

2022-2023 Perkins V Funding
Opportunities Webinar –
March 10, 2022

GET THERE

Florida's Workforce Education Initiative

Division of Career and Adult Education

Carl D. Perkins – Perkins V Funding Opportunities Webinar Agenda

- 1. Welcome and Introductions**
- 2. Florida’s Vision for the Future of Career and Technical Education**
- 3. An Overview of Perkins V: Key Reminders**
- 4. Comprehensive Local Needs Assessment**
- 5. Program of Study**
- 6. Performance Accountability Measures**
- 7. Federal Funding Information**
- 8. Local Application Requirements**
- 9. Submitting the Local Application**
- 10. Questions**

2022-2023 Funding Opportunities

Perkins V: The Strengthening Career and Technical Education for the 21st Century Act

Postsecondary

Secondary

Rural Innovation

Due May 13, 2022

<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.shtml>



Welcome and Introduction

Marcy Sieg
Director Grants Administration
Division of Career and Adult Education

Funding Webinar Perkins V Goals

- To provide funding opportunities for 2022-2023.
- To provide pertinent programmatic information.
- To provide updates related to Perkins V implementation.
- To provide local application submission requirements.



Florida's Vision for the Future of Career and Technical Education

Bruce Harrington

**Director of Federal and State Initiatives Section
Division of Career and Adult Education**

How Do We Get There?

Building upon the vision for Career and Technical Education from Congress in Perkins V and Governor DeSantis in Executive Order 19-31, we have set a clear vision of what we want for Florida's students and we are working hard to get there.

Governor DeSantis' Vision for Career and Technical Education

- Florida is leading the nation in workforce education by 2030 and every Florida student is prepared for jobs of the future.
- Secondary and postsecondary programs and credentials that are aligned with the needs of high-growth, high-demand and high-wage careers.
- Authentic collaboration between Career and Technical Education stakeholders at the state and local levels.
- SAIL to 60 – an increase in college degree or certificate attainment to 60 percent of Florida adults by 2030.
- Strengthened registered apprenticeship pathways.
- A workforce education system that provides economic opportunities for *every* Florida resident and supports further diversification of Florida's economy.

The Vision for Career and Technical Education in Perkins V

- **Strategic Use of Funds:**
 - Expanded permissible use of funds, including in middle grades and for registered apprenticeship and pre-apprenticeship related instruction.
 - Greater financial flexibility at the state and local levels.
- **Clarity on Quality:**
 - Development of more rigorous standards to benefit students.
 - Greater focus on an operationalization of work-based learning and programs of study.
 - Increased focus on identifying and closing performance gaps, particularly for special populations.
- **Informed Local Decisions:**
 - The Comprehensive Local Needs Assessment (CLNA) mandates the use of data and stakeholder input to ensure funding is directed to programs with documented need in alignment with local workforce demand.
 - The CLNAs will supplement the State's annual CTE audit, which will impact program offerings.

Goals Guiding the Perkins V State Plan Development

Goal 1	Ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
Goal 2	Ensure all programs align with the technical and employability requirements of Florida's employers.
Goal 3	Recruit, support and retain qualified teachers, counselors, and administrators to foster the highest level of student achievement.
Goal 4	Provide students with seamless career pathways by offering Programs of Study which result in credentials of value.
Goal 5	Engage industry partners to drive program innovation and work-based learning opportunities.
Goal 6	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.



An Overview of Perkins V: Key Reminders

Bruce Harrington

**Director of Federal and State Initiatives Section
Division of Career and Adult Education**

What is the Purpose of Perkins?

The purpose of the Act is to further develop the academic knowledge and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

- Perkins is dedicated to increasing learner access to high-quality CTE programs of study.
- With a focus on systems alignment and program improvement, this law has been critical to ensuring programs meet the ever-changing needs of learners and employers.

Perkins V

- **Comprehensive Local Needs Assessment (CLNA)** performed every 2 years.
 - (The 2022-2023 application will reference the CLNA conducted in 2021-2022).
- **Direct link required between results of CLNA and 4-year plan and annual budget.**
- **Increased Stakeholder Engagement and Consultation** at the State and local level.
- **Clarification and strengthening of Programs of Study.**
- Emphasis on **closing subpopulation gaps** in performance and enrollment.
- Redefined **Performance measures.**

Maximizing the Use of CLNA to Drive CTE Program Quality and Equity

According to the Association for Career and Technical Education:

- “The new needs assessment is designed as the foundation of Perkins V implementation at the local level - it drives your local application development and future spending decisions.
- This process should be viewed as a chance to take an in-depth look at your entire local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success.
- The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.”

Maximizing the Use of CLNA to Drive CTE Program Quality and Equity

According to the Association for Career and Technical Education:

- “While the CLNA may appear to some to be simply an exercise in compliance, it brings an incredible opportunity to:
 - Make certain that programs and programs of study are aligned to and validated by local workforce needs and economic priorities.
 - Ensure that local Perkins eligible recipients are serving each learner equitably.
 - Enable eligible recipients to better direct resources towards programs and programs of study that lead to high-skill, high-wage and in-demand occupations and activities that address equity and opportunity gaps.
 - Create a platform for coordinating and streamlining existing program review and school improvement processes to bring focus to strategic decisions.
 - Provide a structured way to engage key stakeholders regularly around the quality and impact of local CTE programs and systems.”

Comprehensive Local Needs Assessment (CLNA): What “Comprehensive” Means

- Student indicator performance, including disaggregated by subgroup and special populations.
- Size, scope, and quality (SSQ) for all CTE programs.
- Labor market alignment (LMA) for all CTE programs.
- Implementation progress for programs and Programs of Study (POS).
- Recruitment, retention, and training of staff and faculty.
- Equity and access for special populations.

Programs of Study

- Increased emphasis throughout the law.
- Eligible agencies are encouraged to increase the number of opportunities for students to participate in fully implemented programs of study.
- These are not the same old programs of study.
 - Programs of Study are now defined in the Act.
 - Additional components were added to the definition for Florida.

Programs of Study

- Agencies are strongly encouraged to develop additional programs into fully implemented programs of study.
- Agencies are **required** to have one fully implemented Program of Study as documented in the application.
- Only secondary institutions have an additional requirement to increase the percentage of CTE students enrolled in programs of study by 25% each year, to reach the goal of 75% by 2023-2024.

Perkins V Implementation Resources

- **Bill Text:**
 - <https://www.congress.gov/bill/115th-congress/house-bill/2353/text>
- **FDOE Perkins V Resources and Mailbox:**
 - <http://www.fldoe.org/perkins>
 - Perkins@fldoe.org
- **Advance CTE:**
 - <https://careertech.org/Perkins>
- **ACTE:**
 - <https://www.acteonline.org/perkins-implementation/>



Comprehensive Local Needs Assessment Request for Application Questions Section 1

Bruce Harrington

**Director of Federal and State Initiatives Section
Division of Career and Adult Education**

Tools to Complete the Request for Application

- The Perkins Implementation Guide has detailed RFA guidance.
- Previously recorded webinars on the CLNA are available at:
 - <https://www.fldoe.org/academics/career-adult-edu/perkins/clna.shtml>
- Questions or assistance:
 - Perkins@fldoe.org

New Excel Workbook

- Major change from last year - Size, Scope and Quality (SSQ), Labor Market Alignment (LMA) and fundable programs are now on a single sheet (Program Needs Assessment) in the workbook (CLNA-Budget Workbook).
- The CLNA and Budget Excel Workbook may be downloaded from:
 - <https://www.fldoe.org/academics/career-adult-edu/perkins/clna.shtml>
- Agencies must complete all required information on the sheets.
- Remember - to be fundable, a program must meet the SSQ and LMA requirements.

New Excel Workbook

- In addition to the Program Needs Assessment sheet, the following worksheets are included in the workbook. Detailed instructions are included in the workbook as well.
 - DOE Form 101 Budget Form.
 - Projected Equipment Purchases form.

Comprehensive Local Needs Assessment Reminders

- The Comprehensive Local Needs Assessment is a biennial process:
 - The last required CLNA was in 2019-2020.
 - The next required CLNA should be conducted NOW, in the 2021-2022 program year.
 - The 2022-2023 application will reflect the findings of the 2021-2022 CLNA.

CLNA-related Narrative Questions

- Because this application reflects a new CLNA process, there are expanded questions in the RFA around the CLNA.
- Agencies are required to provide a **numbered list** of high-priority needs to be addressed with Perkins funds.
- The numbered lists will be used to link identified needs to budget line items.

Numbering Identified Needs

- In each CLNA-related narrative section, agencies are asked to “provide a numbered list (1, 2, 3, etc.) of the high priority need(s) that will be addressed in the program years from 2020-2024.”
 - **Purpose:** Create a coding system that will be referenced in agency’s budget narrative section.
 - **Priorities:**
 - Restart at ‘1’ for each section.
 - All plans and budget expenses should be trackable back to these numbers, though not all needs will necessitate budget expenses.
 - In the Perkins V Budget Narrative Form (DOE 101 Form), will list these numbers, such as: “Section 1-C:iii Needs 1, 2, and 4”.
 - The more needs included in these lists, the less updates needed during future Perkins applications and CLNAs.

Numbering Identified Needs

- The difference between a “need” and a “solution”:
 - "Lack of qualified teachers" is a need.
 - "Hire more teachers and retain current teachers" is a solution.



Fundable Programs and Programs of Study Section 2

Bruce Harrington

**Director of Federal and State Initiatives Section
Division of Career and Adult Education**

Part 2-A: Perkins Fundable Programs

- In the CLNA and Budget Workbook, ensure that Fundable Programs are identified in column A of the Program Needs Assessment worksheet.
- Indicate as "fundable" only those programs that meet all state requirements: (1) size, scope and quality; (2) labor market alignment; and (3) a need identified in the agency's CLNA.

A program does NOT need to be part of a Perkins-defined Program of Study to be funded.

Part 2-B: Programs of Study – Federal Perkins Requirements

- A Program of Study is defined in Section 3(41) of Perkins V as:
 - “. . . a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:
 - Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
 - Addresses both academic and technical knowledge and skills, including employability skills.
 - Is aligned with the needs of industries in the economy of the state, region, tribal community or local area.
 - Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction).
 - Has multiple entry and exit points that incorporate credentialing.
 - Culminates in the attainment of a recognized postsecondary credential.”

Part 2-B: Programs of Study – Requirements from Florida’s Perkins State Plan

- In addition to the requirements outlined in Section 3(41) of Perkins V, Florida’s programs of study are comprised of secondary and postsecondary programs that:
 - Meet the requirements of the relevant CTE curriculum frameworks.
 - Meet FDOE’s size, scope and quality criteria.
 - Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity.
 - Offer at least one opportunity within the Program of Study for accelerated credit through.
 - Dual enrollment.
 - Local or statewide articulation agreement.

Part 2-B: Programs of Study – Requirements from Florida’s Perkins State Plan (continued)

- Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school.
- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry.
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.

Part 2-B: Programs of Study

- Complete the Program of Study section of the Program Needs Assessment Worksheet in the CLNA and Budget Workbook, listing all currently implemented programs of study.
 - Secondary: The list will be used to determine the percentage of CTE students enrolled in fully implemented programs of study in order to meet the Program of Study enrollment requirement.
 - Postsecondary: The list will be used to analyze the utilization of programs of study and their impact on student success.

Part 2-C: Template for the Submission of the 2021-2022 Primary Program of Study

- Eligible recipients must submit their annual required primary Program of Study for the 2022-2023 program year.
- Agencies must submit ONE primary Program of Study on the CURRENT form.
- The form is in Attachment B of the application.

Part 2-C: Programs of Study Form

The simplified Program of Study form is now required. Previous versions will not be accepted.

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	<i>Middle School:</i>			
Secondary	<i>High school:</i>			
Postsecondary	<i>Registered Apprenticeship:</i>			
	<i>Technical College/Center:</i>			
	<i>FCS Institution:</i>			
Postsecondary	<i>University:</i>			

Part 2-C: Programs of Study Template – Accelerated Credit

- Agencies must provide one or more opportunities for accelerated credit within the Program of Study. This can be at the secondary level or postsecondary level.
 - This can include:
 - Dual enrollment.
 - Local or statewide articulation agreement.
 - Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school.

Part 2-D: Programs of Study – Advisory Council

- Requirement: all Programs of Study must have an advisory council to oversee local implementation.
- These advisory councils must include, at a minimum, representatives from secondary, postsecondary, and business and industry.
- Councils may oversee a single Program of Study or multiple Programs of Study.



Performance Accountability Measures

Brittany C. Ross
Director, Research & Evaluation
Division of Career and Adult Education

Performance Measures

- Performance measures were redefined for Perkins V.
- Local agencies and the state are held accountable for the Perkins V measures beginning with the 2020-2021 reporting year.
- Local agencies accepted or negotiated targets for the 4 years of the State Plan as part of the 2020-2021 RFA.

Performance Measures - Secondary

- Concentrator: students who earn two or more high school credits in a single career and technical education program or one high school credit and two dual-enrollment credits in a single career and technical education program.
- Measures focus on the following core areas for CTE concentrators:
 - 1S1 - Graduation Rate
 - 2S1, 2S2 & 2S3- Academic Proficiency (Language Arts, Math, Science)
 - 3S1 - Placement
 - 4S1 - Non-Traditional Program Enrollment
 - 5S2- Attained Postsecondary Credential
- Both the graduation rate and academic proficiency measures are aligned with the accountability requirements of the *Every Student Success Act (ESSA)* for similar measures.

Performance Measures - Postsecondary

- Concentrator:
 - Student has earned at least 12 credits toward a college credit award type in the declared Program of Study OR completed a college credit program of less than 12 hours; or
 - Student has completed or earned at least 360 hours of a clock hour program OR completed a program of less than 360 clock hours.
- Measures focus on the following core areas for CTE concentrators:
 - 1P1- Postsecondary Retention and Placement
 - 2P1 - Earning a Recognized Postsecondary Credential
 - 3P1 - Non-Traditional Program Enrollment
- All outcomes from clock hour and college credit programs will be included in each measure. There will not be separate measures calculated for clock and college credit programs.

Performance Measures Resources

- Local level reports are available for Perkins V measures for the 2017-2018, 2018-2019, 2019-2020 and the 2020-2021 program years.
- Additional resources for performance measures will be posted here:
 - <http://fldoe.org/academics/career-adult-edu/Perkins/AccountabilityMeasures.shtml>
- Includes:
 - Guide to Calculating Perkins Secondary Accountability Measures.
 - Guide to Calculating Perkins Postsecondary Accountability Measures.

Performance Measures-Local Performance Levels

- Agencies will be required to meet 90% of a target. For example, if a target was set at 100%, the agency would be required to meet or exceed a 90% performance rate.
- As in the past, failure to meet 90% of a target will lead to a required program improvement plan by the agency.
- Failure to meet 90% of a target does not currently result in fiscal consequences for the agency.
- Instances where an Local Education Agency (LEA) shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.



Federal Funding Information

Marcy Sieg

Director Grants Administration

Division of Career and Adult Education

2022-2023 Funding Allocations

Perkins V State Budget Estimate

State Administration	\$ 1,200,000
State Leadership	\$ 7,609,818
Aid to Districts	<u>\$68,288,362</u>
Total Allocation	\$77,098,180

Secondary	\$32,912,152
Postsecondary (College and School Districts)	\$30,686,210
Reserve (Rural Innovation)	<u>\$ 4,690,000</u>
Total Aid-to-Districts	\$68,288,362

Reserve Allocation: Rural Innovation

- Funds must be used to strengthen the connection between Secondary and Postsecondary education by requiring local eligible agencies to offer career and technical education Programs of Study by focusing on one of the priority areas:
 - Distance Learning.
 - Priorities of the Secondary or Postsecondary Comprehensive Local Need Assessment.
 - Entrepreneurship Education and Training Initiatives (EETI).
 - Addition integration or support on the Postsecondary credential of value to ensure all CTE programs continue to meet Size, Scope and Quality (SSQ).

Reserve Allocation: Rural Innovation

- Funded ONLY in conjunction with eligible recipients' Secondary or Postsecondary Perkins V grant applications.
- Rural Innovation projects must prepare students for High-Skill, High-Wage, and/or High-Demand Fields and align with at least one of the priority focus areas identified in this grant.
- Rural areas are defined by the State and documented by the Rural Economic Development Initiative, known as REDI. This includes counties with Designated Rural Communities Located in an Urban County.
- No rural populated county or designated rural community in an urban county will receive less than \$25,000. The remainder of the funds are distributed proportionately by the number of individuals in the labor force for each of the rural counties.

Reserve Allocation: Rural Innovation

- Rural Innovation Grant funds must be used to support CTE programs offered by a school district, district Postsecondary or Florida College System institution serving the county.
- A signed local letter of agreement must be included in the grant application which outlines the allocation distributions for each local education agency.
- If all eligible recipients for the county are unable to reach a fiscal agreement for allocation of funds prior to application **due date (May 13, 2022)**, eligible recipients must contact the Division of Career and Adult Education to negotiate an allocation based upon students in eligible programs offered in the county.



General State and Federal Requirements

Marcy Sieg
Director Grants Administration
Division of Career and Adult Education

General Information

- General Terms, Assurances and Conditions for Participation in Federal and State Programs:
 - Must be signed by current agency head.
- Risk Analysis:
 - DOE 610 - School Districts, State Colleges, State Universities and State Agencies.
 - DOE 620 - Governmental and Non-Governmental Entities.

General Information

- Payment Methods:
 - The funding method is designated by the approved method stated in the original DOE200 Award Notification.
- Financial Consequences:
 - Awarded projects are periodically reviewed based on the progress made on the activities and deliverables.
 - Contractors that fail to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or toward the deliverables, may receive a reduced payment, be required to redo the work or terminate the contract.

General Information

- **Fiscal Records Requirements and Documentation:**

- Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable Florida Department of Education (FDOE) reviewers to understand the nature and reason for the line item cost.
- All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE Comptroller's Office by August 20, 2023.
- All accounts, records and other supporting documentation pertaining to 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 documentation must be available upon request.

General Information

- Executive Order 11-116:
 - Must utilize E-verify system to verify employment of new employees hired.
- Executive Order 20-44:
 - Each grantee that annually receives 50% or more of their budget from the state or from combination of state and federal funds shall provide to the department an annual report in the format required by the department.

General Information

- Intellectual Property:
 - Items produced by or developed in connection with the 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.

Federal and State Requirements

- Fiscal Control:
 - 2CFR 200 in the Uniform Administrative Requirement.
 - Education Department General Administration Regulations (EDGAR).
 - Reference Guide for State Expenditures.
- Funding shall Supplement, Not Supplant:
 - Non-federal funds.
- Equipment Purchases:
 - Uniform Grant Guidance (UGG).
 - FDOE Equipment Form.
 - Florida Administrative Code, Rule, 691-72.002.

Federal and State Requirements

- In accordance to UGG, Section 200.302 (b)(4) Internal Controls, regardless of cost, the agencies must maintain effective control and “safeguard all assets and assure that they are used solely for authorized purposes.”
- In order for FDOE to monitor effective internal controls, DCAE requires agencies to maintain adequate records of all single items \$1,000 to \$4,999. Items over \$5,000, must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.
- To ensure that FDOE adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of \$5,000 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).

Federal and State Requirements

- Administrative Costs:
 - Includes indirect cost.
 - Not to exceed 5%.
 - Positions such as project coordinator, accountant, clerical staff or other positions not directly involved in instructional activities of students are considered administrative.
 - Travel, equipment and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel professional development directly related to Career and Technical Education.

Federal and State Requirements

- Records Retention:
 - Maintained for five years from the last day of the program or longer if there is an ongoing investigation or audit.
- Data Privacy Requirement:
 - Students must be informed, in writing, that their personal and confidential information:
 - Will be shared only among the Perkins program partner staff and subcontractors.
 - Will be used only for the purpose of conducting an employment data match and that further disclosure of personal confidential information or records is prohibited.
 - Will not be shared among Perkins core partners if the individual declines to share personal confidential information or records and that declining to share will not impact eligibility for services.



Local Application Requirements

Marcy Sieg
Director Grants Administration
Division of Career and Adult Education

Bruce Harrington
Director of Federal and State Initiatives Section
Division of Career and Adult Education

2022-2023 Perkins V Application

- The 2022-2023 application represents a continuation year of the agency's four-year local plan.
- The continuation grant application serves as the method to communicate any substantive changes to the agency's local four-year plan.
- Perkins V Implementation Guide can be accessed at:
 - <http://fldoe.org/academics/career-adult-edu/perkins/>

Perkins V: Section 134 Local Application

- **Section 1: CLNA and Stakeholder Engagement:**
 - CLNA is required of all eligible recipients every two years.
 - First CLNA was conducted during the 2019-2020 program year; results implemented during the 2020-2021 and 2021-2022 program years.
 - Second CLNA will be conducted during the 2021-2022 program year, and the results will be implemented during the 2022-2023 and 2023-2024 program years.

Perkins V: Section 134 Local Application

- **2022-2023 Grant Application CLNA requirements:**
 - Size, Scope and Quality.
 - Labor Market Alignment Information.
 - Answer to narrative questions.
 - Priority Needs - List in sequential number order (1,2,3, etc.).
 - CLNA conducted in 2021-2022.
- CLNA and Budget Workbook:
 - Program Needs Assessment (Program Data; Size, Scope and Quality; Labor Market Alignment; Fundable Programs, Program of Study), Budget and Equipment Forms.

Perkins V: Section 134 Local Application

- CLNA and Budget Excel Workbook:
 - Each agency will download a blank workbook from:
 - <https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/2022-2023-funding-opportunities/perkins.stml>
 - Complete each tab (worksheet) in the workbook.
 - Submit (Upload) the completed workbook with grant application narrative into the OGM ShareFile System (by TAPS#).

Perkins V: Section 134 Local Application

- Section 1- A: Comprehensive Local Needs Assessment and Stakeholder Engagement:
 - i. Answer narrative question.
- Section 1-B: Stakeholder Consultation Summary:
 - Complete the Stakeholder Consultation Summary Table.

Perkins V: Section 134 Local Application

- Section 1-C: Size, Scope and Quality (SSQ):
 - i. Populate the CLNA Program Summary Worksheet in the CLNA and Budget Workbook with the required SSQ information.
 - ii. Complete narrative questions a through i.
 - iii. List high-priority size, scope and quality needs that will be addressed in 2022-2023 program year.
- Section 1-D: Labor Market Alignment (LMA):
 - i. Populate the CLNA Program Summary Worksheet in the CLNA and Budget Excel Workbook with the required LMA information.
 - ii. List programs to be phased out.
 - iii. List programs considered for development.

Perkins V: Section 134 – Local Application

- Section 1-E: Development and Implementation of CTE Programs and Programs of Study (POS):
 - i. Answer the narrative questions a through d for secondary and a through c for postsecondary.
 - ii. List high-priority CTE programs and programs of study needs that will be addressed in 2022-2023 program year.
- Section 1-F: Recruitment, Retention and Training of Teachers, Faculty and All Other Professionals:
 - i. Answer the narrative questions a through c.
 - ii. List high-priority CTE faculty and staff needs that will be addressed in 2022-2023 program year.

Perkins V: Section 134 – Local Application

- Section 1-G: Evaluation of Performance on Perkins Accountability Measures:
 - i. Answer the narrative questions a through d.
 - ii. List high-priority CTE performance needs that will be addressed in 2022-2023 program year.
- Section 1-H: Progress toward implementation of equal access to high quality CTE courses and programs of study for all students:
 - i. Answer the narrative questions a through d.
 - ii. List high-priority equity and access needs that will be addressed in 2022-2023 program year.

Perkins V: Section 134 – Local Application

- Section 1-I: Other Identified Postsecondary Needs from Comprehensive Local Needs Assessment (if applicable):
 - i. List other high-priority needs that will be addressed in 2022-2023 program year.

Perkins V: Section 134 – Local Application

- **Section 2: Primary Program of Study and CTE Programs for 2022-2023:**
 - Funds may be used to support CTE programs and activities that:
 - Meet size, scope and quality requirements.
 - Meet labor market alignment requirements.
 - Meet a need identified in the agency’s 2021-2022 Comprehensive Local Needs Assessment.

Perkins V: Section 134 – Local Application

- **Section 2: Primary Program of Study and CTE Programs for 2021-2022:**
 - Program of Study Requirements:
 - Secondary – the percentage of CTE students enrolled in fully compliant programs of study must meet the following thresholds:
 - 21-22: 25%
 - 22-23: 50%
 - 23-24: 75%
 - Postsecondary – must offer not less than one CTE Program of Study that meets all the state requirements.
 - See the Perkins V Implementation Guide and RFA (Attachment A) for additional information.

Perkins V: Section 134 – Local Application

- Section 2-A: Perkins Fundable Programs:
 - Complete the Fundable Programs portion of the Program Needs Assessment worksheet, identifying all programs eligible for funding in the 2022-2023 program year.
- Section 2-B: 2021-2022 Programs of Study:
 - Complete the Programs of Study column in the CLNA Program Summary Worksheet.

Perkins V: Section 134 – Local Application

- Section 2-C: Template for the Submission of the 2022-2023 Primary Program of Study:
 - Submit annual Primary POS Template.
 - Template located in the RFA (Attachment B).
 - Prior Perkins IV template will not be accepted.
 - POS example is located in the Implementation Guide.
- Section 2-D: List of Advisory Council Members Overseeing the Primary Program of Study:
 - List the members involved in the advisory council overseeing the agency's primary POS.
 - Complete the table in Section 2-D.

Perkins V: Section 134 – Local Application

- Section 2-E: Dissemination of Information on CTE Secondary Programs and Programs of Study:
 - Describe agency's CTE Program course offerings and indicate if the course is part of a POS.

Perkins V: Section 134 – Local Application

Section 3: Career Exploration and Guidance:

- Section 3-A: Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards:
 - Describe agency's collaboration with local workforce development boards and other local partnerships in the 2022-2023 program year.
 - Complete narrative questions i through iii.

Perkins V: Section 134 – Local Application

- **Section 4: Continuous Academic Improvement and Academic Integration:**
 - Section 4-A: Promote and support Continuous Academic Improvement and Integration:
 - Describe how your agency will promote continuous improvement in academic achievement of students and support the integration of academic skills.
 - Complete narrative questions i and ii.

Perkins V: Section 134 – Local Application

- **Section 5: Equity and Access of Special Populations:**
 - Section 5-A: Activities related to equity and access for special populations as defined in the Perkins V Act:
 - Describe how your agency will provide activities for special student populations prepare for non-traditional skills, equal access and not be discriminated.
 - Complete narrative questions i through iv.

Perkins V: Section 134 – Local Application

- **Section 6: Opportunities for Work-Based Learning:**
 - Section 6-A: Activities related to work-based learning opportunities:
 - Describe how your agency will provide work based learning opportunities and working with local businesses/industries to develop and expand work-based learning.
 - Complete narrative questions i through ii.

Perkins V: Section 134 – Local Application

- **Section 7: Opportunities for Postsecondary Credit for Secondary Students:**
 - Part 7-A: Activities related to postsecondary education:
 - Describe how your agency will provide the student with opportunities to gain postsecondary credit, dual or concurrent, existing acceleration mechanisms.
 - Complete narrative question i.

Perkins V: Section 134 – Local Application

- **Section 8: Support CTE Personnel:**
 - Section 8-A: Activities related to support for CTE personnel:
 - Describe how your agency supports and coordinates recruitment, preparation, retention, training and professional development for CTE staff.
 - Complete narrative questions i and ii.
- **Section 9: Performance of Special Populations and Subgroups:**
 - Section 9-A: Activities related to performance of special populations and subgroups:
 - Describe how your agency will address disparities or gaps in performance –special populations and subgroups.
 - Complete narrative question.

Perkins V: Section 134 – Local Application

Section 10: Accountability and Program Improvement:

- Section 10-A: Data Management Information System and Practices
Identification of Performance Levels:
 - Describe your agency's data management system related to:
 - Monitoring of program performance
 - Data privacy
 - Tracking students
 - Disparities or gaps with special populations
 - Complete narrative question.

Perkins V: Section 134 – Local Application

Section 11: Support Section for Reading Strategic Imperatives (FDOE Requirement):

- Section 11-A: Activities related to reading and strategic imperatives included in the State Board of Education's K-20 Strategic Plan:
 - Describe how the project will incorporate one or more of the goals included in the State Board of Education's K-20 Strategic Plan.
 - Complete the narrative question.
 - URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>.

Perkins V: Section 134 – Local Application

Section 12: Notice Regarding Automotive Service Technology Education Programs (State Requirement):

- Section 12-A: Documentation of Automotive Service Technology Program.
 - Must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.

Perkins V: Section 134 – Local Application

Section 13: Federal Programs: General Education Provisions Act (GEPA) (Federal Requirement):

- Section 13-A: Description of process to ensure equitable access:
 - 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>

Perkins V: Section 134 – Local Application

Section 14: Budget Narrative Requirements and CTE Assurances Form:

- Section 14-A: Complete **CTE Assurances Form** (See Attachment E):
 - Complete **Budget Narrative DOE 101 Form** (located in CLNA and Budget Workbook).
 - Budget Narrative Guidelines: PY 2020-2024 Local Plan Applications.

Perkins V : Budget Narrative Guidelines

2022-2023 Local Application:

- Budget line items will be evaluated and approved based on the CLNA results and written narrative in the four-year local application to support direct alignment.
- Perkins V allows the eligible recipient to use funds to develop, coordinate, implement or improve CTE programs to meet the needs identified in the CLNA.
- Budget narrative must be included in application for the Fiscal Year 2022-2023 program year and be aligned with the CLNA high priority need(s) addressed in the narrative sections of this RFA.
- Budget items must align with approved fundable programs.
- Must complete and submit a signed **CTE Assurances Form.**

Perkins V : Budget Narrative Guidelines

- Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101**, in detail, and ensure alignment with the following:
 - (Sec. 134) Comprehensive Local Needs Assessment Results.
 - (Sec. 135) Requirements for Uses of Funds.
 - (Sec. 135) Size, Scope, and Quality to be effective.
- Any budget line item for a **particular CTE program** must meet Labor Market alignment standards; therefore, each cost on the budget narrative form must provide program number or CIP number for the appropriate CTE program.

Perkins V : Budget Narrative Guidelines

Account Title	CLNA Need #	*Program Number or CIP#	Requirements for Uses of Fund #
Salary	X	X	X
Benefits	X	X	X
Travel	X	X	X
Supplies	X	X	X
Equipment	X	X	X
Textbooks	X	X	X
Admin Cost/Indirect Cost	n/a	n/a	n/a

Perkins V : Budget Narrative Guidelines

- In the Perkins V Budget Narrative Form (DOE 101 Form) list out these numbers, such as: “Section 1-C: iii Need 4”.
- Program Number or CIP # must be on the approved Fundable Programs section of your Excel Workbook.

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE, NARRATIVE, AND EXPLANATION	FTE	AMOUNT (whole \$)
####	###	Salaries: Full-Time: Career Specialist responsible for advisory committees, student scheduling; career specialists work collaboratively with the ESE department to facilitate academic assistance to further the integration of academic, career and technical components and curriculum modifications and other support services collaborating with business partner. <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority: Section 1 - C:iii Need 4; E:ii Need 2; F:ii Need 2 • Program Number or CIP#: 123456789 • Section 135: Requirement for the Uses of Funds: 1A; 2B; 5O; 5D 	1.0	\$59,000
####	###	Retirement		\$4,425
#####	###	FICA		\$1586
####	###	Worker's Comp		\$1054



Submitting the Local Application

Marcy Sieg
Director Grants Administration
Division of Career and Adult Education

How to the Submit Grant Application

The Florida Department of Education (FDOE) has implemented a cloud-based file sharing service (ShareFile) to provide an uninterrupted process for recipients to submit applications and amendments electronically for the 2022-2023 fiscal year projects.

- The Office of Grants Management no longer accepts hard copies via mail or those electronically sent to staff.
- Place all application items in the order specified in the Application Checklist (see the last page of the RFA document).
- Agency head and contacts identified by FDOE have been given access to submit applications and amendments for the 2022-2023 Carl D. Perkins grant programs and will receive notification of the awards through ShareFile.
 - For technical assistance contact the Office of Grants Management at OGM@fldoe.org.

How to Submit the Grant Application

- Conditions for Acceptance:
 - Request for Application is due **May 13, 2022.**
 - The project effective date will be July 1, 2022, or the date the application is received within the Office of Grants Management, whichever is later.
 - DOE 100A and DOE 101 – Budget Narrative Form.
 - Include assigned TAPS Number on forms.
 - All required forms must have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
 - Application must be submitted electronically via upload to the OGM ShareFile system.

How to Submit the Grant Application

- **Place all items requested in the order indicated in the Application Review Criteria and Checklist:**
 - **PDF File: Submission Naming Convention: XXX-Agency Name-SEC:**
 - DOE 100A, Project Application Form (signed by the agency head or other authorized person).
 - Program of Study Template.
 - CTE Assurances Form.
 - General Assurance (if applicable).
 - DOE 610 Form (if applicable).
 - **Word File: Submission Naming Convention: XXX-Agency Name-SEC:**
 - Narrative Sections.
 - Application Review Criteria and Checklist (last page).
 - **Excel File: Submission Naming Convention: XXX-Agency Name-SEC:**
 - Secondary and Postsecondary: CLNA and Budget Excel Workbook.

How to Submit the Grant Application

- **Entitlements Grant Applications:**

- Upload into OGM ShareFile using the appropriate TAPS# (example: 23B004).
- Due date May 13, 2022.
- Follow guidelines of individual RFA and Application Review Criteria and Checklist.

Narrative Section Response Format

- Entitlement Applications must be submitted electronically to the ShareFile system.
 - The Department will accept a scanned or PDF copy of a hardcopy signature as an electronic signature.
- Place all application items in the order specified (see Application Review Criteria and Checklist).
- Font – Arial 12 pt.
- Margin size - 1” on each side.
- Double spaced (this does not include charts).
- Single-sided pages.
- Complete the narrative using the same sequence presented in the Narrative Components Sections.

Resources

- [Green Book](#)
- Division of Career and Adult Education Grants website at:
 - <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/>
- [Uniform Grants Guidance \(UGG\)](#)
- [Reference Guide for State Expenditures](#)
- Florida's Perkins V Four-Year State Plan:
 - <http://fldoe.org/academics/career-adult-edu/perkins/>
- 2022-2023 Perkins V Implementation Guide:
 - <http://fldoe.org/academics/career-adult-edu/perkins/>

Participants' Questions



www.FLDOE.org

Gloria Spradley-Brown, Chief
Bureau of Grants Administration
and Compliance
Gloria.spradley@fldoe.org

Kathleen Taylor, Chief
DCAE Program Development
Services
Kathleen.Taylor@fldoe.org