BAKER COUNTY SCHOOL DISTRICT

Committed to Excellence

AGENDA
SCHOOL BOARD MEETING (OPEN TO THE PUBLIC)
Monday, September 15, 2025 - 5:00 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #54 / Page #1

"The Vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

1. INVOCATION AND PLEDGE OF ALLEGIANCE

2. CALL TO ORDER

3. ROLL CALL OF MEMBERS

4. PUBLIC HEARINGS

5. RECOGNITIONS / PRESENTATIONS

5.1 Presentation of the Workforce Development Capitialization Incentive Grant (CAP) for the Agriculture Programs - Facilitated by Greg Johnson, FFA Advisor
Carrie Dopson - (259-0408)

6. APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA

7. REMOVAL OF ROUTINE ITEMS

8. APPROVAL OF ROUTINE ITEMS

8.1 Approval of the Personnel Items List for Approval on September 15, 2025.
Wyatt Milton - (259-0401)

8.2 Approval of Perkins V Secondary in the Amount of $65,260.00. Continuation / Federal / No Matching
Carrie Dopson - (259-0408)

9. APPROVAL OF ITEMS FOR ACTION

9.1 Approval of Removed Routine Items.
N/A

9.2 Approval to De-authorize and Dispose of Itemized Property on the Baker County Middle School's Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)
Johnnie Jacobs - (259-2226)

9.3 Approval of the Participation Agreement and Declaration of Trust with Florida Educator Health Trust (FLEHT).
Wyatt Milton - (259-0401)

10. CITIZEN INPUT
A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time.

Presentations/comments are limited to three (3) minutes.

11. INFORMATION AND ANNOUNCEMENTS

12. ADJOURNMENT

NOTICE: Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

AGENDA ITEM NO. 5.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	September 15, 2025
SUBMITTED BY:	Carrie Dopson - (259-0408)
ITEM TYPE:	Recognition / Presentation
AGENDA SECTION:	**RECOGNITIONS / PRESENTATIONS**
SUBJECT:	Presentation of the Workforce Development Capitialization Incentive Grant (CAP) for the Agriculture Programs - Facilitated by Greg Johnson, FFA Advisor

AGENDA ITEM NO. 8.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	September 15, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Personnel
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Personnel Items List for Approval on September 15, 2025.

ATTACHMENTS:
09.15.2025 Approval of the Personnel Items List_W.Milton.pdf

PERSONNEL ITEMS LIST FOR APPROVAL ON SEPTEMBER 15, 2025

RESIGNATIONS FOR APPROVAL ON SEPTEMBER 15, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Jackson	Sherri			Teacher, Second Grade (197 Days)	Macclenny Elementary School	September 12, 2025

EMPLOYMENT FOR APPROVAL ON SEPTEMBER 15, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Daniels	Isaac		Initial Employment / Replacing Nicholas Fernandez, Unit Reassigned	Custodian (261 Days, 5.5 Hours)	District Office	August 28, 2025
White	Michelle		Initial Employment / Replacing Brianna Nunn	Registered Nurse (197 Days)	Legacy Elementary School	September 15, 2025

EXTRA DUTY FOR APPROVAL ON SEPTEMBER 15, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Hamel	Rena			Hospital / Homebound Teacher ESY	Regular Hourly Rate / As Needed / Funding Source: General	August 25, 2025 - May 15, 2026
Hand	Peggy			Adult Ed Paraprofessional Instructor, As Needed (Pending Availability of Funding)	Regular Hourly Rate / As Needed / Funding Source: Federal	September 15, 2025 - June 30, 2026
Sands	Patricia			Adult Ed Paraprofessional Instructor, As Needed (Pending Availability of Funding)	Regular Hourly Rate / As Needed / Funding Source: Federal	September 15, 2025 - June 30, 2026
Waltman	Megan			Provide Clerical Support Beyond Contractual Hours for Adult Education and Testing (Pending Availability of Funding)	Regular Hourly Rate / As Needed / Funding Source: Federal	September 15, 2025 - June 30, 2026

SUPPLEMENTAL PAY FOR APPROVAL ON SEPTEMBER 15, 2025						
LAST NAME	**FIRST NAME**	**SPECIAL NOTE**	**LOCATION**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Echols	Debra		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2025 - 2026
Hyde	Amber	Shared with Jessica Odom	Baker County Middle School	Student Council	Board Approved Rate	2025 - 2026
King	Jennifer		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2025 - 2026
MacFarlane	Justin		Baker County Middle School	Beta Club	Board Approved Rate	2025 - 2026
Maurer	Shelley		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2025 - 2026
McDonald	Emily		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2025 - 2026
Mixon	Marina		Baker County High School	Flag Corp Sponsor	Board Approved Rate	2025 - 2026
Odom	Jessica	Shared with Amber Hyde	Baker County Middle School	Student Council	Board Approved Rate	2025 - 2026
Waite	Angela		Legacy Elementary School	Bus Duty	Board Approved Rate - Prorated	2025 - 2026 (Effective August 25, 2025)

OUT-OF-FIELD PERMITS FOR APPROVAL ON SEPTEMBER 15, 2025						
LAST NAME	**FIRST NAME**	**MI**	**CERTIFIED IN**	**PERMIT FOR**	**SCHOOL SITE**	**EFFECTIVE DATES**
Carter	Meara		Social Science 6-12	English for Speakers of Other Languages, Elementary Education K-6	Macclenny Elementary School	2025-2026
Davis	Jessalyn		Pre-K/Primary PK-3	English for Speakers of Other Languages	Macclenny Elementary School	2025-2026
Dunbar	Savannah		Preschool 0-4 Years	Elementary Education K-6	Baker County Pre-K / Kindergarten Center	2025-2026
Givens	Peace		Business Education 6-12	English and Social Studies	Baker County High School	2025-2026

OUT-OF-FIELD PERMITS FOR APPROVAL ON SEPTEMBER 15, 2025						
LAST NAME	**FIRST NAME**	**MI**	**CERTIFIED IN**	**PERMIT FOR**	**SCHOOL SITE**	**EFFECTIVE DATES**
Hamel	Rena		ESE K-12, Reading	Hospital Homebound / Home Instruction	Elementary & Secondary Hospital Homebound / Home Instruction Classes as Needed	2025-2026
Porter	Danielle		Music K-12	Pre-K, Exceptional Student Education	Baker County Pre-K / Kindergarten Center	2025-2026

SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 15, 2025					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Combs	Cheryl		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 4, 2025
Combs	Haley		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 3, 2025
McCray	Theola		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 2, 2025
Williams	Francille		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 28, 2025

AGENDA ITEM NO. 8.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	September 15, 2025
SUBMITTED BY:	Carrie Dopson - (259-0408)
ITEM TYPE:	Grant
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Perkins V Secondary in the Amount of $65,260.00. Continuation / Federal / No Matching

ATTACHMENTS:
09.15.2025 Approval of Perkins V Secondary_C.Dopson.pdf

GRANT PROPOSAL SUMMARY
REQUEST FOR BOARD APPROVAL

Board Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	*Perkins V Secondary*

TYPE OF GRANT:
☐ **New** ☒ **Continuation** ☐ **Amendment** ☐ **Entitlement** ☐ **Competitive**

CONTACT PERSON:	*Carrie Dopson*

CONTACT PHONE NUMBER:	*9042590408*

AMOUNT REQUESTED:	*$65,260.00*

SOURCE: ☒ **Federal** ☐ **State** ☐ **Other:** _____

LOCAL MATCHING FUNDS REQUESTED:
☒ **No**
☐ **Yes . . . If yes, please specify:** ☐ **Monetary Amount $**_____
☐ **In-Kind Amount $**_____

LIST SPECIFIC IN-KIND CONTRIBUTIONS

PROJECT DESCRIPTION ***(If additional space is needed, attachments may be used)***
Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Fiscal year 2025-26

HOW WILL FUNDS BE USED ***(If additional space is needed, attachments may be used)***
Carrer and Techanical program support CE classes at BCHS and BCMS such as salaries beyond contractural time, teachers professional development, equipment, resource materials, software, student credentialing testing, fees and classroom supplies

SUBMITTED BY: ***Carrie Dopson*** **DATE:** ***09/04/2025***

Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT
Baker County School District

2 PROJECT NUMBER
020-1616S-6CS01

3 PROJECT/PROGRAM TITLE
Strengthening Career & Technical Education for the 21st Century Act - Perkins V - Career and Technical Education Secondary Programs, Section 131

TAPS 26B004

4 AUTHORITY
84.048 Perkins V, Title I; WIA, Sect. 503
USDE or Appropriate Agency

FAIN#: V048A250009

5 AMENDMENT INFORMATION
Amendment Number:
Type of Amendment:
Effective Date:

6 PROJECT PERIODS
Budget Period: 07/16/2025 - 06/30/2026
Program Period:07/16/2025 - 06/30/2026

7 AUTHORIZED FUNDING

Current Approved Budget:	$65,260.00
Amendment Amount:	
Estimated Roll Forward:	
Certified Roll Amount:	
Total Project Amount:	$65,260.00

8 REIMBURSEMENT OPTION
Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 06/30/2026
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2026
- Last date for receipt of proposed budget and program amendments: 04/30/2026
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:
- Federal Award Date : 07/01/2025

10 DOE CONTACTS
Program: Daphne Kilpatrick
Phone: (850) 245-9042
Email: Daphne.Kilpatrick@fldoe.org
Grants Management: Unit B (850) 245-0735

Comptroller Office
Phone: (850) 245-0401

UEI#: MJG4ULGMPKE7
FEIN#: F596000509001

11 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.
- For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.
- All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.
- The Department's approval of this contract/grant does not excuse compliance with any law.
- Other: Please note that additional terms and conditions may apply depending on the assurances associated with this project. For further details, refer to Section 11 on the following page.

12 APPROVED:

Charles D. Fechner
Authorized Official on behalf of the Commissioner of Education

9/03/2025
Date of Signing

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

DOE-200
Revised 07/15

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.

2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).

3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.

4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.

5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.

6 Project Periods: The periods for which the project budget and program are in effect.

7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).

8 Reimbursement Options:

Federal Cash Advance –On-Line Reporting required monthly to record expenditures.

Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.

Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.

Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.

9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.

10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.

11 Terms and Special Conditions: Listed items apply to this project

As applicable, grantees must not use federal funds under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq. or 42 U.S.C. § 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. § 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. § 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. § 1011f), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, the U.S. Department of Education and/or the Florida Department of Education may take appropriate enforcement action including under section 451 of the General Education Provisions Act (GEPA), which may include the recovery of funds under section 452 of GEPA.

12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	Perkins V- Secondary **TAPS NUMBER: 26B004**	Date Received 7/16/2025 AW
B) Name and Address of Eligible Applicant: **Baker County School District**		**Project Number (DOE Assigned)** 020-1616S-6CS01

C) **Total Funds Requested:**	D) Applicant Contact & Business Information	
$65,260 ~~$69,230~~	Contact Name: Carrie Dopson Fiscal Contact Name: Mary Ambrose	Telephone Numbers: **904-259-0408** **904-259-0418**
DOE USE ONLY	Mailing Address: 418 S. 8th Street Macclenny, FL 32063	E-mail Addresses: Carrie.dopson@bakerk12.org Mary.Ambrose@bakerk12.org
Total Approved Project: $65,260	Physical/Facility Address: 418 S. 8th Street Macclenny, FL 32063	UEI number: FEIN number:

CERTIFICATION

I, John Wyatt Milton, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)	Signature of Agency Head	Title	Date
	J. Wyatt Milton	Superintendent	5/5/25

B. 2025–2026 Programs of Study

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

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	***Middle School:*** Digital Information Technology	8207310	Baker County Middle School	High School Credit
	High school: Business Management and Analysis	8301100	Baker County High School	Entrepreneurship and Small Business (INTUT002) Quickbooks Certified User (INTUT001) Master Entrepreneurship (INTUT003)
Postsecondary	***Registered Apprenticeship:***			
	Technical College/Center:			
	FCS Institution: Business Administration A.S.	1552020102	Florida Gateway College	Entrepreneurship and Small Business awards 3 credits Quickbooks Certified User awards 3 credits in Accounting Technology Computer Applications (CGS 1570) on-campus
	University:			

Excel Workbook and identify all compliant programs of study.

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ATTACHMENT D — Allocation Chart
ATTACHMENT E
2025–2026 Secondary CTE Assurances

Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.

The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

___John Wyatt Milton_____, hereby acknowledge and agree to the statements below.
Name of Grantee

A. **Career and Technical Education Instructional and Programmatic Policies**

The Grantee agrees:

1. ___ To use the Florida Career and Technical Education Curriculum Frameworks located at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/ in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
2. ___ To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes Section 1012.39 (1)(c), F.S.
3. ___ To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
4. ___ To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml.
5. ___ To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the *Perkins V State Plan* requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2025-2026.
6. ___ To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
   a. ___ career exploration and career development coursework, activities, or services;
   b. ___ 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, as determined by the Comprehensive Local Needs Assessment; and
   c. ___ an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program (Sec. 134(b)(3))
7. ___ To incorporate challenging State academic standards, including those adopted by Florida under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
8. ___ To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
9. ___ To prepare career and technical education participants for non-traditional fields.
10. ___ To provide equal access for special populations to career and technical education courses, programs, and programs of study.
11. ___ To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. **Comprehensive Local Needs Assessment (CLNA)**

The Grantee agrees:

1. ___ To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.
2. ___ To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).

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3. ____ To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.
4. ____ To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.
5. ____ To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.

C. **Program Performance: Program Improvement and Data Reporting**

The Grantee agrees:

1. ____ To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
   a. ____ Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. ____ To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure.
3. ____ To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.
4. ____ To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
5. ____ To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

D. **Grants and Fiscal Management and other Federal and State Administrative Provisions**

The Grantee agrees:

1. ____ To accept the State Plan as revised for the 2024-2028 grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
   a. ____ document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c –e)
   b. ____ meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's *Perkins V State Plan* in accordance with Perkins V Section 134(c)(2)(B)(i) and
   c. ____ coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135.
2. ____ To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's *Perkins V State Plan*, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs (*Green Book*), any other relevant statutes, and regulations for guidance. Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:
   a. ____ Education Department General Administrative Regulations (EDGAR) http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.
   b. ____ 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
3. ____ To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.
4. ____ To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
   a. ____ 2 CFR 200 of the Uniform Guidance https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.
   b. ____ Florida Department of Financial Services ***Reference Guide for State Expenditures*** https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf and guidelines published in the Florida Department of Education's ***Green Book*** available at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.
   c. ____ The DCAE, ***Quality Assurance Policies, Procedures and Protocols Manual*** is available at http://www.fldoe.org/academics/career-adult-edu/compliance/.

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5. _____ To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.
6. _____ To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
7. _____ To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.
8. _____ To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2026.
9. _____ To accept that equipment purchased under this program must follow the Uniform Guidance found at https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.
10. _____ To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.
11. _____ To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

E. **Data Privacy and Security**

The Grantee agrees:

1. _____ To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim) The USED provided information on FERPA on this site: https://studentprivacy.ed.gov/ferpa.
2. _____ To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.
3. _____ To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

John Wyatt Milton	J. Wyatt Milton
Print Name of Agency Head	**Signature of Agency Head**
Carrie Dopson	Carrie Dopson
Print Name of Program Contact	**Signature of Program Contact**

DOE 900E February 2025

FLORIDA DEPARTMENT OF EDUCATION
Perkins V – Secondary

CLNA requirements for the 2025–2026 local continuation grant application:

A. Please Respond to the Following Questions:

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. 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). 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.	**Baker County School District will join the other 4 districts and Florida Gateway College to jointly conduct the required biennial CLNA during the 2025-2026 program year. We will collaboratively work on conducting data reviews, classroom walkthroughs, stakeholder interviews and surveys for each of our programs.** **Baker County will utilize our stakeholders, Advisory Board members, and business partners to assist in this effort. These stakeholders will be assigned different tasks for analyzing program data, meeting with teachers and offering ideas for improvement.** **Funds will be used to pay teachers extra duty hours to work on data analysis with partners and meet for program reviews. Travel expenses will be paid for stakeholders who participate in reviews of the other districts and FGC. Substitutes will be needed for events that teachers will need to be out of class for meeting or traveling to other districts.**

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	**CTE teachers, Local Chamber of Commerce President, NEFEC representative, Guidance Counselors, High School and Middle School Administration, Superintendent, Directors, ESE paraprofessionals, School Board Members; Career Coach**	**Serve on Advisory Boards, complete surveys, gives feedback from program events; will be invited to review program data and equipment.**	**Size, Scope and Quality of Programs; Labor Market Alignment; Development and Implementation of Programs of Study; Recruitment and Retention; Training of Teachers, Faculty, etc. Evaluation of Perkins Accountability Measures.**
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	**FGC's instructors of automotive, business, horticulture, nursing, criminal justice, education, information technology, and digital media. FGC's workforce Director and Deans of workforce programs. FSCJ's instructors of Information Technology and building construction, as well as Dean of workforce programs and Coordinators.**	**Served on Advisory Boards, completed surveys, program tours, program meetings.**	**Size, Scope and Quality of programs, Labor Market Alignment; Evaluation of Perkins Accountability Measures**
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries	**Representatives of JaxUSA; Chamber of Commerce; Director of Training at IBEW; Director of Training at Plumbers and Pipefitters Apprenticeship; local business owners**	**Quarterly meetings, assisted with CLNA, serves on Advisory Boards, completes surveys, guest speakers, tours assist with events.**	**Size, Scope and Quality of Programs; Labor Market; Development and Implementation of Programs of Study; Recruitment and Retention of Teachers; Teacher training, faculty and Evaluation of Perkins Accountability Measures**
(iv) parents and students	**A minimum of one parent and one student serve on**	**Serves on Advisory Board and completes survey**	**Size, Scope and Quality of Programs; Labor Market; Development and**

	each program's advisory board.		**Implementation of Programs of Study; Recruitment and Retention of Teachers; Teacher training, faculty and Evaluation of Perkins Accountability Measures**
(v) representatives of special populations	**ESE Director; ESE guidance counselor and ESE paraprofessionals**	**Serves on leadership team, advisory boards, surveys, program feedback**	**Equity and Access for Special Populations; Evaluation of Perkins Accountability Measures**

[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)	**Director of McKenny Vento and Guidance Counselors; Mental Health counselors; CareerSource representatives; Career coach and Director of Adult Education**	**Representatives of each group are invited to participate in Advisory board meetings and leadership team meetings. These staff members are contacted when students' situations arise.**	**Size, Scope and Quality of Programs; Labor Market Alignment; Development and Implementation of Programs of study; Equity and Access**
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)	*NA*	NA	NA
(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	NA	NA	NA

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

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.	**Baker County's Middle School CTE programs are selected based on programs that currently exist at the high school and by what our district can feasibly accommodate. The current CTE programs at the middle school have been established for several years and help prepare students for correlating high school programs. Funding cuts and new legislation put our programs at the middle school in jeopardy of being cut and our district cannot afford to create new programs for our students.**
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	**Baker County Middle School uses Orientation to Career Clusters, Orientation to Health Science Professions, Digital Information Technology, Orientation to Agriscience and Career Planning and Agriscience Foundations to provide instruction that prepares students for high school CTE programs. These courses introduce students to the multitude of career options, education needed for each career path and the technical learning that must accompany their academic learning to be successful in each career field. These courses introduce students to Xello and allow them to explore a range of career options.**
(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.	**Each of these courses has equipment, technology and learning materials to support the curriculum and allow students to have hands on learning. Students in AG courses are provided with hands-on activities including raising animals, gardening, hydroponics, and recycling. DIT students work on curriculum in Google and Word Press, Health science and Career Exploration have guest speakers to enhance instruction and initiate learning.**
(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.	**Middle Grade CTE instructors are invited to participate in all training provided to CTE teachers district wide. Most of these teachers completed the CTE**

		SkillsIgnite training provided by NEFEC. Summer hours are used to allow teachers to work on project-based learning activities, deep dive into standards and curriculum mapping as well as participate in professional development opportunities.
(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 principal and guidance staff strive to provide students with opportunities to participate in at least one CTE course. Barriers include scheduling conflicts with band, art, and physical education, as well as extra academic courses for low performing students. The school-based leaders work hard to provide students with every opportunity to participate and succeed in CTE programs**.

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.	**As part of our Advisory Board meetings, the CTE programs strive to engage business and industry partners in conversations about our curriculum, equipment, and industry certification data. We survey our partners to gather information that can be used to establish goals for each program. The instructors in each program schedule a variety of business partners to speak to their classes or do hands-on projects with their students. Several programs have established rotations for students to visit and job shadow employers in the field. Our goal is to be current and build a bridge for our students to become employed. We invite all our partners to participate in our CTE job fair for our seniors.**
(g) QUALITY: Engaging Instruction	Describe how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.	**In the 24-25 school year, Baker County CTE instructors were provided the opportunity to participate in an extensive training provided by Northeast Florida Education Consortium In these trainings, teachers explored new teaching strategies and ways to implement reading, math and science standards into their curriculum. This training proved to be beneficial and we are collaborating to continue this effort next year. We have hired a Career Coach in a new position to assist high school and middle school teachers in implementing career education, employability skills and site visits based on career paths. We will be fully using the Xello platform for all students in secondary classrooms**.
(h) QUALITY: Appropriate Instructional Supports	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	**Our CTE programs have aggressively worked with our partners to provide up-to-date equipment, technology, and materials. We have written and received CAP grants to help support these efforts and CAPE funding is a critical need to continue improving our programs.**
(i) QUALITY: Prepared and Effective Faculty and Staff	Describe how your CTE programs provide CTE instructors support to	**Finding appropriate training opportunities is a major goal for our instructors. Through the work of NEFEC**

	maintain up to date skills and knowledge necessary to support learning.	**in the SkillsIgnite training opportunities, we have allowed teachers to meet with other instructors who teach the same curriculum. We believe that this builds community and teachers can share best practices, develop project-based learning opportunities and collaborate on setting goals and curriculum mapping. Several teachers request specific training opportunities and with the help of this grant, we strive to provide those opportunities.**

iii. **List High-Priority SSQ Needs:**

Reference Number	Need (Use for Planning and Budgeting)
1	**Funding for Career Coach**
2	**Training opportunities and collaboration times for CTE instructors**
3	**Up-to-date equipment and maintenance and repair of current equipment**
4	**Work-based learning opportunities for all programs, including job shadowing and internships or clinicals**
5	**Summer hours for CTE guidance and Career Coach to document acquired industry certifications, dual enrollment participants and scheduling**
6	**Updated Career Pathways Articulation agreements**
7	**Consumable materials, technology and equipment for programs**
8	**Access and funds to purchase industry certifications for all students**
9	**More access to CTE courses in the Middle School**
10	**Hire a substitute and paraprofessional to assist in CTE classrooms for teachers to attend meetings, training or review data and to assist with industry certification testing.**

Add additional rows, as needed

D. Labor Market Alignment (LMA)

ii.

Program Number	Program Name	# of 2023–2024 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered
NA				

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

Program Number	Program Name	Documentation of Local Need
8105500	Plumbing	Primary Source
8427100	EKG	Secondary Source

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

i.

		RESPONSE
a.	**Alignment**: Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	**Baker County School District is working to enhance our Horticulture program by implementing a hydroponics community garden. However, we are seeking post-secondary partners and businesses to build connections for our students outside of the classroom. Baker County's culinary program offers industry certifications that articulate to programs not offered in our area. These industry certifications provide students with the opportunity to receive Bright Futures Gold Seal Cape Scholarship, and they are needed for employment in restaurants, so they are valuable to our students. Our programs are actively striving to align their courses and curriculum with our post-secondary partners.**
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?	**Baker County would like all our programs to have additional accelerated credit opportunities, including dual enrollment, local/statewide articulation agreements or aligned academic accelerated credit courses. The program in most need of these opportunities is Digital Media Technology. These programs all offer industry certifications that articulate, however the post-secondary programs that they articulate are not appealing to students in our school district, so students do not enter those fields and the articulation becomes invalid. Health Science currently has the certified nursing assistant, phlebotomy tech and EKG tech as post-secondary options, but many of our students plan to become registered nurses and these options do not articulate to that program. It does help our students have the edge on getting jobs in our area. The Teacher Cadet program will be working with a local university to offer students online courses that provide dual enrollment credit.**
c.	**Coordination**: Which program areas are un- or underrepresented on your advisory council(s)?	**Baker County is struggling to get business partners to serve on Digital Media Technology and the Culinary Advisory Boards. We have allowed our instructors to join with the Duval County program advisory boards to build**

		connections with business and industry in that area.
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 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 25-26 school year, Baker County plans to continue having 75% or more of our students enrolled in one or more CTE programs. We plan to have each program at a minimum of 80% capacity but are striving for each student to participate in at least one program before graduation**.

ii. **List High-Priority CTE Programs and Programs of Study Needs:**

Reference Number	Need (Use for Planning and Budgeting)
1	**Business and industry partners to serve on advisory boards.**
2	**Work based learning opportunities for all students**
3	**Increase involvement in CTSO's**
4	**Access to dual enrollment opportunities for each program**
5	**Dedicated wording in Pupil progression plan for CTE completion as a graduation requirement**
6	**Externship opportunities for teachers**
7	**Specialized training for teachers and students**

Add additional rows, as needed

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

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.	**Baker County School District actively seeks new ways to recruit teachers to our district. District Ed Leaders discuss what works and doesn't work with the Superintendent. Recruitment of CTE teachers has been easier for our district than recruiting for academic areas. CTE teachers can be district certified and given a higher pay rate than academic teachers because of their years of service in any given field. We have a few areas where retention of teachers is more challenging, these include many 9th grade courses. Finding individuals who have experience in the CTE programs and want to give up their career path to becoming teachers is very challenging. Most are recruited from retirees. Baker County recruits from local colleges and job fairs sponsored by NEFEC.**
b. Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	**Baker County School District goes through a 5-year accreditation process that evaluates the process and method of evaluating whether the agency has underrepresented individuals in the profession. Baker County does not discriminate against individuals who are**

	underrepresented but does struggle to get qualified candidates for positions.
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.	**We have implemented our teacher cadet program in order to "Grow Our Own" teachers for our district. This program allows students the opportunity to participate in work-based learning, take the paraprofessional exam and the Professional teacher exam. Students can participate in dual enrollment for up to 12 credit hours towards their teaching degree. We are expecting this program to provide a pipeline for our district to hire students. This program is open to all students in the high school.**

ii. **List High-Priority CTE Faculty & Staff Needs:**

Reference Number	Need (Use for Planning and Budgeting)
1	**Professional Learning and Professional Development for teachers**
2	**Incentive program for teacher attendance**
3	**Teacher survey addressing teacher attendance and recruitment**
4	**Career Coach position**

Add additional rows, as needed

G. Evaluation of Performance on Perkins Accountability Measures

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.	**According to the last three years of Perkins data, Baker County School District has underperformed in the 2S1, 2S3 and 4S1. Measure 2S1: Academic Proficiency in Reading/Language Arts has been an ongoing issue for our district. In 20-21 & 21-22 school years, our students scored a 60.8% pass rate. We wrote Program Improvement Plans to work on reading initiatives with our CTE students. In 22-23, our data went to a 61% pass rate. This shows improvement, however, not enough to meet the 90% threshold. The second area of concern is Measure 2S3: Academic Proficiency in Science. In both the 20-21 and 21-22 school years, our data shows that we were 61.1% proficient, which did not meet the 90% targeted rate. However, in 22-23 our data went up to 67.8%, which did put us within the 90% targeted range (92%). We provided training to highlight science standards and work closely with the science teachers. The last area that shows underperformance is Measure 4S1: Non-traditional program concentrators. In the 20-21 and 21-22 school years, our data shows that we were at 36.4% and our target was 42.25%. In 22-23, this data dropped to 35.8%. We are**

	unsure how to correct this issue because students have the right to choose the program that they want to participate in. If all programs were considered in this data, it would be a more effective data piece, but with only select programs, it is more challenging to correct.
b. **Gaps**: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	**Baker County has identified the same subgroups as having challenges in reading/language arts. These groups consist of the male population (54.7%), African American (37.2%), Hispanic (45%), individuals with disabilities (25.5%) and economically disadvantaged (55.3%). By concentrating our focus on the lowest performing groups, we hope to increase our proficiency rates to meet the targeted data. By digging a little deeper, we discovered programs that performed below the targeted area were the 3 agriculture programs, electrical program, culinary program, teacher assistant, criminal justice, and our automotive program. This information will help us to streamline our efforts in teaching reading strategies. By working with NEFEC our CTE teachers have been able to participate in training that is streamlined to embedding reading strategies into their curriculum. Our Career Coach will work with teachers in planning effective lessons that incorporate reading strategies and model reading strategies in these programs to assist the teachers in improving the students' reading scores. By improving the RLA scores, we hope to increase other performance standards.** **The second area of concern in the 22-23 data is the non-traditional program concentration. Through an evaluation of our program data, we discovered that 22 programs were listed and 9 of them have been phased out. However, the results of the data still include those programs. We also discovered that out of our current programs only 7 of the 12 programs are counted in the data. Some of our largest programs and most diverse were not considered in the data. Programs such as electrical, agriculture, IT, and Automotive which are generally male dominated were the only ones weighted in this data. Programs that are primarily female dominated such as Teacher Assist, Culinary, Health Science, Business Management and Digital Media Technology were not calculated. This factor alone skews the data to be only looking for females in a male dominated career path, whereas if all programs were considered, the data would look very different. We believe in student choice and hope that this data feature is changed to better serve all students.**
c. **Trends**: Using the last three years of available data, identify which Perkins performance indicators	**The Perkins performance indicators that have trended upward are the attainment of post-secondary credentials (5S1). Baker County started in 20-21 school year with 61%**

have trended upward or downward.	**attainment and in 22-23 school year we moved to 69.5% attainment. This rate is 171% of the targeted goal of 40.5%. Our goal is to surpass 80% percent attainment in this area in the 24-25 school year. In the area of post-secondary placement (3S1) our data indicates a 1% growth over the three-year span. In 20-21 we had 75.6% placement and in 22-23 we grew to 76.6% placement. The last area showing growth is in science proficiency. In 20-21 our district scored a 61.1% proficiency rate and then in 22-23, this data jumped to 67.8%. We took a downward drop in our graduation rate in the 22-23 school year from 92% to 88.5%. This data is concerning, and our leadership team will be looking for ways to improve this rate.**
d. **Root Causes**: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	**Every year schools are experiencing more and more students who struggle to read. We can blame the pandemic for closing schools and pushing students to remote learning, however this problem existed long before the pandemic. The pandemic heightened the problem to an extreme. Students are being socially promoted to avoid hindering their mental health; however, we are not solving the problem of their lack of learning in the lower grades. Once a student reaches the secondary level and has a history of poor performance on state testing, they do not want to continue to try. Many drop out of school almost immediately when they turn 16 years old. Many families have experienced the loss of family members, loss of jobs and loss of homes. This impacts students in high school because they a pressed to get jobs to help support their families. We have seen an uptick in students participating in OJT, which means they are not in school the number of hours they should be. If students were not allowed to leave to go to work during the school day, they would have more time for reading instruction and opportunities for reading. We are also seeing more students leave the public school to participate in school choice. This drastically affects school districts in a negative way.**

ii. **List High-Priority CTE Performance Needs:**

Reference Number	Need (Use for Planning and Budgeting)
1	**Need for Professional Learning and collaboration**
2	**Need for Career Coach**
3	**Need for reading strategies to be effectively taught**
4	**Need for tutoring for subpopulations**
5	**Need for counseling for potential dropouts**
6	**Need for substitute coverage for CTE teachers**
7	**Need for teacher extra duty pay to lesson plan for reading strategies**

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

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.	**Baker County School District works diligently with our ESE department to provide resources, social services and academic support for students in need to help to succeed in school. Baker County High School has teacher facilitators who are assigned specific students, and they work together with the paraprofessionals to provide the needed resources and academic support for ESE students. These teachers primarily focus on academic classes but meet with CTE teachers to determine strategies and resources ESE students need to be successful. For example, Perkins funds were used to purchase a special stethoscope for hearing impaired students because the need was brought to our attention through a CTE teacher and ESE facilitator collaborating. With the addition of a Career Coach, this position can assist students in the CTE classrooms and become an advocate for additional resources. Our Career Coach also works with students to provide accommodation for industry certification testing.**
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.	**Access of ESE students to CTE programs has been a concern for several years. After doing a root cause evaluation, we noticed that these students are placed in learning strategies courses, which limit the number of elective courses that they have available. Many of these students struggle in their academic courses and need the extra period(s) for more direct instruction and do not have time in their schedule to participate in CTE programs. All students are encouraged, through Middle School career courses, guidance counselors, Xello and the work of the Career Coach to choose a career pathway that suits their skills and interests. Every year our CTE department host a college and career fair(s) to help students and parents gain insight and understanding about our program and post-secondary options in our area.**
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	**Xello is used to determine students' interest and desired career paths. The guidance counselors used this data to help students and parents make logical decisions about which CTE program they want to enroll. The special populations of students are treated the same way as the general population and are allowed to choose up to 5 pathways. Once students are placed in a program the CTE teacher, guidance**

	counselor and support facilitators work in tandem to help students meet the local levels of performance. The Career Coach will assist in this process in the 25-26 school year. Our district participates in Construction Career Days and Build My Future construction day. We also try to schedule tours based on the specific programs and invite Non-traditional and underserved populations to attend.
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.	**Members of the guidance staff and MTSS team serve as liaisons for our special populations. Our team works to assist underserved populations become involved in CTE programs and help promote opportunities for them to be successful. We are continuously seeking ways for our programs to be increasing aligned with occupations and post-secondary opportunities within our region that will enable students to be employed at high-skill, high-wage or in-demand jobs. We work closely with our Chamber president, Career Source, JaxUSA and local businesses to provide activities for students to explore career options and work-based learning.**

ii. **List High-Priority Equity and Access Needs:**

Reference Number	Need (Use for Planning and Budgeting)
1	**Improve access for ESE students in CTE programs and industry certification testing**
2	**Assistance for low performing students to establish career goals and pathways**
3	**Professional learning for teachers and guidance on working with low performing students.**
4	**Data chats with faculty and staff**

Add additional rows, as needed

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

i. **List Other High-Priority Needs:**

Reference Number	Need (Use for Planning and Budgeting)
1	Professional learning opportunities for Career Coach and Guidance staff
2	Continued and increased engagement of stakeholders
3	Support for advisory boards
4	Equipment
5	CPR course and training for students
6	Consumable supplies for classrooms, Program fairs, job fair, college night
7	Transportation to career-oriented field trips

Add additional rows, as needed

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

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Secondary CLNA and Budget Excel Workbook and indicate the CTE secondary programs that meet all state requirements for funding eligibility.** CTE secondary programs with expenses included on the Budget Narrative Form: DOE 101 must appear as fundable on the Program Needs Assessment worksheet.

B. 2025–2026 Programs of Study

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

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	***Middle School:*** Digital Information Technology	8207310	Baker County Middle School	High School Credit
	High school: Business Management and Analysis	8301100	Baker County High School	Entrepreneurship and Small Business (INTUT002) Quickbooks Certified User (INTUT001) Master Entrepreneurship (INTUT003)
Postsecondary	***Registered Apprenticeship:***			
	Technical College/Center:			
	FCS Institution: Business Administration A.S.	1552020102	Florida Gateway College	Entrepreneurship and Small Business awards 3 credits Quickbooks Certified User awards 3 credits in Accounting Technology Computer Applications (CGS 1570) on-campus
	University:			

Excel Workbook and identify all compliant programs of study.

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

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)
Mandy Canaday	Baker County School Board	Other
Rhonda Smith	Florida Blue	Business and Industry
Darla Ketchie	Florida Blue	Business and Industry
Tim Mimbs	Florida Gateway College	Post Secondary
Anita Crews	TruFi Credit Union	Business and Industry
Trey Sinclair	Wells Insurance	Business and Industry
Kendra Morgan	Baker County High School	Secondary
Richard Crews	Baker County High School	Secondary

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

	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.	**All students, grades 6th – 12th, will use Xello to research careers and develop career plans. 8th graders will work on this during homeroom every Tuesday throughout the year. CTE instructors and the high school counselors will also schedule times throughout the school year to embed this instruction into their curriculum. The new career coach and guidance counselors will be responsible for meeting with every student about their opportunities in high school and developing plans for after graduation. Xello provides interest inventories and personality inventories for each student and then matches them with specific careers. Counselors will use this information to meet with students to set career goals and choose which program they want to participate in while in high school. Baker County High School has created program videos for all 8th and 9th grade students to view prior to selecting a program. A CTE handouts have been distributed to all 8th and 9th graders that explains each career program available and dual enrollment opportunities that our students can take advantage of. We are looking into creating links on our website for students and parents to view programs and what they offer.**

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.	**Baker County School District collaborates with our local CareerSource agency and JaxUSA in multiple ways. We participate in events and use their platforms to help coach our students. Baker County Middle school brings in guest speakers through the Orientation to Career Clusters, Orientation to Agriculture and Health Science Professions. These speakers expose students to the myriads of career options and the benefits of each career pathway. JaxUSA provides information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors. They support several CTE events and FAFSA nights at our high school. CareerSource has partnered with our CTE Leadership Team to put on employability workshops for our seniors as well as a Reality Fair and College and Career Fairs. NEFEC also assist in providing our juniors and seniors the opportunity to attend a Career Fair that they host for our region.**
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.	**JaxUSA and CareerSource provide Baker County School District with up-to-date career information on employment opportunities and job fairs available. We hosted a college night and a job fair for our seniors to assist in determining their next step after graduation.**
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 or Career Coach attends meetings at JaxUSA and CareerSource to work collaboratively in offering an organized system of career guidance and academic counseling throughout Middle and High School. Using Xello's comprehensive plan our students will receive career guidance and information. A representative of CareerSource and JaxUSA serve on our Leadership Team. By hiring a Career Coach, our agency will be able to assist students in a more directive measure and to work closer with these agencies.**

Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

	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.	**Baker County School District will promote continuous improvement in academic achievement for students in career and technical education programs by providing training for our CTE teachers in the integration of academics with technical skills into their programs. CTE teachers will be trained in ways to implement academic skills into their curriculum. We also encourage CTE teachers and students to participate in Career and Technical Student Organizations, which we believe promotes leadership and employability skills. Skills such as public speaking, writing, running for office are all skills that promote learning.**
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2025–2026 program year.	**Baker County School District will continue to support academic integration in CTE courses by providing additional professional development to our teachers as well as utilizing data chats to gain a greater understanding of students' strengths and weaknesses.**

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.

		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.	**Members of the guidance staff and the MTSS team serve on our CTE Leadership team and will serve as liaisons for our special populations. Our team will work to assist underserved populations to become involved in CTE programs and help promote opportunities for them to be successful. We are seeking ways for each program to be aligned with occupations and post-secondary opportunities within our region that will enable students to be employed at high-skill, high-wage, and in-demand jobs. We will work with our Chamber president, CareerSource, JaxUSA, FGC, FSCJ and local businesses to provide activities for students to explore various career options and work-based learning.**
ii.	Describe how your agency will prepare CTE secondary participants for non-traditional fields.	**Our district will participate in Construction Days and Career and Educational Fairs provided by local industries and post-secondary institutions in hopes of students discovering non-traditional career options. Our Middle School Orientation to Career Clusters will also allow students to research a variety of careers within each of the 16 career clusters. As we establish a spectrum of work-based learning opportunities that span from Middle School to graduation, students will have access to hear guest speakers, tour facilities, and experience job-shadowing or internships to learn more about career fields in the program they choose.**
iii.	Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	**All students will be encouraged to choose a career pathway that suits their skills and interests. It is a goal that all students have access to programs and career information that they select.**
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.	**Baker County School District works hard to provide equal access and avoid discrimination of any student. We want our students to be successful and we recognize that "we are only as strong as our weakest link". We will continue to support our students and work to eliminate barriers they encounter in order provide them with the best education possible. We will continue to find ways to improve our recruiting efforts as well as improving our connections to post-secondary education and employment opportunities for our students.**

Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

		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.	**Baker County School District will continue to provide a spectrum of work-based learning opportunities to students in our CTE secondary programs beginning in our Middle School career courses and moving through each program of study. We will be utilizing guest speakers, tours of businesses and colleges, Construction Days and career fairs, hands-on activities with the course curriculum, and clinical or on-the-job experiences for students. Each program will be challenged to promote students obtaining a post-secondary credential and exploring opportunities for students to work or job-shadow at local businesses. At the high school level, CTE teachers will document all work-based learning that students participate in.**
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.	**Using our CTE advisory boards, each program will work to develop or expand the work-based learning opportunities for their students. By improving communication with local businesses by having them serve on our advisory boards, we hope to provide students with more opportunities. Many programs currently have work-based learning opportunities for students; however, we have discovered that most students want to go to work wherever they can find a job. Students will be encouraged to find employment that relates to their CTE program if they are assigned to OJT courses.**

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

	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.	**Baker County School District currently partners with Florida Gateway College, Florida State College of Jacksonville, University of North Florida and North Florida Technical School. Each of these post-secondary institutions provide opportunities for our students to gain postsecondary credits, however many of these opportunities are not realized by the majority of our student population. It is our goal to promote these articulations agreements and find ways to motivate students to take advantage of these opportunities. We have also found that many of our economically disadvantaged and our minority groups are not enrolling in dual enrollment courses. It is our priority to provide qualifying tests, such as the ACT, SAT, or Pert for these students on campus and free of charge. We are working to provide more opportunities for career dual enrollment in programs that do not currently offer these opportunities. Currently, we host a Pharmacy Tech program through Florida State College of Jacksonville on our campus for students who do not have the ability to attend this program on a college campus. Students who take industry certifications that are state articulated are encouraged to take their certificate to the school of their choice upon graduation to receive college credits.**

Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

	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.	**Baker County School District currently works with the NorthEast Florida Educational Consortium to provide teachers who are not education majors with an alternative route to certification using the Professional Development Certification Program (PDCP). We also work closely with the surrounding post-secondary institutions to find new recruits for teaching and staff positions. Our Teacher Cadet program also helps us to "grow our own" teachers and paraprofessionals. With the new legislation, we plan to work on a Teacher Apprentice program within our district. Professional Development opportunities are also provided for teachers, counselors, paraprofessionals and administrators through NEFEC and many of our faculty and staff take advantage of**

	these training courses. Discussions will be held with the post-secondary institutions about working together to provide professional develop.
ii. Describe how you will identify and support those underrepresented in the teaching profession.	**Baker County is a rural district and often it is very difficult to recruit qualified instructors for specialized programs. We have developed a new teacher training that provides a mentor to assist new teachers and staff members. We also provide opportunities for new teachers to attend training with other new teachers in and outside of our district through NEFEC. CTE teachers are encouraged to on-lines modules/ classes for in-service training through FACTE. The disparities that exist are not due to the lack of recruitment or training effort on the district's part.**

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

	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.	Our district has recognized an opportunity gap that exist for black students and economically disadvantaged students throughout our district. This gap is evident in the results of state assessments as well as the Perkins data. Our district has been working on discovering where this gap begins and how to close the gap for these students. The reading scores of these two subpopulations has been and will continue to be a key area for our district to address. Utilizing professional development for our teachers and expanding work-based learning opportunities for our students will enhance student learning and hopefully break down the barriers and close the educational gap between these students and the general population. The CTE leadership team works closely with the graduation coach in identifying struggling students and help them meet their challenges. We plan to provide opportunities for these subpopulations to take and earn college ready scores in order to participate in dual enrollment. We plan to provide tutoring in deficient areas to help these students gain opportunities.

Section 10. Accountability and Program Improvement

	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.	**Our MIS department utilizes Skyward to track student outcomes, including grades, test scores and industry certifications attained. We are working with NEFEC to utilize Power BI, which is a data system that identifies early warning signs for struggling students. The Guidance Counselors are working to develop a systematic way to enter the required data and utilize the results to benefit students. Through both systems pertinent data will assist in monitoring disparities and gaps in performance.**

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
Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K–20 Strategic Plan. URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.	**The Baker County Career and Technical Education will address at least 2 or the 4 goals listed in the State Board of Education's Strategic Plan, goal 1 – Highest student achievement and goal 3- skilled workforce and economic development. Each of our CTE programs will integrate academic learning into their curriculum (goal 1, measure 5), help promote high school completion (Goal 1, measure 7 &8) and strategize to transition students to post-secondary options, including post-secondary education, apprenticeships, employment and /or military. We will work to increase our number of graduates, especially those in our subpopulations, and help to ensure that our graduates are workforce ready. Baker County High School has added Ready to Work modules and testing for all students participating in the OJT program. We believe that this program helps prepare students for the workplace.** **Baker County High School and Middle School are given data, which is included in goal 3, measure 3 – Increasing the number of graduates who have obtained an industry certification. The CTE Director and CTE guidance counselor will work with instructors, posts-secondary institutions, and business partners to ensure the industry certifications and program curriculum aligned with the updated industry standards and are meaningful to our region. Baker County School District believes that every student should be engaged in a career and technical program and can do industry certifications and dual enrollment. We believe this will improve their abilities to be successful either in the workforce or in post-secondary institutions. We are also working to increase the number of students who participate in computer science courses/programs in our district (goal 3, measure 4).**

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.	**In compliance with the Improving America's Schools Act of 1994, the Baker County School District ensures equitable access to, and equitable participation in the Florida Integrated Career and Academic Preparation System project for students, teachers and other program beneficiaries with special needs. Barriers such as gender, race, national origin, color disability, or age do NOT impede equitable access or participation. Steps to ensure equitable access to participation in the Baker County Career and Technical programs include:** **i. Distribution of printed materials about the program to all eligible participants and information dissemination through social media.** **ii. New releases provided to all eligible participants via local print press, district websites, and social media;** **iii. Specialized outreach to targeted, underserved groups to encourage their enrollment and participation; and provision of an in-class tutor, if needed for speakers of other languages, and general acceptable accommodations for students with disabilities.**

Section 13. Budget Narrative Requirements and Secondary CTE Assurances Form

A. Complete Budget Narrative DOE 101 Form and Secondary CTE Assurances Form

Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
Secondary, Section 131
APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below**.
- All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile folder AgencyNumber_AgencyName_XXB004_submit, on the **due date of Friday, May 16, 2025.**

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
	2025–2026 Secondary CTE Assurances Form	3-5
Word Document File	**Narrative Sections**	**Page Number(s)**
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	6-20
	Section 2. Primary Program of Study and CTE Secondary Programs for 2025–2026	21-22
	Section 3. Career Exploration and Guidance	23
	Section 4. Continuous Academic Improvement and Academic Integration	24
	Section 5. Equity and Access for Special Populations	25
	Section 6. Opportunities for Work-Based Learning	26
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	27
	Section 8. Support for CTE personnel	27-28
	Section 9. Performance of Special Populations and Subgroups	28
	Section 10. Accountability and Program Improvement	29
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	29
	Section 12. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	30
	Section 13. DOE 101 Budget Narrative	30
	Application Checklist – must be last page of the Word Document File	31
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)	

Perkins V Local Program Improvement Plan, Program Year 2025–26
Three-Year Local PIP Form
Instructions

Three-Year Local PIP Form Guidance.

1. Refer to the instructions below for general PIP guidance and the deadline. ("Requirements" items 3 and 4 have been modified from the Standard Form instructions to address specifics of the Three-Year Form.)
2. In addition to standard questions, the Three-Year Local PIP Form includes Items H and I.
3. You will need PIPs from previous years to complete the Three-Year Local PIP Form. If you are unable to locate these, first contact your agency's grants supervisor or data manager. If this is unsuccessful, contact Perkins@fldoe.org.
4. For each measure, submit either the Standard Form or Three-Year Form. For example, if a district was required to complete a PIP for 4S1 in 2023–24, 2024–25, and 2025–26, but for 5S1, a PIP was only required in 2025–26, the District would submit a Three-Year Form for 4S1 and a Standard Form for 5S1. These may be submitted together in the same file to Perkins@fldoe.org. Please submit as a Word file, not as a PDF.

Purpose. According to the Federal Perkins V Act and Florida State Perkins Plan, agencies (Districts, State Colleges) that receive Perkins funds must complete Program Improvement Plans (PIPs) if they do not meet at least ninety percent of the target for a Perkins V performance indicator. The Act and State Plan may be found at https://www.fldoe.org/academics/career-adult-edu/perkins/.

Deadline. On or before Friday, **July 26** (preferred). In contrast to the main application (RFA), PIPs received after June 30 will not delay the effective date of funds. However, the final steps of review for the Project Award Notification may not proceed until PIPs have been approved.

Contact Information. If you anticipate a change in your agency's Perkins V Grant contact information, please e-mail Perkins@fldoe.org.

Requirements.

1. It is not necessary to include the instructions in the PIP documents submitted. Submit PIPs directly to Perkins@fldoe.org. This year, use the formats below for file names.
    a. District secondary (DS): **2526DS_AgencyName_PIP** (e.g., for district secondary from Red Hills County Public Schools use the file name 2526DS_RedHillsCPS_PIP.docx).
    b. District postsecondary (DPS): **2526DPS_AgencyName_PIP** (e.g., for district postsecondary from Blue Lake School District, use the file name 2526DS_BlueLakeSD_PIP.docx).
    c. State college (SC): **2526SC_AgencyName_PIP** (e.g., for Sunshine State College, use the file name 2526SC_SunshineSC_PIP.docx).
    d. Each district secondary PIP (standard and three-year) must have its own form, but all may be submitted as a single file. This is also true for dstrict postsecondary PIPs, and for state college PIPs. Please keep district secondary and district postsecondary PIPs separate. Technical colleges submit under the district name.

2. PIPs that do not meet a basic standard of quality and effort will be returned for revision. See especially "additional instructions" below regarding **Items B and F.**
3. **Please write your agency's name at the top of each PIP form, as well as the relevant indicator (e.g., 4S1 or 3P1).** Technical colleges should list the name of the district. See the below example.

   Agency Name: Sunshine State College

   THREE-YEAR Program Improvement Plan for Measure: 2P1
4. **For Items A–G on the Three-Year Form,** use a data report (based on **2023–24 data**) provided by FDOE – FDOE generates these based on data reported by the agencies. You may use the Data Dashboard. From https://www.fldoe.org/academics/career-adult-edu/ go to "Research and Evaluation," "Perkins Data Reports and Dashboard," "Data Dashboards," then "Perkins." The Dashboard includes details about Perkins measures, as well as agency performance. Pay careful attention to performance by subpopulation and data trends. The Data Dashboard is a public resource, so small populations will be masked. As in years past, you may use the Local Level Data Report, obtained through the Local Reports Coordinator at your agency, in addition to or as an alternative to the Dashboard**. For Items H–I**, use PIPs from the prior two years to help you respond to the prompts.
5. Complete a **separate** PIP form for **each** required indicator. All secondary PIPs and all postsecondary PIPs may be grouped together into a single document. In other words, if your agency must submit PIPs for 2S1, 2S2, and 2S3, you will submit three forms, but they may be submitted in one combined document. Please do NOT submit as a PDF.
6. In general, use the **Standard Local PIP Form**. If this is the third year your agency is completing a PIP for a Perkins indicator, you must submit the **Three-Year Local PIP Form** for the relevant indicator(s). This is in accordance with the State Plan. For example, if a district required a PIP for 4S1 in program years 2023–24, 2024–25, and 2025–26, it would submit a Three-Year Local PIP Form for 4S1. If it required a PIP for 3S1 in 2025–26, but not for 2023–24 and 2024–25, it would submit a Standard Local PIP form for 3S1.

Additional Instructions.

1. The purpose of the PIP is to help agencies increase performance and meet targets. The plan examines contributing factors to the shortfall, sets a path to increase performance, and establishes accountability for the plan. Additional steps are required if an agency is on an improvement plan for a third year. The plan should accurately assess conditions at your agency, and should have discrete, achievable actions. A person should be responsible for each part of the plan, and the actions should have target completion dates.
2. Please provide **answers that are succinct yet complete** with important details. PIPs that do not meet a basic level of quality and effort will be returned for revisions. While there is no minimum length, responses must answer the questions effectively. For each item, use no more than a maximum of 2 double-spaces pages. Though optional, you may also add tables or other graphics to, for example, illustrate who will complete specific actions by a specific time.
3. Where possible, provide qualitative as well as quantitative information.

4. Though **some answers may be similar** to those on a prior PIP, responses must be current and reflect an understanding of the most recent data and circumstances. Some responses may be similar on multiple PIPs for the same year, but see guidance on Items B and F.
5. **Items B and F.** Item B is especially important because this is an opportunity to list specific plan steps. Item F in particular should be written **specifically for the individual PIP measure**. In other words, it is uncommon for the Item F answer to be the same for 2S1 and 4S1 (or, to use a state college example, 1P1 and 3P1). Although uncommon, in certain cases it may not be possible to draw meaningful conclusions (for example, due to population sizes or unusual circumstances). In these cases, be sure to explain your answer.
6. Agencies may want to review which programs are designated as non-traditional programs by consulting the Program and Course Tables. This document is available on The Division of Career and Technical Education's CTE Program Resources page: https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml. Other resources include FDOE's Perkins V Implementation Guide and State Plan, available on FDOE's online Perkins V page: https://www.fldoe.org/academics/career-adult-edu/perkins/. The Data Dashboard and State Plan provide an explanation of each performance measure.
7. **For assistance**, contact the Perkins Team at Perkins@fldoe.org.

Agency Name:

THREE-YEAR Program Improvement Plan for Measure:

Item A. Provide any information or data that may explain why the agency did not meet the 90 percent performance level for this indicator.

Response
Baker County High School had 61% of CTE students score in the proficient range on the 2023-2024 Reading Language Arts (RLA) state assessment. Multiple factors contributed to this outcome. First, the school experienced a transition in English Language Arts (ELA) staffing, with veteran teachers retiring and difficulty in recruiting experienced replacements. Second, many of our CTE instructors originate from industry and have not received formal training in literacy instruction. These instructors are highly effective at teaching technical skills,but often lack the tools or strategies to support struggling readers, particularly with comprehension of technical texts.

Item B. Describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met.

Response
Baker County's goal is to increase the percentage of CTE students scoring proficient in RLA to 75% by the end of the 2025-2026 school year. Our teachers went through an extensive training provided by NEFEC that we expect to see continued growth in the upcoming year. We will continue to integrate literacy across all CTE curriculum by incorporating RLA strategies into daily instruction using content specific tests. This will be measured by classroom walkthroughs and lesson plan audits. We will also continue to provide Professional Learning on embedding literacy skills with a focus on technical readings. Teachers will document PL in their IPDPs. Our Career Coach will identify students at risk of scoring below proficiency and provide interventions and provide collaboration between the CTE teacher and the RLA instructor to develop ways to provide intervention.

Item C. Provide the name of the lead contact for each action item identified under response B.

Response
1. Literacy in CTE Curriculum – CTE Department Chair 2. Professional Development – District CTE Coordinator and Career Coach 3. Targeted Student Support – Academic Coach and Career Coach 4. Collaborative Planning – Assistant Principal of Curriculum and Instruction

Item D. Project a date of completion for each action item identified under response B.

Response
• Literacy Integration – Ongoing; measurable checkpoints each semester • PD for CTE Teachers – Initial training by September 2025; follow-up quarterly sessions • Student Support – Initiated by October 2025; monitored monthly • Collaborative Planning – Launched August 2025; reviewed quarterly

Item E. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations.

Response
This plan was developed collaboratively with input from CTE instructors, school administrators, the district CTE coordinator, and Career coach. Discussions were held during department meetings, school improvement planning sessions, and district-wide CTE collaboration days.

Item F. Describe any disparities in the performance of different categories of students using the data provided by the Division of Career and Adult Education and how those disparities will be addressed (Perkins V section 113(b)(3)(C)(ii)(II).

Response
Review of disaggregated data revealed that students with disabilities and economically disadvantaged students had significantly lower proficiency rates in RLA. To address this, we will: • Increase access to differentiated instructional materials in CTE classrooms. • Provide co-teaching and push-in support from ESE and Career Coach. • Invite CTE staff to attend ESE trainings throughout the school year. Progress will be monitored through subgroup-specific performance tracking and response-to-intervention (RTI) meetings.

Item G. Describe how budget allocations will be utilized to support the improvement goals and identify the funding source(s).

Response
Funds from NEFEC's FLP grant will be used to: • Provide stipends for teacher training on literacy integration. • Purchase content-area literacy resources and manipulatives. • Support after-school tutoring programs for ACT prep.

Item H. In a thoughtful and professional response, discuss your previous two plans for improvement. You will need a copy of previous PIPs for reference (the first page of the instructions for has guidance on locating these).

Required:

1. **A description of the plans.**
2. **A discussion of weaknesses of prior plans.**
3. **A discussion of strengths of prior plans.**

Recommended: Discuss what your agency learned while implementing these previous plans.

Response
Baker County High School has implemented program improvement plans targeting Reading Language Arts (RLA) proficiency among CTE students for the past several years. The 2022–2023 plan, we partnered with *Just Read, Florida!* and hosted Chris Chaplain, who provided reading strategy training and conducted walkthroughs with instructors. In 2023–2024, our plan centered on evidence-based practices, with district-led professional development focused on John Hattie's high-leverage instructional strategies. In 2024-2025, our teachers attended professional development on implementing Reading Strategies provided by NEFEC consortium. While these plans were valuable and have contributed to incremental gains, several weaknesses limited their full effectiveness. Without clear accountability or implementation support, some teachers reverted to their traditional instructional routines. Additionally, previous plans did not prioritize providing CTE teachers with student-specific data. Many instructors were unaware of the literacy proficiency levels of students in their classrooms and thus were unable to tailor support appropriately. The strengths of our prior plans include strong professional development content and support from state-level experts. Chris Chaplain's recurring visits brought external insight and credibility to our initiatives. Our regional collaboration with NEFEC also helped build a support network among teachers. From implementing these plans, our agency has learned that successful professional development must be ongoing, practical, and paired with accountability structures. Teachers need timely student data and coaching

support to shift instructional practices meaningfully. These lessons are informing our approach for the 2025–2026 plan.

Item I. Required: Describe <u>specific changes</u> you will make to this year's PIP to improve performance. Include details.

Recommended: This is an opportunity to list a brief timeline your agency will use to check its progress on this year's PIP, and to discuss ideas for additional resources, training, and collaboration that would help your agency.

Response
New Plan for 2025–2026: To build on the lessons learned, the 2025–2026 plan will offer more targeted, practical support through professional development focused specifically on **developing and integrating FAST-style questions** within CTE content areas. These efforts aim to help instructors reinforce reading comprehension and critical thinking skills through content-based literacy assessment. **Key Components of the 2025–2026 Plan:** 1. **Content-Driven Literacy Training:** PD sessions will train CTE teachers to write FAST-style questions aligned to their technical content. 2. **Increased Collaboration:** Teachers will participate in NEFEC regional networks to share model strategies and co-develop cross-curricular literacy tasks. 3. **Data Integration:** Teachers will receive updated individual student reading data at the beginning of the school year and will participate in quarterly data reviews to guide instructional decisions. 4. **Targeted Walkthroughs and Coaching:** Administrators will conduct focused walkthroughs that specifically observe the use of literacy strategies and student engagement. Each teacher will receive feedback and participate in coaching conversations to reflect and adjust practices. 5. **Student Mentoring Focus:** Teachers will identify 2–3 struggling readers in their program to mentor throughout the year, providing both academic and personal encouragement.

Timeline:

- **August 2025:** Rollout of 2025–2026 plan, student data distribution, and initial training
- **September–May:** Monthly walkthroughs, coaching sessions, and peer collaboration
- **January 2026:** Mid-year impact review
- **June 2026:** Final evaluation

Additional Supports Needed:

- Access to sample FAST question banks and exemplar CTE literacy tasks
- Identify master teachers to lead Coaching sessions
- Substitutes for peer observation days and planning time

Through this more targeted, content-specific approach, our goal is to make literacy instruction more actionable and relevant for CTE teachers, ultimately leading to higher student proficiency rates in RLA.

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fldoe.org

Perkins V 2025–2026
District Secondary CLNA and Budget Workbook
Florida Department of Education

Governor: Ron DeSantis

Commissioner: Manny Diaz, Jr.

2025–2026 CLNA Program Summary	Agency Name Please do NOT forget this step. (Drop-down Menu)	Agency Number (Auto-populates)	WDA (Auto-populates) "0" is state-wide only, no WDA	Last Update
District Secondary	Baker County School District	020	8	04/01/25

Reference Lines	Program	Labor Market Alignment (LMA)	Size, Scope, & Quality (SSQ): High School	Middle School	Program of Study	Fundable/ Nonfundable Programs	
Reminder: Please do not modify this worksheet. If needed, contact the Perkins team and use the comments field. Select print area before printing this worksheet.	District Secondary: Use program number. Complete for both funded AND non-funded programs that are eligible for Perkins V funding. Programs not eligible for Perkins V, which are automatically marked with a red strikethrough, may be omitted as they are not relevant to Perkins V.	Fundable: One primary or two secondary sources. Red strikethrough if SOC code not matched to the program number after pressing "enter" or moving cursor. Auto-populated cells for primary options #1–3 remain **blank** if SOC code not found for the primary source. Red strikethrough if secondary source answers are not different. Do not copy-and-paste over auto-populate or drop-down fields. May press "delete" or "backspace" to clear a drop-down field if needed. Gray cells do not require a response.	Fundable: Provide a response in each column. Second column may be answered with "N/A." You may copy-and-paste over text or text/# fields only. SSQ turns green if all columns have a response. Gray cells do not require a response.	Fundable: Must respond in both columns. Middle School courses optional but encouraged.Gray cells indicate program is not a Perkins-eligible middle school program and, therefore, do no require a response. Cells will turn green if both columns are completed.	Agency must have at least one program of study, meaning that in at least one row, these columns must be valid/green. In other rows, this set of columns may be completed, partial or blank as appropriate.	Required: Agency must answer. FDOE will review whether the row has been correctly completed. Must meet LMA, SSQ requirements to be "Yes." Middle School: Must have answers to both middle school columns.	

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
Response Line	Agency Number Select agency name from the drop-down menu at top of PNA. (Auto-populates)	Agency Name Select agency name from the down menu at top of PNA. (Auto-populates)	Secondary Program Number High School or Middle School, strikethrough for invalid or ineligible entries after pressing "enter" or moving cursor. (Text/# Field)	Standard Program Name (Auto-populates)	SOC Code Strikethrough if no alignment with Program Number after pressing "enter" or moving cursor. Not all but most programs will have a SOC code. Use Crosswalk sheet. (Text/# Field)	Primary Source Option #1: State Demand Occupation List Must type SOC Code into Column F. (Auto-populates)	Primary Source Option #2: Regional Demand Occupation List Must type SOC Code into Column F. (Auto-populates)	Primary Source Option #3: Enterprise FL (TechEd) or FDAC Must type Program Number into Column D. (Auto-populates)	Primary Source Option #4: Local (Drop-down Menu)	Secondary Source #1 (Leave blank if N/A) (Drop-down Menu)	Secondary Source #2 Must be Different from #1. Leave blank if N/A. (Drop-down Menu)	Sites Meeting "Size" Standard Identify the high school(s) or other sites (including virtual) where the program will offer at least 3 courses (or 2 courses for 2-course programs). (Text/# Field)	Sites with Fewer Courses Do not leave blank (answer N/A if needed). Identify the high school(s) or other sites, including virtual, where the program WILL NOT offer at least 3 courses (or 2 courses for 2-course programs). (Text Field)	Experiential Learning List one or more experiential learning opportunities (e.g., WBL opportunity or capstone experience.) If a course, include course number. If the program provides opportunities for CTSO participation, list the CTSOs. (Text Field)	Business, Industry Engagement List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	Industry Credentials List the industry-recognized credential students may earn in the program. (Text Field)	Program Introduction Identify one or more 9–12 Career Preparatory or Technology Education Programs that will be introduced by the middle-grades exploratory course. (Text Field)	Sites Where Available Identify one or more high schools, or other instructional sites including virtual, where the program will be available. (Text Field)	Aligned Program If part of a fully compliant program of study, list the primary aligned postsecondary clock-hr or college-credit program. (Drop-down Menu)	Primary Accelerated Credit Opportunity Required for compliant Programs of Study. (Drop-down Menu)	Fundable? Please do not leave blank. (Drop-down Menu)	Optional: Comments (Text Field)
1	020	Baker County School District	8005100	Technical Agriculture Operations	452091			Yes				Baker County High School	N/A	Work-based learning, CTSO - FFA, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	FLFBR001, FLFBR004, FLFBR007, FLFBR009	Orientation to Agriscience and Career Planning 8100110	Baker County High School	Agribusiness Management	Statewide Articulation Agreement	Yes	
2	020	Baker County School District	8121600	Horticulture Science and Services	371012	Yes	Yes					Baker County High School	N/A	Work-based learning, CTSO - FFA, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	FLFBR001, FLFBR004, FLFBR007, FLFBR009, DUCKS001	Orientation to Agriscience and Career Planning 8100110	Baker County High School	Agribusiness Management	Statewide Articulation Agreement	Yes	
3	020	Baker County School District	8106800	Agritechnology	194011			Yes				Baker County High School	Baker County Middle School	Work-based learning, CTSO - FFA, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	FLFBR001, FLFBR004, FLFBR007, FLFBR009	Orientation to Agriscience and Career Planning 8100110	Baker County High School	Agribusiness Management	Statewide Articulation Agreement	Yes	
4	020	Baker County School District	9504100	Automotive Maintenance and Light Repair	493023	Yes	Yes					Baker County High School	N/A	Work-based learning, CTSO - SkillsUSA, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	NIASE076, NIASE079, NIASE080, NIASE085	Orientation to Career Clusters 8000400	Baker County High School	Automotive Maintenance and Light Repair Technician	Local Articulation Agreement	Yes	
5	020	Baker County School District	8301100	Business Management and Analysis	111021	Yes	Yes					Baker County High School	N/A	Work-based learning, CTSO - FBLA, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	INTUT001, INTUT002, INTUT003, KNOWL002, KNOWL012	Digital Information Technology 8207310	Baker County High School	Business Management and Analysis	Statewide Articulation Agreement	Yes	
6	020	Baker County School District	8918000	Criminal Justice Operations	131041	Yes	Yes					Baker County High School	N/A	Work-based learning, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	FDMQA030	Orientation to Career Clusters 8000400	Baker County High School	Criminal Justice Technology	Dual Enrollment	Yes	
7	020	Baker County School District	8909000	Principles of Teaching	259041					Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	Baker County High School	N/A	Work-based learning, OJT, CTSO-FEA	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	FLDOE004	Orientation to Career Clusters 8000400	Baker County High School	Early Childhood Education	Dual Enrollment	Yes	
8	020	Baker County School District	8727200	Electricity	472111	Yes	Yes					Baker County High School	N/A	Work-based Learning, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	NCCER010, NCCER038	Orientation to Career Clusters 8000400	Baker County High School	Building Construction Technology	Local Articulation Agreement	Yes	
9	020	Baker County School District	9005100	Digital Media Technology	151151					Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	Baker County High School	Baker County Middle School	Work-based learning, OJT,	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	Adobe023, ADOBE024, KNOWL002, KNOWL011, USINS001	Digital Information Technology 8207310	Baker County High School	Digital Media Technology	Local Articulation Agreement	Yes	
10	020	Baker County School District	8800500	Culinary Arts	119051	Yes	Yes					Baker County High School	N/A	Work-based learning, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	NRAEF003, NRFSP001	Orientation to Career Clusters 8000400	Baker County High School	Culinary Arts	Statewide Articulation Agreement	Yes	
11	020	Baker County School District	8417210	Nursing Assistant (Acute and Long-Term Care)	311014					Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	Baker County High School	N/A	Work-based learning, OJT, CTSO-HOSA	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	NATHA002, NATHA007, FDMQA002	Orientation to Career Clusters 8000400	Baker County High School	Nursing R.N.	Local Articulation Agreement	Yes	
12	020	Baker County School District	9003400	Applied Information Technology	151151					Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	Baker County High School	N/A	Work-based learning, OJT, CTSO-FBLA	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	COMPTIA018, KNOWL002, KNOWL011	Digital Information Technology 8207310	Baker County High School	Computer Information Technology	Statewide Articulation Agreement	Yes	
13	020	Baker County School District	8720300	Building Construction Technologies	499071					Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	Baker County High School	N/A	Work-based learning, OJT, CTSO-SkillsUSA	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	HBINS002, HBINS003, HBINS004, HBINS005, HBINS006	Orientation to Career Clusters 8000400	Baker County High School	Building Construction Technologies	Local Articulation Agreement	Yes	
14	020	Baker County School District	8427100	Electrocardiograph Technician	292031					Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	Baker County High School	N/A	Work-based learning, CTSO-HOSA, OJT	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	NATHA002	Orientation to Career Clusters 8000400	Baker County High School	Electrocardiograph Technology	Local Articulation Agreement	Yes	
15	020	Baker County School District	8105500	Plumbing	472152	Yes	Yes					Baker County High School	N/A	Work-based Learning	Advisory Board, Guest Speakers, Job Fairs, tours of facilities, Assistance with competitions	HBINS002, HBINS004	Orientation to Career Clusters 8000400	Baker County High School	Plumbing	Local Articulation Agreement	Yes	

. DEPARTMENT OF EDUCATION
ns V Budget Narrative Form
g, please review the Instructions & Example,
for the Account Title and Narrative.
ıounts should be in agreement with relevant sections of the DOE101.

TAPS Number	26B004
A)Name of Eligible Recipient/Fiscal Agent	Baker County School District
B)Project Number (DOE Use Only)	020-1616S-6CS01

(1)	(2)	(3)	(4)	(5)
Function	**Object**	**Account Title & Narrative**	**FTE Position**	**Amount**
5300	120	Salaries: CTE teachers extra duties hours to be used for professional development, collaboration and special events. CLNA Need (134): C1,C2,C5, E7, F1, F4, G1,G2, G3, G4, H3, H4, I1 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 1D, 2A, 2E, 2H, 4A, 4B, 5K	0.1	$7,000
5300	210	Retirement for CTE Teachers and substitutes(@13.63%) CLNA Need (134): C1,C2,C5, E7, F1, F4, G1,G2, G3, G4, H3, H4, I1 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 1D, 2A, 2E, 2H, 4A, 4B, 5K		$1,875
5300	220	FICA/Medicare for CTE teachers and substitutes (@7.65%) CLNA Need (134): C1,C2,C5, E7, F1, F4, G1,G2, G3, G4, H3, H4, I1 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 1D, 2A, 2E, 2H, 4A, 4B, 5K		$1,052
5300	330	Travel: cost for transportation, meals, hotels registration fees and other expenditur es associated with traveling for the district. (FACTE, CTE Meetings andconference out of county, CLNA meetings, advisory board and articulation meetings) Travel will be reimbursed at the state rate. CLNA Need (SEc 134):C2,E3, E7,F1 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 2H, 2I, 5D, 5L, 5M, 5O		$5,000
5300	350	Repairs and Maintenance: expenditures for repairs and maintenance not provided by the school district on CTE equipment. (yearly maintenance and any repairs on culinary - descalling ice machine, repair icemaker; clean fryers and ovens, automotive equipment- repair lift; AIT - repair of 3D printer and maintenance on Glowforge machine) CLNA Need (Sec 134): C3, I4 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 2C		$5,000
5300	369	Technology related rentals: licenses and fees for internet based subscriptions (iCEV, Eduthings, CTE certification licenses, safety program for Automotive; Middle School and High School DIT Word Press licenses -) CLNA Need (Sec 134): C8, G4, I1 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 1A, 1E, 2F, 2G, 3, 5A		$6,030 NK
5300	390	Other Purchased Services: provide CPR services for health science program CLNA Need (Sec 134): E7, I5 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 1A, 1E, 2F, 2G, 3, 5A		$250
5300	510	Supplies: expenditures for supplies for running CTE programs at the Middle School and High School. (Classroom supplies, CTE program fair supplies, CTE job fair supplies, CTE college night supplies, and other consumables used in CTE classrooms) CLNA NEED(Sec 134): I6 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 1A, 1E, 5A, 5D, 5P		$1,500 NK

5300	641	Capitalized furniture, fixtures, and equipment: ( ); C3 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 5D, 5E		$5,803
5300	642	Non-Capitalized furniture, fixtures, and equipment: CLNA Need (134): C3, C7, C9, Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 5D, 5E		$8,000
5300	643	Capitalized computer harware and technology related infrastructure (over $750) (5 New Laptops for CTE teachers to replace ones that are not Windows 11 compatible; Interactive TV) CLNA Need (134): C3, C7 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 5D, 5E		$8,000
5300	644	Non-Capitalized computer hardware (under $750) (2 color printers for CTE teachers) CLNA Need (134): C3, C7 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 5D, 5E		$3,000
5300	730	Dues and Fees: includes cost of industry certifications for CTE programs, professional registration dues (JaxUSA, FFA dues, FACTE dues) and training fees. CLNA NEED (Sec 134): C5, C8, H1 Program Numbers: 8005100, 8121600,8106800, 9504100, 8301100, 8918000, 8909000, 8727200, 9005100, 8800500, 8417210, 9003400 Required Use of Funds: 4B, 5A, 5C, 5F, 5S		$4,073 ~~$4,000~~
5300	750	Substitute Teacher: Person who substitutes for CTE instructors to attend trainng and who will proctor CTE industry certification exams (50 days @ 7.5 hrs @ $18/hr)		$6,750
5300	790	Indirect Cost (5%) Plan B Sec 135 Required Use of Funds: 6		$1,927 ~~$2,000.00~~ NK
			C) TOTAL	**$65,260**

AGENDA ITEM NO. 9.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	September 15, 2025
SUBMITTED BY:	N/A
ITEM TYPE:	Removed Routine
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of Removed Routine Items.

AGENDA ITEM NO. 9.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	September 15, 2025
SUBMITTED BY:	Johnnie Jacobs - (259-2226)
ITEM TYPE:	Property
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval to De-authorize and Dispose of Itemized Property on the Baker County Middle School's Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)

ATTACHMENTS:
09.15.2025 Approval to Remove the Property List from BCMS Property_J.Jacobs.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Baker County Middle School
211 East Jonathan Street
Macclenny, FL 32063
(904) 259-2226
www.bakerk12.org

Wyatt Milton, Superintendent

August 13, 2025

Wyatt Milton, Superintendent
Baker County School Board Members
Baker County School District
270 South Boulevard East
Macclenny, Florida 32063

Dear Superintendent Milton and School Board Members:

The purpose of this letter is to request School Board approval to remove from our inventory items that are obsolete or broken beyond repair. The itemized list is on the attached document.

Sincerely,



Johnnie Jacobs, Principal

Tiffany McInarnay District 1 | Jack Baker, Jr. District 2 | Clayton Lyons, Jr. District 3 | Mandi Canaday District 4 | Amanda Hodges District 5

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

Baker County Middle School has the following items that are outdated and obsolete. We would like to request that they be removed from our inventory. They are:

#24519 Coolwind Euphonium
#24523 Coolwind Euphonium
#24524 Coolwind Euphonium
#24526 Coolwind Euphonium
#24527 Coolwind Euphonium
#24535 Coolwind Tuba
#24539 Coolwind Tuba
2- Unmarked Coolwind Euphonium(District tag is is missing from spot where all other euphoniums have tags.)

AGENDA ITEM NO. 9.3

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	September 15, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the Participation Agreement and Declaration of Trust with Florida Educator Health Trust (FLEHT).

ATTACHMENTS:
09.15.2025 Approval of the FLEHT Participation Agreement_W.Milton.pdf

PARTICIPATION AGREEMENT

This Participation Agreement is entered into by the undersigned School Board ("Board") and the Florida Educator Health Trust ("FLEHT") and state as follows:

WHEREAS, FLEHT is a duly organized insurance trust established pursuant to the laws of the State of Florida and created by that certain Agreement and Declaration of Trust dated _____, 2025 ("Trust"); and

WHEREAS, the Board, a political subdivision of the State of Florida, is a "Member" of the Florida Association of District School Superintendents, Inc. ("FADSS") as defined in Article II, Section 7 of the Trust and is therefore entitled to seek to participate in the Trust; and

WHEREAS, the Board has applied to become a "Participating Trust Member" of FLEHT, as defined in Article II, Section 13 of the Trust; and

WHEREAS, the Trustees of the Trust have determined that the Board meets all requirements to become a Trust Member School District as defined in the Trust and have, therefore, approved on _____, 2025, the Board's application to become a Participating Trust Member School District; and

WHEREAS, the Board, by official action taken on _____, 2025, has voted to become a Participating Trust Member School District and to appoint the Superintendent as Trustee of the Trust as provided in Article II, Section 20 of the Trust.

NOW, THEREFORE, the Trustees of FLEHT do by these presents accept, acknowledge and approve the Board becoming a Participating Trust Member School District of FLEHT with all of the rights, privileges and obligations appurtenant thereto, and the Board accepts, acknowledges and approves of its membership in FLEHT as a Participating Trust Member School District and hereby appoints the Superintendent of Schools in the Board's district as Trustee.

FLORIDA EDUCATOR HEALTH TRUST

By: _____
Chair

Date: _____

Attest:

_____
Secretary

Date: _____

SCHOOL BOARD OF _____ COUNTY, FLORIDA

By: _____
Chair

Date: _____

Attest:

_____
Superintendent of Schools

Date: _____

FLORIDA EDUCATOR HEALTH TRUST AGREEMENT AND DECLARATION OF TRUST

The Florida Association of District School Superintendents, Inc. ("FADSS") as Grantor does by these presents create this Florida Educator Health Trust Agreement and Declaration of Trust ("Agreement") made in Tallahassee, Florida, as of this the 21st day of March, 2025 ("Effective Date"), by and between the **Florida Educator Health Trust**, hereinafter referred to as the "Trust" or "FLEHT" and FADSS. All capitalized words not defined herein are as defined in the Bylaws.

WITNESSETH:

WHEREAS, Article IX, Section 4 of the Florida Constitution, in part, establishes school districts and school boards as lawful political bodies or subdivisions of the State of Florida with powers and duties provided by the Florida Constitution and the Laws of the State of Florida; and,

WHEREAS, Section 1001.42, Florida Statutes, in part, sets forth certain powers and duties of a school board, including, but not limited to the provision of adequate protection against any loss or damage to school property or loss resulting from any liability by purchasing insurance, self-insuring, entering into risk management programs managed by school boards, school-related organizations, or insurance companies, or any combination thereof; and,

WHEREAS, pursuant to statutory authority, school boards from time to time may designate FLEHT as the school-related organization to provide risk management programs for the school board by taking action to designate FLEHT for such purpose and appointing the superintendent to serve as a Trustee representing the school board; and,

WHEREAS, Section 112.08, Florida Statutes, in part, provides that school boards pay out or contract for the payment of premiums for life, health, accident, hospitalization, legal expense, annuity insurance or any or all kinds of such insurance for the officers and employees of the school board; and,

WHEREAS, Section 163.01, Florida Statutes, in part, authorizes any political subdivision or local governmental unit of the state, including school districts, to jointly exercise any power, privilege, or authority which such governmental entities share in common and which each might exercise

separately, and further provides such authority is in addition to and not in limitation of those granted by any other general, local, or special law; and,

WHEREAS, school boards in Florida are authorized to join together in a group or groups for the purpose of providing self-insurance of various kinds; and,

WHEREAS, FADSS is a Florida non-profit corporation comprised of elected and appointed superintendents throughout the state of Florida and has served its membership since 1968; and

WHEREAS, FADSS has created the FLEHT to, among other things, provide medical stop loss insurance, other forms of insurance, various risk management and administrative services for its participating members; and,

WHEREAS, under proper circumstances the school boards represented by FADSS membership or some portion thereof, may deem it expedient to join together for economy of scale purchasing and procuring health insurance coverage under Florida law or providing self-insurance, various coverages and related risk management programs and administrative services as authorized under Florida law; and,

WHEREAS, FADSS considers that it would be advantageous and an economical savings for the school districts who may become Participating Trust Members pursuant to this Agreement and Declaration of Trust, to undertake to provide such health insurance, share the cost of administrative services, and related programs in certain selected areas and to that end is undertaking to furnish the leadership and guidance necessary to establish such programs and to share said costs; and,

WHEREAS, FADSS has determined that it would be advantageous for Florida school boards to have the opportunity to undertake to provide group health insurance for eligible employees and school district representatives, and to share administrative services as a way to save costs associated with procuring such insurance and acquiring said services; and,

WHEREAS, FADSS has determined that the most practical manner in which to establish and administer these insurance programs and share administrative costs is through a trust created for that purpose; and,

WHEREAS, pursuant to the authority vested in participating school boards to participate in a risk sharing agreement as provided by FLEHT; and,

WHEREAS, the terms and conditions of this FLEHT are set out in writing herein; and,

WHEREAS, the school districts which have determined to participate in FLEHT agree to perform the duties and obligations required of them under the terms and provisions hereof.

NOW, **THEREFORE**, in consideration of the foregoing premises, and for other good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually contracted, covenanted and agreed as follows:

ARTICLE I
NAME

The name of the Trust hereby created is the "**Florida Educator Health Trust**," hereinafter referred to as the "**Trust**" or "**FLEHT**."

ARTICLE II
DEFINITIONS

Section 1. "Administrator" as used herein shall mean the Administrator of the Trust as so designated by the Board of the Trust.

Section 2. "Board" is defined to mean the Board of Trustees of the Trust.

Section 3. "Business Day" shall mean any day other than a Saturday or Sunday or legal holiday.

Section 4. "Chair" is defined to mean the Chairperson of the Board.

Section 5. "Contributions" are defined to mean the initial and subsequent payments to the Trust by Participating Trust Members for the purpose of securing economy of scale group health insurance and administrative services to be established or secured and administered by the Trust and/or by a third-party administrator or to participate in other health-related programs provided and administered by the Trust on a fee-basis.

Section 6. "Employees" or "Officials" are defined to mean those persons who are employees and/or officials of Participating Trust Members.

Section 7. "FADSS" shall mean Florida Association of District School Superintendents, Inc., a Florida non-profit corporation.

Section 8. "FLEHT" or "Trust" shall mean Florida Educator Health Trust.

Section 9. "Trustees" shall mean the signatories to this Agreement each of which represents a school board which is also a "Participating Trust Member" as defined herein.

Section 10. "Fund" or "Funds" (with respect to each insurance or service program established and administered by the Trust, the Trust will establish and maintain a separate account for all monies collected and disbursed for the health insurance program or programs which shall be designated and named so as to readily identify the insurance program or administrative service for which such account is established and maintained) is defined to mean with respect to the particular account involved, the cumulative total of the following: Participating Trust Member contributions, policy refunds, or budget reductions received by the Trust or left with the insurance carrier; investments made by the Trust and income thereon; and other money or property which shall come into the hands of the Trust in connection with the administration thereof.

Section 11. "Notice" is defined in Article XIII.

Section 12. "Operators" are defined as third party program managers, third party administrators, employee benefits administrators, risk managers, district level business officials, consultants, or human resource personnel.

Section 13. "Participating Trust Members" is defined to mean Florida school boards which have applied for and been accepted as participating in economy of scale health insurance programs established and administered by the Trust and procuring administrative services related thereto in accordance with the terms of this Agreement.

Section 14. "Policy" as used herein shall include any rider, endorsement, or amendment made a part of an insurance policy.

Section 15. "Program" or "Programs" is defined to be the various economy of scale health insurance and health-related programs and administrative services offered by the Trust for the benefit of the employees and officials of the Participating Trust Members.

Section 16. "Program Manager" shall be that individual or firm designated by FADSS to assist the Trustees in the management of the Trust and who shall be knowledgeable on matters related to risk analysis, risk-sharing, risk financing and risk transfer structures and arrangements.

Section 17. "Proxy Designee" is an individual who is authorized by a Trustee to serve in his/her absence at a duly constituted meeting or teleconference of the Board for a specified length of time. The proxy designee shall be limited to an alternate superintendent, deputy superintendent, or Operator in order to ensure a knowledgeable representative is present at a duly constituted meeting or teleconference.

Section 18. "Superintendent" shall mean the person serving as superintendent of a school district.

Section 19. "Trust" is defined to mean the Florida Educator Health Trust.

Section 20. "Trustee" is the superintendent of a school district who is designated by the school board to serve on the Trust. The Trustee may appoint a designee or proxy to the Trust which person shall also be referred to herein as "Trustee."

ARTICLE III
PURPOSES OF THE TRUST

The Trust shall be a non-profit organization with the funds collected as provided herein to be used only for the purpose and in the manner set out in this Agreement and by the Bylaws promulgated and adopted pursuant to the authority granted herein. The purposes of the Trust shall be to enable the various Participating Trust Members to avail themselves of the benefits which will accrue to them in the forming of a group or groups to provide and participate in any lawfully permitted insurance, self-insurance, pooled insurance, risk management program or services of any kind, including administrative services, or to procure or create any type of lawfully permitted insurance, insurance coverage, risk management, self-insurance, pooled

insurance, claims administration or other related programs and services for the benefit of Participating Trust Members pursuant to and consistent with all applicable provisions of Florida law which allow such actions. Notwithstanding the foregoing, the Trust shall not participate in the provision of property and casualty insurance in any form and shall be limited to the provision of health insurance and health related programs.

ARTICLE IV
GENERAL TRUST PROVISIONS

Section 1. TRUSTEES. As of the date of the establishment of this Trust each Trustee representing a school board which has taken action to participate in the Trust shall be a voting Trustee of the Trust. Thereafter, each Participating Trust Member shall designate a voting Trustee to serve on the Board.

Section 2. SELECTION OF TRUSTEES. The Superintendent of each Participating Trust Member school district or his/her designee shall serve as a voting Trustee on the Board for that Participating Trust Member.

Section 3. CHAIR OF THE BOARD. A Chairperson ("Chair") of the Trust Board of Trustees ("Board") shall be initially elected at the initial organizational meeting of the Founding Trustees and shall serve for one year. Thereafter, the Chair shall be elected for a two-year term by the Trustees during the Trust annual meeting.

Section 4. RESIGNATION OF A TRUSTEE. Any non-superintendent Trustee may resign upon giving thirty (30) days' written/electronic notification to the Chair of the Trustees who shall immediately notify the district's superintendent of the need to designate a Successor Trustee or to reassume the office him or herself.

Section 5. REMOVAL OF A TRUSTEE. Any non-superintendent Trustee may be removed from the Board, with or without cause, by a vote of two-thirds of all the Trustees at a meeting in which a quorum is present and notice of the vote to remove a Trustee has been provided or by an absolute two-thirds of all Trustees in an action taken without a meeting (in either case the two-thirds is calculated excluding the Trustee whose continued term as a Trustee is at issue). Upon removal of a trustee, the Chair of the Trustees shall immediately notify the district's superintendent of the need to designate a Successor Trustee or to reassume the office him or herself.

Section 6. APPOINTMENT OF SUCCESSOR TRUSTEES. Upon the death, resignation or removal of a superintendent serving as Trustee, a replacement Trustee, who shall be the successor superintendent, shall be appointed forthwith by the Participating Trust Member School Board.

Section 7. COMPENSATION OF TRUSTEES. The Trustees shall not be compensated for their Trustee services, but shall be reimbursed by the Trust for reasonable and necessary expenses incurred by them in the performance of their duties in accordance with a policy adopted for the Trust.

Section 8. MEETING OF BOARD OF TRUSTEES. A meeting of the Trustees may be called at any time by the Chair by giving at least ten (10) days' written/electronic notice to all Trustees. A meeting of the Trustees may also be called by any three (3) of the Trustees upon giving at least ten (10) days' written/electronic notice to all Trustees. An emergency meeting may be called by the Chair or any two (2) Trustees with no less than three (3) business days' notice to all Trustees unless the majority of Trustees agree to meet as soon as possible to address an immediate issue.

A majority of the Trustees, including a proxy designee authorized by a Trustee, shall constitute a quorum for a duly constituted Board meeting or teleconference. Each Trustee who is unable to attend a Board meeting or participate in a teleconference shall appoint a proxy designee to sit and act on his/her behalf. The Trustee shall be responsible for notifying the Chair or the Trust in writing or electronically of the proxy designee's name and the specific length of time the designation is to be valid. The Chair shall declare vacant the office of any non-superintendent Trustee who misses two (2) consecutive Board meetings without appointment of a proxy designee and shall immediately notify the district's superintendent of the need to designate a Successor Trustee.

Section 9. REQUIRED VOTE OF TRUSTEES. The Board may take action during any duly constituted meeting or a teleconference provided a quorum is present. Any such action of the Board shall require a majority vote of those in attendance unless otherwise required herein. All meetings shall be either in person or via teleconference.

A voting Trustee who is unable to attend a meeting or participate in a teleconference is responsible for appointing a proxy designee and shall notify the Chair in writing or electronically of the proxy designee's name and the specific length of time the designation is to be valid. The proxy designee

shall exercise the same voting rights as the absent voting Trustee for the specified period as provided herein.

Any action that may be taken at a meeting of Trustees may be taken without a meeting or notice if a consent in writing, setting forth the action so taken, shall be signed by the Trustees having not less than the minimum number of votes that would be necessary to authorize or take such action at a meeting at which all Trustees entitled to vote thereon were present and voted with respect to the subject matter thereof, and such consent shall have the same force and effect as a vote of Trustees taken at such a meeting. An electronic communication sent to all Trustees or their proxies setting forth the action so taken shall satisfy the notice requirements of this Section. An electronic response from a Trustee or their proxy indicating their agreement or disagreement to the action shall have the same force and effect as a vote given in person.

Section 10. DESIGNATION OF CHAIR AS MANAGING TRUSTEE. The Trustees may designate the Chair as the Managing Trustee and authorize him/her to execute certain instruments in the name of the Trust.

Section 11. DESIGNATION OF EXECUTIVE COMMITTEE. The Trust shall have an Executive Committee composed of: the Chair, Vice-Chair, three (3) other Trustees as determined and appointed by the Chair, a non-voting Secretary/Treasurer, as well as three non-voting Operators appointed by the Program Manager one of whom shall be the person who serves as the Chief Executive Officer of FADSS, or his or her designee. The purpose of the Executive Committee shall be to make decisions regarding Trust matters in critical situations and when time does not allow for convening of a Board meeting or a teleconference with a majority of the Trustees. A quorum of the Executive Committee shall be three voting members. The Executive Committee shall advise the full Board of action taken by said Committee within forty-eight (48) hours by email or telephone call. The Executive Committee shall not make decisions involving over $100,000.

Section 12. MANAGEMENT OF THE TRUST. The Board shall have absolute and exclusive power and authority to manage the Trust property and to conduct the Trust business to the same extent as if such Trustees were the owners of such property limited only as specifically set forth in this Agreement and Bylaws. The Board may take action during a duly constituted meeting or teleconference, provided a quorum is present. Any such action

of the Board shall require a majority vote of those in attendance. The Board's powers shall include, but not be limited to:

(a) Making and entering into such contracts as they deem expedient to accomplish the purposes of the Trust;

(b) Purchasing or otherwise acquiring real or personal property as permitted by law, and selling, exchanging, mortgaging, granting a security interest, pledging, or in any manner dealing with the Trust funds or any part thereof or any interest therein, upon such terms and for such consideration as they deem proper;

(c) Prosecuting and defending all actions affecting the Trust, and compromising or settling any suits, claims, or demands, or waiving or releasing any rights relating to the Trust; and,

(d) Employing or engaging officers, agents, contractors, Program Manager, attorneys, and employees including the delegation of authority, except as otherwise limited by this Agreement, to one or more of their number (who may be designated as constituting a Committee of the Trustees) or to officers, employees, or agents of the Trust the doing of such things and taking of such action as the Trustees may deem expedient and appropriate in furtherance of the business affairs and purposes of the Trust.

(e) Appointment of one or more technical advisory committees to advise, review and make recommendations as to the activities of the Trust. Such committee or committees shall be composed of individuals with knowledge and technical expertise as to the affairs of the Trust and shall serve at the pleasure of the Trustees and may be removed at any time by the Trustees without cause. Any such committee shall be chaired by at least one Trustee.

No court shall substitute its judgment for that of the Board in the making of any decisions relative to the management and administration of the Trust.

Section 13. LIABILITY OF TRUSTEES. The Trustees shall use ordinary care and reasonable diligence in the exercise of their power and in the performance of their duties hereunder; they shall not be liable for any mistake of judgment or other action made, taken or omitted by them in good faith; nor for any action taken or omitted by an agent, employee or attorney selected with reasonable care; nor for the loss incurred through investment

of Trust money, or failure to invest. No Trustee shall be liable for any action taken or omitted by any other Trustee. The Trustees shall not be required to give a bond or other security to guarantee the faithful performance of their duties hereunder.

Section 14. INDEMNIFICATION OF TRUSTEES, OFFICERS, EMPLOYEES, AND AGENTS. The Trust shall indemnify and hold harmless to the full extent permitted by Florida law, any person who is or was a Trustee, officer, employee, Program Manager, Operator, or agent of the Trust. The Trust may purchase and maintain insurance on behalf of any person who is or was a Trustee, attorney, officer, employee, Program Manager, Operator, contractor or agent of the Trust, against any liability asserted against any of them and incurred by any of them in any such capacity, or arising from their status as such, regardless of whether the Trust had the power to indemnify them against such liability.

Section 15. PRINCIPAL OFFICE OF TRUST. The principal office of the Trust is located at 208 S. Monroe Street, Tallahassee, Florida 32301.

ARTICLE V
PROVISIONS FOR PARTICIPATION IN THE TRUST AND RISK SHARING POOLS

Section 1. PARTICIPATION IN THE TRUST AND RISK SHARING POOLS. A Florida school district may become a Participating Trust Member in any program established and administered by the Trust by making application for participation in a form prescribed by the Trust, paying any contributions determined by the Board on the basis of the service to be provided in that particular program and satisfying all requirements of the Trust for the participation requested. The school district shall be notified in writing or electronically by the Trust if accepted as a Participating Trust Member. As a Participating Trust Member, a school district may apply to be included in a separate affiliated risk sharing pool by making application to the Trust, providing necessary financial and operational information, and being approved by the risk sharing pool.

Section 2. CONTRIBUTION REQUIREMENTS FOR TRUST MEMBERS. A school district that is accepted as a Participating Trust Member shall thereafter pay contributions on such dates and in such amounts as the Board shall require for providing group health self-insurance, health insurance or related health programs under each program and for

administering the Trust. The Participating Trust Member shall comply with such decisions and policies and procedures promulgated or adopted by the Board. It is specifically understood that the Board may determine the amounts of contributions required and the periods covered with authority to differentiate in the rates charged Participating Trust Members based on their loss experience.

The participation under each coverage program shall continue until the program has been terminated, except that the failure of a Participating Trust Member to pay contributions or to comply with such policies and procedures as may be required by the Board, including the provision of adequate risk sharing data including, but not limited to compliance analysis, financial analysis, wellness program analysis, and contract effectuations analysis, shall be grounds for termination as a Participating Trust Member from the Trust. If a Participating Trust Member exceeds the loss fund contribution available to pay its claim after termination, the Trust may request additional funds to pay outstanding claims and claim expenses or return the open claims to the school district or to its Third-Party Administrator for claims. The Trust is limited in paying claims for terminating or withdrawing Participating Trust Member school districts to those funds and interest available as provided by the specific school district.

Each Participating Trust Member shall be responsible for its own respective liability under the loss fund contribution upon departure from the Trust. A Participating Trust Member that departs in deficit with respect to its particular loss fund contribution shall reimburse the Trust for said deficit. The Trust retains the right to seek such reimbursement which will include costs incurred by the Trust for the reimbursement, including attorney's fees.

The liabilities of a departing Participating Trust Member that is in deficit with respect to the loss fund contribution shall not be paid by the remaining members of the Trust through an assessment, nor shall such remaining school districts of the Trust be jointly and severally liable for the departing Participating Trust Member's deficit. Any monies that are owed to a departing Participating Trust Member with respect to its yearly loss fund contribution shall be paid by the Trust. The loss fund is reserve dollars set aside as required by actuarial calculations for future payment of claims within the Self-Insured Retention limits of the Trust.

Section 3. INTEREST OF THE SCHOOL DISTRICTS; PERSONS INSURED AND PERSONS CLAIMING THROUGH THEM. Neither the Participating Trust Member, person insured, nor person claiming insurance benefits or otherwise, shall have any claim against any funds or property of the Trust. The rights and interests of persons insured and persons claiming by or through them shall be limited to the insurance benefits specified in the policies or self-insurance programs involving programs established by Florida Statutes. Participating Trust Members may appeal claims to the Trustees. The final action of the Board shall be considered the final action of the claim.

Section 4. TRUST OR PROGRAM WITHDRAWAL OR TERMINATION. Any Participating Trust Member may withdraw from the Trust or terminate participation in a Trust sponsored program only pursuant to the provisions of Section 624.46223, Florida Statutes, by providing written notice to the Trust. As required by law, a Participating Trust Member may not be required to provide more than 45 days' notice of the Member's intention to withdraw. Intent to withdraw or terminate participation shall be an official school board action of the Participating Trust Member. Once written/electronic notice is given to the Trust's Administrator, a Participating Trust Member shall have no vote regarding any program renewal or selection of program options from which the Participating Trust Member has withdrawn and shall not be included in any renewal or bid quote. A Participating Trust Member may rescind a letter of intent to withdraw or terminate by sending written/electronic notification to the Trust's Administrator prior to the effective withdraw or termination date.

Once a Participating Trust Member has elected to withdraw from a specific program or service offering of the Trust it is not eligible to participate in that program for at least one (1) program year from the date of withdrawal. That decision must be an official school board action of the Participating Trust Member.

For any and all program or service offering terminations, the Participating Trust Member shall remain liable to continue to make all contributions required to be paid until the end of the program year in effect at the time of the exercise of the withdrawal or termination even if such contributions and liabilities extend beyond the date of the withdrawal by the Participating Trust Member.

Any Participating Trust Member that withdraws completely or terminates participation in any Trust sponsored program shall have no immediate right or claim to any part of its current balance of loss fund contributions in excess of claims incurred. However, if there are excess loss fund contributions for any one (1) program year after all claims and related liabilities have been closed, as determined by the Trustees and the Trust actuary, the withdrawing Participating School Member shall be refunded any remaining balance. A terminating Participating Trust Member shall not share in any Trust surplus funds.

Claims being administered by the Trust for Participating Trust Members that terminate their membership with the Trust shall remain with the Trust until closure due to aggregate and excess requirements. Processing of said claims for terminating school districts shall be at an appropriate administrative fee for which the school district shall be responsible to promptly pay.

The Trust may terminate the participation of any Participating Trust Member in the event, in the sole determination of the Board, that the Participating Trust Member has failed to comply with any of the policies, rules, and regulations established by the Board for participation in the Trust and after failure of the Participating Trust Member to comply with any rehabilitation required for the Participating Trust Member by the Trust.

ARTICLE VI
PROGRAMS

Section 1. PROCURING OF POLICIES. The Board may procure a policy or policies or master contract from insurance carriers or service companies selected by the Board and providing such form of insurance and/or service as determined by the Board. Additional policies providing any such insurance or service as the Board deems appropriate may be procured anytime thereafter. The term "policy" as used herein shall include any rider, endorsement, or amendment made a part of an insurance policy. The Board is further empowered to enter into service agreements as it determines to be in the best interest of the Trust and/or its Participating Trust Members.

Section 2. CONTROL OF BOARD. The Board shall agree with such insurance carriers upon the provisions of the policy or policies and the requirements for insurance there under for such Participating Trust Members as may elect to participate in the plan. All rights and privileges granted to

the policyholder by a policy or allowed by the insurance carrier shall be vested in the policyholder, except as hereinafter provided. The Board may enter into such other agreements with insurance carriers and/or service companies, as they deem necessary or advisable in regard to any such insurance or service within the purposes of the Trust.

Section 3. GROUP PROGRAMS. The Trust shall be authorized to contract with any qualified organization to perform any of the functions necessary for the carrying out of a self-insured pool arrangement, including excess loss insurance, handling of claims, administrative services and any and all other services that the Board shall deem expedient for the proper servicing of those Participating Trust Members who use the services of the Trust.

Section 4. MANAGEMENT OF THE PROGRAMS OF THE TRUST. The Trust shall have the responsibility and authority to manage the Programs offered by the Trust and to conduct the business of the Programs for the benefit of employees, their eligible dependents, and retirees of Participating Trust Members. The services to be provided by the Trust may include the following: administrative services; claims service; claims adjustment; claims administration; claims payment; loss control; prescription drug services; wellness programs, recommendations regarding settlement; selection of counsel; making recommendations for use of outside vendors to provide group health insurance and for claims administration; and such other and further services are necessary to carry out the Program. The Trust shall contract, no less than annually, for the administration of the Trust via an appropriate Administration Agreement which may include the provision of the management services, administrative services, and other staffing and services as necessary.

Section 5. PROCUREMENT AUTHORIZATION. The Trust may procure a policy or policies or a master contract from insurance carriers or service companies to provide group health insurance or reinsurance for the Participating Trust Members and their employees. The Trust is further authorized to enter into such service agreements as it determines to be in the best interest of the Program for the benefit of Participating Trust Members and their employees. The Trust is authorized to contract with any qualified organization or entity to perform any of the functions necessary for the carrying out of a self-insured arrangement, including handling of claims, legal, actuarial and accounting services, administrative services and any and

all other services that the Trust shall deem necessary for the proper servicing of the Program(s) and its participants.

ARTICLE VII
NATURE AND USE OF A FUND

Section 1. USE OF A FUND. The Board may use a fund to pay:

(a) Premiums for group policies;

(b) Premiums for bonds and errors and omissions insurance which may be required by Florida Statutes, Florida Administrative Code or action of the Board; and,

(c) All other expenses and make all payments which the Board considers necessary in establishing the Trust loss fund and administering the services of the Trust with respect to any investments, group self-insurance, insurance, or risk management program, including but not limited to, any compensation paid to any service companies, attorneys, actuaries, accountants, employees, clerical help, custodians, servants and others as the Board may deem necessary including, as determined solely by the Board, the payment of rebates or surplus funds back to Participating Trust Member.

ARTICLE VIII
DEALINGS WITH THE BOARD

No purchaser, seller, transfer agent or other person dealing with the Board or any officer, employee, Administrator or agent of the Trust shall be bound to make any inquiry concerning the validity of any transaction purporting to be made by the Board or by such officer, employee, Administrator or agent or make inquiry concerning or be liable for the application of money or property paid, transferred or delivered to or on the order of the Board or of such officer, employee or agent.

ARTICLE IX
AMENDMENT AND TERMINATION OF THE TRUST

Section 1. AMENDMENTS TO THE AGREEMENT, DECLARATION OF TRUST, AND BYLAWS. The Board may amend the Agreement and Bylaws at any time to such extent as they deem necessary or advisable. The Agreement or Bylaws shall be amended only by a two-thirds vote of the

voting Trustees present during any duly constituted Board meeting provided any proposed amendments have been sent by postal or electronic mail to all Trustees at least thirty (30) days before the scheduled meeting.

Section 2. TERMINATION. The Trust may be terminated at any time by the Board only upon the unanimous mutual consent of the Board by an instrument in writing and upon prior notice to each Participating Trust Member. Upon termination, the Trust shall pay all obligations of the Trust and distribute any remaining surplus funds in such manner as they determine fair and equitable to the Participating Trust Members.

ARTICLE X
AGENCY

The Board operates only under the provisions of this Agreement and Bylaws as agent and representative of the Participating Trust Members.

ARTICLE XI
SEVERABILITY AND SITUS OF CONSTRUCTION

Any provision of this Agreement and Bylaws prohibited by the laws of the State of Florida shall be ineffective to the extent of such prohibition without invalidating the remaining portion of this Agreement and Bylaws.

This Trust is executed in the State of Florida and all questions pertaining to its validity, construction and administration shall be determined in accordance with the laws of such jurisdiction. Exclusive venue for any dispute with respect to this Trust shall be in Leon County, Florida.

ARTICLE XII
COUNTERPARTS

This Trust and any amendment hereto may be executed in any number of counterparts, each of which when so executed and delivered shall be an original; but such counterparts shall together constitute but one and the same instrument.

ARTICLE XIII
NOTICES

Any notice, demand, direction, request or other communication authorized or required by this Agreement (each a "Notice") shall be in writing

and shall be delivered, by First Class Mail, postage prepaid, or by overnight delivery service, or by email addressed to the Participating Trust Member(s) or Trustees at the address indicated on the signature page or to addresses from which the parties have communicated previously.

Any Notice shall be deemed received only upon actual delivery at the recipient's address set, provided, however, electronic mail shall be deemed received on the date after the email was sent so long as confirmation of receipt is received by the sender. Notices delivered after 5:00 p.m. (at the place of delivery) or on a non-Business Day, shall be deemed received on the next Business Day. If any time for giving Notice contained in this Agreement would otherwise expire on a non-Business Day, the Notice period shall be extended to the next succeeding Business Day.

[The following page is the signature page.]

IN WITNESS WHEREOF, this AGREEMENT AND DECLARATION OF TRUST and attached Bylaws have been duly executed as of the Effective Date by the Grantor, Florida Association of District School Superintendents, Inc.

William J. Montford
William J. Montford (Mar 20, 2025 13:12 EDT)

William J. Montford, III
Chief Executive Officer
208 South Monroe Street
Tallahassee, Florida 32301

Tim Forson (Mar 21, 2025 10:43 EDT)

Tim Forson
President
208 South Monroe Street
Tallahassee, Florida 32301