

SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA  
2013-2014

CARL D. PERKINS SECONDARY PROPOSAL

Total Budget: 165,787

Title of Component: **Support Services for SWD** Project Manager: Ronda Mims

Ext. \_\_\_\_\_

**REQUIRED USE OF FUNDS #1:** Explain how funds in this component will be used to strengthen the academic and career and technical skills of participating students.

Academic: **Provide support for contextualized learning, supplemental instruction, collaborative learning and study groups to augment classroom instruction and increase the continued success for at-risk CTE students.**

Career and Technical: **Provide instruction and opportunities for special population secondary students to assess and document career exploration, career readiness, and technical skills assessments in CTE programs.**

**REQUIRED USE OF FUNDS #2:** Explain what steps will be taken to link students at the secondary level and at the postsecondary level. A minimum of ONE Program of Study must be fully developed using the state's template.

**Encourage and promote activities that foster integrated CTE and academic content, faculty collaboration, and secondary to post secondary transitions.**

**Continue providing opportunities for dual credit and dual enrollment for postsecondary career pathways for students with disabilities at postsecondary technical centers; including transition site visits for parent, students, and supplemental staff.**

**REQUIRED USE OF FUNDS #3:** Describe how students will be provided strong experiences in and understanding of all aspects of an industry, including work-based learning experiences.

**Support job shadowing, on -the -job training and guided workplace learning opportunities for students with disabilities.**

**REQUIRED USE OF FUNDS #4:** Explain how funds in this component will be used to develop, improve, or expand the use of technology.

Training of teachers, faculty and administrators: **Provide training to staff of special population students to improve access to equitable career guidance, contextual learning, and digital learning tools.**

Programs that improve mathematics and science knowledge (STEM):

**Support special populations attendance at the UM SOCIETY OF WOMEN ENGINEERS –Introduce a Girl to Engineering Day.  
Support marketing and outreach activities which target students in nontraditional CTE.**

Collaborations with technology industries (i.e. internships, mentoring):

**Career Fairs will include nontraditional occupations and role models who represent the workforce; including non-traditional occupations.**

**REQUIRED USE OF FUNDS #5:** Describe professional development that will be planned for:

Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers, to the extent practicable:

**Provide in-service training and professional development to CTE instructors to ensure success to students who are members of special populations.**

Effective teaching skills based on research that includes promising practices/effective use of scientifically based research and data to improve instruction:

**Provide training to staff of special population students to improve access to equitable career guidance, contextual learning, and digital learning tools.**

Effective practices to improve parental and community involvement:

**Provide resources to promote CTE programming and communicate opportunities to counselors, parents, and the business community.**

**REQUIRED USE OF FUNDS #6:** Explain the process that will be used to evaluate programs carried out under this component, including how the needs of special populations are met.

**Provide technical and academic support services which includes; transition services, assessment services, equity services, disability accommodations and interagency collaboration services. Provide funds and resources to ensure CTE programs have modern industry standard facilities, equipment, instructional materials to prepare special populations for industry certifications and meet the accommodation needs of students' with disabilities.**

**Support access to computer labs where CTE students can practice the skills necessary to acquire industry certifications.**

**REQUIRED USE OF FUNDS #7:** Describe special projects that will be initiated to improve, expand and/or modernize the quality of programs carried out under this component.

**Provide instruction and opportunities for special population secondary students to assess and document career exploration, career readiness, and technical skills assessments in CTE targeted pathways.**

<p><b>Provide support services by appropriate personnel to ensure success of special populations students. Examples of support services are curriculum modification, mentoring, pre-employment services, and support groups.</b></p>
<p><b>REQUIRED USE OF FUNDS #8:</b> How will programs be evaluated to ensure sufficient size, scope, and quality?  <b>On-site monitoring and technical assistance to determine how the needs of special populations are being addressed and how programs are designed to enable members of special populations to meet state performance standards.</b></p>
<p><b>REQUIRED USE OF FUNDS #9:</b> Describe activities planned to prepare special populations for high-skill, high-wage, or high-demand occupations.  <b>Provide technical support for special populations to transition to postsecondary education and complete certifications</b>  <b>Provide professional development to recruit and retain special populations in CTE high-skill, high-wage, high-demand occupations.</b>  <b>Support Peer-to-Peer mentoring opportunities for special populations in non-traditional, high-skill, high-wage, and high-demand occupations.</b></p>
<p><b>PERMISSIVE USE OF FUNDS:</b> If use of funds in this component fall in this category, list each permissive use of funds below, followed by a brief explanation and/or description of activities to be funded.</p>

Name of Person Responsible for Preparing Local Proposal: Cynthia Guillama  
Title: Curriculum Support Specialist