

Perkins V 2019-20 One-Year Transition Plan Guide

Revised May 28, 2019

Revisions to Appendix A: Size, Scope and Quality

**Florida Department of Education
May 2019**



Introduction to this Guide

As this is a transition year between Perkins IV and Perkins V, this *Guide* is a much more abbreviated guide than those provided in the past. It primarily provides information and guidance on what is required in the 2019-20 One-Year Transition Application for eligible recipients. But it also provides some information on how the transition between Perkins IV and V will take place in Florida as well as relevant parts of Perkins V Act (in the appendices) related to this year's application.

The 2019-20 program year will be the transition year between Perkins IV and Perkins V, where the state and eligible agencies will spend the year planning and preparing to fully implement the new Perkins V requirements during the 2020-21 program year.

Relevant Sections of the Perkins V Act

Relevant sections of the Act referred to in the following sections, appear in the Appendices in the last section of this guide.

Background: Transitioning from Perkins IV to Perkins V

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 2019-2020 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.

For this transition year, the RFA includes elements of the Perkins IV RFA as well as new requirements under Perkins V. Responses in this RFA (One-Year Transition Application) will serve as eligible recipients' plan for the 2019-20 transition year. During this transition year, eligible recipients will continue to implement the elements previously submitted in the Perkins IV Local Plan. However, any changes or modifications must be identified, if needed. In addition, some aspects of Perkins V, including all fiscal requirements, will begin to be implemented.

One of the major changes between Perkins IV and Perkins V, that is reflected in this RFA, is the required **Comprehensive Local Needs Assessment (CLNA)** related to career and technical education that must be conducted following the requirements put forth in the Act (Section 134: Local Application (Subsections (c) and (d)) and Section 135: Local Uses of Funds). The CLNA requires eligible recipients to explore various aspects of their programs and outcomes to produce a more data-driven approach to the local planning and allocation process. A significant amount of

consultation with important stakeholders is also required while conducting the needs assessment.

It is important to note that this data-driven approach means that the results from 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.

Key Dates for the State-wide and Local Transitions 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 V 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 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 **servicing 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 outlined in Question 1 and in the Act excerpt in Appendix E.

2019-20: One-Year Transition Application:

- Eligible recipients will conduct the CLNA.
 - Follow the requirements as outlined in Section 134(c).
 - Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the 2020-21 Local Application (Section 134(a)).
- Eligible recipients may allocate some of their Perkins V Required Use of Funds (direct costs) for evaluations of Perkins activities in their Local Application 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.
- Eligible recipients must have the CLNA completed in time to incorporate the results into the development of their 2020-21 Local Application and budget narrative.
- Questions included in the Perkins V local four-year application must be addressed in the One-Year Transition Application
- FDOE will provide
 - a statewide Comprehensive Local Needs Assessment Template and associated approval processes will be provided in the summer 2019.
 - technical assistance at various stages during the process of conducting the needs assessment.

2020-21: Four-Year Local Application:

- Eligible recipients will incorporate the results of the CLNA into their four-year local application.
- The proposed CTE programs and activities for the 2020-21 program year must meet the needs identified in the CLNA as described in Section 134(c).
- Eligible recipients are required to use the funds made available under this Act, to support career and technical education programs that are of sufficient size, scope and quality as outlined in Section 135(b).
- FDOE will review the CLNA of each eligible recipient and approve those that meet the requirements.
- FDOE will ensure that Perkins V funds spent are aligned with and support the needs identified in the CLNA.
- FDOE will only approve award letters for those eligible recipients that adhered to the CLNA requirements.

These changes are reflected in the new requirements for local applications. Eligible recipients will not be expected to meet all of the requirements in the local application until the 2020-21 program year. See the requirements for local applications in the law in Appendix E.

2019-20 RFA Program Design Narrative Section

In this transition year, although your Perkins IV state plan remains in effect, the Act and guidance from OCTAE require that you begin to implement aspects of Perkins V and address requirements for the Local Four-Year Application. Question 1 is aimed at helping you to begin planning your CLNA, which you will be conducting during this program year. Question 2 is similar to what you submitted for Perkins IV but will change in the 2020-21 RFA as we transition fully to Perkins V.

The remainder of the questions are primarily new, although aspects of them have been asked before in previous RFAs. Answering these questions now will help you begin to understand the expectations of Perkins V and lay the groundwork to transition to the new requirements. Use these questions to begin to assess where you are in these areas and start planning for how you will conduct your CLNA. You may also start getting ideas to guide future planning.

Requirements For Consortium Projects

- As has been the case in the past, in order to be eligible to participate in a consortium, each district that is required to receive their postsecondary allocation through participation in a consortium must submit:
 - (1) a separate Narrative section with this combined postsecondary RFA; and
 - (2) last year’s Program of Study and the final, approved form, if it still meets all eight state-required elements and the five conditions outlined in Question 2a in the Project Design Narrative Section. If it does not meet the requirements, use one of the options outlined in Question 2a.

- The participating district’s response to Questions 1-9 in of the Project Design Narrative Section of the RFA may be the same as that submitted by the district’s secondary RFA.
- The participating district’s completed Narrative section, POS form and Letter of Collaboration (if needed) must be submitted along with the partner college’s consortium project RFA and will be reviewed by the staff in the Division’s Federal and State Initiatives section with the college’s consortium project RFA.
- The district in a consortium project can submit last year’s POS, if it still meets all state requirements, even though the POS is different from the college’s submitted POS.
- The consortium project RFA cannot be moved forward for final approval until all parts of both the college and the participating district’s POS sections are complete and approved.

Narrative Questions and Guidance

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

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.

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 guidance section below.
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 guidance section below and in Appendix E.
 - CTE stakeholders
 - Business/industry stakeholders
 - Special populations stakeholders
 - Other stakeholders
4. 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.

Guidance

- Use Questions 1a-d to help guide you in planning for the CLNA to be conducted during the 2019-20 program year. Make sure that you assess what resources you might need and include funding in your budget to assist in this effort. You can also amend your budget once more specific guidance is provided this summer, if necessary.
- It is expected that a template for reporting results and more detailed guidance will be disseminated in July, 2019. Various forms of technical assistance on the CLNA will be provided throughout the 2019-20 program year.

a. The Requirements for the CLNA

In accordance with Perkins V, Section 134(c-e), Comprehensive Needs Assessment, to be eligible to receive financial assistance under this Act, an eligible recipient shall—

- 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 local application requirements; and
- update such comprehensive local needs assessment, not less than once every 2 years.

Under this section of Perkins V, 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 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 during the 2019-20 year from the Required Use of Funds (direct costs) for evaluation of Perkins activities to pay for resources necessary to conduct the CLNA (Section 136(b)(6)). 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 local application and 2020-21 budget will be submitted for FDOE approval 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 law. Perkins V requires assessment of each of the following while conducting the CLNA (Perkins V, Section 134(c)) (see also Appendix E):

1. An evaluation of student performance served by your agency, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups (see list below).
2. A description of how offered CTE programs are:
 - Sufficient in size, scope and quality to meet the needs of all students served by your agency; and
 - Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate; or
 - Designed to meet other local education or economic needs identified through other sources.
3. An evaluation of progress toward the implementation of career and technical education programs and programs of study.
4. A description of how your agency 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.
5. 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:
 - strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - providing programs that are designed to enable special populations to meet the local levels of performance; and
 - 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.

b. For Partnerships Conducting a CLNA

Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency's programs to meet the Perkins V requirements for the CLNA.

For those opting to complete the CLNA in partnership with one or more other agencies, below is guidance for responding to Questions 1a-d.

- 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.

c. Available Resources for the CLNA

The Federal and State initiatives section of the DCAE will be providing a variety of types of technical assistance prior to and during the 2019-20 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

d. Paying for costs associated with the CLNA

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

e. 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 Appendix E)
- 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 Appendix E)
- Analyze, interpret, and prioritize results
- Use template to summarize CLNA results
- Develop Four-Year Local Application and 2020-21 budget, based on CLNA results

f. Required Consultation with Specified Key Stakeholders during the CLNA (Perkins V, Section 134(d)). In Perkins V, 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:**

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 (see targeted special populations list below);
 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.
- g. Required Assessment of Participation and Performance of Targeted Special Populations
There is also an emphasis in the CLNA on exploring the participation and performance of subpopulations in CTE programs with the ultimate goal of closing gaps in performance and access between subpopulations. The subpopulations of interest have been expanded from the list in Perkins IV (see list below and in Appendix E). There have been some revisions and additions to special populations to be targeted by Perkins V. The groups included as “special populations” in Perkins V (Section 3 Definitions) include:
1. individuals with disabilities;
 2. individuals from economically disadvantaged families, including low-income youth and adults;
 3. individuals preparing for non-traditional fields;
 4. single parents, including single pregnant women;
 5. out-of-workforce individuals;
 6. English learners;
 7. homeless individuals
 8. youth who are in, or have aged out of, the foster care system; and
 9. youth with a parent who—
 - is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

- is on active duty (as such term is defined in section 101(d)(1) of such title.

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 the eight (8) elements described in the Perkins IV Florida State Plan. A list of these eight elements can be found in the Appendix B of this guide.

To address this requirement, please submit the following:

- a. The FDOE approved POS form** from the 2018-19 program year as your agency’s primary POS as long as this POS still meets the following conditions:
- the POS form submitted is the final, FDOE approved version of the 2018-19 form;
 - the program will still be fully operational during the 2019-20 program year;
 - the program continues to meet all eight (8) state required elements;
 - no changes have been made to the program, related certifications or articulation agreements; and
 - the program is not daggered for deletion or deleted for the 2019-20 program year.

If any of the above conditions will not be met by your agency’s 2018-19 approved POS during the 2019-20 program year, please submit either a revised POS form reflecting changes in the program to meet the conditions or submit a different Program of Study that will meet all of the above conditions.

Please check one of the following options:

<input type="checkbox"/>	a. My agency is submitting the POS form that is the final version approved in the 2018-19 RFA.
<input type="checkbox"/>	b. My agency is submitting a revised version of the 2018-19 POS form.
<input type="checkbox"/>	c. My agency is submitting a different POS and form than the one submitted in 2018-19 because the 2018-19 POS no longer meets all eight Perkins IV state required elements.

Guidance for Submission of Primary POS

- If you are submitting the same primary POS as in 2018-19 and the final, approved version of the POS form, please check the box by “a.”
- If you are submitting a REVISED version of the same POS form or elements of this POS have changed since 2018-19, please check the box by “b.”
- If you are submitting a new POS and POS form for the 2019-20 project year, please check the box by “c.”

In order to ensure quality POS, we will conduct a review of the submitted POS. If we find that any of the conditions outlined above are not met, we will work with you on addressing these conditions to ensure submission of an approved primary POS for the purposes of Perkins funding for the 2019-20 Transition Year.

Guidance for submission of the same Program of Study and form that was approved for your 2018-19 RFA

- Please submit the same Program of Study that you submitted with your 2018-19 RFA, as long as it meets the five (5) criteria outlined above and is outlined on the final, approved version of the POS form. If you need to make sure that you have the final version of the POS form, please contact your grant manager.

Guidance for submission of a revised Program of Study form

- If you need to submit a revised POS form reflecting changes in your program, related certifications and/or articulation agreements, please either use the state 2018 Template or make sure that the form you submit contains all of the elements included on the 2018 Template (<http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.html>).

Guidance for submitting a new Program of Study and form

- If you need to submit a different Program of Study, please make sure that this Program of Study **includes all of the eight (8) required state elements** of a Program of Study, is already **fully developed** and will be **fully implemented during the 2019-20 Transition Year**. Also, please either use the state 2018 Template or make sure that the form you submit contains all of the elements included on the 2018 Template (<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.html>).

Guidance for completing the 2018 POS Form Template

General

- If you need to submit another POS and form than you submitted for the 2018-19 RFA or if there have been changes to the POS you submitted for 2018-19, please use the 2018 Template for this POS or make sure to include all of the elements that are on the 2018 Template on your POS form.
- Include as much **local** information as possible on the POS form.
- Having all of this information on one form is very important so that students, parents and those working with them can be informed about all of the aspects of each POS.

Guidance for specific sections of the 2018 POS Form Template

- Specify a *Career Cluster* for this program (one of the 17 state clusters listed on the FDOE website).

- CTE Program: Note that the 2018 Template includes places for both the secondary and the postsecondary programs in this POS. Please include both and specify their program numbers in ().
- Make sure the program name reflects a Perkins-supported CTE program or if you have a different name for the program at your agency, make sure that you include the program number in () after the program name.
- Provide a *Career Cluster Pathway* for this POS (see the Course Code Directory; <http://www.fldoe.org/policy/articulation/ccd/2019-2020-course-directory.shtml>).
- For Industry Certifications, list only those certifications that students could earn by taking the courses specific to this POS. Note that the 2018 Template includes places to list certifications that can be earned at both the secondary and postsecondary levels. Please include certifications for both levels, where applicable. If a certification can be earned at both the secondary and postsecondary levels, either list it at each level or list the certification and specify secondary and postsecondary () after the certification.
- If career planning is mentioned, include a weblink to your district/college's career planning system website or update the weblink to: mycareershines.org.*
- Include local required core academic courses in the grade level boxes.
- Make sure all courses listed in the *Career and Technical Education Courses* column for the high school program are part of the required sequence for that POS, as outlined in the FDOE Curriculum Frameworks.
- Under the *Postsecondary* section, list specific programs that a student could transition into once completing the specified secondary program and give the specific local/regional institutions (or those closest) that offer these programs.
 - At least one of the postsecondary programs listed in this section must be one to which the secondary program is articulated.
 - If nothing is available in your area at one of the levels in this section, then leave the cell blank or put in an institution outside of your region or available elsewhere in Florida.
- In the *Credit* section, outline how many articulated credit/clock hours students can earn by taking specified courses, by completing a specified program and/or by earning a specific certification(s) linked to this POS and what courses or program(s) at what institution these credits can be applied to.
 - One of the institutions listed here for which students can earn credits/clock hours must also be listed in the *Postsecondary* section of the form.
- If applicable, update the weblink for the Program of Study graduation requirements at the bottom of the form.

The two **optional** elements that appear on the 2018 state template:

- Career and Technical Student Associations (CTSO) available for that POS (see <http://www.fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf> for those CTSOs eligible for Perkins funding).

- You can list a relevant student association in this section even if it is not currently available to students enrolled at your agency. You can also list a CTSO that is not on the list of those eligible for Perkins funding.
- Internship/Work Experience Recommendations for that POS.
 - These opportunities must be DIRECTLY related to the POS and not just after-school or college work-study jobs and might include: job shadowing, mentorship, internships, externships, service learning, cooperative education, practicums, on-the-job training, or job simulations.

***Recommendation:** We encourage you to include the weblink to mycareershines.org on all forms and also include it on materials on Programs of Study where possible. MyCareerShines is the state's career information delivery system. It provides career and educational exploration and information. MyCareerShines includes assessments for interests, skills, and values as well as information on careers and postsecondary education.

b. Primary Program of Study Assurances with Letter of Collaboration

If your agency is submitting the final, 2018-19 FDOE approved POS and this POS will meet all five requirements outlined above and include the same collaborative partners, then no assurances or Letter of Collaboration will need to be provided. Check the box below for “Not Applicable” and skip to the next item, question 2c.

Not Applicable

If your agency is submitting a revised version of the 2018-19 POS or submitting a new POS, then the following assurances must be provided, including the Letter of Collaboration.

Primary Program of Study Assurances

By submitting your one primary Program of Study, your agency is attesting to the fact that the submitted POS will meet all eight (8) state required elements throughout the 2019-20 program year.

1) Confirmation that submitted POS meets all state requirements

My agency confirms that the revised or new primary POS submitted will meet all eight state required elements and the five 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:

2) 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 Appendix C 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.

Guidance on confirmation of Primary POS

- Whether you are submitting the same or revised POS as you did with last year's 2018-19 RFA or submitting a new POS, you need to confirm that it meets ALL of the eight state required elements, outlined in Appendix B, and all of the five conditions outlined in Question 2a above.
- If you cannot answer "Yes," that the primary POS you are submitting meets EACH ONE of the eight state required elements and ALL five conditions spelled out in Question 2a in the Project Design Narrative Section , then you need to submit another POS that does.

Note: For agencies that collaborate with multiple districts on this primary POS, only one of the districts that implements this POS will need to sign the Letter of Collaboration. In addition, only one of the primary business partners for this program needs to sign the letter.

***Recommendation:** If you have not already done so, we recommend that you contact your area CareerSource Florida local workforce development board. The boards provide a variety of services and resources for local workforce development and can provide a vital link with local businesses and industries for schools and districts.

Guidance for collaboration letter

- The template appears in Appendix C.
- Every agency must submit one letter with current signatures from all three partners. Sending a copy of last year's letter, without current signatures, will not be accepted.
- All three partner signatures must appear on a single letter.
- If a secondary and postsecondary partner are submitting the same program of study for funding purposes, the same letter can be submitted for each agency.
- It would be most meaningful to have the highest level secondary and postsecondary representatives overseeing CTE programs sign the letter, to ensure that the information and the relationship between partners is known and supported by high ranking administrators.

- The business partner could be a member of your regional CareerSource board or a business representative on your district-wide advisory council or a smaller advisory council put together for the specific Program of Study you submitted with this RFA.
- The postsecondary partner signing the letter must be from an institution listed on the POS form (in the *Postsecondary and Credit* sections) for your primary POS as having a related program in this POS to which students can get articulated credit.
- If the articulation for your primary POS is between district high schools and your district technical center(s), a district administrator for secondary and one for postsecondary should sign the letter. If one district administrator oversees both the secondary and postsecondary CTE programs, that person would sign for both the secondary and postsecondary representatives on the letter.
- Each agency submitting an RFA should have a representative sign their letter as either the secondary or postsecondary partner. For example, if a district is in a consortium with other districts and a college, a secondary or postsecondary representative from the agency applying must sign the letter.
- For colleges that collaborate with multiple districts on their primary POS, only one of the districts that implements this POS will need to sign the Letter of Collaboration. In addition, only one of the primary business partners for this program needs to sign the letter.

Resources

Appendix C: Letter of Collaboration for Programs of Study

c. Number of 2019-20 CTE Programs and POS

Secondary Questions

1. Number of Available CTE Programs

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

Guidance

- The key is the number of programs available to your students, not just on your high school campuses but also those available to your students through regional technical centers and/or colleges.

2. 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 secondary and postsecondary levels and all of the eight (8) state required elements to become fully implemented Perkins Programs of Study?

Guidance

- Broadening the scope of a CTE program to a POS requires making sure that the program **will** include **all** of the eight (8) state-required elements outlined in the *Florida's Required*

Program of Study Elements table (Appendix B), not just outlining the program on the state template.

- All of the programs listed above must meet ALL of the eight state-required elements during the upcoming project year (2019-20) to be listed here.

Postsecondary Questions

1. **Number of Available CTE Programs**

How many CTE programs (e.g. Digital Design, Phlebotomy) will your agency offer during the 2019-20 program year? (If you offer the same program to multiple high schools it should only be counted once.)

How many of these CTE programs are:

- PSAV certificate (Career Certificate) _____
- ATDs _____
- CCCs _____
- AS/AAS degrees _____

2. **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 secondary and postsecondary levels and all of the eight (8) state required elements to become fully implemented Perkins Programs of Study?

How many of these Programs of Study are:

- PSAV certificate (Career Certificate) _____
- ATDs _____
- CCCs _____
- AS/AAS degrees _____

Guidance

- Broadening the scope of a CTE program to a POS requires making sure that the program will include **all** of the eight (8) state-required elements outlined in the *Florida's Required Program of Study Elements* table (Appendix B), not just outlining the program on the state template.
- All of the programs listed above must meet ALL of the eight state-required elements during the upcoming project year (2019-20) to be listed here.

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 all of the state-required elements: _____ (#)?

- 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 2019-20 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>.

Guidance

- The programs listed in this table should be those of CTE programs that you plan to develop into Programs of Study during the 2019-20 project year and NOT those developed during previous project years.
- List here the CTE programs that you plan on developing into POS that will include all of the eight (8) state-required elements outlined in the *Florida’s Required Program of Study Elements* table (Appendix B).
- These programs do not need to be fully implemented POS by the end of the project year.
- NOTE: Broadening the scope of a program to develop a POS, requires more than just filling out the POS form for this program. **ALL** eight (8) state required elements must be present for a CTE program to be considered a POS.
- The 2019-20 state and regional occupational lists are available at: <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.

Guidance

- This is a new question required in the Perkins local four-year application. Describe your dissemination policies here about your CTE programs and Programs of Study. Outline any ways that you ensure that members of any of the targeted special populations in Perkins V, such as students with disabilities or economically disadvantaged youth, receive information about your programs. Under Perkins V, you will be expected to expand these efforts to include all of the targeted populations.

New Local Application Questions from Perkins V

Guidance

These questions come directly from the requirements for the Perkins V Local Four-Year Application (see Appendix E). You will be required to answer these questions each year under Perkins V. For this application, you may not have complete answers until you have conducted your CLNA. Just provide a **brief** summary of your efforts in this area now, discuss how you might explore this area during the CLNA, and consider proposing ways that you might begin, expand, or revise your efforts in each area during the 2019-20 program year.

3. Describe how your agency will collaborate with local workforce development boards and other local workforce agencies to provide:

- a. career exploration and career development coursework, activities, or services
- b. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations
- 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. Describe how your agency will:

- a. 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
- b. support the integration of academic skills into your CTE programs

5. Describe how your agency 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
 - d. 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:**
- a. provide work-based learning opportunities to students participating in your CTE programs and the types of opportunities that will be available
 - b. 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 school.**
- 8. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of:**
- a. teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications
 - b. groups outlined in 8a, that are underrepresented in the teaching profession
- 9. 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

Appendices

Appendix A: Size, Scope and Quality Criteria (Perkins IV)

Appendix B: Florida's Required Program of Study Elements (Perkins IV)

Appendix C: Letter of Collaboration on Primary Program of Study (Perkins IV)

Appendix D: Required Local Uses of Perkins Funds (Perkins V)

Appendix E: Relevant Sections of the Perkins V Act

- Requirements for Development of Local Four-Year Applications
- Requirements for the Comprehensive Local Needs Assessment (CLNA)
- Required Consultation with Specified Key Stakeholders during the CLNA
- Targeted Special Populations
- Paying for Costs Associated with the CLNA

Appendix A

Size, Scope and Quality Criteria (Perkins IV)

During the transition period, the Division will continue to use the criteria established under Perkins IV during the 2019-2020 program year and plan to implement the revised criteria for the 2020-2021 program year. The size, scope and quality provisions include the following:

Secondary CTE Program Quality Indicators: Criteria for Size:

- Provide an opportunity for students to become CTE concentrators. A CTE concentrator is defined as a secondary student who has earned three (3) or more credits in a single CTE program, and
- Offer a minimum number of programs based on the percentage of CTE enrollment. A CTE program must consist of three (3) or more courses (or two (2) credits in a single secondary CTE program where two (2) credit sequences are recognized by the State and/or its local eligible recipients).

Secondary eligible recipients must provide information on a specified number of programs that meet the Secondary Size, Scope and Quality definition, based on the percentage of CTE enrollment. A CTE program must consist of three (3) or more courses (or two (2) credits in a single secondary CTE program where two (2) credit sequences are recognized by the State and/or its local eligible recipients) leading to fulfillment of the requirements of the Florida Gold Seal Vocational Scholars Award.

Size of Districts	# of Programs
Large Districts	Five (5) CTE Programs
Medium Districts	Three (3) CTE Programs
Small Districts	One (1) Program

The following chart categorizes the 67 districts into small, medium and large for eligible recipients. Districts with 3% or more of total state CTE “job preparatory” enrollment are considered “large.” Districts with 1% - 2.99% of the total state CTE “job preparatory” enrollment are considered “medium” and districts with less than 1% of the total state CTE “job preparatory” enrollment are considered “small.” The Florida Virtual School is classified as a “medium” district and the University Developmental Research Schools and the Florida School for the Deaf and Blind are classified as “small” districts.

2019-2020 Secondary Size Identification Table

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
13	Miami-Dade	49,491	large	12.02%	5
06	Broward	41,114	large	9.99%	5
29	Hillsborough	29,462	large	7.16%	5
50	Palm Beach	27,778	large	6.75%	5
48	Orange	21,046	large	5.11%	5
53	Polk	19,912	large	4.84%	5
36	Lee	15,470	large	3.76%	5
52	Pinellas	14,810	large	3.60%	5
16	Duval	14,157	large	3.44%	5
64	Volusia	12,357	large	3.00%	5
59	Seminole	10,670	medium	2.59%	3
05	Brevard	10,190	medium	2.48%	3
49	Osceola	9,743	medium	2.37%	3
35	Lake	8,150	medium	1.98%	3
42	Marion	7,566	medium	1.84%	3
51	Pasco	7,038	medium	1.71%	3
17	Escambia	6,836	medium	1.66%	3
10	Clay	6,704	medium	1.63%	3
11	Collier	6,435	medium	1.56%	3
56	St Lucie	6,315	medium	1.53%	3
41	Manatee	6,281	medium	1.53%	3
55	St Johns	5,022	medium	1.22%	3
46	Okaloosa	4,328	medium	1.05%	3
58	Sarasota	4,266	medium	1.04%	3
03	Bay	4,186	medium	1.02%	3
71	FL Virtual	4,070	small	0.99%	1
27	Hernando	3,772	small	0.92%	1
57	Santa Rosa	3,719	small	0.90%	1
37	Leon	3,465	small	0.84%	1
31	Indian River	3,260	small	0.79%	1
43	Martin	2,928	small	0.71%	1
01	Alachua	2,772	small	0.67%	1
09	Citrus	2,551	small	0.62%	1
54	Putnam	2,469	small	0.60%	1
08	Charlotte	2,352	small	0.57%	1
28	Highlands	2,185	small	0.53%	1
18	Flagler	2,013	small	0.49%	1

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
45	Nassau	1,991	small	0.48%	1
12	Columbia	1,769	small	0.43%	1
26	Hendry	1,761	small	0.43%	1
60	Sumter	1,591	small	0.39%	1
61	Suwannee	1,540	small	0.37%	1
44	Monroe	1,351	small	0.33%	1
32	Jackson	1,324	small	0.32%	1
02	Baker	1,323	small	0.32%	1
66	Walton	1,138	small	0.28%	1
38	Levy	1,072	small	0.26%	1
25	Hardee	1,068	small	0.26%	1
65	Wakulla	1,039	small	0.25%	1
47	Okeechobee	908	small	0.22%	1
20	Gadsden	903	small	0.22%	1
67	Washington	785	small	0.19%	1
30	Holmes	692	small	0.17%	1
14	DeSoto	652	small	0.16%	1
40	Madison	636	small	0.15%	1
21	Gilchrist	606	small	0.15%	1
04	Bradford	525	small	0.13%	1
07	Calhoun	493	small	0.12%	1
63	Union	458	small	0.11%	1
62	Taylor	416	small	0.10%	1
39	Liberty	396	small	0.10%	1
15	Dixie	337	small	0.08%	1
24	Hamilton	314	small	0.08%	1
19	Franklin	307	small	0.07%	1
34	Lafayette	266	small	0.06%	1
73	FSU Dev Research School	253	small	0.06%	1
23	Gulf	246	small	0.06%	1
22	Glades	213	small	0.05%	1
68	FL SCH Deaf & Blind	187	small	0.05%	1
33	Jefferson	155	small	0.04%	1
74	FAMU Laboratory School	93	small	0.02%	1
75	UF Laboratory School	26	small	0.01%	1
	TOTAL Enrollment	411,717		100.00%	

*Students in job preparation programs that can earn an OCP. Source: 2016-2017 Secondary CTE Student Database

Secondary CTE Program Quality Indicators: Criteria for Scope:

- Provide secondary students with opportunities for acceleration (dual enrollment/articulated credit), and
- Align with business and industry as validated by a local or regional business advisory committee.

Secondary CTE Program Quality Indicators: Criteria for Quality:

- Provide students with the opportunity to earn an industry certification and/or licensure approved by the state, and
- Provide students with the opportunity to participate in a CTE program that is classified as High-Skill, High-Wage, and/or High-Demand, and
- Ensure that academics and academic achievement are an integral component of all Perkins-funded CTE programs.

Secondary Course Alignment to Size, Scope, and Quality

Perkins IV presents historic changes for how states deliver career and technical education. During the state planning process, Florida's career and technical frameworks were studied to determine if they were aligned with the new requirements of the Act; with the state's size, scope, and quality requirements; and if they were current with trends and future practices. Specific criteria were developed to determine if frameworks required revisions and/or change. The criteria used for framework analysis included the following questions:

- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?
- Are there actual skills developed in the course tied to an occupation(s)?

Upon extensive framework review it was determined that certain courses could no longer be supported with Perkins federal funding, although state funding may still be used for them. These decisions were made in accordance with the criteria presented above and which, in turn, are based on the intent and expected outcomes of the Perkins IV legislation. The courses no longer eligible for Perkins funding are outlined in the table below. Consistent with previous years, no Perkins funding may be used to support programs/courses below grade seven (7).

Courses No Longer Eligible to be Supported with Perkins Funds Effective July 1, 2009

COURSE NUMBER	COURSE TITLE	Grades
8200120	Business Leadership Skills	6-9
8300310	Workplace Essentials	9-12
8300320	Practical Arts General (daggered for deletion)	9-12
8300330	Workplace Technology Applications	9-12
8301600	Work Experience	9-12
8500120	Personal and Family Finance	9-12
8500140	Career Discovery	6-8
8500230	Personal Development	6-8

COURSE NUMBER	COURSE TITLE	Grades
8500300	Parenting Skills	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500375	Blueprint for Professional Success	9-12
8500430	Personal Development and Career Planning	6-8
8502000	Life Management Skills	9-12
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
8900210	Introduction to Government and Public Administration	6-9
8900220	Exploration of Criminal Justice Occupations	6-9
9001820	Vocational Employability Skills for Youth and Career Planning	7-12
9001920	Vocational Employability Skills for Youth	7-12
9100110	Orientation to Career and Technical Occupations and Career Planning	6-9
9100210	Exploration of Career and Technical Occupations	6-9
9100310	Orientation to Career and Technical Occupations	6-9
9603100	Career Education Services for Students with Disabilities	6-12

IMPORTANT! Additional Information Regarding Secondary Automotive Service Technology Education Programs

Section 1004.925, Florida Statutes (F.S.), states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds, 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 process of obtaining certification.

Postsecondary CTE Program Quality Indicators: Criteria for Size:

- Provide an opportunity for students to become CTE concentrators. A CTE concentrator is a postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit/clock hour CTE program.

Postsecondary eligible recipients must provide requested information on one program that meets the Postsecondary Size, Scope and Quality definition.

Postsecondary CTE Program Quality Indicators: Criteria for Scope:

- Align with business and industry as validated by a local or regional business advisory committee.

Postsecondary CTE Program Quality Indicators: Criteria for Quality:

- Provide students with the opportunity to earn an industry certification and/or licensure

approved by the state, and

- Provide students with the opportunity to participate in a CTE program that is classified as High-Skill, High-Wage, and/or High-Demand, and
- Ensure that academics and academic achievement are an integral component of all Perkins-funded CTE programs.

Appendix B

Florida's Required Program of Study Elements (Perkins IV)

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
2. 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
3. Falls into one of the Florida 17 Career Clusters
4. 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)
5. Centers around a sequence of relevant, rigorous, locally required core academic courses as well as the required CTE courses
6. Includes required CTE secondary or PSAV 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
7. Offers rigorous CTE Courses that prepare students for program-related certification exams
8. 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://www.fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf)
2. Offers students opportunities for program-related internship/work experience

Appendix C

**Letter of Collaboration on Primary Program of Study
[Agency Letterhead]**

Date

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

**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 project year in
collaboration between _____ School District (secondary partner),
_____ School District Tech Center or College (postsecondary partner) 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

(Secondary School District name)

(Title)

Signature Date

(Postsecondary School District or Florida College
System Institution name)

(Title)

Signature Date

(Business/Organization)

(Title)

Appendix D

Required Local Uses of Perkins Funds (Perkins V)

SEC. 135. LOCAL USES OF FUNDS.

(a) GENERAL AUTHORITY.--Each eligible recipient that receives funds under this part shall use such funds 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).

(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—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on--

(i) occupational supply and demand;

(ii) educational requirements;

(iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(iv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

(A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the

Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs;
and

(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).

(c) POOLING FUNDS.--An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection(b)(2).

(d) ADMINISTRATIVE COSTS.--Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under this section.

Appendix E

Relevant Sections of the Perkins V Act

Requirements for Development of Local Four-Year Applications

Perkins V Section 134(a-b)

As in Perkins IV, the Act includes requirements for local applications for eligible recipients. These are outlined in the section of the Act below. Questions relating to these requirements are included in the 2019-20 Transition Year RFA. Although a few aspects of the Perkins local application have been incorporated into the 2019-20 RFA, eligible recipients will not be required to develop the full application until the 2020-21 program year.

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.

Requirements for the Comprehensive Local Needs Assessment (CLNA)

Perkins V Section 134(c)

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.

(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-demand industry 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.

Required Consultation with Specified Key Stakeholders during the CLNA
Perkins V, Section 134(d)

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.

Targeted Special Populations
Perkins V, Section 3 Definitions

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 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 Homeless Assistance 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.

Paying for Costs Associated with the CLNA

Funds can be used from the Required Use 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).