



2020-2021 Perkins V Funding Opportunities Webinar – June 4, 2020

Division of Career and Adult Education



www.FLDOE.org

2020-2021 Funding Opportunities

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

Postsecondary

Secondary

Florida School for the Deaf and Blind

Florida Virtual School

Department of Corrections

Due June 30, 2020

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

Funding Webinar

June 4, 2020

Secondary

10:00 AM – 12:00 PM (EDT)

and

Postsecondary

2:00 PM – 4:00 PM (EDT)

Call Number: 1-562-247-8321

Access Code: 681-479-228 then #



Welcome and Introduction

Gloria Spradley-Brown

Please help minimize background noise during the webinar.

- Please keep your phone on mute while listening to the conference call. This prevents background noise and in-office discussions from disrupting the call.
- At the end of the presentation, we will take this call off of presentation mode so that you may ask questions. At that time, please mute your phone by pressing the “Mute” button. If you do not have a “Mute” button, press *6 to mute. Press *6 to un-mute your phone in order to ask a question.
- You may also submit questions during the presentation through the webinar “Chat” feature.

Funding Webinar Perkins V Goals

- To provide funding opportunities for the 2020-2021
- To provide pertinent programmatic information
- To provide updates related to Perkins V implementation
- To provide Local Application submission requirements

Carl D. Perkins – Perkins V Funding Opportunities Webinar Agenda

- 1. Welcome and Introductions**
- 2. Florida’s Vision for the Future of CTE**
- 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**



Florida's Vision for the Future of CTE

Kathleen Taylor

How Do We Get There?

Building upon the vision for CTE 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 now in the process of developing a plan to get us there.

Governor DeSantis' Vision for CTE

- Florida as the top state in the nation in workforce education by 2030 and every Florida student 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 CTE 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 CTE 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 and operationalization of work-based learning and programs of study
- Increased focus on identifying and closing performance gaps

- **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

- **Alignment**

- Increased alignment between ESSA, WIOA, and Perkins

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



"Career and Technical Education" means

Organized educational activities that—

- offer a sequence of courses that--
 - provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions
 - provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree;
 - include competency-based, work-based, or other applied learning
- to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study
- may include career exploration at the high school level or as early as the middle grades

What is the Purpose of Perkins?

The purpose of the Act is to develop more fully 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.

What's Different in Perkins V?

- **Comprehensive Local Needs Assessment (CLNA)** performed every 2 years, (first in 2019-2020).
- **Direct link required between results of CLNA and 4-year plan and annual budget**
- **More required 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
- **Performance measures** redefined

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

- “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.”

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

“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; and
- 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 for all CTE programs
- Labor market alignment for all CTE programs
- Implementation progress for programs and Programs of Study
- 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
- Secondary institutions only 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/>

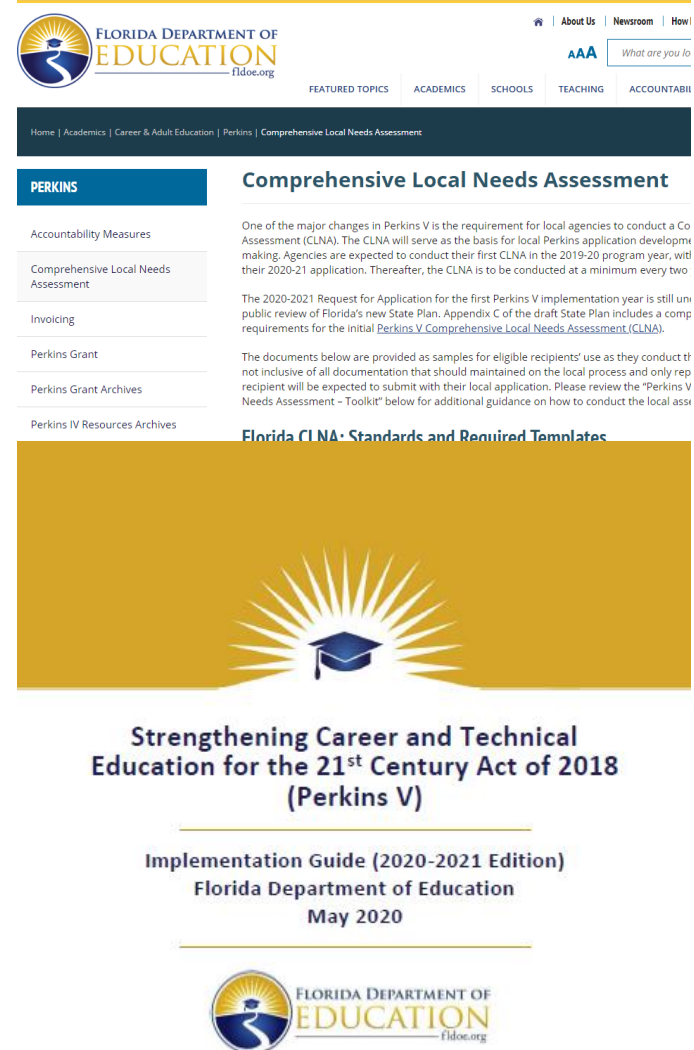


Comprehensive Local Needs Assessment

Bruce Harrington
Lee Chipps-Walton

Tools to Complete the RFA

- The Perkins Implementation Guide has detailed RFA guidance
- [The Perkins CLNA page](#) has templates and needs assessment guidance



The screenshot shows the Florida Department of Education website. The header includes the logo and navigation links: About Us, Newsroom, How to Contact Us, AAA, and What are you looking for. The main content area is titled "Comprehensive Local Needs Assessment" under the "PERKINS" section. It provides information about the requirement for local agencies to conduct a Comprehensive Local Needs Assessment (CLNA) as part of their Perkins V application. The page also includes a section for "Florida CLNA Standards and Required Templates" with a large graphic featuring a graduation cap and sunburst.

Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V)

Implementation Guide (2020-2021 Edition)
Florida Department of Education
May 2020

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Section 1 - Overview and Stakeholder Consultation

Purpose: Ensure a diversity of CTE perspectives are taken into account and that all stakeholder engagement requirements of Section 134 are met

Priorities:

- Maintain local documentation of engagement attempts
- Documented stakeholder engagement within the last 2 program years is permissible
- List who was engaged, what means were used (in-person meeting, virtual, phone, email, survey, etc.) and what category of the CLNA they gave input on (e.g., access and equity, student performance, program implementation, etc.)
- The Law requires that you engage 2 or more individuals from each stakeholder category listed in Sec. 134

Section 1, Part A – Size, Scope and Quality (SSQ)

Purpose: Ensure a thorough review of all CTE programs to identify needs and that CTE programs “are of sufficient size, scope, and quality to be effective,” a funding requirement

Priorities:

- Download the new templates from the [CLNA page](#)
- Save the files using the naming convention and ShareFile process listed in the Implementation Guide
- Files must be submitted in Excel format only. PDFs will not be accepted.
- If the district intends to report enrollment in a program at any school during the year, it must be reported in this table.

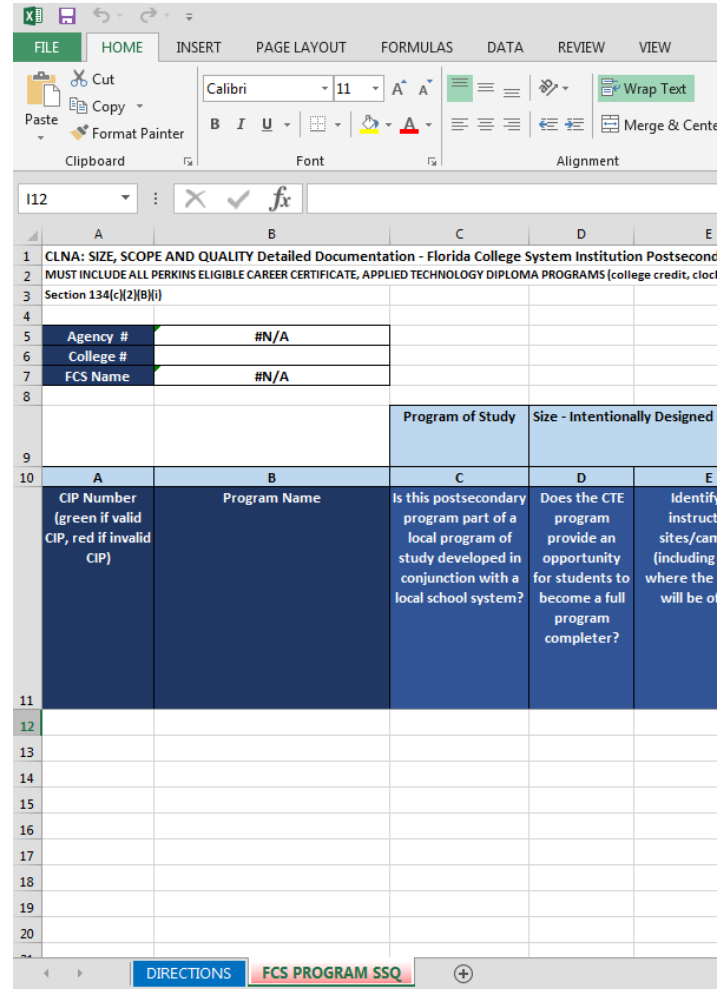
Note for secondary only: the SSQ template only contains career preparatory and technology education programs. Other grades 9-12 CTE programs, such as cluster-specific On-the-Job Training programs, are fundable (provided they are not explicitly excluded from funding in Appendix A of the Perkins Implementation Guide)

Pasting into the New SSQ Smart Template

SSQ and Labor Market Alignment (LMA) must be submitted on the new “smart” templates. Paste existing content into the new template.

To avoid loss of formatting in the new SSQ “smart” template, copy the material you wish to move, select the upper leftmost cell you wish to paste in, and under the 'Paste' dropdown within the 'Home' Ribbon Menu use the 'Paste Values' option.

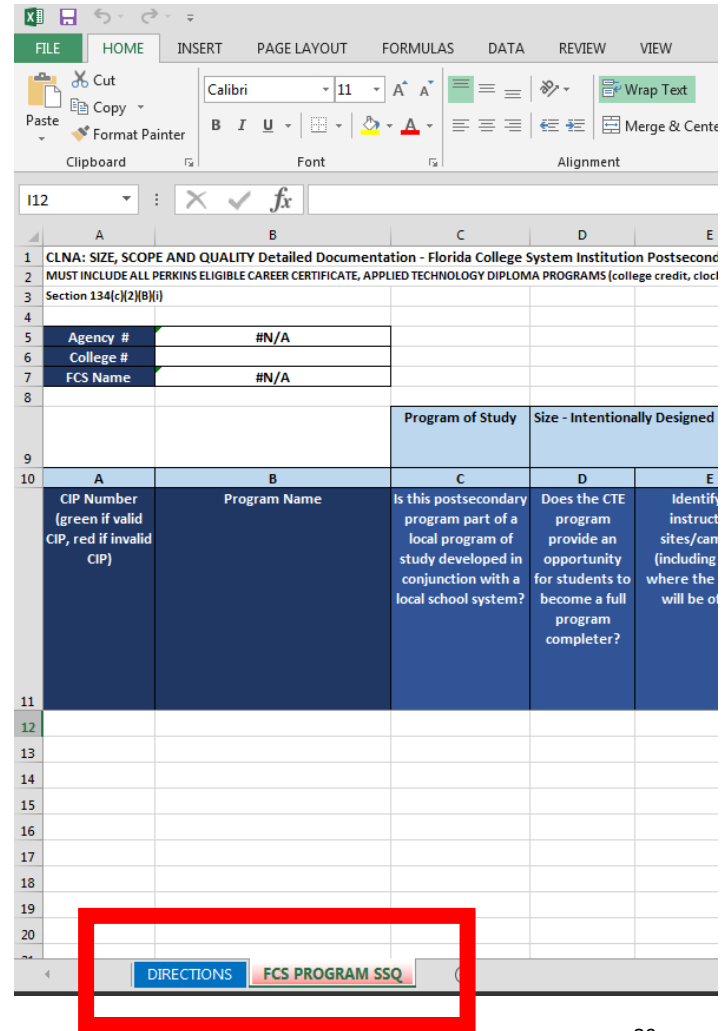
Email Perkins@fldoe.org for additional technical assistance.



Agency #	College #	FCS Name	Program of Study	Size - Intentionally Designed
#N/A				
CIP Number (green if valid CIP, red if invalid CIP)	Program Name	Is this postsecondary program part of a local program of study developed in conjunction with a local school system?	Does the CTE program provide an opportunity for students to become a full program completer?	Identify instruct sites/can (including where the will be o

“Smart” Template Directions Worksheet

Please take note that there are two worksheets within the “smart” templates – one for directions and another for inputting information.



The screenshot shows an Excel spreadsheet with the following content:

1	CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - Florida College System Institution Postsecond				
2	MUST INCLUDE ALL PERKINS ELIGIBLE CAREER CERTIFICATE, APPLIED TECHNOLOGY DIPLOMA PROGRAMS (college credit, clocl				
3	Section 134(c)(2)(B)(i)				
4					
5	Agency #	#N/A			
6	College #				
7	FCS Name	#N/A			
8					
9			Program of Study	Size - Intentionally Designed	
10	A	B	C	D	E
11	CIP Number (green if valid CIP, red if invalid CIP)	Program Name	Is this postsecondary program part of a local program of study developed in conjunction with a local school system?	Does the CTE program provide an opportunity for students to become a full program completer?	Identif instruct sites/can (including where the will be o
12					
13					
14					
15					
16					
17					
18					
19					
20					

At the bottom of the spreadsheet, two tabs are visible: "DIRECTIONS" and "FCS PROGRAM SSQ". The "DIRECTIONS" tab is highlighted with a red rectangular box.

The Use of Formatting in the “Smart” Templates

The “smart” templates use strikethrough and darkening to indicate revisions are needed or that cells are not applicable.

Entry is invalid strikethrough:

E	F
Alternative SOC Code (Y/N)	SOC Code used for Alignment (do not use any hyphens)
No	119051

Not applicable darkening:

based learning (WBL), CTSOs or capstone experiences? Select from the drop down menu.	deliver WBL.	Identify the applicable CTSO from the drop down menu.
Capstone Only		

Numbering Identified Needs

At the end of each CLNA 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) you will list out these numbers, such as: “Section 1, Part A, 4”
- The more needs included in these lists, the less updates needed during future Perkins applications and CNAs

CLNA Excel Template Submission

To submit the required files, follow these steps:

1. Email Perkins@fldoe.org with the name and contact information for the individual the agency designates to submit the CLNA Excel templates.
2. DCAE staff will provide access to a ShareFile folder generating an email notification to the agency designee with information about the login process and accessing the file. The designee will submit the CLNA documentation by logging into fldoe.sharefile.com with their email address and password. If the designee cannot find the folder, select “Shared Folders” and look for the correct option “Perkins 2020-21 RFA Repository.”
3. If agencies need assistance with logging into the ShareFile folder or submitting the documents, please contact Susan Arvin at Susan.Arvin@fldoe.org or Paul Stonecipher at Paul.Stonecipher@fldoe.org.

Section 1, Part B - Labor Market Alignment (LMA)

Purpose: To ensure that local CTE programs are aligned with the local, regional, and/or State economic needs

Priorities:

- Identify programs that meet labor market demand for occupations that are high-skill, high-wage, or in-demand – those currently offered and those that will be implemented
- Identify programs ineligible for Perkins funding due to insufficient labor market data or local support
- If the district intends to report enrollment in a program at any school during the year, it must be reported in this table.
- **Note for secondary only:** the LMA template only contains career preparatory and technology education programs. Other grades 9-12 CTE programs, such as OJT programs, are fundable (provided they are not explicitly excluded from funding in Appendix A of the Perkins Implementation Guide)



Program of Study

Bruce Harrington
Lee Chipps-Walton

Programs of Study - Enrollment

Calculate the percent of enrollment in programs of study by dividing the total CTE enrollment during 2019-20 by the number of students enrolled in CTE programs in 2019-20 that are a part of programs of study that meet all of Florida's Perkins V program of study criteria. See Appendix C of the Implementation Guide for more detail.

Enrollment in CTE programs within programs of study

Total CTE enrollment

Secondary only: These calculations are important for planning, as each year incremental increases in your programs of study enrollment will be required – 25% in 2021-22, 50% in 2022-23, and 75% in 2023-24

Programs of Study – Program of Study Alignment Matrix

A new resource has been created to facilitate the formation of programs of study by showing aligned CTE programs across multiple educational levels.

Access the Programs of Study Alignment Matrix at the [Perkins V Programs of Study website](#).

Programs of Study Alignment Matrix								
Purpose: The purpose of this document is to show the alignment between CTE programs at different educational levels for the implementation of programs of study, a requirement for all Perkins eligible recipient								
	<i>Must have one high school program per program of study.</i>		<i>Only one of these is required per program of study. Multiple educational levels is desirable.</i>			<i>Not required, but desirable</i>		
	Secondary		Clock Hour		College Credit		Baccalaureate (Not Perkins Eligible)	
Cluster - Secondary	Prog Number - Secondary	Prog Name - Secondary	Prog Number - Clock Hour	Prog Name - Clock Hour	CIP Number - College Credit	Prog Name - College Credit	Prog Name	Notes
Agriculture, Food, and Natural Resources	8106800	Agritechnology			1101000000	Agricultural Production Technology	Agricultural Operations Management	
Agriculture, Food, and Natural Resources	8005100	Technical Agriculture Operations			1101000000	Agricultural Production Technology	Agricultural Operations Management	

Section 2, Part A – Programs of Study Template

A new, simplified programs of study template is now available.

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

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

Section 2, Part B - Programs of Study – Advisory Council

- New requirement: all programs of study 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

Section 2, Part C - Use of Perkins Funds to Support Existing CTE Programs

Purpose: Listing programs here documents their need to allow funds to be used on them, that they meet all state program requirements and meet a need identified in the CLNA

Priorities:

- List only those program that meet all state requirements: (1) size, scope and quality; (2) labor market alignment; and (3) a need identified in the agency's Comprehensive Local Needs Assessment.
- The programs should appear on both the size, scope and quality and labor market alignment templates.
- List only those CTE programs that will be supported with Perkins V funds.
- Any program funded with Perkins dollars must appear on this list (unless the agency plans to develop or expand it, which will be listed in the next tables in Part D)

Section 2, Part D - Use of Perkins Funds to Develop CTE Programs

Purpose: Listing programs here documents the need to allow funds to be used on them so that they will meet size, scope, and quality in the future

Priorities:

- List those programs that will be newly developed due to labor market demand (copy from Sec. 1, Part B, 5) or improved to bring into size, scope and quality compliance during the 2020-2021 program year in this table.
- The amount of time the agency has to completely develop a program so that it meets all state requirements for size, scope and quality is a time period less than the duration of the required course sequence. For instance, an agency starting a 900-hour (approximately one year of instruction) career certificate program has one year from the time it enrolls students to comply with size, scope and quality standards. Likewise, a 3 credit high school program has 3 years to meet size, scope, and quality standards.
- Estimated enrollment is listed because funds may not be used to develop programs with no anticipated enrollment during the 2020-21 program year. All program year funds must benefit students during the 2020-21 program year.

Section 2, Part D - Use of Perkins Funds to Develop New CTE Programs of Study

Purpose: Listing programs here documents the need to allow funds to be used on them so that they will meet state program of study requirements in the future

Priorities:

- List those programs in Table 3 that will be supported using Perkins funds during the 2020-2021 program year to be expanded to meet the state's program of study requirements
- Programs listed in this table must appear in both the SSQ and LMA templates.



Performance Accountability Measures

Tara McLarnon

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:
 - Graduation Rate
 - Academic Proficiency (Language Arts, Math, Science)
 - Program Quality- Attained Postsecondary Credential
 - Placement
 - Non-Traditional Program Enrollment
- 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 earned 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:
 - Placement
 - Earning a Recognized Postsecondary Credential
 - 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

- DCAE is developing Perkins V local level performance reports using 2017-18 and 2018-19 cohorts
- 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

- Directions on submitting the local agreed upon performance levels will be provided under separate cover
- Proposed local levels of performance will be provided to agencies.
- The process will allow for negotiation of local targets. Please keep in mind:
 - The local agency will require documentation showing the reason that the agency cannot meet the proposed target
 - Targets need to show continuous improvement in performance
- An agency's application will not be considered complete until the agency accepts the local performance levels

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 will NOT result in fiscal consequences for the agency
- Instances where an 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.
- Agencies that are currently executing a program improvement plan, are not eligible to adjust performance levels for any measure that is included in the program improvement plan



Federal Funding Information

Gloria Spradley-Brown

2020-2021 Funding Allocations

Perkins V State Budget Estimate

State Administration	\$ 1,200,000
State Leadership	\$ 5,481,504
Aid to Districts	<u>\$67,315,655</u>
Total Allocation	\$73,997,159

Secondary	\$31,900,251
Postsecondary (College and School Districts)	\$30,114,233
Reserve	<u>\$ 5,310,171</u>
Total Aid-to-Districts	\$67,315,655

Reserve Allocation

- Rural Innovation
- Department of Juvenile Justice
- Development Research School
- Florida Virtual School
- Florida School For Deaf and Blind
- Career Pathways
- Entrepreneurship



General State and Federal Requirements

Gloria Spradley-Brown

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 towards the deliverables, may receive a reduced payment or be required to redo the work or terminate the contract.

General Information

- Fiscal Requirements
 - Must submit a completed DOE 101S, Budget Narrative form
 - Adhere to the “Green Book” and the General Assurances for Participation in Federal and State Programs
 - Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted accounting principles.
 - All project grantees must submit a completed DOE 399 form, Final Project Disbursement Report Form to the Florida Department of Education, Comptroller’s Office, by August 20, 2021

General Information

- Executive order 11-116
 - Must utilized E-verify system to verify employment of new employees hired
- 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), and
 - Reference Guide for State Expenditures
- Funding shall Supplement, Not Supplant
 - Non-federal funds
- Equipment Purchases:
 - Uniform Grant Guidance (UGG),
 - FLDOE Equipment Form, and
 - Florida Administrative Code, Rule, 691-72.002.

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; and
 - 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

Gloria Spradley-Brown

COVID-19 Grant Application Flexibility

- FLDOE will utilize the authority grant by USDOE
- Allows School Districts and Florida College System institutions the flexibility to:
 - Extend the 2019-2020 application/plan until September 30, 2020.
 - Allows agencies additional time to complete the requirements of the CLNA and other provision of the plan

COVID-19 Grant Application Flexibility

- For agencies seeking this flexibility
 - Submit the new Perkins V four-year local application/plan by August 31, 2020
 - Allows FLDOE internal approval by September 30, 2020
 - FLDOE encourage agencies to submit their Perkins V four- year application as early as possible
 - Perkins V applications not received and approved by September 30, 2020 – will not have access to drawdown funds.
- Budget Narrative Sections
 - Two Options to submit application

2020-2024 Perkins V Requirements

- During the Transition Year (2019-2020)
 - Agencies conducted a CLNA to guide the development of activities and programs to meet Perkins V requirements
 - Results of the CLNA identified the high priority needs to support funding decisions related CTE programs and activities during the 2020-2024 program years.
- Four -Year Application
 - To receive funds under the Perkins V Act, agencies shall submit a local application to FLDOE.
 - Local application must cover the same period of time as the period applicable to Florida's State Plan
 - 2020-2024 Four-Year application/plan

Perkins V : Section 134 – Local Application

Section 1: Overview of the CLNA and Stakeholder Consultation

- Results of the CLNA research
- Stakeholder Consultation Summary Table

- Part A: Size, Scope and Quality (SSQ)
 - Template and ShareFile transmission
 - Secondary and Postsecondary Template
 - SSQ Program Summary
 - Secondary and Postsecondary
 - High Priority Needs (2020-2024)

Perkins V : Section 134 – Local Application

- Part B: Labor Market Alignment
 - Summary: ShareFile Transmission
 - Unduplicated total programs
 - Programs to be Phased out
 - Programs Considered for Development
- Part C: Development and Implementation of Program of Study (POS)
 - # and % of POS program fully and under development
 - High Priority needs related to Program Development, Implementation and POS (2020-2024)

Perkins V : Section 134 – Local Application

- Part D: Recruitment Retention and Training
 - Students, Faculty and other Professionals
 - High Priority Needs (2020-2024)
- Part E: Evaluation of Performance on Perkins Accountability Measures
 - Review past years Performance Core Indicators
 - Analyze Gaps in performance and Disparities
 - Special population or subpopulation
 - High Priority Needs: Student Performance Gaps (2020-2024)

Perkins V : Section 134 – Local Application

- Part F: Equal Access to High Quality CTE Courses and POS
 - Implementation strategies
 - Strategies to overcome barriers
 - Activities to prepare Special Populations
 - High Priority Needs: Remove Barriers and Equal Access (2020-2024)
- Part G: Other Identified Needs from CLNA
 - High Priority Needs (2020-2024)
 - Process used to identify the other priority needs

Perkins V : Section 134 – Local Application

Section 2: Primary POS and CTE Program for 2020-2021

- 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 Comprehensive Local Needs Assessment; and
 - must offer not less than one CTE program of study that meets all of the state requirements
- Program of Study Requirements

Perkins V : Section 134 – Local Application

- Part A: POS Template
 - Submit POS template
- Part B: Advisory Council Members
 - Members involved in overseeing this POS
 - Secondary, Postsecondary and Business and Industry
- Part C: POS that Meet State Requirements
 - Table 1 - Funded CTE Programs in 2020-2021
- Part D: Use of Perkins Funds to develop CTE Program
 - Table 2 – Programs to be developed in 2020-2021
 - Table 3 – New POS to be developed in 2020-2021

Perkins V : Section 134 – Local Application

- Part E: Dissemination of CTE Program and POS
 - Share information about CTE Program offerings

Section 3: Career Exploration and Guidance

- Collaborate with Local workforce development boards
 - Employment opportunities
 - Career guidance and academic counseling
- **Section 4: Continuous Academic Improvement and Integration**
 - Rigorous standards
 - Integration of academic skills

Perkins V : Section 134 – Local Application

- **Section 5: Equity and Access of Special Populations**
 - Activities to prepare special population for high-skill, high-wage and in demand industry sectors or occupations
- **Section 6: Opportunities for Work Based Learning**
 - Opportunities for student participation
 - Expansion work-based learning
- **Section 7: Opportunities for Postsecondary Credit**
 - Opportunities to gain postsecondary credit, dual, concurrent enrollment, early college

Perkins V : Section 134 – Local Application

- **Section 8: Support CTE Personnel**

- Coordinate with institutions of higher education
- Recruitment, preparation, retention and training
- Alternative routes to certification and groups underrepresented

- **Section 9: Performance of Special Population and Subgroups**

- Disparities or gaps in performance in special subpopulation and subgroups

Perkins V : Section 134 – Local Application

- **Section 10: Accountability and Program Improvement**
 - Data management information system
 - Practice related to tracking student outcomes
 - Data privacy policy
 - Identify and quantify any disparities or gaps in performance, especially regarding special populations
- **Identification of Performance Levels**
 - Agencies shall agree upon levels of performance for each core indicator
 - Receive local negotiation information under separate cover
 - See accountability requirements in Attachment C

Perkins V : Section 134 – Local Application

- Section 11: Support for Reading/Strategic Imperatives
 - Incorporate one or more goals
- Section 12: Automotive Service Technology
 - Must provide documentation or Industry certification or evidence that the program is in the process
- Section 13: General Education Provisions Act (GEPA)
 - Equitable Access

Perkins V : Local Application Flexibility

- **Section 14: Budget Narrative Assurance Form**
 - COVID 19 flexibility extends the duration of the local recipient's One-Year Local Application, (submitted Program Year (PY) 2019-20), by three months (September 30, 2020).
 - If a local recipient elects to utilize this flexibility, FLDOE may issue a PY 2020 Perkins subgrant award on schedule to enable the local recipient to continue the seamlessly administer its Perkins V programs and services.
 - As a result of this flexibility, FLDOE will offer two options to submit Four-Year Local Application.

Perkins V : Local Application Flexibility

- **Option One: Standard – Entire Application**
 - Local recipient elects to submit their Four-Year Local Application by June 30, 2020.
 - FLDOE will evaluate the application submission.
 - Upon approval, a DOE 200, Award Notification will be issued with an effective date of July 1, 2020.

FLDOE encourage local recipients to submit the entire application

Perkins V : Local Application Flexibility

- **Option Two: Modified – Partial Application**
- Requires the following two-step process:
- Step One:
 - Local recipient elects to extend their PY 19-20 One-Year local application by three months.
 1. Submit a letter to extend their PY 2019-2020 One-Year application to September 30, 2020 (signed by agency head or authorized person).
 2. Submit CTE Assurance Form
 3. Submit three –month DOE 101 – Budget Narrative for no more that 25% of the FY 2020-2021- Allocation.
 4. Submit DOE 100A Project Application Form (signed by agency head or authorized person)
 5. Must submit Partial application documents by June 30, 2020, to have an effective date of July 1, 2020.

Perkins V : Local Application Flexibility

- Step Two:
 - Local Recipient must submit the additional information to FLDOE on or before August 31, 2020.
 1. Submit Budget Amendment Forms DOE 150 and DOE 151 to increase the appropriate budget line items.
 2. Submit Budget Narrative Form (DOE 101) that is aligned with Perkins V requirements for the remaining balance of the PY 2020-2021 Allocation
 3. Submit all the required narrative sections and attachments for the Four-Year Local Application
 4. FLDOE will evaluate and approve the updated local application and issue a revised DOE 200 Award Notification for the remaining balance.

Perkins V : Budget Narrative Guidelines

2020-2021 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 eligible recipient to use funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the CLNA.
- Budget narrative included in application for the PY 2020-2021 program year and must be aligned with the CLNA high priority need(s) addressed in the narrative sections of this RFA.
- 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 and
 - (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# for the appropriate CTE programs.

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) you will list out these numbers, such as: “Section 1, Part A, 4”

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE, NARRATIVE, AND EXPLANATION	FTE	AMOUNT (whole \$)
####	###	Salaries: Full-Time: Career Specialist responsible for advisory committees, students scheduling, career specialists work collaboratively with the ESE Department to facilitate academic assistance to further the integration of academic and career and technical components and curriculum modifications and other support services collaborating with business partner. <ul style="list-style-type: none"> Section 134: CLNA Need: Section 1 - Part A:4; Part C:2; Part D:2 Program Number or CIP#: 123456789 Section 135: Requirement for the Uses of Funds: 1A; 2B; 5O; 5D 	1.0	\$59,000
####	###	Retirement: <ul style="list-style-type: none"> Section 134: CLNA Need: Section 1 - Part A:4; Part C:2; Part D:2 Program Number or CIP#: 123456789 Section 135: Requirement for the Uses of Funds: 1A; 2B; 5O; 5D 		\$4,425
#####	###	FICA: <ul style="list-style-type: none"> Section 134: CLNA Need: Section 1 - Part A:4; Part C:2; Part D:2 Program Number or CIP#: 123456789 Section 135: Requirement for the Uses of Funds: 1A; 2B; 5O; 5D 		\$1586
####	###	Worker’s Comp: <ul style="list-style-type: none"> Section 134: CLNA Need: Section 1 - Part A:4; Part C:2; Part D:2 Program Number or CIP#: 123456789 Section 135: Requirement for the Uses of Funds: 1A; 2B; 5O; 5D 		\$1054



Submitting the Local Application

Gloria Spradley-Brown

Narrative Section response format

- Application must be submitted to electronically to the Office of Grants Management Sharefile system.
 - Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature
 - MAXIMUM PAGE LIMIT (30) PAGES
- Place all application items in the order specified (see Application Checklist)
- Font - Arial/Size – 12
- Margin size - 1” – both sides and top/bottom margins
- Double spaced (this does not include charts)
- Single-sided pages
- Complete the narrative using the same sequence presented in the Narrative Components Sections

Submitting the Proposal

- Conditions for Acceptance
 - Request for Application is due, **June 30, 2020.**
 - The project effective date will be July 1, 2020 or the date the application is received within the Office of Grants Management, whichever is later.
 - DOE 100A and DOE101S – Budget Narrative Form
 - Assigned TAPS Number included on the forms
 - All required forms 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 to electronically to the Office of Grants Management Sharefile system

Submitting the Proposal Cont.

- Place all application items in the order specified in the **Application Checklist** (see the last page of the RFA document).
- 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 2020-2021 fiscal year projects.
 - The Office of Grants Management will no longer accept hard copies via mail or those electronically sent to staff in the Bureau of Federal Educational Programs.

Submitting the Proposal Cont.

- Agency head and contacts identified by FDOE have been given access to submit applications and amendments for the 2020-2021 Carl D. Perkins grant programs and will receive notification of the awards through ShareFile.
- Instructions to access ShareFile will be emailed to agency grant contacts via your Program Manager.
 - You may contact the Office of Grants Management at OGM@fldoe.org for technical assistance.

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/>
- 2020-2021 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



www.FLDOE.org