

**FLORIDA DEPARTMENT OF EDUCATION**

**2019-2020 Request for Application (RFA Entitlement)**

**Bureau/Office**

Division of Career and Adult Education

**Program Name**

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), **State Leadership, State Correctional Institutions and Institutions That Serve Individuals with Disabilities**

**Specific Funding Authority(ies)**

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Title I; Workforce Investment Act, Section 503, CFDA #84.048

Florida’s Perkins IV State Plan will be extended through fiscal year (2019-2020) during the transition to Perkins V.

**Funding Purpose/Priorities**

The purpose is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs.

Section 124 (a) General Authority: From amounts reserved under section 112(a)(2), each eligible agency shall-

(1) conduct State leadership activities to improve career and technical education, which shall include support for –

(B) individuals in State institutions, such as State Correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities

For more information, see the *Perkins V 2019-20 One-Year Transition Plan Guide* on the website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.stml>.

**Total Funding Amount**

**$962,069 (Allocation is contingent on Florida’s 2019 Federal Award)**

**Note:**

* The Florida Department of Education is posting this Request for Application (RFA) before the passage of the U.S. Department of Education’s (USDOE) Fiscal Year (FY) 2019 appropriation in anticipation of the appropriation of funds for Program Year (PY) 2019 Perkins V grants, but we will not obligate any funds for PY 2019 grants until federal funds are appropriated and the Florida Department of Education has received its federal award notification from USDOE.
* The allocations posted in this RFA are subject to change, based on Florida’s federal award notification.
* The Commissioner may recommend an amount greater or less than the amount requested in the application.

**Type of Award**

Entitlement

Budget / Program Performance Period

July 1, 2019 to June 30, 2020

Applications received after June 30, 2019, will be effective on the date of receipt in the Office of Grants Management or award of federal funds, whichever is later.

**Target Population(s)**

To serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities. Section 112(a)(2)(A)

**Eligible Applicant(s)**

Florida Department of Corrections

**Application Due Date**

**Due on or before June 28, 2019**

Thedue date refers to the date of receipt in the Office of Grants Management.

**For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

**Matching Requirement**

None

**Contact Persons**

**Program Contact Grants Management Contact**

Ebonee Dennis Phyllis White

Program Specialist IV Grants Manager

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**Assurances**

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

**School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence, currently on file with the FDOE Comptroller’s Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

**New:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 form will be required prior to a project award being issued.

**School Districts, State Colleges, and State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>.

The Grants Fiscal Management Training and Assessment must be completed annually by the agency head and/or the agency’s financial manager (CFO) within 60 days of the date of execution (Block 12) on the DOE 200, Project Award Notification. Training and assessment can be found here at <https://web01.fldoe.org/TrainingAssessment/SignOn/Home.aspx>. Enter in your email address and follow the steps. Non-participation in the training program may result in termination of payment(s) until training is completed.

**Funding Method**

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

**Fiscal Records Requirements and Documentation**

Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded projects 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, which may be accessed online at [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the Florida Department of Education, Comptroller’s Office, by August 20, 2020.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request. All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained for five years.

**Allowable Expenses:**

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

**Unallowable Expenses:**

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

* Costs for items or services already covered by indirect costs allocation
* Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at [www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html) and the Reference Guide for State Expenditures, which may be found at <https://www.myfloridacfo.com/Division/AA/Manuals/Auditing/Reference_Guide_For_State_Expenditures.pdf>.
* The Uniform Grant Guidance (UGG) may be found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

**Federal: Strengthening Career and Technical Education for the 21st Century Act: Funding Shall Supplement, Not Supplant**

Section 311(a) of the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant non-federal funds expended for Career and Technical Education programs.

**Equipment Purchases**

**Federal Requirement**

Any equipment purchased under this program must follow the Uniform Grant Guidance (UGG) found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

The UGG document provides all of the required definitions in the following sections: 200.12 Capital Assets, 200.13 Capital Expenditures, 200.2 Acquisition cost, 200.33 Equipment, 200.48 General Purpose Equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies, Post Federal Award Requirements Standards for Financial and Program Management, 200.313 and General Provisions for Selected Items of Cost 200.439.

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

**State Requirement**

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states:

All tangible personal property with a value or cost of $1,000 or more and having a projected useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody.

**Division of Career and Adult Education Requirement**

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of $1,000 or more on the **DOE 101 Budget Narrative Form** and on the **Projected Equipment Purchases Form** (applicant may use this form or another format that contains the information appearing on this form).

All additional equipment purchases with a unit cost of $1,000 or more not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

**Administrative Costs including Indirect Costs**

**Federal: Strengthening Career and Technical Education for the 21st Century Act: Local Administrative Cost**

Section 3 (1) of the Act states that the term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

Section 135(d), of the Act states that each eligible recipient receiving funds under this part shall not use more than **five percent** of the funds for administrative costs associated with the administration of activities assisted for the proposed project.

Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Indirect costs are considered administrative costs.

Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise 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 <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

**Records Retention**

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education 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.

**Intellectual Property**

The awarded agency is subject to following additional provisions:

A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with this Grant/Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Grantee/Contractor nor any individual employed under this Grant/Contract shall have any proprietary interest in the product.

B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf of the State of Florida.

C. In the event it is determined as a matter of law that any such work is not a "work for hire," grantee shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Grant/Contract and with no additional compensation.

D. The foregoing shall not apply to any pre-existing software, or other work of authorship used by Grantee/Contractor, to create a Deliverable but which exists as a work independent of the Deliverable, unless the pre-existing software or work was developed by Grantee pursuant to a previous Contract/Grant with the Department or a purchase by the Department under a State Term Contract.

E. The Department shall have full and complete ownership of all software developed pursuant to the Grant/Contract including without limitation:

1. The written source code;

2. The source code files;

3. The executable code;

4. The executable code files;

5. The data dictionary;

6. The data flow diagram;

7. The work flow diagram;

8. The entity relationship diagram; and

9. All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.

**Program Accountability: Local Program Improvement Plans (PIPs) and Outcome Reporting**

While a focus on continuous program improvement is still expected during the transition year, eligible recipients will not be required to submit program improvement plans for measures in which they did not achieve 90% of their local targets, based on their 2017-18 data. In addition, local targets for performance measures will not be set for the 2019-20 program year due to the transition from the accountability requirements in Perkins IV to those in Perkins V.

**However, each eligible recipient that receives an allocation during the 2019-20 transition year must still report local data on all career and technical education students through the student data systems in place at the school districts and Florida colleges**.

**Amendment Procedures**

Project amendments may be proposed by the project recipient or by the DOE Program Manager. Program and budget amendments to approved project applications for all programs shall be prepared by project recipients on the Project Amendment Request Form (DOE 150) and the Budget Amendment Narrative Form (DOE 151) available in the [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml) and on the Division of Career and Adult Education Grants website at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>

A project recipient may not begin to expend or obligate federal funds under a project amendment until the latter of the following two dates: (1) the date the Department receives the amendment in substantially approvable form or (2) the date approved by the Department Program Manager.

**Compliance Monitoring**

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff monitors recipients’ compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by: 2 C.F.R. 200 of the Uniform Guidance, Florida Department of Financial Services *Reference Guide for State Expenditures* and guidelines published in the Florida Department of Education’s *Green Book*.

The Division of Career and Adult Education, *Quality Assurance Policies, Procedures and Protocols Manual* is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance>

**Access and Equity**

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.)

**PERKINS V REQUIREMENTS**

Florida has elected to submit a One-Year Transition Plan for the 2019-20 fiscal year to begin implementation of the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V). The *Perkins V 2019-20 One-Year Transition Plan Guide* can be located at URL: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.stml>

During the 2019-20 program year, states are required to implement specific sections of the new law. In the narrative section of this RFA, eligible recipients will be provided with all of the required sections that must be submitted in the 2019-20 local application.

Some major changes in Perkins V related to the content in the local application are as follows:

1. Section 134, Local Application Requirements: (b) Contents: provides the list of required RFA narrative responses that each eligible recipient must submit with the 2019-20 Local Application (see RFA narrative section).
2. Section 135 (b), Local Uses of Funds: provides the list of requirements for uses of funds as it relates to career and technical education programs that are of sufficient size, scope and quality to be effective and that are in accordance with elements 1-6 of this section of the Act.
* Agencies must conduct a local review to ensure that the programs they are using Perkins V funds to support, meet the state definition of size, scope and quality (see **Attachments section**).
* The local review will help to determine which CTE programs your agency may use Perkins V funds to support.
1. Section 134 (c) Comprehensive Local Needs Assessment (CLNA): provides the requirements that each eligible recipient must conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application (implemented in 2020-21).
	1. A significant amount of consultation with important stakeholders is required while conducting the needs assessment (see **Attachments**: Program Information: Transitioning to Perkins V).
	2. Each eligible recipient’s CLNA will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2020-21 program year and in subsequent program years.
	3. Below is the timeline for the CLNA development and implementation:
		1. During the 2019-20 Program Year**:**
			1. Eligible recipients:
				1. will conduct the CLNA as outlined in Section 134(c).
				2. may allocate to cover any costs for coordinating and conducting the CLNA (Section 135(b)(6)), such as: staffing, conducting meetings, contractual services, consultants, attending conferences and workshops, etc.
				3. must have the CLNA completed in time to incorporate the results into the development of their 2020-21 Local Application and budget narrative.
			2. FDOE will provide:
				1. a statewide Comprehensive Local Needs Assessment Template and associated approval processes will be provided in the summer 2019.
				2. technical assistance at various stages during the process of conducting the needs assessment.
		2. During the 2020-21Program Year:
2. Eligible recipients:

will develop and submit a Local Application and incorporate the needs identified in the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the 2020-21 Local Application (Section 134(a)).

1. FDOE will:
	* + - 1. ensure that uses of funds align with and support the needs identified in the CLNA.
				2. review and approve all of the requirements in the CLNA.
				3. issue award letters to those eligible recipients that adhered to the RFA and CLNA requirements.

**PROJECT DESIGN NARRATIVE SECTION**

Be sure to read the **Program Information: Transitioning to Perkins V** in the **Attachments** section prior to preparing the application package.

For a list of all items to be included in the application package, please see the **Application Review Criteria and Checklist** in the **Attachments** section.

**Instructions for Completing the Narrative Information**

* Before inserting any text or information into the Application Narrative Section, forms and charts, save the pages/charts/forms in Word on your computer.
* Use size 12-point font.
* Responses should be brief, clear and concise.
* Submit:
* One application with original signatures
* Three copies of the application
* **Note**: It is the submitting agency’s responsibility to ensure that three complete **copies** of the application are included in the application package.
1. **The Comprehensive Local Needs Assessment**

A new requirement of Perkins V is for each eligible agency to conduct a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements. During the 2019-20 transition year, eligible recipients will conduct their CLNA. Additional information regarding the requirements for the CLNA, timelines, and available resources for conducting the assessment are included in the **Attachments** section and in the *Perkins V 2019-20* *One-Year Transition Plan Guide*.

**Please provide the following information on how your agency will prepare to conduct the Comprehensive Local Needs Assessment (CLNA).**

1. Describe who in your agency will be on the leadership team to oversee the required CLNA process. See requirements and suggestions for process steps for the CLNA in the **Attachments** section.
2. Describe how your agency, while conducting the CLNA, will take into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.
3. Describe how your agency will identify and involve representatives from the following required groups of stakeholders in the CLNA process. See the complete list of required stakeholders in the **Attachments** section.
* CTE stakeholders
* Business/industry stakeholders
* Special populations stakeholders
* Other stakeholders
1. Describe what fiscal resources will be needed to effectively conduct the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.
2. **Primary Program of Study and CTE Programs for 2019-20**

Under the state’s One-Year Transition Plan, each eligible recipient will continue to be required to offer not less than one CTE Program of Study that meets the state requirements in order to receive Perkins funding. The required Program of Study must include state required elements 1-4 and 6-8 described in the Perkins IV Florida State Plan. A list of these eight elements can be found in the **Attachments** section of this RFA as well as in the *Perkins V 2019-20* *One-Year Transition Plan Guide*.

To address this requirement, please submit the following:

**a.** For funding purposes, please submit a copy of the form for **ONE** program of study (POS) that will serve as your **primary** POS. This primary POS **MUST** include state required elements 1-4 and 6-8 and may include one or both of the Other Recommended/Optional Elements. In addition, the POS form for this program must include all of the information that is included on the state template, with the exception of the High School section.

In addition to the eight state required elements, your primary program of study must meet the following conditions:

* the program will still be fully operational during the 2019-20 program year;
* the program meets state required elements 1-4 and 6-8; and
* the program is not daggered for deletion or deleted for the 2019-20 program year.

**b. Primary Program of Study Assurances with Letter of Collaboration**

* 1. Confirmation that submitted POS meets all state requirements

My agency confirms that the submitted POS will meet all state required elements 1-4 and 6-8 and the three conditions outlined in Question 2a above, throughout the 2019-20 program year.

* Yes
* No

To confirm that the POS will be a collaborative effort between secondary, postsecondary and business partners during the 2019-20 program year, the following assurance is required:

* 1. Letter of Collaboration on Primary POS

To assure that collaboration between secondary, postsecondary and business representatives on this primary POS will continue during the 2019-20 program year, please have partners sign the Letter of Collaboration. Produce the letter using the template in the **Attachments** section of this RFA and print it on your or one of your partner agency’s letterhead. Sign the letter and have all other partners sign and include district/institution/agency names and signee titles on the letter.

**c. Number of 2019-20 CTE Programs and POS**

1. **Number of Available CTE Programs**

How many CTE programs (e.g. Digital Design, Phlebotomy) will be available to individuals in your correctional institutions during the 2019-20 program year? (If you offer the same program at multiple sites it should only be counted once.)

1. **Number of CTE Programs that are POS**

To date, how many of these CTE programs have been broadened in scope to include a clear pathway between the PSAV (career certificate) and AS degree levels and state required elements 1-4 and 6-8 to become fully implemented Perkins Programs of Study?

**d. Planned Development of Programs of Study in 2019-20**

a. How many CTE programs does the eligible recipient propose to develop into Programs of Study during the 2019-20 program year that will include state-required elements 1-4 and 6-8: \_\_\_\_\_ (#)?

b. Fill in the information in the table below for each of the programs you plan to develop into POS during the 2019-20 program year. If you do not plan to develop any programs into POS during the program year, no further information is required.

**Information on Programs to be developed into POS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Name** | **Program Number** | **2019-2020****Projected****Student****Enrollment** | **Does the Program train for an occupation identified as High- Skill, High-Wage or High-Demand?\*** | **Is this program part of a local articulation agreement?** |
|  |  |  | **Yes** | **No** | **Yes** | **No** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Add rows as required to the table above.

\*The 2018-2019 Statewide Demand Occupations List (DOL) and/or regional DOL may be used to identify High-Skill, High-Wage or High-Demand careers that align with designated programs. Information may be accessed at URL: <http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>.

**e.** **Dissemination of Information on CTE Programs**

Describe how students, including students who are members of special populations, will learn about your agency’s career and technical education course offerings and whether each course is part of a CTE program of study.

1. **Describe how your agency will collaborate with local workforce development boards and other local workforce agencies to provide:**
	* 1. career exploration and career development coursework, activities, or services
		2. 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
		3. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program
2. **Describe how your agency will:**
3. 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
4. support the integration of academic skills into your CTE programs

**5. Describe how your agency will:**

1. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency
2. prepare CTE participants for non-traditional fields
3. provide equal access for special populations to career and technical education courses, programs, and programs of study
4. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

**6. Describe how your agency will:**

1. provide work-based learning opportunities to students participating in your CTE programs and the types of opportunities that will be available
2. work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE students

**7. 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 schoo**l.

**8. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of:**

1. teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications
2. groups outlined in 8a, that are underrepresented in the teaching profession
3. **Describe how your agency will address disparities or gaps in performance in the following special subpopulations:**

individuals in minority racial and ethnic groups;

individuals with disabilities;

individuals from economically disadvantaged families, including low-income youth and adults;

individuals preparing for non-traditional fields;

single parents, including single pregnant women;

out-of-workforce individuals;

English learners;

homeless individuals;

migrants;

youth who are in, or have aged out of, the foster care system; and

youth with a parent who—

is a member of the armed forces; and

is on active duty

**For each question in the sections below, eligible recipients MUST provide a written response.**

1. **Support for Reading/Strategic Imperatives**

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>

1. **Notice Regarding Automotive Service Technology Education Programs**

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education. A*utomotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.

1. **Federal Programs - General Education Provisions Act (GEPA**)

For the fiscal years 2019-2020, 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>

**13. Budget Narrative Requirements**

1. Eligible recipients must complete the Budget Narrative Form, DOE 101, in detail, and ensure alignment with:
	1. (Sec. 134) local application requirements items 2-9
	2. (Sec135) requirements for uses of funds items 1-6 and size, scope, and quality to be effective.

**It is important to note**, that Perkins V requires funds be used to support programs that meet the state definition of size, scope and quality.

1. Letter of Assurance for Size, Scope and Quality

To assure that all CTE programs supported with Perkins V funds during the 2019-20 fiscal year will be of sufficient size, scope and quality, as defined by the Florida Department of Education, and align to one or more of the six allowable uses of funds, as described in Section 135(b), Local Uses of Funds, agency heads must sign a Letter of Assurance. Use the template in the **Attachments** section of this RFA and print it on your agency’s letterhead. .

C. One-Year Transition Plan: Size, Scope, and Quality Chart

To demonstrate that eligible recipients meet the requirements of Florida’s definition of Postsecondary Size, Scope and Quality, agencies are required to provide below, the name and CIP code of one program that meets the definition.

The *Perkins V 2019-20 One-Year Transition Plan Guide* located at the following website: <http://www.fldoe.org/core/fileparse.php/7515/urlt/1920PerkinsVTransGuideRev.pdf>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | IdentifyProgram Name | IdentifyProgram Number (#) | Identify CIP Code | Identify Number (#) of Courses Offered  |
| 1. |  |  |  |  |

The budget form is an Excel document titled Budget Narrative Form, DOE 101. Please visit our website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml> and see the 2019-20 RFA Applications Program Management Resource Section to access the budget form and the instructions for completing the form.

When completing this form (see **Attachments** section) under Column (3), **Account Title and Narrative**, for each line item, specify the “Use of Funds” by number for all budgetary expenditures such as salaries, equipment and supplies. Expenditures must focus on continuous performance improvement.

**Conditions for Acceptance**

The requirements listed below must be met for applications to be considered for review:

1. Application is received in Office of Grants Management within the timeframe specified by the RFA
2. Application includes required forms: DOE 100A Project Application Form and DOE 101 - Budget Narrative Form
3. All required forms must have the assigned TAPS Number included on the form
4. All required forms have original signatures by an authorized entity

**NOTE:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

1. Application must be submitted to:

Office of Grants Management

Florida Department of Education

325 W. Gaines Street, Room 332

Tallahassee, Florida 32399-0400

**Method of Review**

* All eligible recipients’ applications will be reviewed for approval by FDOE staff using the criteria specified in the Strengthening Career and Technical Education for the 21st Century Act, **Florida’s Perkins V Transition Plan** and *Perkins V 2019-20 One-Year Transition Plan Guide*.
* Eligible recipients may be asked to revise and/or change content stated in their application in order to be approved for funding.
* In addition, fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
* The **Application Review Criteria and Checklist** found in the **Attachments** section will also be used by FDOE staff to review applications.

**Contractual Service Agreements**

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

Attachments

* **Program Information: Transitioning to Perkins V**
* **Florida’s Required Program of Study Elements**
* **Letter of Collaboration on Primary Program of Study**
* **Letter of Assurance for Size, Scope & Quality**
* **Self-Evaluation Form**
* **DOE 100A, Project Application Form**
* **Example DOE 101, Budget Narrative Form**
* **Projected Equipment Purchases Form**
* **Application Review Criteria and Checklist**

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. In accordance with the transition provisions in Section 4 of the Act, Florida’s State Board of Education has elected to use the 2019-20 program year as a transition year, with full implementation to begin in the 2020-2021 program year. This will provide the necessary time to engage and consult with key stakeholders to develop a four-year state plan that communicates the state’s vision for the future of CTE that is focused on expanding access to and success in high-quality CTE programs for every learner. It will also provide time for eligible recipients to conduct a needs assessment and develop the required four-year local application.

**Key Dates for the State-wide and Local Transition to Perkins V**

The overall timeline and primary activities for the transition from Perkins IV to Perkins V at the state and local levels are outlined below.

**Key Dates for State-wide Transition to Perkins V**

|  |  |
| --- | --- |
| **December 2018** | Committee Solicitation |
| **January - February 2019** | Committees Formed, State Steering Committee and Policy Advisory Committee organizational meetings |
| **February - May 2019** | Working Committees commence |
| **May 2019** | State Board of Education and Governor review Transition Plan |
| **May 2019** | Transition Plan revised and submitted to OCTAE |
| **June 2019** | State Summit to finalize Four-Year State Plan Policies |
| **August 2019**  | Four-Year State Plan drafted |
| **October 2019**  | Public Hearings/Comment on draft Four-Year State Plan and State Determined Performance Levels |
| **February 2020** | State Board of Education approves Four-Year State Plan |
| **March 2020**  | Governor reviews Four-Year State Plan |
| **April 2020**  | Four-Year State Plan submitted to USDOE/OCTAE |

**Key Dates for Local Transition to Perkins V**

|  |  |
| --- | --- |
| **April 2019** | 2019-20 Perkins RFA released to eligible recipients  |
| **April - June 2019** | FDOE offers technical assistance regarding Transition Year procedures |
| **June 2019** | 2019-20 applications due to FDOE  |
| **June - September 2019** | FDOE reviews applications |
| **July 2019**  | FDOE disseminates CLNA template  |
| **July 2019 - May 2020** | FDOE offers CLNA technical assistance |
| **July 2019 - May 2020** | Local agencies conduct CLNA and implement programs based on Perkins IV Plan |
| **March 2020**  | 2020-21 RFA released to local agencies |
| **June 2020** | 2020-21 RFA due to FDOE: including report of results of CLNA, and four-year local application and budget based on CLNA results |
| **June – September 2020** | FDOE reviews and approves CLNA and four-year local application |
| **July 2020 - June 2021** | Agencies implement programs based on Perkins V four-year local application and CLNA results |

**Transition Activities for Local Agencies during the 2019-20 Program Year**

Although Perkins V builds on Perkins IV, there are a number of notable changes in the new Act. Several of these are particularly important for local agencies during the 2019-20 transition year, including:

* Focus on data-driven local planning and spending of Perkins V funds by requiring a **Comprehensive Local Needs Assessment** (CLNA). The initial CLNA must be conducted by local agencies in 2019-20 and then updated every two years.
* Greater emphasis on **stakeholder engagement**. Perkins V requires significant consultation with a required group of stakeholders, at both the state and local levels, not only while conducting the CLNA but also in development of the four-year application and in ongoing program planning, implementation, evaluation, and required needs assessment updates.
* Increased focus on **serving special populations** and on **closing gaps** in performance and enrollment between these and other student groups, which is why the assessment of the current situation of subpopulations is required in the CLNA. Some new groups have been identified for targeting in Perkins V. See the list of targeted special populations in the law excerpt in item IV in this attachment.

These changes are reflected in the new requirements for local applications, as outlined in the section of the Act below.

1. **Requirements for Development of Local Four Year Application (2020-21)**

As in Perkins IV, the Act includes requirements for local applications for eligible recipients. These are outlined in the section of the Act below.

|  |
| --- |
| SEC. 134. [20 U.S.C. 2354] LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.(a) LOCAL APPLICATION REQUIRED.--Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.(b) CONTENTS.--The eligible agency shall determine the requirements for local applications, except that each local application shall contain—(1) a description of the results of the comprehensive needs assessment conducted under subsection(c);(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including--(A) how the results of the comprehensive needs assessment described in subsection(c) informed the selection of the specific career and technical education programs and activities selected to be funded;(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and(C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;(3) a description of how the eligible recipient, in collaboration 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, will 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 needs assessment described in subsection (c); 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;(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education(as defined in section 8101 of the Elementary and Secondary Education Act of 1965);(5) a description of how the eligible recipient will—(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;(B) prepare CTE participants for non-traditional fields;(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;(7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps. |

1. **Requirements for the Comprehensive Local Needs Assessment (CLNA)**

As noted in the RFA, one of the major changes between Perkins IV and Perkins V is the required **Comprehensive Local Needs Assessment (CLNA).**  Each eligible recipient must conduct a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements. The Act requires that funds be spent “to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in Section 134(c).” This requires a more data-driven approach and means that the allocation of resources must be aligned with the results of the CLNA once Perkins V is fully implemented in Florida during the 2020-21 program year.

In preparation for meeting this 2020-21 requirement, as part of the state’s One-Year Transition Plan, eligible recipients will conduct a CLNA during the 2019-20 program year. Funds can be used from the Perkins allocation to pay for resources necessary to conduct the CLNA. The results of the CLNA must then be used to prepare a four-year local application and budget beginning with the 2020-21 program year.

The process used and results of the CLNA, the agency’s four-year application and 2020-21 budget will be submitted for FDOE review as part of the 2020-21 RFA.

The Act spells out the areas for eligible recipients to assess during the CLNA, reflecting areas emphasized in the new Act. Perkins V requires assessment of each of the following while conducting the CLNA (Perkins V, Section 134(c)):

|  |
| --- |
| (c) COMPREHENSIVE NEEDS ASSESSMENT.—(1) IN GENERAL.--To be eligible to receive financial assistance under this part, an eligible recipient shall--(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a); and(B) not less than once every 2 years, update such comprehensive local needs assessment.(2) REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following:(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.(B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and(ii)(I) aligned to State, regional, Tribal, or local in-demandindustry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the `State board') or local workforce development board, including career pathways, where appropriate; or(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.(D) A description of how the eligible recipient will improve 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.(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and(iii) providing 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. |

1. **Partnerships Conducting a CLNA**

For those opting to complete the CLNA in partnership with one or more other agencies, please see the guidance below for responding to Question 1 in the RFA narrative section.

* Question 1: The partnership can have one Leadership Team, but all local education agencies involved in the partnership must be represented and this representative identified in the response to this question. How this team will work together through the partnership will also need to be discussed.
* Question 2: Since the partnership will address regional and local needs together, the response to this question could be the same for each agency in the partnership.
* Question 3: Partnerships may work together to meet the stakeholder representation requirements. In the description of how stakeholders will be identified, discuss how selection will include stakeholders from each participating agency’s local area.
* Question 4: Agencies within the partnership may pool funds to meet the CLNA requirements for all participating agencies. For Question 4, please describe all resources that will be used to conduct the multi-agency CLNA. Then, each participating agency on their agency’s RFA, must specify what resources they are contributing to the CLNA process.
1. **Available Resources for the CLNA**

The Federal and State Initiatives Section of the Division of Career and Adult Education will be providing a variety of types of technical assistance prior to and during the 2019-20 program year to assist eligible recipients in conducting the CLNA. Some of these are described below.

* **Perkins V Resource Page:** <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.stml>
* FDOE will provide a variety of types of technical assistance on various stages of conducting and reporting on the results of the needs assessment.
* Primary contact: Bruce Harrington, bruce.harrington@fldoe.org or 850-245-0949

**Paying for costs associated with the CLNA**

Funds can be used from the Requirements for Uses of Funds (direct costs) for evaluation of Perkins activities to pay for resources necessary to conduct the CLNA (Section 136(b)(6)).

|  |
| --- |
| SEC. 135. LOCAL USES OF FUNDS. …(b) REQUIREMENTS FOR USES OF FUNDS.--Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that— …(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). |

1. **Sample CLNA Process Steps**

As your agency begins to plan for your CLNA and to develop a budget for the 2019-20 transition year, the following steps may be helpful in planning your CLNA process:

* Form CLNA leadership team to oversee needs assessment process
* Identify and recruit required local stakeholders for involvement in CLNA (see section III below)
* Identify staff, resources and data sources required to conduct the CLNA (budget for these in the 2019-20 RFA)
* Gather data and stakeholder input to address, at a minimum, the areas outlined in Perkins V (see section II)
* Analyze, interpret, and prioritize results
* Use template to summarize CLNA results
* Develop four-year local application and 2020-21 budget, based on CLNA results

Several other changes between Perkins IV and V are also evident in the requirements for how to conduct the CLNA and the areas to target. There is an increased emphasis on stakeholder consultation in the needs assessment as well as in program development, implementation and evaluation (see item III below). There is also an emphasis on exploring the participation and performance of subpopulations in CTE programs and closing gaps between subpopulations. The subpopulations of interest have been expanded from the list in Perkins IV (see section IV below).

1. **Required Consultation with Specified Key Stakeholders (Perkins V, Section 134(d)).**

During the CLNA development there is an increased emphasis on stakeholder consultation in the needs assessment as well as in program development, implementation and evaluation. **When conducting your CLNA and developing your local application, Perkins V requires that you consult with important stakeholders during the process, which are spelled out in the Act.** CTE groups are outlined in numbers 1, 2 and 4; business/industry groups in number 3; special populations in numbers 5-7; and other groups, number 8, are any other stakeholders that an agency feels the need to consult. **The required stakeholders include**:

|  |
| --- |
| (d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—(1) 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;(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;(4) parents and students;(5) representatives of special populations;(6) 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);(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.(e) CONTINUED CONSULTATION.--An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—(1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);(2) ensure programs of study are—(A) responsive to community employment needs;(B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));(D) designed to meet current, intermediate, or long-term labor market projections; and(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;(3) identify and encourage opportunities for work-based learning; and(4) ensure funding under this part is used in a coordinated manner with other local resources. |

**IV. Targeted Special Populations**

There have been some revisions and additions to special populations to be targeted by Perkins V. There is also an increased emphasis on closing gaps in performance and access for these groups. The groups included as “special populations” in Perkins V (Section 3 Definitions) include:

|  |
| --- |
| (48) SPECIAL POPULATIONS.--The term ``special populations'' means—(A) individuals with disabilities;(B) individuals from economically disadvantaged families, including low-income youth and adults;(C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals;(F)English learners ;(G) homeless individuals described in section 725 of the McKinney-Vento HomelessAssistance Act (42 U.S.C. 11434a);(H) youth who are in, or have aged out of, the foster care system; and(I) youth with a parent who—(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and(ii) is on active duty (as such term is defined in section 101(d)(1) of such title. |

**Florida’s Required Program of Study Elements**

|  |
| --- |
| 1. Includes at least one articulation agreement (can be statewide or local agreement) for postsecondary education or training that outlines articulated credit students can earn by taking one or more of the courses in this program, by completing the program, and/or by earning the certification(s) linked to this program.
 |
| 1. Addresses local area need based on local economic conditions (based on local economic trend data), was on the TOL/ROL list, or was recommended by local business/workforce advisory board.
 |
| 1. Falls into one of the Florida 17 Career Clusters.
 |
| 1. Is included on the list of programs on the FDOE curriculum frameworks webpages (<http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks>).
 |
| 1. Centers around a sequence of relevant, rigorous, locally required core academic courses as well as the required CTE courses.
 |
| 1. Includes required CTE secondary or Career Certificate courses that are part of the required sequence for that POS, as outlined in the FDOE curriculum frameworks. Includes recommended performance competencies for AS/AAS degree programs.
 |
| 1. Offers rigorous CTE Courses that prepare students for program-related certification exams.
 |
| 1. Provides coursework that prepares students for specific postsecondary program options, offered at local/regional institutions, that a student could move into once completing the particular secondary program.
 |
|  |
| **Other Recommended/Optional Elements** |
| 1. Offers students opportunity to participate in a career and technical student association relevant to that program (<http://fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf>).
 |
| 1. Offers students opportunities for program–related internship/work experience.
 |

**Letter of Collaboration on Primary Program of Study**

**[Agency Letterhead]**

**Date**

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

**Letter of Collaboration on Primary Program of Study**

**(July 1, 2019 – June 30, 2020)**

We agree to continue to collaborate on this primary Program of Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ submitted to meet Perkins funding requirements during the 2019-2020 program year in collaboration between the Department of Corrections, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State College and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Business representative (business partner, program advisory board or local workforce board representative). I understand that this document will be incorporated into my agency’s July 1, 2019 grant award.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

Department of Corrections\_\_\_\_(DOC)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Title)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Florida College System Institution name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Title)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Business/Organization)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Title)

**Letter of Assurance for Size, Scope and Quality**

**[Agency Letterhead]**

Date

Florida Department of Education

Bureau of Grants Management

Room 325B Turlington Building

325 West Gaines Street

Tallahassee, FL 32699-0400

RE: Fiscal Year 2019-2020 Application for Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Dear Commissioner:

(Agency) assures that all CTE programs supported with Perkins V funds during the 2019-2020 fiscal year will be of sufficient size, scope and quality, as defined by the Florida Department of Education, and align to one or more of the six allowable uses of funds, as described in Section 135(b), Local Uses of Funds.

Thank you,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name, title)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (agency)

**Self-Evaluation Form**

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

**State Leadership, Corrections**

Projects recommended for FY 2019-2020 continuation funding must show successful performance accomplishments during the

2018-2019 program year. Any shortfalls or negative answers must be explained.

Eligible Recipient name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant Project # for 2018-2019:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Form prepared by (name and title):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perkins Grant Lead Contact (name and title): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency staff designated to submit student data through the online databases:

(Name and title): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cells will expand when text is typed.**

| **Evaluation of FY 2018-2019 Project** | **YES** | **NO** | **If NO, recipient must adequately** **explain any changes.**Use 12-point font and single spacing. |
| --- | --- | --- | --- |
| 1. Are grant expenditures directly related to and proportionate with performance outcomes achieved in 2018-2019?
 |  |  |  |
| 1. Has local Perkins IV most recent available performance data (2017-2018) been reviewed for accuracy?
 |  |  |  |
| 1. Has the eligible recipient attended the annual statewide data reports workshop and/or MISATFOR/WEDDAC meetings hosted by FDOE?
 |  |  |  |
| 1. Has the eligible recipient accessed a copy of the Quality Assurance Policies, Procedures, and Protocols developed by the Division of Career and Adult Education?
 |  |  |  |
| 1. Does eligible recipient understand and continue to meet the programmatic requirements for size, scope, and quality to achieve continuous improvement?
 |  |  |  |
| 1. Has the eligible recipient participated in career and technical education bi-monthly conference calls with the Chancellor of the Division of Career and Adult Education?
 |  |  |  |
| 1. Has the eligible recipient received regular electronic communication from the Chancellor of Division of Career and Adult Education regarding issues related to the administration of Perkins IV?
 |  |  |  |
| Are the following **9 Required Use of Funds (statutory considerations for compliance)** still in place according to the original local application and any approved amendments?  |
| 1. Integration of Academic and Career and Technical Education
 |  |  |  |
| 1. Secondary and postsecondary linkages through Programs of Study
 |  |  |  |
| 1. Providing strong experience in and understanding of all aspects of industry
 |  |  |  |
| 1. Use of technology in career and technical education
 |  |  |  |
| 1. Professional development programs
 |  |  |  |
| 1. Evaluation of career and technical education programs
 |  |  |  |
| 1. Initiate, improve, expand and modernize quality CTE programs, including relevant technology
 |  |  |  |
| 1. Provide services and activities that are of sufficient size, scope and quality to be effective
 |  |  |  |
| 1. Prepare special populations for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency
 |  |  |  |

**Address the following:**

**Cells will expand when text is typed.**

|  |
| --- |
| **Evaluation of FY 2018-2019 Project** |
| 1. If you conduct an annual assessment of local program offerings, what criteria is used to assess programs?
 | List criteria: |
| 1. If you use a rubric or other form of evaluation to measure program effectiveness, please provide a hardcopy or website URL.
 | Attached: yes \_\_\_\_\_no \_\_\_\_ not applicable \_\_\_\_\_\_\_ orProvide website URL: |
| 1. What was the total amount of your agency’s Perkins IV 2018-2019 funding allocation for this project?
 | $ |
| 1. How much has been spent to date?
 | $ |
| 1. What is the total amount that will be spent/encumbered by June 30, 2019?
 | $ |
| 1. If 100% of the total allocation will not be spent and/or encumbered by June 30, 2019, explain why:
 |  |

Any performance shortfalls must be explained by including corrective measures put into place to prevent future shortfalls.

Please respond here and use as much room as necessary to adequately address:

Do you need technical assistance? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, to facilitate service, please state your need(s) and your program manager will contact you.

Please respond here:

Florida Department of Education

**Project Application**

|  |  |  |
| --- | --- | --- |
| **Please return to:**Florida Department of EducationOffice of Grants ManagementRoom 332 Turlington Building325 West Gaines StreetTallahassee, Florida 32399-0400Telephone: (850) 245-0496 | **A) Program Name:****Strengthening Career and Technical Education for the 21st Century Act (Perkins V)****State Leadership-Corrections, CTE****Entitlement****Fiscal Year 2019-2020****TAPS NUMBER: 20B008** | **DOE USE ONLY**Date Received  |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
|
|
| **C) Total Funds Requested:** $ DOE USE ONLY **Total Approved Project:** $ | **D)****Applicant Contact & Business Information** |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | DUNS number:FEIN number: |
| **CERTIFICATION** |
|  |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* 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 |
|  |



DOE 100A

Revised July 2015 Page 1 of 2 Richard Corcoran, Commissioner

|  |
| --- |
| **Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
5. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
* **Note:** **Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
 |
|  |
|  |
|  |
|  |



DOE 100A

Revised July 2015 Page 2 of 2 Richard Corcoran, Commissioner

**EXAMPLE Perkins V Budget Narrative Form (DOE 101 Form)**

# A)

 Name of Eligible Recipient:

**Number**

**20B008**

**TAPS Number**

**20B008**

**B)**

Project Number: **(DOE USE ONLY)**

**NOTE:**

When completing this form under Column (3), **Account Title and Narrative**, for each line item, specify “Use of Funds” by number for all budgetary expenditures such as salaries, equipment and supplies. Expenditures must focus on continuous performance improvement. Show amounts in whole dollars only.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** |
| **FUNCTION** | **OBJECT** | **ACCOUNT TITLE, NARRATIVE, AND EXPLANATION** | **FTE** | **AMOUNT****(whole $)** |
| **####** | **###** | **Contractual Service:** Comprehensive Local Needs Assessment (sample expenditures) salary positions,survey development, meeting expenses.Sec.134: Local Application: provide the applicable number(s) such as 5A, 3BSec.135: Uses of Funds: provide the applicable number(s) such as 2F, 2G |  | 3,000 |
| **####** | **###** | **Salaries:** Perkins Project Coordinator to assist with administrative requirements of the Perkins Grant. **ADMINISTRATIVE COST**Sec.134: Local Application: Sec.135: Uses of Funds:  | .25 | 11,352 |
| **####** | **###** | **Retirement:** **\*** (9.85%) **ADMINISTRATIVE COST** |  | 1,118 |
| **####** | **###** | **Social Security:** (7.65%) **ADMINISTRATIVE COST** |  | 868 |
| **####** | **###** | **Worker’s Comp:** (1.01%) **ADMINISTRATIVE COST** |  | 115 |
| **####** | **###** | **Salaries:** 4 CTE teachers. 1 for Culinary Arts and 2 for Allied Health, 1 for AutomotiveSec.134: Local Application: Sec.135: Uses of Funds: | 4.0 | 192,704 |
| **####** | **###** | **Retirement:** (9.85%)  |  | 18,981 |
| **####** | **###** | **Social Security:** (7.65%)  |  | 14,742 |
| **####** | **###** | **Worker’s Comp:** (1.01%)  |  | 1,946 |
| **####** | **###** | **Materials and Supplies:** Consumables for CTE programs to include paper, binders, pens, pencils, instructional and recruiting materials. No item costs $1,000 or more.Sec.134: Local Application:Sec.135: Uses of Funds:  |  | 28,186 |
| **####** | **###** | **Travel- Out of County:** 2CTE Teachers to attend FACTE State Conference.Sec.134: Local Application: Sec.135: Uses of Funds:  |  | 652 |
| **####** | **###** | **Computer Hardware:** Purchase of computer equipment to be used by CTE students for instructional purposes. Includes monitors, CPU’s peripheral devices memory, and 50 laptop computers. See Equipment Form.Sec.134: Local Application: Sec.135: Uses of Funds:  |  | 76,600 |
| **####** | **###** | **Indirect Cost\*\*** |  | 3,050 |
|  |  |  | **Total** | **$353,314** |
| **\*** Showing the percentage on benefits is optional.**\*\*** Indirect Cost plus Administrative Cost cannot exceed 5% of the total grant allocation. |

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

Equipment projected to be purchased with funds from this grant **must** be submitted on this form **or** in a format that contains the information appearing on this form.

 **A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TAPS Number**

**20B008**

Name of Eligible Recipient

**B) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Project Number **(DOE USE ONLY)**

Agencies are accountable for all equipment purchased using grant funds including those below the agencies’ thresholds.

**PROJECTED EQUIPMENT PURCHASES**

**(Cells will expand when text is typed.)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM****#** | **FUNCTION CODE** | **OBJECT CODE** | **ACCOUNT TITLE** | **DESCRIPTION** | **SCHOOL /** **PROGRAM** | **NUMBER OF ITEMS** | **ITEM COST****($)** | **TOTAL AMOUNT****($)** |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |

**Inventory Guidelines**

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency’s inventory system contain all required federal and state elements listed above?

 YES NO

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

**Instructions for Completion**

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA). Use multiple forms as needed.

1. Enter Name of Eligible Recipient.
2. Project Number **(DOE USE ONLY)**

|  |  |
| --- | --- |
| **COLUMN A - FUNCTION CODE:** | **SCHOOL DISTRICTS ONLY:** Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. |
| **COLUMN B - OBJECT CODE:**  | **SCHOOL DISTRICTS:** Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. **COMMUNITY/STATE COLLEGES:**Use the first three digits of the object codes listed in the Accounting Manual for Florida’s Public College System.**UNIVERSITIES AND STATE AGENCIES:**Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.**OTHER AGENCIES:** Use theobject codes as required in the agency’s expenditure chart of accounts. |
| **COLUMN C – ACCOUNT TITLE:**  | Use the account title that applies to the object code listed in the accordance with the agency’s accounting system. |
| **COLUMN D – DESCRIPTION:** | Provide detailed descriptions/specifications of all equipment items to be purchased that have a projected unit value of $1000 (State’s threshold) or more with a useful life of one year or more. **Note:** If the agency has a threshold of less than $1000 the lower amount is the guiding threshold. |
| **COLUMN E – SCHOOL/PROGRAM:**  | Providethename of the school and the name of the program for which the equipment is being purchased. |
| **COLUMN F – NUMBER OF ITEMS:** | Provide the total number purchased of this item. |
| **COLUMN G – ITEM COST:** | Provide the projected cost for each item. |
| **COLUMN H – TOTAL COST:** | Provide the total projected cost of all items. |

**Strengthening Career and Technical Education for the 21st Century Act,**

**Leadership, Corrections**

APPLICATION REVIEW CRITERIA AND CHECKLIST

* **Place all items requested in the order indicated below**.
* Include only the items requested. (Do not include **Instructions** pages).
* Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
* Place a binder clip on the upper left corner of each complete application package (no spiral bindings, notebooks or cover pages, please).
* Include this form in the application package.

|  |  |  |  |
| --- | --- | --- | --- |
| **Place in the following order** | **Item** | **Applicant**Provide page #s for items listed  | **DOE Staff*** **Check appropriate box below**
 |
|  |  |  | **Complete** | **Incomplete** |
| **1** | DOE 100A, Project Application – with original signature |  |  |  |
| **2** | DOE 101, Budget Narrative FormIf consortium, include an individual form for each of the agencies in the consortium. |  |  |  |
| **3** | Projected Equipment Purchases Form OR other equipment documentation |  |  |  |
| **4** | Letter of Assurance for SSQ |  |  |  |
| **5** | Self-Evaluation Form |  |  |  |
| **6** |  Narrative Section  |
| 1. Comprehensive Local Needs Assessment |
| 2. Program of Study |  |  |  |
| 3. Collaboration with local workforce agencies |  |  |  |
| 4. Improvement in academic achievement |  |  |  |
| 5. Special populations |  |  |  |
| 6. Work-based learning opportunities |  |  |  |
| 7. Postsecondary credit opportunity |  |  |  |
| 8. Coordination with institutions to support teachers, faculty, administrators and support personnel |  |  |  |
| 9. Gaps in performance of special populations |  |  |  |
| 10. Support for Reading/Strategic Imperatives |  |  |  |
| 11. Automotive Service Technology  |  |  |  |
| 12. GEPA |  |  |  |
| **7** | Attachments – if applicable |  |  |  |
| **8** | Application Review Criteria and Checklist Form |  |  |  |

I:\RFA - RFP's\19-20\Perkins\Leadership\corrections\corrections-2019-20.doc 5/30/2019