



2019-2020 Perkins V Funding Opportunities Webinar – June 6, 2019

Division of Career and Adult Education



www.FLDOE.org

2019-2020 Funding Opportunities

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

Secondary and Postsecondary

Due June 28, 2019

Secondary Career and Technical Education Programs for
Department of Juvenile Justice (Competitive)

Due June 28, 2019

Career and Technical Education Student Organizations

Due June 28, 2019

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

Funding Webinar

June 6, 2019

10:00 AM – 12:00 PM (EDT)

and

2:00 PM – 4:00 PM (EDT)

Call number: 1-888-585-9008

Conference Room: 789-017-479 then #



Welcome and Introduction

Gloria Spradley-Brown

Please help minimize background noise during the webinar.

- We will be placing this call on presentation mode, which will mute your phones. 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 transition year
- To provide pertinent programmatic information
- To provide updates related to Perkins V implementation
- To provide Local Application submission requirements

Funding Purpose and Priorities

To develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in Career and Technical Education (CTE) programs and programs of study by –

- Developing challenging academic and technical standards
- Linking secondary and postsecondary
- Increasing State and Local Flexibility
- Conducting and Disseminating best practices
- Providing Technical Assistance: leadership and professional development to improve the quality of CTE professionals
- Partnerships
- Keeping the United States competitive.

Carl D. Perkins – Perkins V Funding Opportunities Webinar Agenda

1. Welcome and Introductions

2. Florida's Vision for the Future of CTE

- Governor's Executive Order 19-31
- Introduction to Perkins V:
The Strengthening Career and Technical Education for the 21st Century Act
 - Highlighted Differences Between Perkins IV and V
 - Comprehensive Local Needs Assessment (CLNA)
 - Programs of Study to Drive Innovation
 - Equity and Access for Special Populations

Carl D. Perkins – Perkins V Funding Opportunities Webinar Agenda

3. Overview of Florida’s Perkins V Transition Plan and State Plan Development

- Transitioning to Perkins V
- 4-year State Plan Development
- Implementation Milestones

4. Transition Year RFA and Activities

- Combination of Perkins IV and Perkins V Requirements
 - Performance
 - Comprehensive Local Needs Assessment (CLNA)
 - Stakeholder Engagement
 - Focus on Special Populations
 - Required Program of Study
 - New Narrative Questions

Carl D. Perkins – Perkins V Funding Opportunities Webinar Agenda

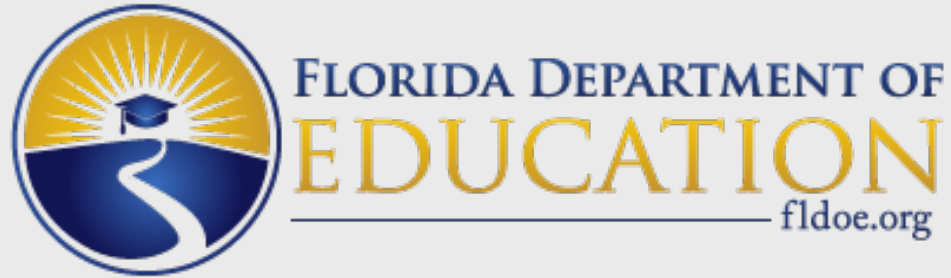
5. Local Application Requirements

- Program Narrative: Section 134: Local Application (Items #1-9)
- Budget Alignment: Section 135: Local Uses of Funds (Item #1-6)
- Size, Scope, and Quality

6. Submitting the Local Application

7. Perkins V Resources – Gloria Spradley-Brown

8. Participants' Questions

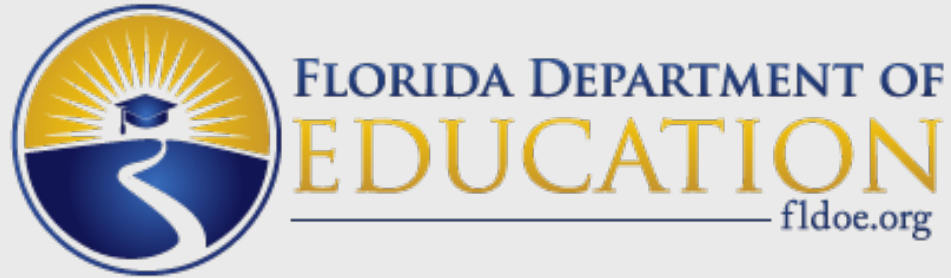


Florida's Vision for the Future of CTE

Kathleen Taylor

New Opportunities for Innovations in CTE

- Governor's Executive Order on Workforce Education
- Reauthorization of Perkins: The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)



Governor's Executive Order 19-31

Kathleen Taylor

Executive Order 19-31

- The Governor's Executive Order 19-31 charts a course for Florida to become number 1 in the nation for workforce education by 2030 as well as ensuring that Florida students are prepared to fill the high-demand, high-wage jobs of today and the future.



Executive Order 19-31 (cont.)

The Executive Order directs FDOE to audit CTE offerings in the state and develop a methodology to audit and review offerings annually. The audit should include:

- An analysis of alignment with certificate or degree programs offered at the K-12 and postsecondary levels;
- An analysis of alignment with professional level industry certifications;
- An analysis of alignment with high-growth, high-demand and high wage employment opportunities; and
- A review of student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential attainment and attainment of industry certifications

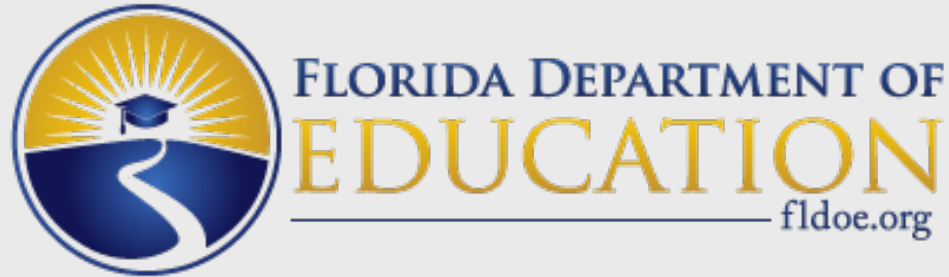
Executive Order 19-31 (cont.)

To accomplish the goals and vision of the Governor's executive order and ensure CTE offerings are aligned with market demands, FDOE will work with and utilize the expertise of:

- CareerSource Florida (the state workforce development board),
- Department of Economic Opportunity (labor),
- Board of Governors (state university system),
- State College System,
- School districts, and
- Business and industry leaders.

Executive Order 19-31 (cont.)

- FDOE will develop best practices for partnerships between high schools, postsecondary institutions and businesses.
- Annually, FDOE will make recommendations to the Governor to eliminate CTE offerings that are not aligned to market demands, create new offerings aligned to market demands and strengthen existing CTE offerings as needed.



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

Bruce Harrington



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* (section 2)

- 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.

Why a new law? Themes within the Law

- Changes in Oversight and Management:
 - Greater state and agency autonomy – both in funds and requirements
 - Emphasis on data and industry informed decisions
 - Increased emphasis on stakeholder collaboration at the State and local level
 - Greater alignment with other federal programs
- Increased Emphasis on:
 - Work-based learning
 - Programs of Study
 - Career exploration and guidance
 - Subpopulation involvement and funding options
- Modifications to Accountability:
 - Reduced number of indicators
 - Greater emphasis on tracking subpopulation performance
 - Requirements for needs-based local planning



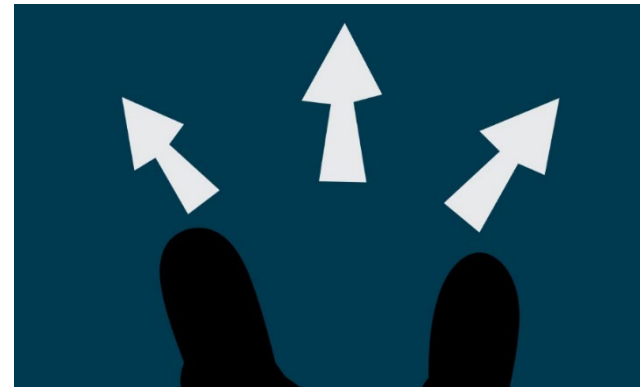
What's Different in Perkins V?

Selected Topics:

- New **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

Comprehensive Local Needs Assessment (CLNA)

- **Purpose:** improve the quality of CTE decisions and planning through the use of data and stakeholder consultation
- **Frequency:** every 2 years
- Found throughout the law
- Required for Local Plan



CLNA Process

- **Form CLNA leadership team**
- **Identify local needs**
 - Gather data and stakeholder input
 - Analyze, interpret, and prioritize results
- **Drive planning and budget formation based on needs**

CLNA Sections

- **Perkins performance indicators** (including subpopulations)
- **Size, scope, and quality** of CTE programs
- **Labor market alignment**
- **Implementation progress** for new CTE programs and Programs of Study
- **Recruitment, retention, and training** of faculty and staff
- **Equity and access** for subpopulations

Programs of Study to Drive Innovation

- Programs of Study play a prominent role in the purpose of Perkins V
- Programs of Study are woven throughout the statute and signal a heightened focus on the role and importance of them
- Formally defined in Perkins V

Program of Study Clarification

Definition: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

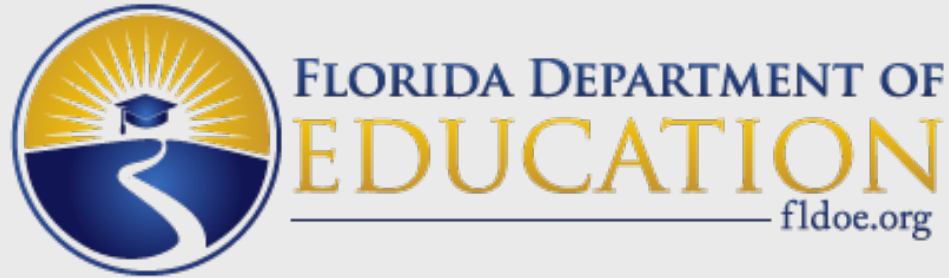
- incorporates challenging State **academic standards**
- addresses both **academic and technical** knowledge and skills, including **employability skills** (expanded)
- is **aligned with needs of industries** in the local, regional and/or state economy (new)
- **progresses in specificity** (new)
- has **multiple entry and exit points** that incorporate credentialing (more explicit)
- culminates in the attainment of a **recognized postsecondary credential**

Equity and Access for Special Populations

- Expanded the definition of special populations
- More opportunities at state and local level to drive resources towards closing equity gaps for special populations
- Emphasizes providing resources and services to increase access and success for students from special populations in HS, HW, and/or in-demand programs
- Requires the disaggregation of data by demographics and programs

Special Populations

- Three new categories of special population students are added to the current definition to reflect changes made under ESSA. Special populations are now defined as:
 - (a) individuals with disabilities;
 - (b) **individuals from economically disadvantaged families, including low-income youth and adults**; (modified)
 - (c) individuals preparing for non-traditional fields;
 - (d) single parents, including single pregnant women;
 - (e) **out-of-workforce individuals**; (*replaces 'displaced homemaker' – expanded inclusion*)
 - (f) English learners;
 - (g) **homeless individuals**; (new)
 - (h) **youth who are in, or have aged out of, the foster care system; and** (new)
 - (i) **youth with parents on active duty in the armed forces** (new).



Florida's Perkins V Transition Plan and State Plan Development

Kathleen Taylor



Transitioning to Perkins V

- **Perkins V Becomes Law**
 - On July 31st, 2018, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into Law
- **Transition Plan Submitted to Federal Department of Education**
 - May 24th, 2019 Florida submitted its Perkins V Transition Plan
 - The Transition Plan covers July 1st, 2019 through June 30th, 2020
- **Full Implementation**
 - Spring 2020 Florida will submit a four-year State Plan that will be implemented on July 1st, 2020

Perkins V State Plan Development

ORGANIZATIONAL COMMITTEE CHART FOR PERKINS V STATE PLAN DEVELOPMENT

STEERING COMMITTEE

Members:

- Commissioner of Education
- Chancellor for Innovation
- Chancellor, Division of Career and Adult Education
- Chancellor, Division of Public Schools
- Chancellor, Division of Florida Colleges

POLICY ADVISORY COMMITTEE

Members:

- Secondary CTE Director
- District Postsecondary CTE Representative
- Florida College System Institution Representative
- Division of Career and Adult Education Leadership
- Division of Florida College Leadership
- Division of Public Schools Leadership

WORKING COMMITTEES

Comprised of district and FCS institutional representatives. Other stakeholders will be invited to provide subject matter expertise and advice to the committees.

PROGRAM INNOVATION

Quality Programs
Programs of Study
Local Needs Assessment
Teacher Recruitment, Retention & Training

ACCOUNTABILITY & DATA-DRIVEN DECISION MAKING

Accountability Measures
Data-Driven Formulas
Labor Market Alignment

FISCAL POLICY

Local Needs Assessment Budget linkage
Grant Application design
Compliance

EQUITY & ACCESS FOR SPECIAL POPULATIONS

Access and Recruitment
Performance and Evaluation

www.FLDOE.org

Why is Florida's Perkins V State Plan Important?

Florida's Perkins V State Plan Will Advance Our State's Vision for Career and Technical Education

The power of the state plan:

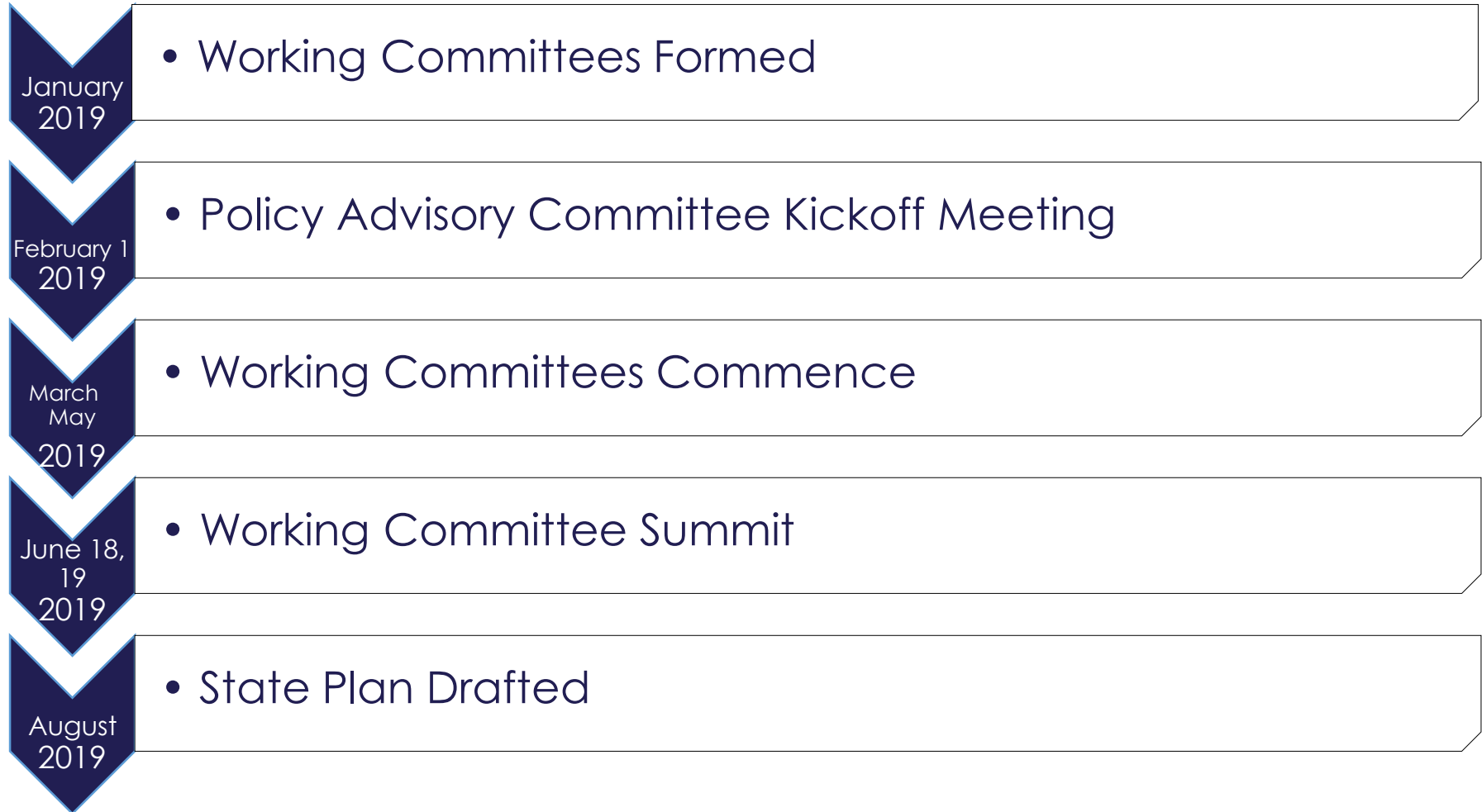
- Framework for how funds will be used
- Signals priorities and expectations
- Sets ambitious targets for what will be achieved



Perkins V State Plan Goals

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.

State Plan Milestones (1 of 2)



State Plan Milestones (2 of 2)

October
2019

- Public Hearings and Online Comments on State Plan and Performance Levels

February
2020

- State Board of Education Reviews Revised State Plan

March
2020

- Governor Reviews Revised State Plan

April
2020

- State Plan Submitted to OCTAE

Perkins V Resources



Bill Text

- <https://www.congress.gov/bill/115th-congress/house-bill/2353/text>

• FDOE Perkins V Kick-Off Webinar & Resources



- <http://www.fldoe.org/core/fileparse.php/7515/urlt/PerkinsV-KickOffWebinar.pdf>
- <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.shtml>

Advance CTE

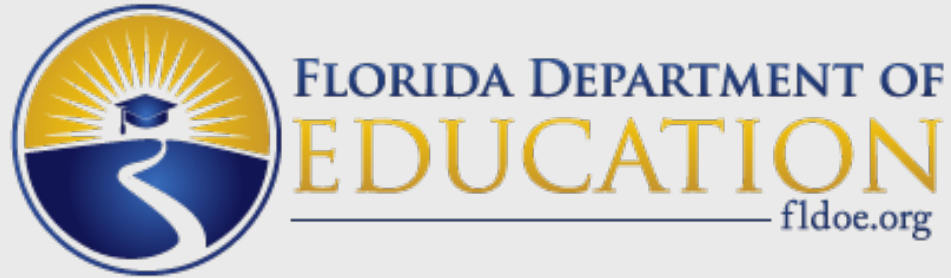


- <https://careertech.org/Perkins>



• ACTE

- <https://www.acteonline.org/perkins-implementation/>



Transition Year RFA and Activities

Cathy Hammond

Transition Year RFA and Activities

For this transition year, the RFA includes elements of the Perkins IV RFA as well as new requirements under Perkins V.

Perkins IV Elements:

- Eligible recipients will continue to implement Perkins IV Local Plans
- Perkins IV Definitions of Size, Scope and Quality remain in place

Resource: *Perkins V 2019-20 One-Year Transition Plan Guide*:

<http://www.fldoe.org/core/fileparse.php/7515/urlt/1920PerkinsVTransGuideRev.pdf>

Transition Year RFA and Activities

Perkins V Elements:

- Requirements for the Perkins V local application narrative must be included in Transition Year RFA
- All Perkins V fiscal requirements must be followed
- All eligible recipients must plan and conduct the CLNA
- Specified stakeholders must be engaged on CLNA and program planning
- Participation and performance of special populations should be analyzed

Transition Year RFA and Activities: Performance

- No data will be collected during the 2019-20 transition year
- No performance targets will be set
- No Program Improvement Plans will be required
- You will need to review the 2017-18 local data provided by FDOE while preparing your application

Transition Year RFA and Activities: CLNA

Conducting the required **Comprehensive Local Needs Assessment (CLNA)**.

- In the 2019-20 RFA you will be asked to describe how your agency will: (Question 1)
 - Conduct the CLNA
 - Take local economic and education needs into account while conducting CLNA
 - Identify and involve required stakeholders in CLNA process
 - Acquire any anticipated fiscal resources needed to conduct the CLNA

Transition Year RFA and Activities: CLNA

- Eligible recipients may allocate some Perkins V Required Use of Funds (direct costs) for evaluations of Perkins activities in their Local Application to cover CLNA costs for coordinating and conducting the CLNA (Section 135(b)(6)).
- Eligible recipients must plan to have the CLNA completed in time to incorporate the results into the development of their 2020-21 Local Application and budget narrative.

FDOE Support for the CLNA during the 2019-20 Program Year

- FDOE will provide for eligible agencies:
 - a statewide CLNA Template and associated approval processes in the summer of 2019
 - technical assistance at various stages during the process of conducting the needs assessment

Transition Year RFA and Activities: Stakeholder Engagement

- Increasing collaboration with specified stakeholders in the CLNA, in development of the four-year application and in on-going program planning, implementation, evaluation and needs assessment updates.

Transition Year RFA and Activities: Focus on Special Populations

- Increasing focus on serving identified special populations in order to close gaps in performance and enrollment

Transition Year RFA and Activities

- Submission of One Program of Study that meets the Perkins IV state requirements will still be required to meet federal requirements (Question 2)
- Questions included in the Perkins V local four-year application must be addressed in the One-Year Transition Application (Questions 3-9)



Federal Funding Information

Gloria Spradley-Brown



Perkins Funding Distribution

Federal Basic State Grant Perkins Allocation

\$1.193 billion in FY 2018

State Allotment

- 1.63% reserved for outlying areas and Native American program
- Remainder allotted to states by formula based on population aged 15-65 and per-capita income
- 0.5% small state minimum
- Hold harmless at FY 2018 funding level (called "foundational grant")

State Funds

Up to 15% of total state allotment

State Administrative Funds

- Up to 5% or \$250,000 of state allotment (whichever is greater)
- Funds must be matched by state funds
- Allowable uses include developing the state plan, reviewing local applications, monitoring and evaluating program effectiveness, assuring compliance with other federal laws, providing technical assistance, and supporting and developing state CTE data systems

State Leadership Funds

- Up to 10% of state allotment
- 5 required and 25 permissive uses of funds

Nontraditional Training Set-aside

\$60,000 to \$150,000 for services that prepare individuals for nontraditional fields

Recruiting Special Populations Set-aside

At least the lesser of \$50,000 or 0.1% of state leadership funds for recruiting special populations to CTE

Institutional Set-aside

Some expenditure required, may be up to 2% of state allotment for serving individuals in state institutions (like correctional facilities)

Local Funds

At least 85% of total state allotment

Reserve Funds

States may reserve up to 15% of local funds for alternative distribution to local programs

Secondary Funding

States decide percentage to be distributed by specified formula based on population and poverty

Local School Districts

- Must qualify for \$15,000 minimum grant or can join consortium
- 6 broad required uses of funds and many optional activities
- Uses of funds must be based on needs assessment results
- 5% of funds may be used for administrative costs
- Distribution to each school is up to state or district

Postsecondary Funding

States decide percentage to be distributed by specified formula based on number of students receiving Pell Grants and BIA

Postsecondary Institutions

- Must qualify for \$50,000 minimum grant or can join consortium
- 6 broad required uses of funds and many optional activities
- Uses of funds must be based on needs assessment results
- 5% of funds may be used for administrative costs

For more information:

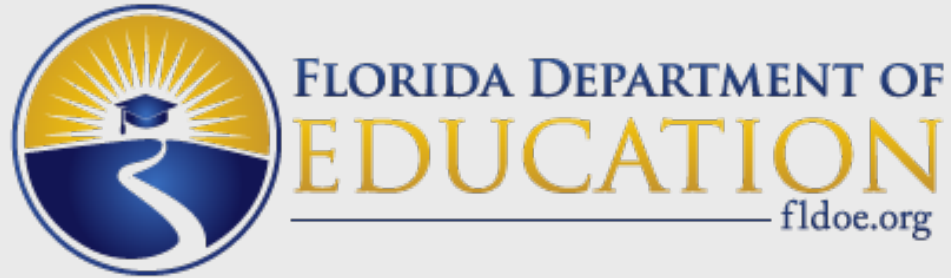
Alisha Hyslop
ACTE Director of Public Policy
703-683-9331
ahyslop@acteonline.org

2019-2020 Funding Allocations

Perkins V State Budget Estimate

State Administration	\$ 1,200,000
State Leadership	\$ 7,276,680
Aid to Districts	<u>\$64,290,124</u>
Total Allocation	<u>\$72,766,804</u>

Secondary	\$31,867,060
Postsecondary (College and School Districts)	\$29,616,753
Reserve	<u>\$ 2,806,311</u>
Total Aid-to-Districts	\$64,290,124



Local Application Requirements

Gloria Spradley-Brown

Perkins V : Section 134 – Local Application

- Content of the nine (9) requirements for the local application.
 1. Comprehensive Local Needs Assessment
 - Conduct the CLNA research
 - Involve representatives and stakeholders
 - Obligate fiscal resources to conduct the CLNA
 2. CTE course offerings and activities
 - Submit one Programs of Study
 - Must meet all eight Perkins IV state required elements
 - Final PY18 POS form (no changes)
 - Revised PY18 POS form (modify)
 - Different POS form (new)

Perkins V : Section 134 – Local Application

3. Collaboration with Local Workforce Development Boards, other local workforce agencies
 - Career exploration and development course work
 - Career information on employment opportunities
 - Career guidance and academic counseling
4. Improve the academic achievement and technical skills of students
 - Support integration of academic skills in CTE programs
5. Activities to prepare special population
 - High-skill, high-wage or in-demand industry sectors
 - Prepare CTE participants for non-traditional fields
 - Equal access for special populations
 - Ensure special populations will not be discriminated against

Perkins V : Section 134 – Local Application

6. Work-based learning opportunities
7. Opportunities to gain postsecondary credit
 - Dual or concurrent enrollment
8. Coordinate with institutions of higher education
 - Support recruitment, preparation retention and training of CTE teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certification.
 - Underrepresented individuals from the list provided in the RFA.
9. Disparities or gaps in performance in the special subpopulations
 - Must address each subpopulation listed in the RFA.

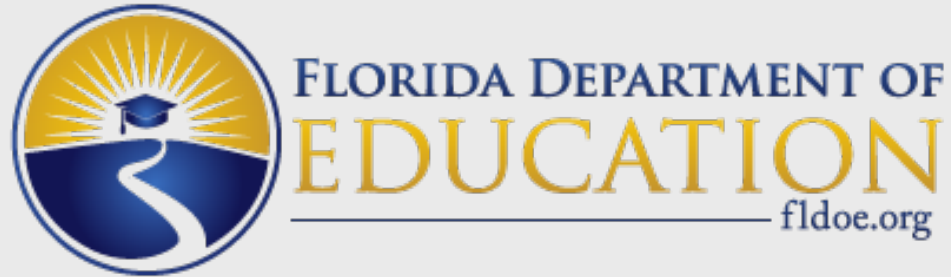
Preparing the Local Application Narrative

10. Reading/Strategic Imperatives
11. Automotive Service Technology
12. Federal Programs - General Education Provisions Act (GEPA)

Perkins V : Budget Narrative Requirements

13. Submit the Budget Narrative forms, DOE 101, in detail and ensure alignment with:

- (Sec. 134) local application requirements items 2-9
- (Sec. 135) requirements for uses of funds items 1-6 and Size, Scope, and Quality to be effective.
 - Letter of Assurance for Size, Scope and Quality
 - Funds shall be used to support programs of Size, Scope, and Quality
 - Must be printed on agency letterhead and signed by agency head or authorized personnel.
 - Size, Scope and Quality Chart (appropriate number required for your agency)



Submitting the Local Application

Gloria Spradley-Brown

Perkins V Funding Categories

- Secondary, Section 131
- Secondary, University Development Research Schools
- Secondary, Florida School for the Deaf and the Blind
- Secondary Department of Juvenile Justice (DJJ)
- Postsecondary, Section 132
- State Correctional Institutions and Institutions that serve individuals with disabilities
- Career and Technical Education Student Organizations (CTSO)
- Rural and Sparsely Populated Areas

General Information

- Choose the correct RFA/RFP from the website:
<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities>
- Read the entire RFA/RFP carefully and follow the instructions.
- Applications must contain a series of forms and a narrative
- Use the Checklist (last page of the RFA/RFP) to assure all required items are included and arranged in the proper order.

General Information

- Continued -

- Save the Application Narrative Section including all pages, charts, and forms in Microsoft Word prior to inserting information.
- Complete the narrative using the same sequence presented in the Application Narrative section.
- Responses should be brief, clear, and concise.



Other Perkins V Funding Opportunities Local Application

Gloria Spradley-Brown

Perkins V "Reserve" Funded Applications

Rural and Sparsely Populated Areas

1A. Select at least one of four priority areas that focus on High-Wage, High-Skill, and/or High-Demand Occupations.

- Distance Learning
- Information Technology or STEM (Science, Technology, Engineering and Math Career Clusters)
- Priorities of the Regional Workforce Board
- Student and/or Instructor Industry Certification

1B. Abstract

2. Letter(s) of Agreement
3. Support for Reading/Strategic Imperatives
4. GEPA

Perkins V “Reserve” Funded Applications

Department of Juvenile Justice (DJJ) Competitive Grant

Purpose:

- The purpose is to develop more fully the academic, career, and technical skills of secondary students by implementing new, or improving existing, career and technical education programs leading to industry certification in DJJ programs.
- A peer review process will be used to evaluate the competitive grant proposals.
- Funding:
 - Total - \$551,759 (Up to \$64,400 maximum per project award)
 - Limited to one funded DJJ project per District
- Application Due Date: on or before **June 28, 2019**.

Perkins V “Reserve” Funded Applications

Department of Juvenile Justice (DJJ) Competitive Grant

1. Project Abstract or Summary
2. Project Need
3. Project Design and Implementation (a-h)
4. Evaluation
5. Support for Reading/Strategic Imperatives
6. Dissemination Plan
7. Budget

Perkins V “State Leadership” Funded Applications Career and Technical Education Student Organizations (CTSO) Grant

Purpose:

- The purpose is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs.
- Funding:
 - Total - \$350,000
 - \$12,500 base-level for each CTSO with additional funds calculated equally on the number of members, chapters and state level competitive events
- Application Due Date: on or before **June 28, 2019**.

Perkins V “State Leadership” Funded Applications

Career and Technical Education Student Organizations (CTSO) Grant

Preparing the Application Narrative

1. Scope of Work and Project Deliverables Form
2. Support for Reading/Strategic Imperatives
3. General Education Provisions Act (GEPA)

Budget Narrative Form, DOE 101 Applicable to all Perkins Applications (DJJ Applications use DOE 101S)

- Expenditures must be:
 - Directly tied to program goals
 - Reasonable, allocable, allowable, and necessary
 - See Example Budget in RFA/RFP
- Line item descriptors – must indicate:
 - For what, who, why, when, where, and quantity

Budget Narrative Form, DOE 101

Applicable to All Perkins Applications

- Continued -

- Examples of budget items are:
 - Salaries
 - Professional/Technical Services
 - Contractual Services (signed contractual agreements needed)
 - Equipment (must also provide Projected Equipment Purchases Form)
 - Materials and Supplies
 - Administrative Costs

Budget Narrative Form, DOE 101

Applicable to All Perkins

- Continued -

- Function Codes are only required for school districts.
- Object Codes (only one per line item) are for:
 - School Districts
 - Colleges

Budget Narrative Form, DOE 101

Applicable to All Perkins Applications

- Continued -

Administrative Costs including Indirect Costs

- Section 3(1) of the Act states that the term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.
- Section 135(d), of the Act states that each eligible recipient receiving funds under this part shall not use more than **five percent** of the funds for administrative costs associated with the administration of activities assisted for the proposed project.
- Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Indirect costs are considered administrative costs.

Contractual Service Agreements

- The RFA/RFP contains a Contractual Service Agreements section for subcontracting services to another entity (sub-recipient).
- The applicant is solely responsible for all programmatic, reporting and fiscal management of the project.
- Additional resource information: State of Florida Contract and Grant User Guide (pages 11 and 12 for a checklist).
<http://www.myfloridacfo.com/aadir/docs/ContractandGrantManagementUserGuide.pdf>

Federal Uniform Guidance

- The Uniform Guidance combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (formerly 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the Department of Education this means that the requirements at EDGAR Parts 74 and 80 have also been subsumed under the Uniform Guidance.

Risk Analysis for School Districts, State Colleges, and State Universities

- Every agency must complete a Risk Analysis DOE 610 form effective July 1, 2015. The DOE 610 form will be required and approval must be gained prior to a project award being issued.
- The DOE 610 shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless there are significant changes to the financial circumstances.

Equipment Purchases

- The RFP contains a section on Equipment Purchases as well as a Project Equipment Purchases Form.
- Any equipment purchased under this program must follow the Uniform Guidance found at:
<https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

Equipment Purchases

- Continued -

- The Uniform Guidance document provides all of the required definitions in the following sections: 200.12 Capital Assets, 200.13 Capital Expenditures, 200.20 Acquisition Cost, 200.33 Equipment, 200.48 General Purpose Equipment, 200.58 Information Technology Systems, 200.89 Special Purpose Equipment, and 200.94 Supplies. Post Federal Award Requirements Standards for Financial and Program Management, 200.313 and General Provisions for Selected Items of Cost 200.439.

Conditions for Acceptance

- Substantially Approvable
 - Includes required forms:
 - DOE 100A, Application Form bearing the original signature of the Superintendent for the school district or the Agency Head for other agencies.
 - DOE 101, Budget Narrative Form.
 - DOE 101S, Budget Narrative Form for DJJ Applications.
- All required forms must have the assigned TAPS Number included.
- Note: DJJ competitive grants must be received by DOE no later than the close of business on or before **June 28, 2019**.

Submitting the Proposal

- All RFAs, submit one application with the original Agency Head's signature and three identical copies of the original application.
- RFP DJJ competitive applicants submit one application with the original Agency Head's signature and seven identical copies of the original proposal.
- It is the submitting agency's responsibility to ensure that all copies are identical to the original.

Submit to:

Office of Grants Management

Florida Department of Education

325 West Gaines Street, Room 332, Unit B

Tallahassee, FL 32399-0400

Quality Assurance Tools and Resources

- Perkins V Resources

<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.shtml>

- Quality Assurance Policies, Procedures, and Protocols

<http://www.fldoe.org/workforce/compliance.asp>

- Federal Uniform Guidance

<https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

Quality Assurance Tools and Resources

- Florida Department of Education “Green Book”
<http://www.fldoe.org/grants/greenbook/>
- Grant Award - Terms, Conditions, and Assurances
<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>

Participants' Questions



www.FLDOE.org

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

Bruce Harrington, Director
State and Federal Initiatives
Bruce.Harrington@fldoe.org

Judieth Taylor,
Program Specialist V
Grants Administration
Judieth.Taylor@fldoe.org



www.FLDOE.org