

School Board of Levy County

Career & Technical Education

Teacher Procedures Guide



Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

<http://www.levy12.org/career-and-technical-education>

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Notice of Non-Discrimination

Non-discrimination in Employment - All applicants for employment with the School Board of Levy County shall be recruited, selected, and assigned solely on the basis of experience, qualifications and the necessary requirements for the vacant position. Race, religion, age, national background, marital status, and gender will not be considered factors in the recruitment, selection, and assignment of such personnel, nor shall any qualified disabled person be excluded from consideration for employment solely on the basis of his/her disability. Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act may contact the District office, 480 Marshburn Drive, or call 352-486-5231 for assistance.

Non-discrimination in Student Activities - No student enrolled in the Levy County Schools shall, on the basis of race, religion, age, national background, gender, marital status or disability, or genetic information, be excluded from participation in or be subjected to discrimination under any curricular or any other school sponsored activity. Career and Technical Education Programs are included in the curricular programs offered without discrimination. Programs are, Agritechnology, Agriculture, Education Directed Study, Game/simulation /Animation Programing, Carpentry, Cooperative Diversified Education, Administrative Office Specialist, Animal Science & Service, AG Biotechnology, Accounting Applications, Digital Design, Medical Skills & Services, Allied Health Assisting, Emergency Medical, Nursing Assistant, Environmental Horticulture Science & Services. All classes are open for enrollment with the exception of the Health Academy. There is an application process for the Health Academy due to area clinical requirements & availability. Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and if necessary, will provide services or referrals to better prepare students for successful participation. Opportunities for using school facilities will be afforded to all youth groups without discrimination. This includes the Boy Scouts of America or any other youth group as provided in the Boy Scouts Act. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

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Teacher Certification

Teacher certification is determined by looking at the Course Code Directory or the Curriculum Frameworks. Teachers are either certified by the State of Florida if they hold a valid teacher certification based on their education degree, OR they are District Certified based on documentation of the required years of full time work experience listed in the Course Code Directory or Curriculum Frameworks.

The Personnel Specialist, responsible for verification of certification, would be the district contact for more information and details.

Carl D. Perkins Career & Technical Education

The Carl D. Perkins Vocational and Technical Education Act (Perkins Act) was first authorized in 1984 and again in 1998. Its purpose is to increase the quality of technical education in the United States. In 2006, the Act was reauthorized as the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The new law includes three major revisions:

1. Replaces “vocational education” with “career and technical education”
2. Maintains the Tech Prep program as a separate entity with federal funding within the legislation
3. Maintains state administrative funding at 5 percent of a state’s allocation.

The new law also requires the development of articulation agreements and strengthens local accountability provisions. The Perkins Act provides almost \$1.3 billion annually to career and technical education programs in all 50 states until 2016. Federal funds provide the principal source for innovation and program improvement. State and local funding supports the career and technical education infrastructure and pays teachers’ salaries and other operating expenses.

In 2018 Perkins was reauthorized as The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Major changes in the newest Perkins federal grant program is that content must be aligned with ESSA’s state identified academic standards at the secondary level, new special populations defined, a more formal definition of work-based programs, and the requirement of a Comprehensive Local Needs Assessment for the purpose of identifying and funding programs through Perkins.

Perkins Performance Measures

Perkins IV required the following Performance Measures:

- 1S1 Academic Attainment in Reading
- 1S2 Academic Attainment in Math
- 2S1 Secondary Technical Skills

3S1 Secondary School Completion
 4S1 Student Graduation Rates
 5S1 Secondary Placement
 6S1 Nontraditional Enrollment
 6S2 Nontraditional Completion

Perkins V will required new measures of Performance to include:

1S1 Four-year Graduation Rate
 2S1 Academic Proficiency in Reading Language Arts
 2S2 Academic Proficiency in Mathematics
 2S3 Academic Proficiency in Science
 3S1 Post-Program Placement
 4S1 Non-traditional Program Concentration
 5S1 Program Quality-attained Recognized Postsecondary Credential

Performance Measure Targets are determined by the state and each county must achieve the targeted performance measure, by category. If the proposed target is not achieved then the district must write an Improvement Plan.

Occupational Completion Points

At the end of each school year CTE teacher will receive the Vocational Class Roll Worksheet. The worksheet is found in Skyward Students under “Reports”. The Data Entry Clerk will receive a copy of the worksheets from the CTE Coordinator, with instructions for the Data Entry Clerk and the teachers.

Teachers will record the OCP, using the information from the Curriculum Frameworks, and the industry certification code and outcome.

Program Title: Carpentry
 Program Type: Career Preparatory
 Career Cluster: Architecture & Construction

Secondary – Career Preparatory	
Program Number	8104300
CIP Number	0646020116
Grade Level	9-12
Standard Length	5 Credits
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	47-3012 – Helpers--Carpenters 47-2031- Carpenters
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8104310	Carpentry Fundamentals	CAB WOODWK @7 7G	1 Credit	47-3012	2	
	8104320	Carpentry Layout	CARPENTRY @7 7G	1 Credit	47-3012	2	
B	8104330	Carpentry Framing	BLDG CONST @7 7G	1 Credit	47-2031	3	
	8104340	Carpentry Exterior	TEC CONSTR @7 7G	1 Credit	47-2031	3	
C	8104350	Carpentry Finish		1 Credit	47-2031	3	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Record the correct OCP under the column labeled "OCP". Currently there is a "Z" in the column. If a student earned an OCP, based on the Occupational Completion Point handout, you change the "Z" to the correct letter.

TEACHER	COURSE	SEC	DESCRIPTION	BUILDING	ROOM	TERM	PRGS	DAYS	TIMES	DATES	MINS	FEPP	FTE	CTE	PRGM
HIVALKIN000	8203320	04	Accounting Applicati	00002	2024	3	0404	MTWTF	11:24AM - 12:14PM	08/10/16 - 05/26/17	250	300	Y		8302100

OTHER ID	STUDENT	S	G	R	SEN	DATES	FEPP	FTE	CTE	PRG	LEN	OCP	VS
		INDUSTRY CERT ID	OUTCOME YEAR	INDUSTRY CERT ID	OUTCOME YEAR								
	[REDACTED]	A F W 12 589876217	01/04/17-05/26/17	113	Y	8302100	900	Z					

Under OCP change the "Z" to the appropriate letter

If a student does not earn an OCP leave the "Z".

Teachers will turn in the worksheet to the Data Entry Clerk prior to their last workday and Data Entry will record the data into Skyward before the 3rd week of June.

Data entry will return the Vocational Class Roll Worksheets and documentation of Industry Certification to the CTE Coordinator upon completion of coding all data elements.

MIS will run a Survey report so the data can be reviewed before final Survey 5 submission.

Programs of Study

The District CTE Coordinator will work with the Mid-Florida Career Pathways consortium to develop Programs of Study. A Program of Study is a Program that provides students with a pathway from high school to post-secondary, ensuring that students complete a CTE Program. Each Program of Study will provide students with the opportunity to earn industry certification and/or articulated college credit.

The Program of Study provides students and parents with a roadmap for students to navigate educational options and prepare them to transition into postsecondary education or immediate careers. By following the recommend coursework in a Program of Study students can make a smooth transition between high school and college.

The Programs of Study for Levy Count are listed on the District CTE website. <http://www.levyk12.org/career-and-technical-education>

Grant Timeline

Teachers will submit their Perkins request for Professional Development, equipment and supplies in early March. The District CTE Coordinator will write the grant during April/May. The District CTE Coordinator will work with the Grants Manager to finalize a budget, finalize the grant and submit the grant to FLDOE prior to the published deadline.

For more information: <http://fldoe.org/academics/career-adult-edu/funding-opportunities/2019-2020-funding-opportunities/perkins.stml>

CAPE—Florida Career and Professional Education Act

In 2007, the Florida Legislation passed the Career and Professional Education Act. The purpose of the act was to provide a statewide planning partnerships between the business and the education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong knowledge-based economy (s.1003.491, F.S.) The objectives of this act are as follows (s. 1003.491(1), F.S.):

- To improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- To provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- To support local and regional economic development;
- To respond to Florida's critical workforce needs; and
- To provide state residents with access to high-wage and high-demand careers.

To implement the act, the Florida Department of Education (FDOE), the Department of Economic Opportunity (DOE), and Career Source Florida partner together. At the local level the act mandates the development of a local strategic CAPE plan prepare by the school districts with the participation of regional workforce boards and postsecondary

institutions (ss.1003.491(2) and 1003.491 (3), F.S). Levy works within our Mid-Florida Career Pathways consortium (Citrus, Levy, Marion) and with CLM Career Source to review and revise our CAPE plan every 3 years.

Additional information about CAPE is located on the FLDOE website under the tab “Career and Adult Education”.

Career and Professional Academy

Each year the school district must register a Career and Professional Education (CAPE) Academy. A memo is sent to the school district when the window to register a CAPE academy is open. The CTE Coordinator must register the academy and the Superintendent must approve the academies registered. A separate email will be sent by the CTE Coordinator from FLDOE with the username and password to register CAPE academies.

It is the job of the CTE Coordinator to work with the CTE teachers to determine whether or not to register a CAPE Academy and then to give Data Entry the information to code enrollment in Survey 5. When a CAPE Academy is register the CTE Coordinator will receive the CAPE Academy information to code in Survey 5.

The screenshot displays the Skyward SIS interface for a student record. On the left is a navigation menu with categories like Attendance, Busing, Career/Tech Ed, Custom Forms, Discipline, ESE, Edu Milestones, and Emergency. The main area shows the student's details for the 2012 school year, starting on 08/22/2011. The record is filtered by *Skyward Default. The CTE Details section shows 'Single Parent: Z-Not applicable' and 'Career Pathway (EdFi):'. The Historical Details section shows 'Career Academy Participant: D-Business, Management and Administration (State=D)', 'CAPE 1: 004-Business and Digital Design Academy (District=38)', 'CAPE 2:', 'Academic Disadvantaged: Z-Not applicable', 'Disability, Student: Z-Not applicable or not self-identified. Includes dual enrollment and students enrolled in Adult High School CoEnrollment courses.', and 'Local CTE Programs:'. The bottom of the record shows 'Career Academy: Yes', 'Career Pathways: No', and 'Economically Disadvantaged: No'.

Career Themed Courses and Industry Certifications

A “career-themed course” is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding list based on the rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Economic Opportunity.

Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the state.

Please note that registration of career-themed courses is the only mechanism in which students earning CAPE Industry Certifications and CAPE Acceleration Industry Certifications qualify for funding in the Florida Education Finance Program (FEFP) under s. 1011.62, Florida Statutes. If a student earns an industry certification outside of one of the registered career themed courses, CAPE funds will not be received for that student. Career Themed Course registration generally opens in September for initial submissions and there are two update windows one in February and one in August.

Teachers must hold the same certification that they will have their students take. If the teacher does not hold the certification then the student certification cannot be reported to the state for weighted funding in the FEFP. Teachers must renew their certifications based on the certification vendor's renewal policy.

It is the responsibility of the teacher to follow the Industry Certification testing procedures and to code all Industry Certification codes and outcomes on the CTE Class Roll Worksheet and turn the worksheet in at the end of the school year to the Data Entry Clerk to code the Certifications.

Cert Year	Ind Cert ID	Outcome	Date Earned	CTE Prgm	Course	Section	Entity	Yr Taken	S	Prgm
2020				8300420	8300420	07	0021	2020		
2020				8100100	8100100	01	0021	2020		
2020					0500300	dual	0021	2020		
2019					ENC1102	22	0021	2019		
2019					0500330	Dual	0021	2019		
2019					0500300	66	0021	2019		
2018	FLFBR001	P		8106800	8106830	05	0021	2018		
2017				8106800	8106820	1	0021	2017		

Data Entry will Code the OCP, Career Academy, and Industry Certifications using the information provided by the CTE teacher from the CTE Class Roll Worksheets. All data must be entered into Skyward before the 3rd week of June.

MIS will run a Survey report so the data can be reviewed before final Survey 5 submission.

Weighted funding for certifications earned in one school year are received in January of the next year. The state will send a file called the GQ.F71297 to the district MIS Director. The MIS director will download the file and share with the CTE Coordinator. The file contains the name of each student that earned a certification, the certification code, and the weight of the certification.

CAPE Funding Weights:

Listing on CAPE ICFL	Funding Weight
CAPE Digital Tool Certificates	<ul style="list-style-type: none"> • 0.025 FTE – per certificate
CAPE Industry Certifications	<ul style="list-style-type: none"> • 0.2 FTE – statewide articulation agreements (≤ 14 hours) • 0.1 FTE – no statewide articulation agreements
CAPE Acceleration Industry Certifications	<ul style="list-style-type: none"> • 0.5 FTE – statewide articulation agreement for 15 to 29 hours • 1.0 FTE – statewide articulation agreement for 30+ hours
CAPE Innovation Courses	<ul style="list-style-type: none"> • 0.3 FTE for student completion of the courses and the embedded certifications

A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation agreement for college credit approved by the State Board of Education.

For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not use the previously funded examination to satisfy the requirements for earning an industry certification under this sub-paragraph. Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year.

The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the

school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

CAPE Teacher Bonuses

The following bonuses are required from the funds in the 2016-17 FEFP Calculation:	
Funding Weight on the 15-16 ICFL	Required Teacher Bonus in 2016-17
0.1 Weight	\$25
0.2 Weight	\$50
0.3 Weight	\$75
0.5 Weight	\$100
1.0 Weight	\$100

In addition, the maximum teacher bonus was increased from \$2,000 to \$3,000.

Digital Tools do not generate teacher bonuses.

Provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation.

Bonus awarded is in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

All teachers whose instruction in that year leads to the industry certification attainment must receive the bonus.

If more than one teacher's instruction leads to the attainment of the certification in that year, the bonus is not pro-rated among the eligible teachers. Each teacher qualifies for the statutory amount.

In February the CTE Coordinator will work with the Grants Management Coordinator to use the information for file GQ.F712097 to determine the bonus funding earned by School and Program. That funding will then be used to determine the teacher bonus. Once the bonus is calculated for each teacher the bonus is subtracted from the total earned by Program. That total is broken down into 80% going back into the Program that earned the funding and 20% to the district to support CTE. The 20% will be used to support new programs or new industry certifications and professional development needed to implement new industry certifications.

CAPE Testing Administration Procedures

To report industry certifications, the following procedures must be followed for all written examinations:

- Exam is not proctored by the individual providing the direct instruction for the industry certification or certificate, except under extremely limited conditions.
- Proctors and teachers must participate in Testing Administration Training and sign a Security Agreement Form. Teachers must keep a folder in their room with the Security Agreement Forms and test day student sign in sheets. The folder needs to be turned in at the end of the year with the Class Roll Worksheets. All documents are located in the shared CTE Google Drive Folder.
- If only one individual is approved by the certifying agency as a proctor, the teacher may proctor the exams and must be independently monitored by a second individual who does not provide direct instruction for the industry certification content to the individuals taking the test(s).
- Exam questions are delivered in a secure manner and paper-based tests are not available to the proctor for an extended period of time.
- Exam is scored by certifying agency (cannot be scored by anyone at the district).
- Exam is administered in accordance with the certifying agency procedures.
- Exam must not have been administered more than 3 times during the academic year with a minimum of 20 days between test administrations (student may re-test on the 21st day).
- Certification exams administered that do NOT adhere to the required test administration procedures cannot be reported to the state for funding or any other purpose.
- Requirements apply to all written or computerized exams given.
- Date submitted for the Industry Certification should match the certificate's date.
- All test outcomes must be entered (both pass and fail). If student fails then passes on 2nd attempt only report the final outcome and date for the year, so in this example only report the pass with date.
- There is NO funding cap for students in grades 9-12 but there is a .01 cap for K-8 students.

- Student is ready to test only when they have earned an 85% or better on three final practice exams.
- Industry Certification must be registered with a Career Themed Course to generate CAPE funds.
- MOS 2016 Bundle is only awarded after the student passes 3 of the 5 MOS tests (Word, Excel, PowerPoint, Access, Outlook, SharePoint, or OneNote) and MOS 2016 Bundle is awarded after the student passes 3 of the 5 MOS tests (Word, Excel, PowerPoint, Access, or Outlook).
- It is the responsibility of the Nursing Assistant (Health Academy) instructor to work with Prometric to set up Certified Nursing Assistant test days, to maintain their R.N. license and to maintain the license of their testing program through the state Department of Health.

Advisory Support

In 2017 the district decided that it would best serve the four high schools to join in one method of Advisory, rather than multiple Advisory Boards. The District CTE Coordinator and/ or rotating CTE teachers will participate in the Nature Coast Economic Development Council Meetings and CLM Career Source Board and/or Committee Meetings. CTE teachers will bring guest speakers to their classrooms and gather input from their guest speakers related to improving their CTE program and preparing students for the demands of the local workforce. CTE teachers have the flexibility to use their guest speakers and parents as their advisory committee or their Alumni support groups. CTE Teachers may also form a traditional advisory board. If a teacher selects to have a traditional advisory board then the teacher will work with the school principal and the CTE Coordinator to develop a set of bylaws, and work together to invite stakeholders (Business and industry, CTE teacher, Guidance, Postsecondary Institution, Parent, and Student) to serve on the advisory board. The job of the advisory board will be to advise, assist, and advocate for the CTE program.

Teachers will keep sign in sheets and document the input from their stakeholders. The documentation is to be kept at the school in the teacher CTE classroom and be available for review annually.

Teachers will participate in the articulation agreement process and attend the post-secondary teacher workshops

CTE Program Topics

FACTE

The Florida Association for Career and Technical Education is a non-profit organization committed to the development of education that will prepare both young and adult Floridians for successful careers. Our role is one of leadership and support for CTE teachers, administrators, and students, who also represent our membership. We perform this role by working towards the growth of CTE students, staff, materials, information, communication and funding.

CTE teachers are encouraged to become a member of FACTE, attend the state conference and workshops, and participate in FACTE free online PD. <http://www.facte.org/>

Gold Standard Pathways—Statewide Articulation Agreements

It is important for teachers to understand and stay abreast of the Gold Standard Pathways or the Statewide Articulation Agreements. The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. This supports the Department's Next Generation Areas of Focus effort Number 3 —“to expand opportunities for postsecondary degrees and certificates.”

These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements.

If students earn an industry certification listed on the Statewide Articulation Agreement then the student will receive the college credit at any state college that offers the applicable A.S. Degree Program.

Another important note is that a student that earns the certification listed on the Statewide Articulation Agreement may use that certification to count for a math or Science credit beyond the required graduation credits (cannot substitute for Algebra 1, Geometry, or Biology).

<http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>

Targeted Occupation List

The Statewide Demand Occupations, previously called Targeted Occupation list identifies the labor market needs of Florida's business community and encourages job training based on those needs, with emphasis on jobs that are both high demand and high skill/high wage and is used as a baseline for establishing Regional Targeted Occupations Lists (RTOLs). Regional Workforce Boards (RWBs) develop and use their RTOLs to

identify occupations for which eligible adults and dislocated workers may receive training assistance under the Workforce Investment Act.

All CTE programs need to be aligned to either the state or the local Demand Occupations list. Levy County is in Region 10.

<http://www.floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>

CTE Scholarships

There is an application process with strict deadlines and students must APPLY for the scholarship by submitting the *Florida Financial Aid Application (FFAA)* no later than August 31 after high school graduation. If a student does not apply for the scholarship by the deadline, a student cannot receive the scholarship. All eligibility requirements must be met by high school graduation, but required test taken through June 30 are accepted for evaluation purposes.

School counselors and/or the Graduation Coach will work with students to complete all steps in the process prior to graduation. CTE teachers need to begin reminding students and working with students to take necessary qualifying test at the beginning of the students Junior year.

There are two scholarships that CTE teachers will want to review beginning their Freshman year: Florida Gold Seal Vocational Scholarship (GSV) and the Florida Gold Seal CAPE Scholarship (GSC)

<https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home>

Equipment

It is the responsibility of the CTE teacher to maintain equipment, monitor equipment, and ensure that all equipment is inventoried and marked appropriately. Equipment purchased out of Perkins can only be used for the CTE program. Equipment damaged, lost, or stolen must be immediately reported to the Principal and then reported to the Purchasing Department. A police report must be made from the school if equipment is stolen. Damaged equipment or equipment that no longer works needs to be reported to the Purchasing department so proper disposal or transfer can be made based on established policy or procedures.