

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years in order to guide activity and program development to meet Perkins V requirements. The third CLNA was conducted during the 2023–2024 program year for implementation in the 2024–2025 and 2025–2026 program years. The fourth CLNA is to be conducted in the 2025-2026 program year.

Question	Response
i. Describe the process your agency will use to conduct the required biennial CLNA during the 2025-2026 program year. The results from this CLNA will guide the updates for your agency's Perkins V high priorities that will be implemented in the 2026-2027 and 2027-2028 program years.	Our school district's process to complete the Comprehensive Local Needs assessment will begin with consultations with our region's Career and Technical Education directors for the 5 county Chipola region. Since we share many of the same stake holders in these neighboring communities, we work together. We will meet in conjunction with our local workforce development board leadership as well as representatives from Chipola College's Workforce Education department and representatives from Panhandle Technical college in neighboring Washington County. Mr. Williams, the Executive Director for our local Career source and Opportunity Florida is essential in helping us acquire the occupational data needed for this assessment. For selection of the stakeholders to be invited to the conversation we will look to people who had a vested interest in the success of our Career and Technical programs. From there we gathered information from industry leaders and employers.
ii. Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2025-2026 CLNA, and identify any new stakeholders not previously involved in the process and how they are providing input into the CLNA development in accordance with section 134(e).	For the selection of the stakeholders to be invited to the conversation we will look to persons and agencies who have a vested interest in the success of our career and technical programs. Special attention will be placed on working with representatives that work with special populations, ESE Directors, homeless liaisons, workforce representatives (LWDB, EDC, Chambers, Opportunity Florida, etc), school district leaders, principals, guidance counselors, CTE students, parents, industry leaders, postsecondary institutions, and curriculum leaders. These stakeholders will be given opportunity for input in some of the calendar of meetings as well as feedback evaluations and surveys.

iii. Describe what fiscal resources will be needed to effectively conduct the biennial 2025-2026 update to the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.	The group will need physical meeting space to plan and conduct meetings and trainings. Meeting and correspondence supplies will be needed to conduct meetings and planning. Paper and copy services will be necessary to carry out the plans, surveys, evaluations, etc. Travel for representatives to attend meetings will be needed. Panhandle Area Education Consortium representatives may have additional expenses as well.

B. Complete the Stakeholder Consultation Summary Table below:

CLNA: Stakeholder Consultation Summary Table:

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	Charlene Beebe, JCSD HS CTE Teacher Cindy Franklin, JCSD MS/HS CTE Teacher Kim Barber, JCSD MS/HS CTE David Castleberry, JCSD HS CTE Ann Greene JCSD MS CTE Kayla Wilson, JCSD HS Assistant Principal Nancianne Watson, JCSD HS Guidance Bryan Lee, FPTC Director Belinda Collins FPTC Asst Director Marla Whitaker, FPTC Susan Saunders, WCSD Curriculum Director Mandie Fowler, LCSD CTE Director Debbie Williams, CCSD CTE Director	<ul style="list-style-type: none"> - Stakeholder group was selected to ensure that middle and high school staff and key district level personnel were represented - Face-to-face and virtual meetings in different settings were held for all stakeholders to address matters that will ensure district CTE programs provide marketable skills and career paths for enrolled students. - District Advisory Council input was also used - Regular visits to CTE Program classrooms, labs, and events 	<ul style="list-style-type: none"> - MIDDLE GRADES SIZE, SCOPE, AND QUALITY - HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS - Implementation of career and technical education programs and programs of study - Recruitment, retention, and training of teachers, faculty and all other professionals - Evaluation of performance on Perkins Accountability measures

(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	<p>Bryan Lee, FPTC Director</p> <p>Brent Shelton, Workforce for Chipola College</p> <p>Marla Whitaker, FPTC</p> <p>Belinda Collins, FPTC Asst. Director, Student Affairs Manager</p> <p>Scott Phelps, Chipola College, Instructor</p> <p>Karen Hall, Student Advisor Chipola College</p> <p>Bonnie Smith, Chipola College VP for Student Affairs</p>	<ul style="list-style-type: none"> - Stakeholder group was selected to ensure that postsecondary instructors and administrators, Dual enrollment participants from other districts and state college personnel were represented - Face-to-face and virtual meetings were held for all stakeholders to address matters that will ensure district CTE programs provide marketable skills and career paths for enrolled students. 	<ul style="list-style-type: none"> - POSTSECONDARY SIZE, SCOPE, AND QUALITY STANDARDS - Implementation of career and technical education programs and programs of study
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries	<p>Richard Williams, CareerSource Chipola Executive Director</p> <p>Sonny Whitaker, Trawick Construction</p> <p>Todd Woodall – Woodall Heating and Cooling</p> <p>Ken Stoutamire, JC Farm Bureau</p> <p>Melvin Engineering</p> <p>Jim King, Catalyst Industries</p> <p>Deana Halstead, Rex Lumber Company</p>	<ul style="list-style-type: none"> - Stakeholder group was selected to ensure that CareerSource, business and industry, local Chamber of Commerce and postsecondary Institutional Advisory Committee were represented - Face-to-face and virtual meetings were held for all stakeholders to address matters that will ensure district CTE programs provide marketable skills and career paths for enrolled students. 	<ul style="list-style-type: none"> - Labor Market Alignment - Implementation of career and technical education programs and programs of study

(iv) parents and students	Valena Alexander- Parent Lyndsey Lassister- Parent Laurence Pender- Parent Ike Pender Student Ashby Alexander- Student Madelin Garcia- Student London Newsome- Student	<ul style="list-style-type: none"> - Stakeholder group was selected to ensure that secondary and postsecondary students and parents were represented - Face-to-face and virtual meetings in a variety of settings were held for all stakeholders to address matters that will ensure district CTE programs provide marketable skills and career paths for enrolled students. 	<ul style="list-style-type: none"> - MIDDLE GRADES SIZE, SCOPE, AND QUALITY - HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS - POSTSECONDARY SIZE, SCOPE, AND QUALITY STANDARDS
(v) representatives of special populations	Kristy Halley, JC District ESE Director Julie Jeffries, WC District ESE Director Faye Younge, Retired PAEC Mindy Howell, JCSB ESE Transitions Coordinator Richie Wheatley, JCSB AWD Administrator Millicent Braxton- Principal of Hope Center School Tammy Dasher, Director- Next Step Autism Center	<ul style="list-style-type: none"> - Stakeholder group was selected to ensure that key special populations instructors and administrators were represented - Face-to-face and virtual meetings were held for all stakeholders to address matters that will ensure district CTE programs provide marketable skills and career paths for enrolled students. 	<ul style="list-style-type: none"> -Implementation of career and technical education programs and programs of study -Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Michael Kilts, JC District At-Risk Liaison Richard Williams, Career Source Amanda Hall, JCSD Homeless Liaison Back Pack for Kids Program Staff from area churches	Representatives are utilized when students need help but are communicated with regularly about at risk situations and changes in procedures.	-Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)	NA		
(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	Hunter Nolen, Superintendent of Schools	<ul style="list-style-type: none"> - Included Superintendent of Schools as a stakeholder - Face-to-face and virtual meetings were held to address matters that will ensure district CTE programs provide marketable skills and career paths for enrolled students. Regular visits to CTE Program classrooms, labs, and events	<ul style="list-style-type: none"> - Recruitment, retention, and training of teachers, faculty and all other professionals - HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS - POSTSECONDARY SIZE, SCOPE, AND QUALITY STANDARDS

C. Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9–12 Career Preparatory and Technology Education Programs

- i. **CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required SSQ information.**
- ii. Complete the following narrative summaries.

Middle Grades Narrative Summary for SSQ

		RESPONSE
(a) SIZE: Intentionally Designed Pathways	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	In addition to meeting CLNA results, Middle School CTE programs are selected based secondary programs that are need of a feeder program. They are also selected to help students in career exploration in a wider field area.
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	Since our middle grade's courses are introductory and exploratory of our high school programs, they introduce academic, technical and employability skills in the standards. Cooperating CTSOs for each program encourages participation in leadership and career development events that emphasize academic, technical, and employability skills. There have been some high school CTE courses offered to our 8 th grade students for acceleration.
(c) QUALITY: Appropriate Instructional Supports	Describe how your district's middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.	For CTE teachers to adequately teach all the standards associated with these courses, an incorporation and use of equipment, technology, and materials are essential. The teachers of these courses work to keep their curriculum and instruction relevant and modern. Cost for these programs are expensive because of the need for up to date as well as safe equipment and materials. Much of the funds used from this grant is used to update CTE equipment.
(d) QUALITY: Prepared and Effective Teachers	Describe how your district's middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.	First, spending on equipment and materials for middle grades programs are prioritized since they do not have access to funds that high school programs have such as CAPE funding and CTSO fundraising opportunities. Secondly, teachers are offered opportunities to attend and participate in in-services and updates such as

		those offered at FACTE and other professional organizations' conferences.
(e) QUALITY: Access and Equity	Describe how your district's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.	The middle school programs participate in active recruiting activities so that all students have an opportunity to enroll in the programs. Teachers work with teachers of students with disabilities to ensure the success and enrollment of students with disabilities. CTE teachers also work closely with guidance counselors to ensure all students have an opportunity to participate and succeed. CTE teachers share success stories of our population's student. Programs also use funds to help remove barriers for participation of economically disadvantaged students. Work is being done in one program to offer that program at our district's center school for students with disabilities.

9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ

		RESPONSE
(f) SCOPE: Business and Industry Engagement and Workforce Alignment	Describe how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	School district stakeholders regularly meet with executives from local chamber and workforce board as well as local economic development council members. Additionally, local industry leaders are included on CTE advisory council and provide guidance for creating and molding a suitable workforce. The CLNA conducted included conversations with members from each of these stakeholders and contributed to program enhancement, modifications or omissions. The CTE director speaks to civic clubs and industry leaders throughout the year to inform them of CTE programs and activities and to gain valuable feedback.
(g) QUALITY: Engaging Instruction	Describe how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how	By teaching the standards associated with each course, the beauty of Career and Technical Education is that it provides a path for practical application of academic content. The academic

	those programs support the integration of academic skills into your CTE programs.	alignment table shows how academic content is embedded in the CTE courses. Further, when course instruction is driven by the CTE course standards, employability skills are taught as outlined by HB 1147 (2016).
(h) QUALITY: Appropriate Instructional Supports	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	Hands-on instruction is critical for students to receive the full benefit of CTE instruction. To that end, the funds made available through our Perkins allocation enables us to purchase equipment for each pertinent career area and allows for the attainment of skills that would otherwise be left unlearned. While the goal is to “get it right”, skill learning is often the result of trial and error. Having the means by which to provide equipment and materials facilitates the acquisition of skills associated with Career and Technical Education.
(i) QUALITY: Prepared and Effective Faculty and Staff	Describe how your CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	Networking and professional development are two of the most important opportunities for continued growth. Funding to provide the associated and needed professional development is critical to equipping CTE teachers with the opportunity to maintain and enhance the knowledge of their industry. There has been a stronger participation this year in professional organizations and professional development offered through those organizations with our teachers.

List High-Priority SSQ Needs: As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Need more opportunities for CTE teachers to interact with industry leaders and employers
2	Need for more updated equipment and supplies
3	Need more technology based instructional and career preparation materials
4	CTE teachers and leaders need more communication with each other about Demand Occupation Lists
5	CTE teachers need help in the classroom from time to time with larger classes to give better hands on instruction

D. Labor Market Alignment (LMA)

- i. See the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required LMA information.
- ii. **Programs to be Phased Out (if applicable)**

Program Number	Program Name	# of 2023–2024 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered
8417210	Nursing Assistant Program	17	1	2024-25

- iii. **Programs Considered for Development (if applicable)**

Program Number	Program Name	Documentation of Local Need
9007600	Computer Science Principles	Career Source Labor Market Documentation
9200200	Advanced Manufacturing Technology	State and Regional Occupational Demands Lists

E. Development and Implementation of CTE Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

	RESPONSE
a. Alignment: Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	Our culinary program must use Gulf Coast Community College in our POS and could use a closer program. We recently learned of another college possibly adding a Culinary program and will be adding them to our Program of Study.
b. Acceleration: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned academic accelerated credit courses?	Our Early Childhood development and Principles of Teaching programs, although in great demand needs SOC codes that better align for articulation. The programs align in all areas except the SOC codes represented. It does not make sense that there is such a tremendous need for employees in these areas and they are not represented on the occupational demand lists. This shows that our current SOC alignment on curriculum frameworks are not adequate.
c. Coordination: Which program areas are un- or underrepresented on your advisory council(s)?	Our Digital Design is underrepresented from the industry. This may need to be a program that should be deleted in coming years because of this.
d. Percent Enrollment: Per Florida's Perkins V State Plan, all secondary eligible recipients are to have 75% enrollment in fully compliant Programs of Study in 2024–2025. Estimate	We are happy to report that 100% of our programs have a compliant Program of Study. We hope to be adding the Computer Science Principles program

your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs of study will need to be launched in 2025–2026 to meet the 75% enrollment in programs of study goal.	in the 2025-26 year and we are already working on a program of study for that program.
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- ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Need more opportunities for CTE students to interact with Postsecondary Programs
2	More placement and WBL opportunities
3	Increase performance of CTE Students in Reading, Math, and Science
4	Need better communication to parents about CTE programs and career opportunities

F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to the recruitment, retention and training of CTE personnel.

i. Complete the following narrative summary.

Faculty and Staff:

	RESPONSE
a. Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.	<p>Our district communicates with colleges and universities in the tri-states region to recruit potential graduates. The principals, CTE director, and personnel department advertises positions and sends information out about vacant positions. Training activities are provided locally and beyond specific to their discipline. Principals and the CTE work together in effort to retain quality teachers and staff.</p> <p>The JCSB CTE department will continue to provide information to the JCSB equity officer regarding recruitment for education in general. Additionally, the district will maintain its partnership with Chipola College in coordinating Future Educators of America chapters for local schools. The CTE Department will further strengthen its partnership with PAEC and FACTE to provide and promote professional development for teachers. Finally, the district will continue to provide Local Certification to eligible candidates in eligible programs. Training for guidance counselors will also be sought to help them better advise students when selecting courses for career and technical programs.</p>
b. Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	<p>The JCSD personnel department works with our district's equity officer who also serves as our district student services director to identify and recruit underrepresented individuals. Principals and supervisors use documentation for hiring to promote the hiring of underrepresented individuals. A goal of this process is to hire a faculty and staff that more closely represents a school's student body. The district maintains a policy for district certification to quickly fill needed positions. Student performance is also a part of the CTE teacher evaluation.</p>
c. Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	<p>A continuous gathering of documents for hiring revealed that in spite of efforts to hire more employees from underrepresented groups there continues to be limited numbers of applicants representing minority groups for vacant positions, which prevent the demographic makeup of teachers to better mirror the demographic makeup of students. Increased recruitment efforts should be made by increasing the number of universities contacted annually. We need to specifically develop agreements with historically black colleges/universities</p>

	for internships as a way to get minority interning students in our schools. The district continues a minority recruitment effort in the district by hosting meetings and intentionally seeking underrepresented candidates.
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- ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Training for Guidance Counselors
2	More special population teachers and staff
3	Training for new and developing teachers
4	Opportunities for CTE teachers classes to be covered to interact with industry and with other CTE teachers

G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data.

i. Complete the following narrative summary.

Performance Review:

	RESPONSE
a. Underperformance: Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	Target- Reading: 71.25% (2024=64.2% Meet's 90%!) (2023=66.1%) (2022=58.8%) (2021=58.3%) Target- Math: 60.50% (2024=65.1% Exceeds 100%!) (2023=58.2%) (2022=60.1%) (2021=56.6%) (Target- Science 73.50% (2024=65.7% Does not Meet 90) (2023=61.2%) (2022=59.5%) (2021=63.9%) Target- Placement 70% (2024=59.1% Does not Meet 90%) (2023=62%) (2022=63.1%) (2021=65.8%)
b. Gaps: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	Most of our subgroups performed below the target in reading. Students with disabilities performed below level on Reading, math, science, and in attainment of credentials. African American students performed below level in reading, math, science, placement, and attainment of credentials.
c. Trends: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	Graduation rate has increased over the years. Most of our indicators have stayed within a few percentage points of each other. The most concerning indicator that has trended downward has been our placement. It has shown a consistent drop over the last 3 years.
d. Root Causes: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	The areas that were lower for students in career and technical programs coincides with students in the general population. It appears our district has a tier 1 intervention problem in reading which will affect science and credentials attainment.

- ii. **List High-Priority CTE Performance Needs:** As a result of reviewing the data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Training for teachers to improve industry skills as well as Reading, Math, And Science
2	Better recruitment and tracking system for placement
3	More opportunities for interaction for CTE teachers with other teachers of their discipline and industry
4	Opportunities for students to participate in CTSOs career development activities to increase exposure to careers and training

H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

i. Complete the following narrative summary.

Equal Access:

	RESPONSE
a. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	To mitigate performance disparities in sub populations, the CTE director will collaborate with the ESE, MIS and Student Services director to disaggregate data and collaborate with district content specialists to develop professional development for CTE and content area teachers for the purpose of closing the performance gap. CTE director and teachers will also look at enrollment at each school and program to compare access barriers. Scheduling will also be analyzed.
b. Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.	Data will be used to look at students who are enrolled in CTE programs. Data is to include focus on race, gender, economically disadvantaged youth, youth in foster care, students with disabilities, ELL, migrant and homeless students, students with parents who are active duty military, single parents, out-of-work individuals and those who have interest in non-trad fields. Teachers were also surveyed to ask what they have and can do to encourage special populations. Training for guidance counselors to encourage students from special populations to enroll in our courses will help as well. Analysis of scheduling barriers will also be taken into consideration.
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	Teachers emphasis on recruitment to all students in a school seems to be a key to recruitment. For performance, teachers using various teaching methods, modes of teaching, and accommodations to reach all students. CTE programs are known for application of math, reading and science in our content. CTE programs, if taught correctly, help students to increase their performance on standardized tests and assessments. Curriculum should be analyzed regularly to assure reading, math, and science are being addressed in the content. Teachers need additional staff in the classrooms to help students of special populations to close the reading, math, and science gaps.
d. Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	CTE programs offer students from special populations the opportunity to gain special skills, character building activities, and employability skills in a setting that they will not be exposed to in a basic setting. The involvement in CTSO's are a motivator for students to participate in leadership and career development events to prepare them for occupations in industries represented by our programs. College and Technical Center visits are also utilized.

- ii. **List High-Priority Equity and Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students, provide a numbered list of the high-priority need(s) that will be addressed in the current program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Curriculum (print and digital access) that meets the reading, math, and science standards
2	More updated equipment to prepare students for high skill high wage occupations
3	Opportunities for students to participate in career development events and to visit college and technical centers
4	Teachers need additional paraprofessional staff in the classrooms to help students of special populations to close the reading, math, and science gaps.

I. Other Identified Needs from Comprehensive Local Needs Assessment (If Applicable)

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA. Describe the process used to identify these other priority needs.

- i. **List Other High-Priority Needs:** As a result of your CLNA review, provide a **numbered list** or other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Reference Number	Need (Use for Planning and Budgeting)
1	Travel to technical schools and colleges as well as to participate in career development events
2	Materials for hands on projects to practice skill development
3	Industry certification exam opportunities
4	Teachers and administrators have indicated the need for more staff to help CTE teachers to help in the classroom.

Section 2. Primary Program of Study and CTE Secondary Programs for 2025–2026

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE secondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2025–2026 program year.

- **See Fundable Programs portion of the Program Needs Assessment worksheet in the Secondary CLNA and Budget Excel Workbook.**

B. 2025–2026 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all secondary CTE programs that meet the state’s definition of a Program of Study.

- **See the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook.**

C. Template for the Submission of the 2025–2026 Primary Secondary Program of Study

- **See the Primary Program of Study template in the PDF document.**

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List Table Below.

Secondary Program of Study Advisory Council Member List		
Name	Organization	Representation Category (Secondary, Postsecondary, Business and Industry, Other)
Chris Franklin	District CTE Director, Jackson County School Board	Secondary
Brent Shelton	Acting Dean of Workforce, Chipola College	Post Secondary
Bryan Lee	Director, Florida Panhandle Technical College	Post Secondary
Richard Williams	Director, Chipola CareerSource	Business and Industry
Scott Phelps	Instructor, Chipola College	Post Secondary
Curtis Green	Instructor, Chipola College/FPTC	Post Secondary
Rod Duckworth	CTE Director, Lively Technical College	Post Secondary
Tom Meyers	Rex Lumber Company	Business and Industry
Ashby Woodall	Woodhall Heating and Cooling	Business and Industry
Roy Baker	Opportunity Florida	Business and Industry

E. Dissemination of Information on CTE Secondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

	Response
Describe how secondary students, including students who are members of special populations, will learn about your agency's CTE course offerings and whether each course is part of a CTE program of study in the 2025–2026 program year.	Students will have exposure to the course offerings at several levels. The first time will be at the elementary level with our 5 th grade career fair. Secondary CTE programs are joined by industry representatives and postsecondary programs to expose students to a one career exposition of career pathways. At the middle school level, CTE teachers are given the opportunity to speak students in a core class and recruit by sharing program information as well as career and postsecondary opportunities. Guidance Counselors will also be trained and given programs of study to counsel all students in choosing the right CTE program for them. When Programs of Studies are completed, they will be available on the district and school's websites as well as printed in professionally prepared recruitment materials.

Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

	Response
i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.	The JCSB CTE director and CareerSource Chipola director will continue meeting to discuss and develop strategies to share CTE training opportunities available through the school district and their link to a great career.
ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.	Teachers share with their student's information from the Regional Demands Occupation List and discuss paths to high-skill, high-wage or in-demand industry sectors and occupations.
iii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.	The CTE director routinely shares information with school counselors regarding industry certifications, career certificates and AS degree programs. CTE teachers have been trained on Xello and strives to incorporate Xello lessons and activities into their class schedule to address necessary soft-skills instruction. Florida Ready to Work lessons will be available to all CTE students and instructors will encourage RTW certifications.

Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

	Response
i. Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	CTE teacher's collaborate with academic teachers to develop overlapping lessons that require both academic and CTE skills and address curriculum frameworks and course standards. This collaboration will insure that our students are provided information that provides a link/bridge between the academic and technical content in both secondary and post-secondary programs. Providing students with opportunities to see WHY they need geometry when they are framing a house or welding a trailer gives credibility to content through real-world activities. CTE teachers, perhaps more than any others, are able to provide instruction that helps our students refine career plans by furthering their education or immediately entering workforce.
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2025–2026 program year.	High-skill, high-wage skilled labor jobs require far deeper skills than entry level positions. They require an individual to be articulate and have attention to detail. For success in many skilled labor positions (electrician, plumbing, masonry, welding etc), workers must have a foundation of English, math and science or they would re-do as much as they do as well as offer a compromised product. In business, time is money and repeating tasks inhibits the profit margin and results in weak companies. This integration of academic skills is influenced by the FLDOE CTE curriculum frameworks, which includes the number of standards that include instruction related to core subjects. JCSD CTE teachers are directed to teach the standards of the courses they are assigned with fidelity, and by doing so, not only are core subjects shown practical application but students are exposed to information regarding industry certifications in the related area. This is an area where classroom paraprofessionals can help teachers support that integration of academic skills into CTE programs.

Section 5. Equity and Access for Special Populations

A. Activities Related to Equity and Access for Special Populations as Defined in the Perkins V Act.

Describe how your agency will:

	Response
i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	The district principal with CTE responsibilities will collaborate with the ESE and Student Services director to identify strategies to provide support for special populations. Classroom paraprofessionals will be requested to support our students with disabilities. Additionally, the CTE director will partner with CareerSource Chipola, the Jackson County Chamber of Commerce, the Jackson County Health Department and Healthy Start Coalition to ensure individuals in the special population category with information and strategies to create a path to career success. Recruitment materials will exhibit diversity to attract special populations students in CTE programs.
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	CTE teachers will actively promote their programs and recruit non-traditional students for their program based on observation and recommendation from other teachers. Promotional materials will feature individuals who are involved in non-trad fields. CTE teachers will be encouraged to invite speakers specific to non-trad field so that students can see first-hand the success of those individuals and discuss strategies these individuals used to secure gainful employment in the workforce.
iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	The JCSB CTE Department will distribute program entrance guidelines and share with ESE Director, Student Services Director, school counselors, school administration and CTE teachers to ensure special populations has equal access to CTE courses. Generally, these guidelines will be without regard for race, religion, gender, disability or any other filter.
iv. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2025–2026 program year.	The JCSB CTE Department will distribute program entrance guidelines and share with ESE Director, Student Services Director, school counselors, school administration and CTE teachers to insure students will not be discriminated against on the basis of their status as special populations. Generally, these guidelines will be without regard for race, religion, gender, disability or any other filter.

Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

Eligible recipients must respond to the narrative questions in Part 6-A.

	Response
i. Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.	The JCSB will partner with the Chamber of Commerce, Board of County Commissioners, University of Florida Institute of Food and Agricultural Science, and CareerSource Chipola in an effort to match CTE students to local government/business worksites in the area of their program and/or career interest. Moreover, students will have lab activities associated with their CTE class and often involved in OJT placement as a result of their program. Students will be involved in work-based learning through internships, OJT, clinical experiences and school-based opportunities. Students will also have work-based learning opportunities through CTSO career development events.
ii. Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2025–2026 program year.	The JCSB will partner with the Chamber of Commerce in an effort to identify businesses and match CTE students to chamber business worksites in the area of their program and/or career interest. As a part of the new Perkins requirement, this partnership with our Chamber and local businesses will facilitate better data as acquired through the Comprehensive Local Needs Assessment. The JCSD is committed to providing CTE programs that will enhance the local workforce and create a career path so that students who want to stay at home can and so that students who want to leave will be adequately equipped. Preparing our students for the workforce IS the goal of JCSB CTE.

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

Eligible recipients must respond to the narrative question in Part 7-A.

	Response
Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2025–2026 program year.	The JCSD will continue to promote career dual enrollment through existing and renewed MOU's with Chipola College and Florida Panhandle Technical College. Additionally, JCSD CTE programs provide opportunities for our students to earn industry certifications that articulate for college credit in specific programs. The district is committed to maintaining and expanding those opportunities for our students. The MOU with Florida Panhandle Technical College provides our DE students exemption from financial responsibilities associated with their program.

Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

	Response
i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	The JCSB CTE department will continue to provide information to the JCSB equity officer regarding recruitment for education in general. Additionally, the district will maintain its partnership with Chipola College in coordinating Future Educators of America chapters for local schools. The CTE Department will further strengthen its partnership with PAEC to provide and promote professional development for teachers. Finally, the district will continue to provide Local Certification to eligible candidates in eligible programs.
ii. Describe how you will identify and support those underrepresented in the teaching profession.	The JCSB CTE department will continue to provide information to the JCSB equity officer regarding recruitment for educators underrepresented in CTE. The district will continue its partnership with Chipola College and FAMU to recruit teaching graduates that are part of underrepresented populations. The district will continue to hold equity meetings with teacher recruitment as a primary purpose. The equity officer will collect and disseminate information to the deputy superintendent for human resources regarding our district's underrepresented populations and will include the information in the district advisory council meetings. Our district human resources representatives will attend career fairs at area colleges in effort to recruit graduates in underrepresented populations. We encourage principals to participate in mock interviews to help in teacher recruitment.

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

	Response
Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2025–2026 program year.	To mitigate performance disparities in subpopulations, the CTE director will collaborate with the ESE, MIS and Student Services director to disaggregate data and collaborate with district content specialists to develop professional development for CTE and content area teachers for the purpose of closing the performance gap. This disaggregation will include focus on race, gender, economically disadvantaged youth, youth in foster care, students with disabilities, ELL, migrant and homeless students, students with parents who are active duty military, single parents, out-of-work individuals and those who have interest in non-trad fields. This data will be presented to stakeholders through narrative, tables and graphs in face-to-face and digital mediums. Where there are gaps, extreme focus will be used to determine and resolve causes for the gaps. Where there are no gaps, extreme focus will be given to determine what model of enrollment and attainment is used. The goal is to have high performing CTE programs for all students, for all programs and for all the district.

Section 10. Accountability and Program Improvement

All districts must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the [*Perkins V Implementation Guide*](#).

Eligible recipients must respond to the narrative questions in Part 10-A.

	Response
Describe the agency's data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.	The District's data management information system is FOCUS. The district MIS department provides data reports to the CTE Director who collaborates with the ESE Director and Director of Federal Programs to identify and address performance gaps. Several safeguards are in place to correct errors and ensure data is collected and reported correctly. Data Entry Operators are trained for CTE specific data elements and forms have been created to help in the collection of data from CTE teachers and programs. The district follows state and federal guidelines for data management and privacy. Data is monitored at the school, district, and state level. The district CTE Director uses DOE reports monitor program success and need for areas of improvement. When survey information is available, the MIS department, CTE director, School Based Data Entry Operators, and teachers inspect data to ensure accuracy.

Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)**A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education's K–20 Strategic Plan**

	Response
<p>Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K–20 Strategic Plan.</p> <p>URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.</p>	<p>Students will gain a working knowledge of math, reading and science skills through the practical application of content learned in CTE programs. Additionally, district and school administration will continue to place a high emphasis on industry certification. Teachers will review the curriculum alignment associated with their course frameworks and will continue to implement rigorous reading standards as outlined in Just Read Florida academic standards. Such rigor will enable and empower CTE students to enter the workforce as industry certified and highly skilled employees. The Jackson County School District is committed to providing resources that will allow our students to reach their highest academic achievement while providing seamless articulation to a post-secondary certificate or degree program. These interventions will result in a skilled workforce that can provide quality, efficient services.</p> <p>Jackson County will use Perkins funding to address reading, math and science initiatives and the Strategic Imperatives of the Florida Department of Education. Career and Technical Education frameworks and standards include reading, math and science skills and include a curriculum alignment table. CTE teachers will implement the course frameworks utilizing the reading, math and science competencies and skills included in the respective curriculum frameworks. Quality, efficient services will result in learning gains for all students. The rigor of Florida Standards in mathematics and Language Arts will require that our CTE teachers significantly complement the core instruction and will provide our students with an education that will prepare them for new material thus empowering them to be more successful on all assessments. Advancing high-quality education for the next generation of students is the goal of the Jackson County School District and Perkins funding will support this effort. Students will be challenged to reach higher academic standards and realize their full educational potential. As Jackson County's students graduate from high school, they will be prepared to compete for jobs in a skilled, global workforce, make their dreams become a reality and develop into the strong leaders they have been prepared to be. Thus, they will have a positive impact on economic development.</p>

Section 12. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)

A. Description of Process to Ensure Equitable Access

	Response
For the fiscal year 2025–2026, 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 .	<p>In order to minimize barriers, Jackson County School District CTE teachers will be available for IEP/504 staffing's and meetings to provide accurate information about program offerings and the benefit of those programs to students with exceptionalities. Students who are members of special populations but do not have IEP's will be guaranteed equal access, rights and protections. This will be accomplished by notification in written materials according to school board policy and monitored by the district equity coordinator, school based guidance counselors, teachers and district and school administrators. Through this process, strategies will be developed by the appropriate personnel should barriers appear that could prevent program access or success.</p> <p>Special needs students are also counseled, tested and placed in CTE programs in which they have an interest after receiving comprehensive information about their career choice. Curriculum, equipment and classrooms are modified as needed to accommodate individual needs. Information regarding CTE opportunities are available, the requirements for eligibility for enrollment, the specific programs and courses available, special services available, employment opportunities and placement information are disseminated to all high school students and their parents. These opportunities are discussed with high school students by counselors, teachers and administrators.</p> <p>Teachers receive training in data analysis and monitor progress, document achievement and develop activities for skill attainment. The Jackson County School District is committed to providing equitable access to and participation of students, teachers and other program beneficiaries.</p>

Section 13. Budget Narrative Requirements and Secondary CTE Assurances Form

- A. See Complete Budget Narrative DOE 101 Form in the Secondary Grant Application CLNA and Budget Excel Workbook**
- B. See Secondary CTE Assurances Form in the PDF file along with the DOE 100A, Project Application and Program of Study Template**

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
Secondary, Section 131**

APPLICATION REVIEW CRITERIA AND CHECKLIST

File # and Type	Item	Applicant Provide page #s for items listed
PDF File	Attachments	Page Number(s)
Submit as PDF File #1	DOE 100A, Project Application — with original signature or electronic signature	1
	Program of Study Template	2-16
	2025–2026 Secondary CTE Assurances Form	17-19
Word Document File	Narrative Sections	Page Number(s)
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	1-16
	Section 2. Primary Program of Study and CTE Secondary Programs for 2025–2026	17-18
	Section 3. Career Exploration and Guidance	19
	Section 4. Continuous Academic Improvement and Academic Integration	20
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	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	27
	Section 12. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	28
	Section 13. DOE 101 Budget Narrative	28
	Application Checklist – must be last page of the Word Document File	29
Excel File	Secondary Grant Application CLNA and Budget Excel Workbook	
Submit as Excel File #3	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with Instructions)	
	Projected Equipment Purchases Form (with Instructions)	