079</u>
q) If 100% of the total allocation will not be spent and/or encumbered by June 30, 2015, explain why:	<u>not applicable</u>

Any performance shortfalls must be explained by including corrective measures put into place to prevent future shortfalls.
Please respond here and use as much room as necessary to adequately address:

Do you need technical assistance? Yes ☐ No ☒

If yes, to facilitate service, please state your need(s) and your program manager will contact you.

Please respond here:

DOE 900E

Revised August 2011



Timothy S. Wyrosdick
Superintendent of Schools

5086 Canal Street Milton, Florida 32570-6706

Phone: 850/983-5012

Suncom: 689-5012

Cellular: 850/777-7762

Facsimile: 850/983-5013

E-mail: WyrosdickT@mail.santarosa.k12.fl.us

April 6, 2015

Florida Department of Education
325 West Gaines Street, Suite 744
Tallahassee, Florida 32399-0400

To whom it may concern:

This letter shall serve as documentation that Santa Rosa County School District wishes to extend its Perkins IV Local Plan through fiscal year 2015-2016.

Questions and correspondence may be directed to Mrs. Charlin Knight, Santa Rosa County School District's Director of Workforce Education, at (850)983-5058 or knight@ santarosa.k12.fl.us.

Sincerely,

Tim S. Wyrosdick
Superintendent of Schools

REQUIRED LOCAL USES OF FUNDS (Scope of Work)
(Perkins IV, SECTION 135)

Nine Required Activities	Applicants must complete the cells in this column for <u>each of the nine Required Uses of Funds</u> by describing any planned changes to their approved 2008-15 Local Plan, submitted in June 2008/subsequent year, or write NO PLANNED CHANGES for how the career and technical education programs will be carried out.
Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:	<u>NO PLANNED CHANGES</u>
- 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 to ensure learning in - - Core academic subjects; and - Career and technical education subjects;	<u>NO PLANNED CHANGES</u>
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;	<u>NO PLANNED CHANGES</u>
provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;	<u>NO PLANNED CHANGES</u>
- develop, improve, or expand the use of technology in career and technical education, which may include- - training of career and technical education teachers, faculty, and administrators to use technology, which may include	<u>NO PLANNED CHANGES</u>

REQUIRED LOCAL USES OF FUNDS (Scope of Work)
(Perkins IV, SECTION 135)

Nine Required Activities	Applicants must complete the cells in this column for each of the nine Required Uses of Funds by describing any planned changes to their approved 2008-15 Local Plan, submitted in June 2008/subsequent year, or write NO PLANNED CHANGES for how the career and technical education programs will be carried out.
Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:	Funds made available to eligible recipients under this part shall be used to support career and technical education programs

distance learning; B. providing career and technical education students with the academic and career and technical skills (including the 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;	<u>NO PLANNED CHANGES</u>

REQUIRED LOCAL USES OF FUNDS (Scope of Work)
(Perkins IV, SECTION 135)

Nine Required Activities	Applicants must complete the cells in this column for each of the nine Required Uses of Funds by describing any planned changes to their approved 2008-15 Local Plan, submitted in June 2008/subsequent year, or write NO PLANNED CHANGES for how the career and technical education programs will be carried out.
Funds made available to eligible recipients under this part shall be used to support career and technical education programs that: 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 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;	<u>NO PLANNED CHANGES</u> <u>Beginning August 2015, SRCSD will expand CTE program offerings to include Automation and Production Technology, and Business Management and Analysis programs to address regional workforce demand.</u>

REQUIRED LOCAL USES OF FUNDS (Scope of Work)
(Perkins IV, SECTION 135)

Nine Required Activities	Applicants must complete the cells in this column for each of the nine Required Uses of Funds by describing any planned changes to their approved 2008-15 Local Plan, submitted in June 2008/subsequent year, or write NO PLANNED CHANGES for how the career and technical education programs will be carried out.
Funds made available to eligible recipients under this part shall be used to support career and technical education programs that: - provide services and activities that are of sufficient size, scope, and quality to be effective; and (Refer to the Perkins IV Implementation Guide (2015-2016 Edition) for new state requirements on size, scope, and quality.) - 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.	<u>See attached Size, Scope and Quality Charts (2) for new CTE Programs.</u> <u>NO PLANNED CHANGES</u>

1. **Part B:** In the previous year's application (2014-2015) eligible applicants were required to briefly describe - for the fiscal years 2008-2015 - how the career and technical education programs' 20 Permissive Uses of Funds, Section 135 (c), may be carried out with funds received under this title. Provide the following information in your written response:

- the number (and letter if applicable) of the permissive use of funds
- short title
- briefly describe the permissive activities that will be carried out in 2015-2016

Note: See **Required and Permissive Use of Funds Chart** in the **Attachments** section and see the example below:

Example Response – Permissive Use of Funds

Permissive Use of Funds #18 – Support training in Automotive Service Technology - During this five-year plan funds will be used to support automotive service technology training by providing professional development, recruitment of certified faculty, and up-grade automotive technologies equipment to ensure program improvement.

For this year's application (2015-2016) applicants must describe any planned changes to their approved 2008-2015 Local Plans that were submitted in June 2008, or original submission date, or write **NO PLANNED CHANGES** in this section.

Permissive Use of Funds #12 – Development of a new career and technical education program to support anticipated workforce demand in high skill, high wage manufacturing occupations in the Northwest Florida region. Students will have the opportunity to earn industry certifications that articulate to college credit at the local community college. The Santa Rosa County School District has worked collaboratively with the Northwest Florida Manufacturer's Council to decide up on curriculum, equipment and resources that align with the Automation and Production Technology Curriculum Framework. SRCSD will also add Business Management and Analysis to the program offerings at Gulf Breeze High school after reviewing regional workforce demand.

2. For fiscal years 2008-2015, briefly describe how the program will address 2A – 2E below (Perkins IV, Section 134(b)(3)).

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

Development and implementation of Programs of Study are not accomplished in isolation and necessitate the use of a partnership between secondary and postsecondary entities. The utilization of existing consortium to carry out the state's program of study requirements is encouraged and eligible applicants are permitted to "pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include- implementing career and technical Programs of Study described in Section 122(c)(1)(A) and Section 135 (c)(19)(C). The state will not impose restrictions on the amount of basic grant funds used to develop and implement Programs of Study.

The elements of a Program of Study required by the State are outlined below as well as in the Perkins *Implementation Guide (2015-16 Edition)* <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.shtml>

2015-2016 Florida Programs of Study Elements

To assure that the primary Program of Study (POS) reported for the 2015-16 project year to meet the Perkins requirements includes all of the required elements, please put the name of the Program of Study in the top row and then place a check (✓) in the box by the element(s) that pertain to this Program of Study.

2015-16 Program of Study: (name of POS)	Check (✓) if POS includes this element
Required Elements	
1. Include 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. Address 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. Fall into one of the Florida 17 Career Clusters	✓
4. Be included on the list of programs on the FDOE curriculum frameworks webpages (http://fldoe.org/academics/career-adult-edu/career-technical-education/curriculum-frameworks)	✓
5. Center around a sequence of relevant, rigorous, locally required core academic courses as well as the required CTE courses	✓
6. Include required CTE secondary or PSAP courses that are part of the required sequence for that POS, as outlined in the FDOE curriculum frameworks for that program and recommended performance standards for AS/AA degree programs	✓
7. Offer rigorous CTE Courses that prepare students for program-related certification exams	✓
8. Provide 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. Offer 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. Offer students opportunities for program–related internship/work experience	✓

Application Requirements: (For guidance on answering these questions, please refer to the Perkins Implementation Guide (2015-16 Edition))

1. Submit a copy of **ONE** of your local Programs of Study forms that includes all of the state required elements that are on the state template (<http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.shtml>). Each Program of Study submitted as the primary one for Perkins funding purposes **MUST** include all of the Required Elements, as outlined in the table above, and may include one or both of the Other Recommended/Optional Elements. To assure that the Program of Study includes all of the required elements, please place a check (✓) in the box by the elements that pertain to this Program of Study. Please see attached Program of Study for new program offering beginning 15-16, Automation and Production Technology.

2. Describe the process you use to identify and develop **NEW** Programs of Study and who is involved in this process. This is a current example of how Santa Rosa County School District has been working collaboratively to answer regional workforce needs for the past several years. The Northwest Florida Manufacturer's Council set out to help districts in northwest Florida establish a regional manufacturing academy network to build interest in and foundational knowledge/skill for entry into manufacturing careers. This example identifies the creation of the Northwest Florida Manufacturing Academy Task Force which was established through the NWFMC, with leadership from school districts, Pensacola State College, UWF and the NWFMC Education & Training Committee. It was our intent to build career pathways for students from middle school through high school, technical centers, state colleges, and universities into manufacturing careers. Critical components considered by parties' involved and deemed necessary to the success include: statewide articulation agreements, stackable certification and degree programs, NAM and MAF endorsed manufacturing pathways, Manufacturing Institute's Skills Certification System.

3. Describe who is involved in implementation of your Programs of Study. For the purposes of the example of the Automation and Production Technology Program of Study, The Director of Workforce Education works with the high school where the CTE program will be offered. The administration, guidance and instructional staff of the school work with curriculum frameworks and graduation requirements. The Director of Workforce Education and

the instructor for the CTE program collaborated with the Northwest Florida Manufacturer's Council to obtain guidance on curriculum, industry certifications and equipment needs. In this instance, articulation was available through the Gold Standard Articulation agreement and no local articulation agreement was required. A program linkage is available at the district's technical center, the local state college and the local university. All parties have been involved in the NWFMC Task Force to establish this program to meet regional workforce demands and offer high skill, high wage employment opportunities to students following graduation and/or additional postsecondary training.

4. For ALL of the Programs of Study that will be available to career and technical education students in the 2015-2016 school year, describe the following:

a. How do you promote the Programs of Study to students, parents and CTE as well as academic faculty? Please provide a web link to the forms, information on the programs of study or to other materials used to market the programs. Beginning in 14-15, Santa Rosa County School District began to collaborate with neighboring school district, local economic development partners, regional workforce board, community college and university staff to ensure that we were showcasing our career and technical offerings and their linkage to in demand occupations in our region. We began with professional development opportunities for guidance counselors from middle, high and postsecondary. The result of this collaboration was a website, www.greaterpensacolacareerpathways.com, which shows the pathways to our students and parents in an easy to understand, now, next, later format. This website and the materials included therein provide our parents with a tangible resource for advising their student about career pathways, expected wages and postsecondary opportunities available here locally.

b. How do guidance counselors become informed about the various Programs of Study? If professional development is offered, please describe.

Annual professional development allows guidance counselors to have time away from the busy pace of the guidance office to engage with business and industry who are engaged in our current career and technical program offerings. Counselors also have access to the www.greaterpensacolacareerpathways.com website and career cluster resources showcasing program offerings and their linkage to occupations and postsecondary opportunities. A bi-annual newsletter is also available on the website that helps to communicate to guidance counselors, parents and students throughout the year.

c. How many of your Programs of Study have a local and/or statewide articulation agreement currently in place? 9

d. Provide the name/s of agency/ies with whom you partner and/or provide a copy of the articulation agreement/s. Pensacola State College - <http://www.pensacolastate.edu/services/careerPathways.asp#agreements>

e. How are postsecondary education credits earned under the articulation agreement awarded to students?

When students from Santa Rosa County School District enroll at Pensacola State College, they must contact the CTE/Career Pathways Office to initiate a review of your high school records and possible certifications. After records have been reviewed, a recommendation may be made to award you credit for specific courses that are required in your Pensacola State College degree. Students are notified through the mail when their award is approved. Credits will appear on their

Pensacola State College official transcript. Students are not awarded a letter grade on their transcript nor will awarded credit affect their Pensacola State College grade point average.

- f. How do you develop the locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary component to be included in the Program of Study and who is involved in their development?

Development of the sequence of courses is a collaborative effort among director of workforce education, high school administration and guidance and the CTE Department administration (and sometimes instructors) of the postsecondary entity where there are articulation opportunities. In most cases, the statewide articulation agreements have taken the place of many local articulation agreements. There are still program of study for which we have local articulation agreements.

- g. How do CTE Programs of Study reflect programs which are guided by the workforce and economic development needs of business/industry, the community and employment opportunities?

Santa Rosa County School Districts works closely with business, industry, economic development and postsecondary partners in conjunction with our Regional Workforce Board to ensure that our career and technical program offerings in the district align with the regional workforce needs based on the annual targeted occupations outlook.

- h. Does your CTE Program/s of Study provide work-based opportunities? If yes, please describe.

- i. Please explain how your Program/s of Study provides a pathway for students to earn an industry certification. Each of the Santa Rosa County School District's career and technical programs align to an industry certification. Industry certification achievement is encouraged by all students and has become a competitive piece of the high school experience for students. Many of the industry certifications available to our students are also on the approved Statewide Career and Technical Education Articulation Agreements which provide a minimum guarantee of articulated credit at our local community college.

5. a. How many CTE programs (e.g. Digital Design, Phlebotomy) will be available to students in your district during the 2015-2016 program year? (If you offer the same program in multiple schools it should only be counted once.) 36

- b. To date, how many of these CTE programs have been converted to Programs of Study that include all of the state-required elements? Describe the process for reviewing and/or updating currently developed Programs of Study. 9

6. Describe the process for reviewing and/or updating currently developed Programs of Study. Each year, state college staff meet with the Director of Workforce Education during the summer to discuss program changes or additions by each entity in an effort to ensure that we are prepared to communicate all articulation opportunities to our students and parents.

7. How many CTE programs does the eligible recipient propose for conversion during the 2015-2016 program year to a Program of Study that will include all of the state-required elements #0. Fill in the information in the chart below for each of the programs you plan to convert during the 2015-2016 program year.

Program Name	Program Number	2015-2016 Projected Student Enrollment	Does the Program train for an occupation identified as High- Skill, High- Wage or High- Demand? *		Is this program part of a local articulation agreement?	
			Yes	No	Yes	No

The 14-15 Statewide Demand Occupations Lists (DOL) and/or regional DOL may be used to identify High-Skill, High-Wage or High-Demand careers that align with designated programs. Information may be accessed at URL: <http://www.floridajobs.org>. The 15-16 lists are not available at this time.

2B. Improve the academic 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 coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—

- i. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
- ii. career and technical education subjects;
(If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.

2C. provide students with strong experience in, and understanding of, all aspects of an industry;
(If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.

2D. ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
(If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.

2E. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965);
(If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.

3. Professional Development / Curriculum Development
For the fiscal years 2008-2015, briefly describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development) [Perkins IV, Section 134 (b) (4)]; (If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.
4. Stakeholder Involvement
For the fiscal years 2008-2015, briefly describe how parents, students, academic, and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of career pathways consortia (if applicable), representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title [Perkins IV, Section 134 (b) (5)]; (If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.
5. For the fiscal years 2008-2015, provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs [Perkins IV, Section 134 (b) (6)]; (If no changes are planned, indicate: **NO PLANNED CHANGES.**)
- Respond to this requirement by completing the **Size, Scope & Quality Programmatic Requirements Chart** in the **Attachments** section. The eligible recipient must review the Perkins IV Implementation Guide (2015-2016 Edition) Part B (VII) (A). (If no changes are planned, indicate: **NO PLANNED CHANGES.**) Please see the attached Size, Scope & Quality Programmatic Requirements Chart for the addition of Automation and Production Technology in response to an anticipated critical shortage in our regional workforce and Business Management and Analysis in response to demonstrated regional workforce needs.
6. For the fiscal years 2008-2015, briefly describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient [Perkins IV, Section 134 (b) (7)]; (If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.
7. For the fiscal years 2008-2015, briefly describe how the eligible recipient will [Perkins IV, Section 134 (b) (8)]; — (If no changes are planned, indicate: **NO PLANNED CHANGES.**)
 - A. review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations; No planned changes

- B. provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and No planned changes.
- C. provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency; No planned changes.
8. For the fiscal years 2008-2015, briefly describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations [Perkins IV, Section 134 (b) (9)]: (If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.
- For the fiscal years 2008-2015, briefly describe how funds will be used to promote preparation for non-traditional fields [Perkins IV, Section 134 (b) (10)]: (If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.
9. For the fiscal years 2008-2015, briefly describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities [Perkins IV, Section 134 (b) (11)]: (If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.
10. For the fiscal years 2008-2015, briefly describe efforts to improve [Perkins IV, Section 134 (b) (12)]:– (If no changes are planned, indicate: **NO PLANNED CHANGES.**)
- A. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and No planned changes.
- B. the transition to teaching from business and industry. No planned changes.
12. For the fiscal years 2008-2015, briefly describe your partnership with local charter schools that offer career and technical education programs. [Perkins IV, Section 133(C)(3) and (D)] (If no changes are planned, indicate: **NO PLANNED CHANGES.**) No planned changes.
13. For Consortium Projects Only
For the fiscal year 2015-2016, describe the process used by the consortium to ensure that funds are utilized for the purposes and programs that are mutually beneficial for all members of the consortium. [Perkins IV, Section 131 (F) (2)] (If no changes are planned, indicate: **NO PLANNED CHANGES.**) Refer to “Consortium Requirements” in the Allocation Chart located in the Attachments section. NOT APPLICABLE

14. For the fiscal year 2015-2016, provide a list of names and addresses of the site(s) where programs, services, and activities will be offered. Provide a list of the 2010 Classification of Instructional Programs (CIP) number and title of the programs under which these activities or services will be provided. Include this information in the application package. (If no changes are planned, indicate: **NO PLANNED CHANGES.**)

*NEW PROGRAMS for SRCSD, beginning 15-16:

Automation and Production Technology	Milton High, 5445 Stewart Street, Milton	32570	CIP 0615040603
Business Management and Analysis	Gulf Breeze High, 675 Gulf Breeze Pkwy.	Gulf Breeze 32561	CIP 0552070110

15. Support for Reading and Math Initiatives/Strategic Goals

For the fiscal year 2015-2016, briefly describe how the proposed project will incorporate one or more Strategic Goals included in Florida's State Board of Education Strategic Plan. URL: <http://www.fl DOE.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Describe how the project will address the reading and math/science initiatives of the Department of Education.

Just Read Florida

URL: <http://www.justreadflorida.com>

Math/Science Initiative

URL: <http://www.fl DOE.org/academics/standards/subject-areas/math-science>

Santa Rosa County School District emphasizes the importance of core academics in all CTE programs. Both technical reading and applied mathematics is a vital component of the curriculum in all programs. Many CTE teachers hold CAR-PD endorsements allowing them to remediate students within the CTE program thereby improving student retention and program completion. In September of 2014, most of Santa Rosa's CTE teachers participated in the professional development assisting with strategies and resources for delivering instruction for English, language arts and math through CTE content areas. This professional development proved most helpful to our program area teacher. We anticipate the opportunity for additional professional development of this type.

16. Notice Regarding Automotive Service Technology Education Programs

Florida Statute 1004.925 states: All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education. 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 to support such programs, 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 the process of obtaining certification as part of the application package. Attached is verification of industry certification of the Locklin Technical Center Automotive Service Technology education program. Recertification was achieved during the 13-14 school year; however, secondary Carl D. Perkins funds are not currently used to support this program.

17. Local Performance Accountability Information for the fiscal years 2008-2015, briefly describe how the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Section 113 (Perkins IV, Section 134 (b)(2))
- Local eligible recipients will receive under separate cover, instructions to access the Division's web-based local accountability system. The web-based system allows local eligible recipients to view local performance levels in relation to state negotiated targets, accept electronically state-negotiated targets or negotiate local adjusted performance targets. Local eligible recipients will also be able to provide a response to question #18 (below) via the web-based system.
- Data reporting is part of Florida's contract with the USDOE for receiving Perkins funds. The state is required to report annually on progress toward meeting federally-approved student performance targets. Statewide progress is an aggregation of local program improvements made by local eligible recipients of Perkins funds. Local recipients are required to work toward meeting local improvement targets that are established by the Florida Department of Education.
- Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.
- For more information on Florida's Perkins IV Performance Measures, see the Attachments section and the Perkins IV Implementation Guide (2015-2016 Edition).
18. Local Program Improvement Plans – If applicable, Local Program Improvement Plans must be submitted in order to receive a grant award notification. As required in Section 123 of the Act, local eligible recipients will receive under separate cover, instructions for the development and implementation of local program improvement plans **for those eligible recipients that failed to achieve at least 90% on any of their 2013-2014 local agreed upon performance levels.**
- The local program improvement plan must include the targeted performance level, improvement actions to be implemented, 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 organization.
- 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. Additionally, agencies that have failed to reach 90% of their agreed upon target for multiple measures 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.

19. Federal Programs - General Education Provisions Act (GEPA)

For the fiscal years 2015-2016, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Santa Rosa County School District recognizes those barriers that can impede equitable access or participation (gender, race, national origin, color, disability or age) and address those in a variety of ways. As we promote our programs, recruit students and serve our student population, all of our citizens and students are eligible for services. We work cooperatively with our Exceptions Student Education Department to ensure that students with disabilities have equal access to our career training programs, as well as, fund support staff to enhance the possibilities of student success. Our CTE programs do not discriminate on any of the possible barriers that can impede equitable access to education and training programs. We partner with Career Source ESCAROSA (our Regional Workforce Board), Vocational Rehabilitation and other agencies to provide career training programs to benefit students. Enrollment and placement of students into non-traditional programs is always a goal of Santa Rosa County School District. With the increase of our Spanish and other language speaking populations we have available ESOL/LEP programs at the secondary and post-secondary levels. Students with childcare and/or transportation needs have the opportunity to seek referrals through other state and federal programs.

Carl D. Perkins, Secondary, Section 131
APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below.**
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Place a binder clip on the upper left corner of each complete application package (no spiral bindings, notebooks or cover pages, please).
- Include this form in the application package.

Place in the following order	Item	Applicant Provide page #s for items listed	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
1	DOE 100A, Project Application – with original signature	1		
2	DOE 101, Budget Narrative Form <u>If consortium, include an individual form for each of the agencies in the consortium.</u>	2		
3	DOE 610 Risk Analysis Form	form not available		
4	Projected Equipment Purchases Form OR other equipment documentation	6		
5	Self-Evaluation Form	7		
6	Request to Extend Local Plan Letter	10		
7	Narrative Section			
	1. Part A and Part B Use of Funds	11		
	2. Program of Study – 2A-2E (include applicable lists)	15		
	3. Professional / Curriculum Development	21		
	4. Stakeholders Involvement	21		
	5. Size, Scope & Quality	21		
	6. Evaluate and Improve	21		
	7. A - C Barriers, Special Pops Levels, Self-sufficiency	21		
	8. Special Populations Non-Discrimination	22		
	9. Non-traditional Fields	22		
	10. Career Guidance and Counseling	22		
	11. A – B Teacher Recruitment, Retention, Transition	22		
	12. Charter School Support	22		
	13. Consortium Projects - ONLY	22		
	14. Sites and CIPs Lists	23		
	15. Support for Reading/Math Strategic Goals	23		
	16. Automotive Service Technology	23		
	17. Local Performance Accountability Information	24		
	18. Local Program Improvement Plans – if applicable	24		
	19. GEPA	25		
8	Application Review Criteria and Checklist	26		

ATTACHMENTS

- A.** General Assurances for Participation in State or Federal Programs
- B.** Programs of Study (2)
- C.** Size, Scope & Quality Charts (2)
- D.** Automotive Program Accreditation Letter

Section D

Florida Department of Education General Assurances, Terms, and Conditions for Participation in Federal and State Programs

Authority for Data Collection: 20 USC 1232e(a)

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that “[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e](b).” The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the “General Assurances” section.

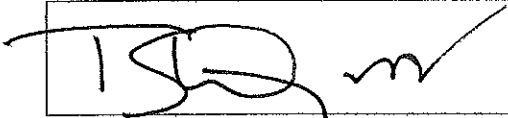
Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

Certification:

I, the undersigned authorized official for the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances and all requirements outlined in the “Project Application and Amendment Procedures for Federal and State Programs” (Green Book).

Santa Rosa County School District	570	Tim Wyrosdick, Superintendent
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.

	May 15, 2015	850-983-5000
Signature (must be original)	Date	Area Code/Telephone Number

Career Cluster: Manufacturing		CTE Program: Automation and Production Technology						
Career Cluster Pathway: Manufacturing Production Process		Industry Certification: MSSC CPT, Autodesk Certified User						
	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)	
	- Students are encouraged to use fchoices.org to explore careers and postsecondary options. - Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements. - One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program							
	9 th	ENGLISH 1	ALGEBRA 1	BIOLOGY 1	Psychology 1 and 2 or Adv. Pl. Psychology	INTRODUCTION TO INFORMATION TECHNOLOGY (1cdt)	9200110 Automation & Production Technology 1	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10 th	ENGLISH 2	GEOMETRY	SCIENCE with lab	WORLD HISTORY	Practical Arts or Fine Arts course (1 credit)	9200120 Automation & Production Technology 2	Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	11 th	ENGLISH 3	ALGEBRA 2 or Industry Certification	SCIENCE with lab	U.S. HISTORY	Physical Education (1credit) (Not required for ACCEL Program)	9200130 Automation & Production Technology 3	Other elective course appropriate for student's career and education plan.
HIGH SCHOOL	12 th	ENGLISH 4	MATH CHOICE or Industry Certification	SCIENCE CHOICE or Industry Certification	.5 U.S. GOVERNMENT .5 ECONOMICS with Financial Literacy	DIRECTED STUDY	9200140 Automation & Production Technology 4	Other elective course appropriate for student's career and education plan.
	Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							
POSTSECONDARY	TECHNICAL CENTER PROGRAM(S)		COMMUNITY COLLEGE PROGRAM(S)			UNIVERSITY PROGRAM(S)		
	Locklin Technical Center - Welding, Electrical & Instrumentation Tech. George Stone Technical Center - Welding, Aviation Maintenance		Pensacola State College - Mechanical Design and Fabrication			The University of West Florida - Engineering		
CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)							
	Welder, Process Control Technician, Industrial Maintenance		Machinist			Engineer		
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		
			9 Credit Hours in Manufacturing Technology with MSSC CPT					
Career and Technical Student Association								
Skills USA								
Internship/Work Experience Recommendations								
Local Manufacturing entities which are members of the Northwest Florida Manufacturers Council								

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART

This chart, to be completed by the eligible recipient, may be duplicated for the appropriate required number of programs (from 1-5) based on information listed by district in the Perkins IV Implementation Guide (2015-2016 Edition) at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml>

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART			
SIZE (Items 1- 4 below)			
1. Identify Program Name(s)	2. Identify Program #(s)	3. Identify CIP Code(s)	4. Identify Courses Offered to Reach Concentrator Status for Each Program
Automation and Production Technology	9200100	0615040603	Automation and Production Technology 1 Automation and Production Technology 2 Automation and Production Technology 3
SCOPE (Items 5 & 6 below)			
5. Describe How Program(s) (listed under "Size") Align with Business and/or Industry			
This program aligns with the needs of our regional manufacturing industry and is being advised by the Northwest Florida Manufacturer's Council and advisory membership made up of local manufacturers.			
6. Describe How Program(s) (listed under "Size") Offer Dual Enrollment and/or Articulated Credit Opportunities			
This program will articulate to the district's technical center program, Electrical & Instrumentation Technology as well as to the community college as outline in the Gold Standard articulation for earning MSSC Certified Production Technician (MSSC CPT) industry certification which equals 9 credit hours at Pensacola State College and will also be a foundational program for students interested in pursuing Engineering at the University of West Florida.			
QUALITY (Items 7 & 8 below)			
7. Identify Industry Certification and/or Licensure Available for the Program(s) Identified Under "Size"			
MSSC Certified Production Technician (MSSC CPT), SolidWorks, Autodesk			
8. Describe if Program(s) Identified under "Size" are High-Skill, High Wage or High-Demand and Document Source List identification source for determining High-Wage, High-Skill or High-Demand. The Statewide Demand Occupations Lists (DOL) and/or regional DOL must be used to identify High-Skill/High-Wage or High-Demand careers that align with your programs. Information may be accessed at: http://www.floridajobs.org .			
1. Program is being offered based on the availability of the occupation on the Region 1 Targeted Occupations List. 2. Program is being offered in response to demand indicated by the Northwest Florida Manufacturer's Council 3. Program is being offered in response to a GAP Analysis conducted by the Greater Pensacola Chamber of Commerce and deemed an in demand occupation for our metropolitan statistical area.			
9. Describe how the eligible recipient ensures that academics are an integral component of all the CTE Programs identified under "Size".			
Instructor for this program is dual certified academic and CTE to ensure that academics are a critical component.			

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART

This chart, to be completed by the eligible recipient, may be duplicated for the appropriate required number of programs (from 1-5) based on information listed by district in the Perkins IV Implementation Guide (2015-2016 Edition) at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml>

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART			
SIZE (Items 1- 4 below)			
1. Identify Program Name(s)	2. Identify Program #(s)	3. Identify CIP Code(s)	4. Identify Courses Offered to Reach Concentrator Status for Each Program
Business Management and Analysis	8301100	0552070110	Computing for College and Careers Business and Entrepreneurial Principles Management and Human Resources
SCOPE (Items 5 & 6 below)			
5. Describe How Program(s) (listed under "Size") Align with Business and/or Industry			
This program aligns with local workforce demands according to the 15-16 region 1 demand occupations list for Escambia and Santa Rosa counties.			
6. Describe How Program(s) (listed under "Size") Offer Dual Enrollment and/or Articulated Credit Opportunities			
This program will articulate to the district's technical center program, Legal Administrative Specialist and we are currently working to establish local articulation agreement with Pensacola State College.			
QUALITY (Items 7 & 8 below)			
7. Identify Industry Certification and/or Licensure Available for the Program(s) Identified Under "Size"			
Microsoft Office Specialist, Quickbooks			
8. Describe if Program(s) Identified under "Size" are High-Skill, High Wage or High-Demand and Document Source List identification source for determining High-Wage, High-Skill or High-Demand. The Statewide Demand Occupations Lists (DOL) and/or regional DOL must be used to identify High-Skill/High-Wage or High-Demand careers that align with your programs. Information may be accessed at: http://www.floridajobs.org .			
Program is being offered based on the availability of the occupation on the Region 1 Demand Occupations List.			
9. Describe how the eligible recipient ensures that academics are an integral component of all the CTE Programs identified under "Size".			
Instructor is dual certified academic and CTE to ensure that academics are a critical component.			



NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION, INC.

October 17, 2013

Program ID: 107387

Ms. Maria LaDouceur
Principal
Locklin Technical Center
5330 Berryhill Rd.
Milton, FL 32570

Dear Ms. LaDouceur:

We have received the on-site evaluation results for your *Automobile* technician-training program at *Locklin Technical Center*. The results indicate that the criteria have been met for renewal of program accreditation in *Automobile Service Technology*.

We commend you and your staff for maintaining your program's standards, and continuing to meet the industry's requirements. The explosion in automotive technology makes your high quality automotive training program more valuable than ever.

To acknowledge your accomplishment, we are creating a plaque for you that will recognize your school and the level of accreditation your program has been granted. You should receive this plaque within 6-8 weeks.

Congratulations!

Sincerely,

A handwritten signature in cursive script that reads 'Patricia Serratore'.

Patricia Serratore
President, NATEF

cc: Joe Pierce, Instructor
Ralph Greer, ETL
Darrell Parks, NATEF Education Consultant

Accreditation Expiration Date: 11/2018