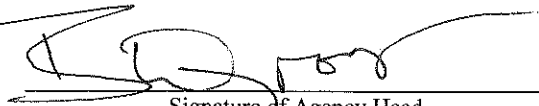
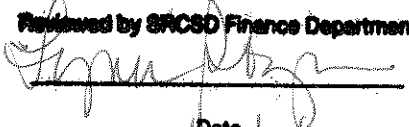


# FLORIDA DEPARTMENT OF EDUCATION

## Project Application

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <b>Carl D. Perkins</b> <b>Secondary, Section 131</b> <b>Entitlement</b> <b>Fiscal Year 2014-2015</b>  <b>TAPS NUMBER: 15B004</b>	<b>DOE USE ONLY</b>  Date Received        Project Number (DOE Assigned)								
<b>B) Name and Address of Eligible Applicant:</b>  <b>Santa Rosa County School District</b> <b>5086 Canal Street</b> <b>Milton FL 32570</b>										
<b>C) Total Funds Requested:</b>  <b>\$ 187,778</b>  <hr style="width: 20%; margin-left: 0;"/> <div style="background-color: #cccccc; padding: 5px; text-align: center;">DOE USE ONLY</div> <b>Total Approved Project:</b>  <b>\$</b>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name:</b>            Charlin Knight, Director of Workforce Education         </td> <td style="width: 40%;"> <b>Telephone Numbers:</b>            (850) 983-5058         </td> </tr> <tr> <td> <b>Fiscal Contact Name:</b>            Lynn Rogers, Accounting Analyst         </td> <td> <b>E-mail Addresses:</b>            knightc@mail.santarosa.k12.fl.us         </td> </tr> <tr> <td> <b>Mailing Address:</b>            5086 Canal Street            Milton, FL 32570         </td> <td> <b>DUNS number:</b>   <b>FEIN number:</b>            59-6000845         </td> </tr> <tr> <td> <b>Physical/Facility Address:</b>            5086 Canal Street            Milton, FL 32570         </td> <td></td> </tr> </table>		<b>Contact Name:</b> Charlin Knight, Director of Workforce Education	<b>Telephone Numbers:</b> (850) 983-5058	<b>Fiscal Contact Name:</b> Lynn Rogers, Accounting Analyst	<b>E-mail Addresses:</b> knightc@mail.santarosa.k12.fl.us	<b>Mailing Address:</b> 5086 Canal Street Milton, FL 32570	<b>DUNS number:</b>  <b>FEIN number:</b> 59-6000845	<b>Physical/Facility Address:</b> 5086 Canal Street Milton, FL 32570	
<b>Contact Name:</b> Charlin Knight, Director of Workforce Education	<b>Telephone Numbers:</b> (850) 983-5058									
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<b>Physical/Facility Address:</b> 5086 Canal Street Milton, FL 32570										
<b>CERTIFICATION</b>  <p>I, <b>Timothy S. Wyrosdick, Superintendent</b>, 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.</p> <p>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.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;"> <p><b>E)</b>             Signature of Agency Head</p> </div> <div style="width: 45%; text-align: center;"> <p><b>Reviewed by SACSD Finance Department</b></p>             Date  <u>5/14/14</u> </div> </div>										



SANTA ROSA COUNTY DISTRICT SCHOOLS

A) \_\_\_\_\_  
 Name of Eligible Recipient:

**TAPS Number**  
**15B004**

B) \_\_\_\_\_  
 Project Number: (DOE USE ONLY)

**FLORIDA DEPARTMENT OF EDUCATION**  
**Budget Narrative Form**

Consortiums meeting the requirements in Section 131 (f) (1) (2) of the Act must submit a separate Budget Narrative Form for each participating member.

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5300	150	Salary, one full time CTE teacher assistant at Locklin Tech Center to assist secondary CTE ESE high school students that are enrolled in programs at Locklin Tech for assessment, instructional assistance and special students services. (Performance measures addressed: 1S1,2S1,3S1,4S1) (Required Use of Funds: 4,6,8,9) (Permissive use of funds; 4,7)	100%	21,963
5300	210	Fringe Benefit (retirement) – one full time teacher assistance at Locklin Tech Center for assessment		15,266
5300	220	Fringe Benefit (social security) – one full time teacher assistant at Locklin Tech Center		1,680
5300	230	Fringe Benefit (insurance) – one full time teacher assistant at Locklin Tech Center		4,987
5300	240	Fringe Benefit (worker’s compensation) – one full time teacher assistant at Locklin Tech Center		119
6400	332	Travel costs for attending conferences to increase knowledge to enhance CTE student learning. (Travel costs within the 5% allowable for administrative costs) Director of Workforce Education and CTE teachers travel costs to attend in-service training, HOSA, local, regional, state conventions, Johnson & Wales Culinary teacher training (Milton High). All travel will be completed by 06/30/15. (Performance measures addressed: 1S1,2S1,3S1,4S1) Required use of funds: 2,3		8,697

7800	390	Other purchased services – These activities are an integral part of the curriculum and part of a larger program to serve special populations or nontraditional students. Transportation for students to attend Health Career Fair, Career Days to enhance students learning at Central School, Jay High, Milton High, Navarre High, Pace High, Gulf Breeze, NSPA Conference Travel for Students, Field Trips to visit industry partners. Transportation expenses will be paid by invoice. (Performance measures addressed: 5S1, 6S1, 6S2) Required use of funds: 4,5		8,045
5300	750	Other personal services – professional development to enhance CTE instructor support of learning at Central High, Jay High, Milton High, Navarre High, Pace High, Gulf Breeze High, Locklin Tech (including substitute teacher supplements and supplemental pay for instructors attending training workshops) (Performance measures to be addressed: 1S1,2S1,3S1,4S1) Required use of funds: 2,5,7		4,587
5300	730	Industry Certification Exams/State Licensure Exam Fees, Registration Fees for state conferences for Jay High Health Academy Required use of funds: 3		5,673
5300	510	CTE classroom supplies: screwdrivers, hammers, wrenches, welding rods, shop brooms for the Ag at Jay High; Canopy, hydroponics supplies and corral panels for Ag at Central; ServSafe scantrons, Ink cartridges, monitors, mouse pads to enhance student learning at Gulf Breeze High Health Science and Multimedia Academy, Central High and Pace High Culinary Arts Academy (Performance measures addressed: 1S1,2S1,3S1,4S1) Required use of funds: 1,3,7		12,065
5300	520	Textbooks for Ag programs due to industry certification exam correlation for Milton, Jay and Central and Culinary Arts at Pace High (Performance measures addressed: 1S1,2S1,3S1,4S1) Required use of funds: 1,3,7		29,316
5300	641	Capitalized furniture and equipment to enhance/expand CTE student learning and curriculum: Autoclave, incubator and centrifuge for Biotech at Pace High, Cultivator, Carport for tractor and equipment storage for Ag at Central High, Digital video switcher for TV Production at Milton High School (Performance measures addressed: 1S1,2S1,3S1,4S1) Required use of fund: 4		26,349

5300	642	Non-Capitalized furniture and equipment to enhance/expand CTE student learning and curriculum at: Central High, Pace High and Milton High (No items will cost \$1,000 or more). Items to be purchased include technology desk for Aerospace Tech at Milton High; Hotplate, Waterbath and analytical balance for Biotech at Pace High; KitchenAid Mixer, Cutting Gloves and Thermometers for Culinary at Central. (Performance measures addressed: 1S1,2S1,3S1,4S1) Required use of funds: 4		6,305
5300	643	Capitalized Computer Hardware used to enhance/expand student learning and curriculum at: upgrade TV Production equipment at Milton and Pace High (Performance measures addressed: 1S1,2S1,3S1,4S1) Required use of funds: 3,4,7,9,) Permissive use of funds: 7		12,267
5300	644	Non-Capitalized computer hardware and upgrades to existing hardware for CTE courses used to enhance/expand student learning and curriculum at: (No items will cost \$1,000 or more) : purchase iPad for Aerospace Tech and TV for TV Production at Milton High, Laptops for Culinary at Jay High (Performance measures addressed: 1S1,2S1,3S1,4S1) (Required use of funds: 3,4,7,9) (Permissive use of funds: 7		1,828
5300	360	Non-Capitalized computer software used to enhance/expand and upgrade student learning and curriculum for Gulf Breeze High Multimedia Academy, Certiport License Renewal for Adobe Certifications, Copier lease for Digital Design at Central School, Industry Certification Exam License at Pace High (Performance measures addressed: 1S1,3S1,3S1,4S1) (Required use of funds: 4,7) (Permissive use of funds; 4,7)		12,475
5300	692	Non-Capitalized computer software used to enhance/expand and upgrade student learning and curriculum for Commercial Arts at Jay High (Performance measures addressed: 1S1,2S1,3S1,4S1) (Required use of funds: 4,7) (Permissive use of funds: 4,7)		3,700
5300	691	Capitalized computer software used to enhance/expand and upgrade student learning. Purchase new software for labs at Central School (Performance measures addressed: 1S1,2S1,3S1,4S1) (Required use of funds: 4,7) (Permissive use of funds: 7)		700

5300	682	Remodel and maintenance of Culinary Arts kitchen at Central School to upgrade to a commercial grade sink (Performance measures addressed: 1S1,2S1,3S1,4S1) (Required use of funds: 3,4,7) (Permissive use of funds: 7)		4,300
5300	350	Maintaining service on farm equipment, replace motors on greenhouse screens, upgrading greenhouse tables (Performance measures addressed: 1S1,2S1,3S1,4S1) Required use of funds: 3,7		1,155
7200	790	Indirect cost misc expenses		6,301
C) TOTAL				\$187,778

DOE 101  
Revised February 2014

Pam Stewart, Commissioner



Reviewed by SFCSD Finance Department

*[Handwritten Signature]*

Date

5/14/14



**Self-Evaluation Form  
Carl D. Perkins Career and Technical Education, Secondary**

Projects recommended for FY 2014-2015 continuation funding must show successful performance accomplishments during the 2013-2014 project year.  
Any shortfalls or negative answers must be explained.

Eligible Recipient name: Santa Rosa County School District

Grant Project # for 2013-2014: 570-1614A-4CS01 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: knightc@mail.santarosa.k12.fl.us

Agency staff designated to submit student data through the online databases (name and title):  
Daun Chandler, Computer Program Systems Analyst Email: chandlerd@mail.santarosa.k12.fl.us

Cells will expand when text is typed.

<b>Evaluation of FY 2013-2014 Project</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>If NO, recipient must adequately explain any changes.</b> Use 12-point font and single spacing.
		<b>YES</b>	<b>NO</b>	
a)	Are grant expenditures directly related to and proportionate with performance outcomes achieved in 2013-2014?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b)	Has local Perkins IV most recent available performance data (2012-2013) been reviewed for accuracy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
c)	Has the eligible recipient attended the annual statewide data reports workshop and/or MISATFORWEDDAC meetings hosted by FLDOE?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
e)	Does eligible recipient understand and continue to meet the programmatic requirements for size, scope, and quality to achieve continuous improvement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Evaluation of FY 2013-2014 Project		YES	NO	If NO, recipient must adequately explain any changes. Use 12 point font and single spacing.
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 2013-2014 Project	
h) What dollar amount of your local 2013-2014 basic grant funds went to each of the following types of CTE programs?	\$0.00 for Grades 7-8 middle school CTE \$161,218 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 <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> not applicable _____
l) Did you and/or your staff participate in a D.A. instructional review and evaluation during the Fall of 2013?	yes ___ no <input checked="" type="checkbox"/> not applicable _____
m) Will your LEA's 2014-2015 Perkins funding allocation target CTE programs in "Prevent", "Focus" or "Priority" High Schools?	yes ___ no <input checked="" type="checkbox"/> not applicable _____ If yes, describe how: _____
n) What was the total amount of your agency's Perkins 2013-2014 funding allocation for this project?	\$161,218
o) How much has been spent to date?	\$137,427
p) What is the total amount that will be spent/encumbered by June 30, 2014?	\$161,218
q) If 100% of the total allocation will not be spent and/or encumbered by June 30, 2014, explain why:	Not applicable

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.



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 9, 2014

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 2014-2015.

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@mail.santarosa.k12.fl.us.

Sincerely,

Tim S. Wyrosdick  
Superintendent of Schools

DISTRICT 1  
Diane Scott

DISTRICT 2  
E. Hugh Winkles

DISTRICT 3  
Diane Coleman

DISTRICT 4  
Jennifer Granse

DISTRICT 5  
Scott Peden

**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 2008-14 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:**

<ol style="list-style-type: none"> <li>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 to ensure learning in -             <ol style="list-style-type: none"> <li>A. Core academic subjects; and</li> <li>B. Career and technical education subjects;</li> </ol> </li> <li>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;</li> <li>3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</li> </ol>	<p align="center"><b><u>NO PLANNED CHANGES</u></b></p> <p align="center"><b><u>NO PLANNED CHANGES</u></b></p> <p align="center"><b><u>NO PLANNED CHANGES</u></b></p>
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**REQUIRED LOCAL USES OF FUNDS (Scope of Work)  
(Perkins IV, SECTION 135)**

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 2008-14 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.

**Nine Required Activities**

**Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:**

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 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;

**NO PLANNED CHANGES**

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;

**NO PLANNED CHANGES**

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

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 2008-14 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.

**Nine Required Activities**

**Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:**

- 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 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;

**NO PLANNED CHANGES**

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

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 2008-14 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.

**Nine Required Activities**

**Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:**

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  
(Refer to the Perkins IV Implementation Guide (2014-2015 Edition) for new state requirements on size, scope, and quality.)
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.

All district middle schools will offer at least one accelerated 9<sup>th</sup> grade career and technical course available for 8<sup>th</sup> grade students. These will be entry level CTE courses from programs available for them to continue in at their feeder high school with an emphasis on industry certifications that develop technology skills.

**NO PLANNED CHANGES**

**NO PLANNED CHANGES**

1. **Part B:** In the previous year's application (2013-2014) eligible applicants were required to briefly describe - for the fiscal years 2008-2014 - 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 2014-2015

**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 (2014-2015) applicants must describe any planned changes to their approved 2008-2014 Local Plans that were submitted in June 2008, or original submission date, or write **NO PLANNED CHANGES** in this section.

**NO PLANNED CHANGES**

2. For fiscal years 2008-2014, 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:

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 grants funds used to develop and implement Programs of Study.

**Application Requirements:**

1. Submit copies of all of the local Programs of Study that were **developed** (either through consortium or not) **during the 2013-2014 program year** or in lieu of hardcopies, provide the website where local Programs of Study can be reviewed. **NONE DEVELOPED IN 2013-14**
2. Describe procedures utilized to develop and implement Programs of Study. **N/A**

3. For all Programs of Study available to career and technical education students in the 2014-2015 school year, describe the following:
- a. How do you promote the Programs of Study to students, parents and faculty?  
Programs of study are promoted through each high school's guidance office and at 8<sup>th</sup> grade orientations as students register for 9<sup>th</sup> grade.
  - b. How do guidance counselors become informed about the various Programs of Study? If professional development is offered, please describe.  
During 13-14 school year, a professional development was created to provide all high school guidance counselors with an accurate glimpse of the demands of the regional workforce and the opportunities for linkage to business and industry and postsecondary opportunities for our students while still enrolled in high school and after graduate include career dual enrollment at the district technical center and the local state college.
  - c. Has a local (or statewide) articulation agreement been signed and approved by the agency head of the participating secondary and/or postsecondary agency for all available Programs of Study? Provide the name/s of agency/ies with whom you partner and/or provide a copy of the articulation agreement/s.  
NO
  - d. How are postsecondary education credits earned under the articulation agreement awarded to students? N/A
  - e. 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?  
Development of programs of student begins with the career and technical teachers and guidance counselors in collaboration with local State College staff while ensuring that programs meet regional workforce demands—a collaboration of community entities.
  - f. 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.
  - g. Does your CTE Program/s of Study provide work-based opportunities? If yes, please describe.  
Work based opportunities are available in program where internship/externship are part of the framework. Some CTE programs have arranged work based experiences for their students through business partners to the CTE program.
  - h. Please explain how your Program/s of Study provide a pathway for students to earn an industry certification.  
All career and technical programs with the Santa Rosa County school district align to an industry certification. Industry certification achievement is encouraged by all students and has become a competitive component of the high school experience for students.



4. How many CTE programs (e.g. Digital Design, Phlebotomy) does the eligible recipient offer? (If you offer the same program in multiple schools it should only be counted once.) **34**
5. To date, how many CTE Programs of Study have been completed using the State Template? **8**
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 for the district 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 to a Program of Study using the State Template during the 2014-2015 program year? **#0** Fill in the chart that follows.

(If agency has already converted all local stand-alone CTE programs to comprehensive Programs of Study with a supporting articulation agreement in place, please indicate.)

Program Name	Program Number	2014-2015 Projected Student Enrollment	Is the Program identified as High-Skill, High-Wage or High-Demand? *		Is this program part of a local articulation agreement?	
			Yes	No	Yes	No

Add rows as required to the table above.

The 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 designated programs. Information may be accessed at URL: <http://www.floridajobs.org>.

- 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;  
**NO PLANNED CHANGES**
- 2C. provide students with strong experience in, and understanding of, all aspects of an industry;  
**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  
**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);  
**NO PLANNED CHANGES**
3. Professional Development / Curriculum Development  
For the fiscal years 2008-2014, 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)];  
**NO PLANNED CHANGES**
4. Stakeholder Involvement  
For the fiscal years 2008-2014, 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)];

**NO PLANNED CHANGES**

5. For the fiscal years 2008-2014, 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)];

**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 (2014-2015 Edition) Part B (VII) (A).

**NO PLANNED CHANGES**

6. For the fiscal years 2008-2014, 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)];

**NO PLANNED CHANGES**

7. For the fiscal years 2008-2014, briefly describe how the eligible recipient will [Perkins IV, Section 134 (b) (8)]: —

**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;
- B. provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
- 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;

8. For the fiscal years 2008-2014, 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)];

**NO PLANNED CHANGES**

9. For the fiscal years 2008-2014, briefly describe how funds will be used to promote preparation for non-traditional fields [Perkins IV, Section 134 (b) (10)];

**NO PLANNED CHANGES**

10. For the fiscal years 2008-2014, 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)];

**NO PLANNED CHANGES**

11. For the fiscal years 2008-2014, briefly describe efforts to improve [Perkins IV, Section 134 (b) (12)];-

**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
- B. the transition to teaching from business and industry.

12. For the fiscal years 2008-2014, briefly describe your partnership with local charter schools that offer career and technical education programs. [Perkins IV, Section 133(C)(3) and (D)]

**NO PLANNED CHANGES**

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13. For Consortium Projects Only

For the fiscal year 2014-2015, 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)]  
**Refer to “Consortium Requirements” in the Allocation Chart located in the Attachments section.**

**NOT APPLICABLE**

14. For the fiscal year 2014-2015, 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.

**NO PLANNED CHANGES**

15. Support for Reading and Math Initiatives/Strategic Goals

For the fiscal year 2014-2015, 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.fldoe.org/board/meetings/2012\\_10\\_09/strategicv3.pdf](http://www.fldoe.org/board/meetings/2012_10_09/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.fldoe.org/bii/oms.asp>

It is our goal in the Santa Rosa County School District to ensure that all programs available to our students are rigorous and link academic and technical content across secondary and postsecondary education. We work closely with all the stakeholders in our region to make certain we are about the business of providing them with a skilled workforce. We wish to continue to be the reason why business and industry look to relocate in our area. We have a strong relationship with our local economic development partners in this effort.

Our two primary goals are to increase reading proficiency of all students and to continue to increase industry certification achievement among our middle and high school students helping them to develop the strong foundation skills that will help them attain career and college readiness. We will continue to train teachers in teaching the new Florida Standards and emphasizing the importance of a STEM.

STEM courses are not taken advantage of at High School, Tech Centers, or Universities creating a shortage of STEM ready graduation in spite of a rapidly increasing demand for a STEM trained U.S. workforce. Students who experience authentic learning activities related to STEM coursework are more likely to choose educational pathways leading to STEM career fields. By adding acceleration opportunities for middle school students to participate in 9<sup>th</sup> grade courses that link to program available at their feeder high schools, students will become familiar and learn the value of pursuing a STEM based career. We plan to increase opportunities for all students to learn how to use multimedia and informational technology to market an idea; use Microsoft Office to create surveys, analyze data, and incorporate findings into presentations to educate and inform peers.

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 a letter from NATEF awarding renewal of accreditation to Locklin Technical Center Automotive Service Technology education program in 13-14.



**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,

Patricia Serratore  
President, NATEF

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

**Accreditation Expiration Date: 11/2018**

17. Local Performance Accountability Information for the fiscal years 2008-2014, 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 (2014-2015 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 2012-2013 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.
- Santa Rosa County School District met and exceeded 90 percent of each agreed-upon target for 2011-12; therefore a PIP was not required for the 2013-2014 fiscal grant year.

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

For the fiscal years 2014-2015, 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>

The six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age will be addressed by Santa Rosa County District Schools in many different ways. As we market, recruit and serve our student population, all of our citizens and students are eligible for services. We work cooperatively with our ESE Department to ensure students with disabilities have equal access to our career training programs, as well as, fund support staff to enhance the possibilities of student success. Secondary and post-secondary 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 consumers. 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 continue to expand our ESOL/LEP programs at the secondary and post-secondary levels. Many satellite courses are available with varying schedules. Lastly, students with childcare and/or transportation needs can seek referrals through other state and federal programs.

**Contractual Service Agreements** must be in compliance with Florida Statutes, Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133; Rule 60A-1.017, Florida Administrative Code. Applicants proposing fiscal/programmatic agreements should carefully review and follow the guidance of the *State of Florida Contract and Grant User Guide*, Chapter 3, Agreements at URL: <http://www.myfloridacfo.com/aadir/docs/ContractandGrantManagementUserGuide.pdf>. All proposed contractual expenditures between the fiscal agent and subcontractors shall be accompanied by a formal, properly executed (agency head or designee's signature, and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

**Budget Narrative Form, DOE 101**

When completing this form (see **Attachments** section) under Column (3), **Account Title and Narrative**, for each line item, specify the "Performance Measure(s)" by number as listed on the *Florida's Perkins IV Performance Measures* chart (see **Attachments** section). In addition, specify the "Required Use of Funds" or "Permissive Use of Funds" by number as listed on the *Required and Permissive Use of Funds* chart (see **Attachments** section) for budgetary expenditures such as salaries, equipment and supplies. Expenditures must focus on continuous performance improvement.



## SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART

### NO PLANNED CHANGES.

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 (2014-2015 Edition) at:  
[http://www.fldoe.org/workforce/perkins/perkins\\_resources.asp](http://www.fldoe.org/workforce/perkins/perkins_resources.asp)

An **EXAMPLE** chart follows for eligible recipient guidance.

<b>SIZE, SCOPE &amp; QUALITY PROGRAMMATIC REQUIREMENTS CHART</b>			
<b>SIZE (Items 1- 4 below)</b>			
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
<b>SCOPE (Items 5 &amp; 6 below)</b>			
<b>5. Describe How Program(s) (listed under "Size") Align with Business and/or Industry</b>			
<b>6. Describe How Program(s) (listed under "Size") Offer Dual Enrollment and/or Articulated Credit Opportunities</b>			
<b>QUALITY (Items 7 &amp; 8 below)</b>			
<b>7. Identify Industry Certification and/or Licensure Available for the Program(s) Identified Under "Size"</b>			
<b>8. Describe if Program(s) Identified under "Size" are High-Skill, High Wage or High-Demand and Document Source</b> 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: <a href="http://www.floridajobs.org">http://www.floridajobs.org</a> .			
<b>9. Describe how the eligible recipient ensures that academics are an integral component of all the CTE Programs identified under "Size".</b>			

**Self-Evaluation Form  
Carl D. Perkins Career and Technical Education, Secondary**

Projects recommended for FY 2014-2015 continuation funding must show successful performance accomplishments during the 2013-2014 project year.  
Any shortfalls or negative answers must be explained.

Eligible Recipient name: Santa Rosa County School District

Grant Project # for 2013-2014: 570-1614A-4CS01 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: knightc@mail.santarosa.k12.fl.us

Agency staff designated to submit student data through the online databases (name and title):  
Daun Chandler, Computer Program Systems Analyst Email: chandlerd@mail.santarosa.k12.fl.us

Cells will expand when text is typed.

Evaluation of FY 2013-2014 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 2013-2014?	✓		
b) Has local Perkins IV most recent available performance data (2012-2013) 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?	✓		

Evaluation of FY 2013-2014 Project		YES	NO	If NO, recipient must adequately explain any changes. Use 12-point font and single spacing.
9)	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 <b>9 Required Use of Funds (statutory considerations for compliance)</b> 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 2013-2014 Project	
h) What dollar amount of your local 2013-2014 basic grant funds went to each of the following types of CTE programs?	\$0.00 for Grades 7-8 middle school CTE \$161,218 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 <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> not applicable _____
l) Did you and/or your staff participate in a D.A. instructional review and evaluation during the Fall of 2013?	yes ___ no <input checked="" type="checkbox"/> not applicable _____
m) Will your LEA's 2014-2015 Perkins funding allocation target CTE programs in "Prevent", "Focus" or "Priority" High Schools?	yes ___ no <input checked="" type="checkbox"/> not applicable _____ If yes, describe how: _____
n) What was the total amount of your agency's Perkins 2013-2014 funding allocation for this project?	\$161,218
o) How much has been spent to date?	\$137,427
p) What is the total amount that will be spent/encumbered by June 30, 2014?	\$161,218
q) If 100% of the total allocation will not be spent and/or encumbered by June 30, 2014, explain why:	Not applicable

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.