

Florida Department of Education

Florida's Transition Plan for the Strengthening Career and Technical Education for the 21st Century Act

Transition Year 2019-2020



Introduction:

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) (Perkins V) 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 decided to leverage the transition year option. 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 career and technical education (CTE) that is focused on expanding access to and success in high-quality CTE programs for every learner in order to build a knowledgeable and skilled workforce.

This transition year provides a unique opportunity to reassess the state's vision for CTE, collaborate with other workforce education stakeholders to align efforts and integrate the elements of the Governor's Executive Order to ensure alignment with market demands and build strong partnerships between educational institutions and businesses. The timing of this work is fortuitous as it intersects with Governor Ron DeSantis's release of [Executive Order 19-31](#) that 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. The significance of 2030 is critical as Florida's current first graders will be graduating from high school in 2030.

"Florida has many students unprepared for college and workforce success, limiting both their career opportunities as well as employers' ability to grow their business," **said Governor DeSantis**. "I am committed to making sure students in Florida are able to acquire the knowledge and learn the skills they need to earn a good wage and provide for their families here in our great state, and that's why I signed this executive order today."

While currently ranked 20th in the nation for people age 25-64 with an associate degree or higher or with a high quality workforce relevant certificate, the Governor directs Florida Department of Education (FDOE) Commissioner Richard Corcoran 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.

To accomplish the goals and vision of the Governor's executive order, FDOE will work with and utilize the expertise of CareerSource Florida (the state workforce development board), the Department of Economic Opportunity (labor), the Board of Governors (state university system), the Florida College System (FCS, formerly known as the community college system), school districts and business and industry leaders to ensure CTE offerings are aligned with market demands.

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. Of particular consideration will be the inclusion of registered apprenticeship and pre-apprenticeship as an eligible Perkins fundable program beginning in the 2020-2021 program year. Registered apprenticeship is an essential component of Governor DeSantis' bold vision for "Charting a Course for Florida to Become #1 in the Nation in Workforce Education by 2030."

Florida will utilize the Governor's executive order as a call to action in assessing the state's implementation of Perkins V –one that goes beyond the federal program and accountability requirements to ensure that Florida's CTE programs meet the needs of Florida's current and emerging economy. The following goals will guide this work towards building an effective CTE system in Florida and one that fulfills the Governor's bold vision to make Florida number 1 in the nation for workforce education by 2030:

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

As such, Florida is submitting this transition plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The transition plan covers the program year July 1, 2019 – June 30, 2020 and represents an agreement between the State of Florida and the federal government to assure the administration of CTE programs is consistent with both the state's goals, policies and objectives, and with the federal laws and regulations.

The transition plan communicates Florida's commitment to the continuous improvement of CTE and to the equitable access to quality CTE programs to all students, including special populations. The following narrative components were developed by the FDOE's Division of Career and Adult Education (the Division) in accordance with the U.S. Department of Education Office of Career, Technical and Adult Education's *Guide for the Submission of State Plans* (OMB Control Number 1830-0029).

II. NARRATIVE DESCRIPTIONS

B. Program Administration and Implementation

2. **Implementing Career and Technical Education Programs and Programs of Study**

- a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

Florida's 2019-2020 state CTE program offerings are scheduled to be approved by the State Board of Education in May 2019. The Division is focused on supporting activities that integrate higher level academic skills and rigor into Florida's CTE program offerings. The curriculum frameworks for every CTE program in Florida are designed so that programs will offer a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and incorporate relevant math and literacy standards, along with the relevant technical knowledge and skills needed to prepare students for further education and careers in the program area. Along with technical skill proficiency, the frameworks provide competency-based applied learning that contributes to academic knowledge, higher-order reasoning, and problem-solving skills.

Florida offers CTE programs and courses that range from sixth grade through an Associate in Science Degree. Perkins funds are used to support programs for secondary students in middle and high school in 67 school districts (including public charter schools), 28 Florida College System (FCS) institutions, Department of Juvenile Justice (DJJ) programs, Florida School for the Deaf and the Blind (FSDB), Florida Virtual School, Florida's University Developmental Research Schools, correctional facilities and other eligible recipients. These local educational agencies provide CTE programs in the following 17 career clusters recognized by the State of Florida:

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communication
- Business Management & Administration
- Education & Training
- Energy
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology

- Law, Public Safety, & Security
- Manufacturing
- Marketing, Sales, & Service
- Science, Technology, Engineering & Mathematics (STEM)
- Transportation, Distribution, & Logistics

To enhance opportunities for students to contribute to their own self-sufficiency, Florida has implemented a career pathway approach to CTE program delivery with the development of occupational completion points (OCPs) at both the secondary and at some postsecondary program levels. An OCP is a group of competencies/skills needed to obtain proficiency in a specific occupation as identified by Florida's Department of Economic Opportunity. OCPs provide opportunities for students to acquire entry-level employment competencies at less than full program completion. This enables a student to enter and exit a program without penalty or repetition of competencies. OCPs provide clearly defined career paths for students and facilitate articulation between secondary and postsecondary institutions.

Stakeholders (parents, teachers, local business and industry, organized labor, organizations that represent students with special needs and students) currently provide input at the local and state levels in the development, implementation and evaluation of secondary and postsecondary CTE programs. Each career cluster area has an established state technical advisory committee. These committees are comprised of stakeholders who review frameworks, current economic trends, and emerging occupations. Recommendations are incorporated into frameworks and implemented at the local level, ensuring that programs incorporate industry and academic standards; meet or exceed established state or locally negotiated performance levels and offer progressive training.

At the secondary level, the instructional standards are academically challenging and technically relevant. The standards-based CTE programs are also aligned to the Florida Standards for mathematics and English language arts, which are in the process of being revised, per Executive Order 19-32 (<http://www.fldoe.org/standardsreview/>), and the Next Generation Sunshine State Standards for science. Expanded learning opportunities are available through participation in career and technical student organizations (CTSOs). These co-curricular organizations are essential components of all quality CTE programs and include comprehensive leadership training; local, state, and national competitive events; community service; and career planning.

Postsecondary CTE credentials offered in Florida range from industry certifications and career certificates to degrees (Associate of Applied Science (AAS) and Associate of Science (AS) degree programs). Program offerings are aligned with industry needs through a statewide process that identifies targeted occupations meeting high-skill, high-wage, or high-demand criteria.

During the transition year, Florida will audit its CTE program offerings (secondary and postsecondary) in accordance with the Governor’s Executive Order 19-31, and 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. The results of the statewide audit will determine the CTE programs that will be made available for adoption by eligible recipients of Perkins V in 2020-2021 and beyond. Of particular consideration will be the inclusion of registered apprenticeship and pre-apprenticeship as an eligible Perkins fundable program beginning in the 2020-2021 year. Registered apprenticeship is an essential component of Governor DeSantis’ bold vision for “Charting a Course for Florida to Become #1 in the Nation in Workforce Education by 2030.” In addition, the executive order challenges FDOE to develop CTE best practices for partnerships between high schools, postsecondary institutions and businesses. These CTE best practices will serve to guide the implementation of high-quality CTE programs and programs of study by eligible recipients of Perkins V funds.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132¹ will—**
 - i. promote continuous improvement in academic achievement and technical skill attainment;**
 - ii. expand access to career and technical education for special populations; and**
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

During the transition year, Florida will continue to utilize the established application process to review and approve locally developed programs of study. Each eligible recipient will be required to offer not less than one program of study that meets the state requirements/criteria in order to receive Perkins funding. The required local program of study must meet the following required elements and are encouraged to meet the optional elements:

- Includes at least one articulation agreement (can be statewide or local agreement) for postsecondary education and training that outlines articulated credit students may 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 CTE program.
- Addresses local area need based on local economic conditions (based on local economic trend data), was on the statewide demand list/regional demand list, or was recommended by local business/workforce advisory board.

¹Based on the context of this requirement, the reference to the local application process under “section 132” appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.

- Falls into one of the Florida 17 career clusters.
- 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>).
- Centers around a sequence of relevant, rigorous, locally required core academic courses as well as the required CTE courses.
- Includes required CTE secondary or postsecondary career certificate courses that are part of the required sequence for that program of study, as outlined in the FDOE curriculum frameworks.
- Includes recommended performance competencies for AAS or AS degree programs, as outlined in the FDOE curriculum frameworks.
- Offers rigorous CTE courses that prepare students for program-related certification exams.
- 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.
- Offers students the opportunity to participate in a CTSO relevant to that program (<http://fldoe.org/core/fileparse.php/7521/urlt/CareerTechStudentOrg.pdf>). (optional)
- Offers students opportunities for program-related internship/work experience. (optional)

The FDOE utilizes an annual comprehensive application review process (RFA) and a specific team is assigned to review all local programs of study. That team is charged with providing oversight and provides extensive technical assistance to eligible recipients. The team utilizes an internal evaluation instrument to determine whether local programs of study are being implemented with fidelity and in accordance with state and federal requirements. In addition, the team reviews narrative responses to ensure the local program of study addresses workforce development needs; promotes continuous academic and technical improvement; includes and expands CTE for special populations; and considers the role of employability skills.

During the transition year, Comprehensive Local Needs Assessment (CLNA) requirements and approval criteria will be disseminated to eligible recipients to assist them in conducting the CLNA, along with guidance on how to integrate CLNA results into their Perkins four-year local applications and annual budgets.

While the process and criteria used for approving locally developed programs of study during the 2019-2020 will remain the same, a parallel effort will be embarked upon during the transition year as Florida audits its CTE program offerings (secondary and postsecondary) in accordance with the Governor's Executive Order 19-31. FDOE will also 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. The results of the statewide audit will have a significant impact on the locally developed programs of study offered by eligible recipients of Perkins V in 2020-2021 and beyond. In

addition, the executive order challenges FDOE to develop CTE best practices for partnerships between high schools, postsecondary institutions and businesses. These CTE best practices will serve to guide the implementation of high-quality CTE programs of study by eligible recipients of Perkins V funds. The audit results and policies for CTE best practices will serve to operationalize the requirements of high-quality CTE programs of study under Perkins V and will be detailed in the four year state plan submitted in 2020.

- c. **Describe how the eligible agency will—**
 - i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

The Division disseminates information on approved CTE programs and curriculum frameworks; career planning and guidance resources; and available dual enrollment CTE courses through a number of avenues. Avenues of dissemination include presentations at various statewide conferences, membership on various boards and associations, and the Division webpage.

A primary means of dissemination of the state-level information on these topics is through the Division webpages on the FDOE website. All state-approved CTE programs, along with their curriculum frameworks, are listed on the website under each of the 17 career clusters. Also on the Division’s website is a list of career dual enrollment courses that give high school and college credit as well as a list of CTE programs and courses that satisfy the Bright Futures Gold Seal Vocational Scholarship requirements, a merit-based state scholarship for students in CTE programs.

Florida has a state-sponsored K-20 Career and Education Planning System, called MyCareerShines, which is a free career planning tool available to all Florida residents. The system enables students to explore their interests in associated careers, review educational requirements for various careers, build a career and education plan customized to the offerings at their local school, and search financial aid opportunities. In addition, the system provides education and career planning resources for secondary, postsecondary and adult education students. Currently in development, this system will provide game-based career awareness activities for elementary students in grades K-5.

Career exploration and planning tools such as Career Cruiser, MyCareerShines, Educator’s Toolkit for the Career and Education Planning Course, and Parent Primer for Career Exploration are used throughout the state and will continue to be supported

through the Division during the transition year. The Career Cruiser, a career and education activity book, is available online for use by students in English, Spanish and Haitian Creole translations. The Cruiser is used in classrooms and group settings with eighth graders and additional groups targeted for high school.

The Division has a staff member that serves as a liaison with MyCareerShines and counseling and career preparation materials will continue to be provided at no cost on the Division website as well as links to other resources.

More specific information on local available programs, career guidance, work-based learning opportunities and dual/concurrent enrollment options is required to be disseminated at least annually by each eligible recipient to school personnel, students, parents and other local stakeholders. It is emphasized to eligible recipients the importance of making materials available in plain language and to make materials available in languages of various subpopulations in their areas.

The state has designed a program of study template that all eligible recipients are required to use for at least their one primary program of study and submit with their local application. This template has eligible recipients list the career cluster, career pathway, industry certification(s), secondary program courses, postsecondary institutions that offer relevant certificates/degrees, articulation agreements conferring postsecondary credit, related CTSOs, and any work-based learning opportunities. This template serves as promotional material for students and parents as well as a resource for career counseling at the school level.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Development and implementation of programs of study are not accomplished in isolation. They necessitate the use of a partnership between secondary and postsecondary entities.

Collaboration among stakeholders at various levels of a program of study is critical to making a successful career pathway. The Division works to facilitate collaboration among secondary, postsecondary, business and other partners and other important stakeholders in a variety of ways, such as through conference presentations, webinars and various types of technical assistance.

The primary means by which the Division promotes collaboration among eligible recipients and their partners is through the annual RFA process and the requirement that each recipient must offer at least one program of study that meets all eight of the state-required elements of a program of study. Several of the core criteria are related to collaboration and articulation between levels as well as on preparing students to

earn credentials at different levels and be prepared to move to a higher level within the pathway. In Florida, programs of study must:

- Include 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.
- Include required CTE secondary or postsecondary career certificate courses that are part of the required sequence for that program of study, as outlined in the FDOE curriculum frameworks. Includes recommended performance competencies for AAS or AS degree programs.
- Offer rigorous CTE courses that prepare students for program-related certification exams.
- Provide 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.

Each eligible recipient is required to document how their primary program of study is articulated from the secondary level to various postsecondary levels on the state program of study template. Specifics on how the programs articulate from one level to the next – how many credits or clock hours can be transferred to the next level – are also required. Credentials available along the pathway at each level are required to be identified. Agencies are also asked if the program of study provides opportunities for students to participate in a CTSO or in program-related work-based learning experiences. Finally a letter of collaboration accompanies each primary program of study to assure collaboration between the secondary, postsecondary and a business representative (often from a local advisory board or local workforce development board).

The Division encourages eligible recipients to develop all of their CTE programs into program of study and to outline them on the state template.

To help meet these requirements, the Division encourages districts to develop advisory boards for each program of study, if feasible, or at least one advisory group by cluster or for the entire district. School district career centers that are accredited by the Council on Occupational Education (COE) and FCS institutions that are accredited by the Southern Association of Colleges and Schools are required to have industry-specific advisory committees and are encouraged to add secondary and postsecondary representatives to these committees.

To facilitate the transition of postsecondary career certificate students into FCS institution AAS or AS degree programs, Florida offers 46 career certificate statewide articulation agreements to the AAS and AS degrees. Additionally, nine AS statewide Career Ladder agreements to baccalaureate degrees in the state University System are available and 12 Applied Technology Diploma statewide agreements articulated to AAS or AS programs.

There are a total of 124 statewide articulation agreements of industry certifications to FCS institution AS or AAS degree programs. Each of these agreements is outlined in State Board of Education Rule. All of these agreements are included on the Division's webpages.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

During the transition year, Florida will continue to utilize the established application process to review and approve locally developed programs of study. Each eligible recipient will be required to offer not less than one program of study that meets the state requirements/criteria in order to receive Perkins funding. One of the core criteria requires the program be aligned to local, regional or state industry sectors and occupations. Each eligible recipient is required to document how the program of study is aligned to workforce demand and must provide evidence as to whether the program of study addresses a local area need based on local economic conditions (based on local economic trend data), addresses a regional or statewide demand as evidenced by the regional or statewide demand list and was recommended by a local business/workforce advisory board. Finally, a letter of collaboration must accompany each program of study to assure collaboration between secondary, postsecondary and business representatives from a local advisory board or local workforce development board.

As noted above, the process and criteria used for determining workforce alignment of locally developed programs of study for 2019-2020 will remain the same. However, a parallel effort will be embarked upon during the transition year as Florida audits its CTE program offerings (secondary and postsecondary) in accordance with the Governor's Executive Order 19-31. 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. The results of the statewide audit will have a significant impact on the locally developed programs of study offered by eligible recipients of Perkins V in 2020-2021 and beyond.

At its core, the audit seeks to answer whether or not the state's CTE program offerings align to Florida's workforce demands and provide students a pathway to ensure its students are "prepared for the jobs of the future." The analysis may include, but is not limited to, the following key considerations:

- Do the existing CTE offerings align with employer demand, postsecondary degree or certificate programs and professional industry certifications?
- Which CTE offerings are linked to occupations in high demand by employers, require high-level skills and provide middle-level and high-level wages?

- Who are the participating students and what are their educational outcomes, including:
 - Academic achievement;
 - Attainment of industry certifications;
 - Program completion;
 - Applied learning experiences;
 - College credit attainment through CTE programs, including dual enrollment or articulation;
 - Postsecondary enrollment and credential attainment, including enrollment in 4-year degree programs for Florida College System institution students; and
 - Employment outcomes, including wages.
- What are the demographics of participating students by pathway and credential attainment?
- Where are the educational settings of the offerings?
- Where are high-growth, high-demand and high-wage employment opportunities?
- What are the current and projected economic, labor and wage data on the needs of the state, regional and global economies and workforce?
- Is there alignment with certificate or degree programs offered at the postsecondary level or professional industry certifications?
- What do employment outcomes, including wages, by CTE program offerings look like?
- Where are apprenticeship and preapprenticeship being offered?
- What are the qualifications and specialized knowledge and expertise of instructors and the opportunities for these educators to upskill in the latest in-demand skills of employers?; and
- What is the extent to which federal, state, and local funding is used to foster CTE program success and program efficiency?

To accomplish the goals and vision of the Governor’s Executive Order 19-31, FDOE will work with and utilize the expertise of CareerSource Florida (the state workforce development board), the Department of Economic Opportunity (labor), the Board of Governors (state university system), the FCS, school districts and business and industry leaders to ensure CTE offerings are aligned with market demands.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

The Division provides eligible recipients with technical assistance, including training and publications, to meet the needs of special population students. Much of the technical assistance and training is provided by a full-time staff member who is dedicated to ensuring the delivery of appropriate services to students with special needs, including those in state correctional facilities, providing programs that lead to

opportunities in high-skill, high-wage, and/or high-demand occupations. Providing equal access ranges from diligent monitoring by Division staff members of practitioner compliance with the 34 CFR *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs* to proactive implementation of customized strategies for special populations. All CTE programs in Florida are open to all students.

The Division will continue special set-aside funding for individuals in state correctional facilities, for both juveniles and adults, and for state institutions serving individuals with disabilities. The Florida Department of Corrections (DOC) will continue to be designated to administer postsecondary CTE programs for individuals in state correctional institutions and the DJJ for CTE programs for individuals in those facilities. In both state correctional and juvenile justice facilities, students can receive training in various program areas and funds will continue to be used to provide staff professional development through conference attendance and participation in training events, as well as providing technical assistance to colleagues.

In addition to receiving training in specific programs, students in DJJ facilities also have opportunities to explore occupational options and assess their interests and aptitudes, as well as receive training in basic occupational skills.

The Florida School for the Deaf and Blind (FSDB) is a state institution that serves students in K-12 who are deaf and/or blind. The Perkins set-aside for FSDB will continue during the transition year. These funds provide students with opportunities to participate in a number of CTE programs. Students will continue to be provided with accommodations and services in order to meet the requirements of the program.

Expanding access of special populations to CTE will be emphasized in local transition applications for eligible recipients, where they will be required to describe ways in which their agency will expand access during the 2019-2020 program year.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

The Chancellor of the Division serves as the Commissioner of Education's designee on the CareerSource Florida Board. CareerSource Florida is the statewide, business-led workforce policy board charged with overseeing the state's workforce system. The Division shares and collaborates on a number of priorities with CareerSource Florida, including developing strategies to help Floridians enter and advance in the workforce; supporting the retention and advancement of those employed; and ensuring that Florida is preparing for and responding to tomorrow's talent needs as well as those of today.

State legislation passed in 2007 has served to enhance this partnership. The Florida Career and Professional Education Act was enacted to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industries and to sustain a strong, knowledge-based economy. The objectives of the act are as follows:

- To improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- To provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- To support local and regional economic development;
- To respond to Florida's critical workforce needs; and
- To provide state residents with access to high-wage and high-demand careers.

To implement the Act, the FDOE, the Department of Economic Opportunity (DEO), and CareerSource Florida are partnered together. At the local level, the act mandates the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions.

A key component of this act that encourages the development of locally relevant career pathways is the monetary incentive given districts and teachers to offer courses where students can earn specified industry certifications and certificates. The Division meets with representatives from CareerSource Florida and DEO to approve the courses, certifications and certificates that will be eligible for incentive funding. Selection focuses on identifying certifications in targeted occupations, particularly for high-skill, high wage occupations and ensuring that the most appropriate courses to best prepare students for these certifications/certificates are approved.

During the application process, eligible recipients are encouraged to work with local CareerSource boards on program development and implementation to ensure that local programs are meeting industry needs, targeting gaps in technical or employability skills and offering meaningful work-based opportunities for students.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**

Partnerships and collaborative efforts between educational institutions and local business and industry partners are key to providing relevant knowledge and meaningful experience in all aspects of an industry and occupations within that industry. The Division promotes these collaborative relationships with business/industry in a number of ways. The Division encourages all eligible recipients to develop advisory boards for each program that include representatives from area businesses and industry as well as from secondary and postsecondary partners. These

business/industry partners can provide valuable information on current trends in their industry and outline critical skills needed for their workers, as well as provide opportunities for work-based experiences for students.

The application process for eligible recipients and program of study requirements all emphasize this critical link between CTE program content and local business/industry input. Eligible agencies will be required on their 2019-2020 RFA to describe how they will be collaborating with their local workforce partners on various types of career guidance. The program of study form that eligible recipients develop emphasizes work-based experiences as an important aspect of a program of study and there is a place on the program of study form to provide the opportunities available for each program of study. In addition, to assure continuing collaborative efforts with business/industry partners, eligible recipients are required to provide a letter of collaboration with signatures from not only the primary secondary and postsecondary partners, but also the primary business partner that is collaborating with the recipient on their primary program of study.

The curriculum framework for every CTE program in Florida is designed so that programs will not only include rigorous academic content but also relevant technical knowledge and skills needed to prepare students for further education and careers in the program area. These frameworks are developed and evaluated every three years by state technical advisory committees, which include representatives from local business/industry. Committees review frameworks, current economic trends and emerging occupations and make recommendations to revise programs to ensure that they incorporate current industry standards.

The Division also supports a number of statewide organizations that are dedicated to the interests of career and technical educators and in promoting collaborative efforts and best practices. These organizations, through their websites, resources and conferences, provide forums for collaboration and networking between secondary, postsecondary and business/industry partners and sharing of ideas on ways to offer work-based learning experiences.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

During this transition year, the Division will be working closely with eligible recipients on their CLNAs and may provide local level data reports based on the 2017-2018 performance year (Perkins IV data) and help recipients identify other types of data that can be collected to assist them in exploring outcomes and performance gaps for concentrators and members of special populations. A template will be provided to guide eligible recipients in conducting and reporting the results of their CLNA.

In addition to the CLNA template, other technical assistance will be provided through webinars, conference presentations, conference calls and written correspondence. Topics may include some or all of the following:

- Introduction to needs assessments: what they are, their importance, how to conduct them and resources available to collect data.
- How to use the template for the needs assessment: what are the elements, how to complete it and how the FDOE approval process will work.
- How to analyze data collected during the needs assessment.
- How to summarize and report results of the needs assessment so these can serve as the basis for agencies to develop their four-year plans and build their 2020-2021 budget.

In addition, the Division will gather information on best practices in addressing gaps and improving outcomes, including collaborating with transition subcommittee members and experts within the FDOE's Division of Public Schools and Division of Florida Colleges. Both divisions have representation on the Perkins V Policy Advisory Committee. In addition, the Governor's Executive Order 19-31, requires that FDOE develop CTE best practices for partnerships between high schools, postsecondary institutions and businesses.

The technical assistance process put in place under Perkins IV to assist those struggling to meet local targets will be refined during the transition year to reflect changes from Perkins IV to Perkins V. More emphasis will be placed on identifying and addressing gaps in performance by targeted special populations.

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Dual Enrollment opportunities for Florida's CTE students have been a longstanding instructional component of a quality CTE program and program of study in accordance with the state's size, scope and quality policy. During the 2019-2020 transition year, dual enrollment will continue to be a key strategy that supports Florida's Perkins V State Plan Goal #4 to "[P]rovide seamless career pathways by offering programs of study which result in credentials of value."

To that end, Florida requires career dual enrollment be provided as an option for students at no cost (students are exempt from registration, tuition and laboratory fees) to earn industry certifications that count as credits toward the high school diploma and the award of a certificate or degree. Further extending student opportunities, career early admission is a type of career dual enrollment that allows students to enroll full-time at a school district career center or FCS institution campus in programs leading to industry certifications creditable both to the high school diploma and certificate or associate's degree. As with other dual enrollment options in the

state, career early admission students are exempt from paying registration, tuition and laboratory fees.

As part of the 2019-2020 local application, Florida's eligible providers of CTE will demonstrate how dual enrollment is provided as an acceleration mechanism for eligible students. This will be primarily demonstrated through the submission of one local program of study which must meet the eight requirements/criteria. The first requirement states the following:

“at least one articulation agreement (can be statewide or local) 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.”

- e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

Florida will continue to utilize a three-year CTE curriculum framework review process which is mandated in Florida statute. The goals are two-fold: 1) to ensure that rigorous academic skills are infused in existing and future program offerings and that those skills are aligned with the Florida Standards; and 2) the CTE program offerings in Florida are aligned with the skill requirements of Florida's current and emerging economy. To ensure that these goals are met, the Division utilizes industry advisory councils organized by the 17 career clusters (Florida offers the Energy Cluster). These groups are guided by business and industry as well as educators and are charged with reviewing each program on a three-year cycle to ensure that the occupations included in the specific career cluster are aligned with the needs of Florida's business and industry. These industry advisory councils are also influential in planning and designing new programs to meet the emerging needs of employers in various sectors and for advising when programs should sunset.

As noted above, the current process for planning, developing, implementing and evaluating CTE program offerings will remain the same in 2019-2020. However, a parallel effort will be embarked upon during the transition year; Florida will utilize the Governor's Executive Order 19-31 as a call to action in assessing the state's implementation of Perkins V—one that goes beyond the federal program and accountability requirements to ensure that Florida's CTE programs meet the needs of Florida's current and emerging economy.

To accomplish the goals and vision of the Governor's Executive Order 19-31, FDOE will work with and utilize the expertise of CareerSource Florida (the state workforce

development board), the Department of Economic Opportunity (labor), the Board of Governors (state university system), the FCS, school districts and business and industry leaders and any other interested stakeholder to ensure CTE offerings are aligned with market demands.

h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

As Florida transitions to Perkins V, the size, scope and quality criteria will be revised to reflect changes in Perkins V, incorporating input from the Division’s stakeholder subcommittees. 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 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.

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 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.

3. Meeting the Needs of Special Populations

- a. **Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. **will be provided with equal access to activities assisted under this Act;**

One of Florida’s Perkins V State Plan goals (Goal #1) is to “[E]nsure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.” This goal underscores the state’s commitment to those practices which ensure that members of special populations will have equitable access to, and success in, CTE opportunities. This commitment will continue through the 2019-2020 transition year.

Providing equal access ranges from diligent monitoring by Division staff members of practitioner compliance with the 34 CFR *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs* to proactive implementation of customized strategies for special populations. All students are allowed entry into all CTE programs and are encouraged to enter.

Local practitioners will be expected to utilize a variety of recruitment and retention strategies for special population students during the transition year to assure that members of special populations are able to take full advantage of the program opportunities provided to all students. The following practices are some of the most utilized:

- Targeted community outreach and recruitment;
- School and program orientation sessions;
- Comprehensive career assessment and counseling;
- Ongoing support counseling including referrals for agency assistance when needed;
- Peer support groups;
- Advisors and mentors from the business community;
- Job placement services;
- Availability of accommodations/modifications and support services;

- Work-based learning opportunities;
- Participation in CTSOs;
- Parental involvement in student support activities when appropriate;
- Transition services; and
- English language instruction.

The Division will continue special set-aside funding for individuals in state correctional facilities, for both juveniles and adults, and for state institutions serving individuals with disabilities. The DOC will continue to be designated to administer postsecondary CTE programs for individuals in state correctional institutions and DJJ for CTE programs for individuals in those facilities. In both state correctional and juvenile justice facilities, students can receive training in various CTE programs and funds will continue to be used to provide staff professional development through conference attendance and participation in training events, as well as providing technical assistance to colleagues.

In addition to receiving training in specific programs, students in DJJ facilities also have opportunities to explore occupational options, assess their interests and aptitudes, as well as receive training in basic occupational skills.

FSDB is a state institution that serves students in K-12 who are deaf and/or blind. The Perkins set-aside for FSDB will continue during the transition year. These funds provide students with opportunities to participate in a number of CTE programs. Students will continue to be provided with accommodations and services in order to meet the requirements of the program.

Florida will continue to offer programs in the 2019-2020 transition year geared towards special populations at the secondary and postsecondary levels. The programs include:

- Vocational Employability Skills for Youth (secondary);
- Vocational Employability Skills for Youth and Career Planning (secondary);
- Career Education Services for Students with Disabilities (secondary);
- Specialized Career Education Basic (postsecondary); and
- Specialized Career Education Advanced (postsecondary).

Expanding access of special populations to CTE will be emphasized in local transition applications for eligible recipients, where they will be required to describe ways in which their agency will expand access during the 2019-2020 program year.

ii. will not be discriminated against on the basis of status as a member of a special population;

In accordance with the Individuals with Disabilities Education Act and the Civil Rights Acts of 1964 and 1968, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation, Florida prohibits discrimination against students, including students enrolled in CTE programs, on the basis of race, color, religion or

belief, sex, including pregnancy, sexual orientation, or gender identity; national origin; citizenship status; age; disability; veteran status; and genetic information. Professional staff development on non-discrimination regulations and policies are routinely provided to Florida's administrators and instructors. Posters stating local educational agencies' non-discrimination policies and complaint procedures are posted on bulletin boards throughout Florida's educational facilities.

Local eligible recipients will be required to include assurances in their local plan and application that:

- Individuals with disabilities who do not have an Individual Educational Plan (IEP) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act of 1973 (Section 504), including making such programs accessible through supplementary services;
- The rights of students with disabilities are protected based on the requirements of IDEA and Section 504, as amended;
- CTE for students with disabilities will be provided in the least restrictive environment; and
- Representatives for CTE programs, when appropriate, will be involved in the IEP development process.

The Division provides eligible recipients with technical assistance, including training and publications, to meet the needs of special population students. As part of this ongoing technical assistance, the Division will continue to support practitioners and institutions through:

- Assistance with staff development on program success for students with disabilities;
- Sharing of best practices, including strategies for special populations, such as underrepresented genders in non-traditional programs;
- Grant awards to create non-traditional programs to encourage enrollment in CTE programs; and
- Supporting the academic success and secondary transition of youth with disabilities into postsecondary outcomes through the statewide Project 10: Transition Education Network (<http://project10.info/>).

The Division will also continue to employ a full-time staff member with specific responsibility to ensure the delivery of appropriate services to students with special needs, including those in state correctional facilities, providing programs that lead to opportunities in high-skill, high-wage, and/or high-demand occupations. This staff person will conduct workshops and presentations providing specific professional development activities addressing effective instructional strategies, accommodations and modifications, assessment, career counseling and activities for special populations for CTE teachers, exceptional education teachers, juvenile justice staff and others during the 2019-2020 transition year.

The Division will continue current efforts to improve gender-specific participation in CTE programs designated as non-traditional. Statewide publications, websites and communications have been developed and distributed to eligible recipients for

adaptation and used to encourage increased non-traditional participation. In addition, the Division's career cluster state supervisors will continue to engage local practitioners in discussions about how best to expand statewide and local participation in non-traditional programs.

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

Five specific strategies are in place to assist special populations to meet state-determined levels of performance:

1. Rule 6A-10.040, Florida Administration Code (FAC) requires LEAs [districts] to have a provision for exemptions from meeting the basic skills requirements for completion of a final CTE occupation completion point for students with disabilities that successfully complete their CTE program.
2. Florida's English Language for Career and Technical Education (ELCATE) serves as a bridge program between adult ESOL courses and CTE programs to help prepare students with limited English proficiency to be more successful in CTE programs.
3. To help special populations reach their potential, there is wide-spread use of Applied Academics for Adult Education to assist students with basic skills instruction in CTE programs.
4. Modified Occupational Completion Points (MOCs) provide the option for modifying existing CTE programs to accommodate the needs of students with disabilities.
5. Integrated Education and Training (IET) service approaches built into Florida's Workforce Innovation and Opportunity Act (WIOA) Unified Plan provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to further promote educational and career advancement.

Preparing special populations for high-skill, high-wage and/or in-demand industries/occupations and non-traditional fields is an ongoing emphasis in Florida. In their local transition application, eligible recipients will be required to describe activities and strategies their agency will use during the transition year that will target special populations for this purpose.

iv. will be provided with appropriate accommodations; and

Support will be provided for students with disabilities who cannot read standard print effectively and are unable to meet grade level expectations, requiring accessible instructional materials to participate in and make progress in the general curriculum. The IEP team is responsible for determining if a student needs accessible instructional materials, the format of such materials and the necessary related accommodations for

the student to participate in the general curriculum, including students in CTE programs. During the program year, numerous accessible instructional materials and resources will be shared with school districts to ensure students with disabilities have appropriate access and can progress successfully in their CTE program.

Members of special populations who are returning to school often require additional support mechanisms to accommodate their personal and family needs. Among the strategies which have yielded positive results for these students which will continue through 2019-2020 are:

- The use of Perkins funds and/or other financial assistance funds to help pay for tuition/fees, child care, transportation, books and/or tools;
- The scheduling of classes, child care, computer labs and resource rooms in the evening to accommodate working adults, welfare-reform participants and low-income youth; and
- Specially arranged public transportation schedules to accommodate work and class schedules.

Notice of requirements for accommodations for students with disabilities is also included in curriculum frameworks for each approved CTE program.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Any work-based learning opportunities in CTE programs in Florida are available to all students in the program. Goal #5 of Florida's Perkins V State Plan is to "[E]ngage industry partners to drive program innovation and work-based learning opportunities." A major focus of this innovation will be ensuring that work-based learning opportunities are designed so that all students, including special populations, can participate and benefit from these opportunities.

One means for involving individuals from special populations in work-based learning and skill building activities in integrated settings is through involvement in CTSOs. All students are invited to participate and the dissemination and marketing of materials at the local level is done to reach all students, including special population students. In addition, CTSOs must include goals in their annual plan that focus on recruitment and retention of special population students, including students with disabilities, underrepresented populations and students who are entering fields not traditional for their gender.

Students involved in CTSOs are in integrated settings that help them learn leadership skills and gain skills to be competitive in the labor force. Participants with special needs are provided assistance at all CTSO activities and competitions.

C. Fiscal Responsibility

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
 - a. **each eligible recipient will promote academic achievement;**
 - b. **each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
 - c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

The Division will continue to evaluate all applications for funding during the transition year to determine that the eligible recipient plans to utilize the funds in accordance with provisions of Perkins V, including, but not limited to, promoting continuous improvement in academic achievement, technical skill attainment and addressing current or emerging occupations.

Secondary and postsecondary eligible recipients will be required to submit a local application covering the transition year period of July 1, 2019 – June 30, 2020. Under Perkins IV, the Division has established criteria for the size, scope and quality of CTE programs that must be demonstrated in the transition year application. 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. 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 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.

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 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.

In addition to the narrative responses to size, scope and quality criteria, the required submission of one locally developed program of study that meets the eight requirements/criteria identified in the response to Question B.2.b. will be another application component used to determine funding eligibility. The locally-developed program of study documents the extent to which the eligible recipient promotes academic achievement in CTE programs and promotes skill attainment of students participating in CTE programs, including skill attainment that leads to a recognized postsecondary credential.

One of the major changes between Perkins IV and Perkins V in the transition year local application is the required CLNA related to CTE 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. 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 2020-2021 program year and in subsequent program years. The following CLNA timeline will be used by eligible recipients to ensure that the local needs assessment takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

2019-2020: Transition Year Application Timeline:

- Eligible recipients will conduct the CLNA and report results that
 - follow the requirements as outlined in Section 134 and

- drive local plans regarding CTE size, scope, and quality; budgetary expenditures; and program offerings during the 2020-2021 local application.
 - Eligible recipients may allocate funds in their local application to cover any costs for coordinating and conducting the CLNA, such as
 - staffing, conducting meetings, contractual services, consultants, attending conferences and workshops, etc.
 - Eligible recipients must have the CLNA completed in time to be able to use results to develop their 2020-2021 local application.
 - The Division will offer technical assistance and guidance by:
 - providing a Statewide CLNA Template and
 - providing webinars, presentations at conferences, conducting conference calls, and responding through written correspondence.
2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
- a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
 - b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The Division will continue to utilize the overall sector distribution formula that was approved under Perkins IV during the transition year. The funding will be allocated to CTE programs based on the relative need in each sector: school district secondary programs, and postsecondary programs delivered by school districts (certificate programs) and FCS institutions (certificate and degree programs). During the transition year, Florida will continue to use student participation in CTE programs at each level, measured by contact hours and converted to full-time equivalent (FTE) students, for the sector distribution formula.

The amounts of funds appropriated for each sector will be derived by using the following FTE categories to determine each sector’s percentage of basic grant funds:

Secondary Sector:

District Secondary FTE (7-12): the number of grades 9-12 Career Education FTE reported by local educational agencies and calculated grades 7-8 Career Education FTE based on course enrollments of 7th and 8th graders reported by local educational agencies; the number of grades 9-12 ESE FTE reported by local educational agencies; and Dual Enrollment FTE reported by local educational agencies.

Postsecondary Sector:

District Postsecondary FTE: the number of Career Certificates and Applied Technology Diploma (ATD) FTE reported by local educational agencies and College Credit Certificate and Degree FTE, Applied Technology Diploma (ATD) FTE and Career Certificate FTE reported by colleges.

Basic Grant Funds will be distributed to two career and technical delivery systems based on proportionate share of total CTE full-time equivalents (FTE):

1. Secondary – District Programs (District 7-12 Career Education FTE)
2. Postsecondary – District Programs and College Programs

A three-year average FTE will be calculated for the categories listed above. The average of 2015-2016, 2016-2017 and 2017-2018 will be used to distribute basic grant funds for 2019-2020.

Eligible recipients may enter into a consortium for the purposes of receiving funds for secondary CTE programs. Eligible institutions or consortium must qualify for a grant of at least \$15,000 to receive an allocation. Such consortia must provide services to all secondary institutions participating in the consortium. The services provided must be of sufficient size, scope and quality to be effective. Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purposes of programs benefiting only one member of the consortium. Secondary eligible applicants with an allocation of less than \$15,000 may request a waiver based on being located in a rural, sparsely populated area and an inability to enter into a consortium. Waiver requests must be submitted to the Division.

On the postsecondary side, eligible recipients may enter into a consortium for the purposes of receiving funds for postsecondary CTE programs. Eligible institutions or consortia must qualify for a grant of at least \$50,000 to receive an allocation. Such consortia must provide services to all postsecondary institutions participating in the consortium. The services provided must be of sufficient size, scope, and quality to be effective. Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purposes of programs benefiting only one member of the consortium. Postsecondary eligible applicants with an allocation of less than \$50,000 may request a waiver to waive the application of Section 132 (a)(3)(A)(i) (provide services to all postsecondary institutions participating in the consortium) in any case in which the eligible recipient is located in a rural, sparsely populated area. Waiver requests must be submitted to the Division.

- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these**

allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

The Division will award approximately \$31,867,060 or 51.83% of the funds available to secondary CTE programs in Florida’s 67 school districts. These allocations will be distributed according to the most recent satisfactory data provided by the U.S. Secretary of the Bureau of the Census for the purpose of determining eligibility under Title 1 of the Elementary and Secondary Education Act of 1965 to proportionally allocate funds to each secondary (7-12) district. The data from the U.S. Census Small Area Income and Poverty Estimates (SAIPE) will be used to estimate the number of children in poverty and total number of children ages 5 through 17 in each school district. The formula is divided into two parts based on total population of children in the district and total children in poverty:

- 30% based on each school district’s proportionate share of the total population of children ages 5 through 17 who reside in the state of Florida (total population), and
- 70% based on each school district’s proportionate share of the number of children in poverty ages 5 through 17 who reside in the state of Florida (children in poverty).

The following are the secondary 2019-2020 allocations available under Section 131 of Perkins V:

Secondary District Allocations - FY 2019-2020

District	Allocation
Alachua County School District	\$343,236
Baker County School District	\$56,635
Bay County School District	\$304,657
Bradford County School District	\$50,227
Brevard County School District	\$801,056
Broward County School District	\$2,877,878
Calhoun County School District	\$30,028
Charlotte County School District	\$159,378
Citrus County School District	\$200,989
Clay County School District	\$304,780
Collier County School District	\$509,284
Columbia County School District	\$129,953
Miami-Dade County School District	\$4,446,135
Desoto County School District	\$84,668

District	Allocation
Dixie County School District	\$34,850
Duval County School District	\$1,663,645
Escambia County School District	\$594,960
Flagler County School District	\$158,355
Franklin County School District	\$20,918
Gadsden County School District	\$131,988
Gilchrist County School District	\$32,092
Glades County School District	\$21,427
Gulf County School District	\$23,561
Hamilton County School District	\$33,525
Hardee County School District	\$77,146
Hendry County School District	\$125,282
Hernando County School District	\$251,941
Highlands County School District	\$201,456
Hillsborough County School District	\$2,446,233
Holmes County School District	\$38,760
Indian River County School District	\$179,265
Jackson County School District	\$80,043
Jefferson County School District	\$24,471
Lafayette County School District	\$17,006
Lake County School District	\$510,167
Lee County School District	\$963,189
Leon County School District	\$380,213
Levy County School District	\$81,392
Liberty County School District*	\$14,104*
Madison County School District	\$48,521
Manatee County School District	\$490,577
Marion County School District	\$615,800
Martin County School District	\$176,452
Monroe County School District	\$80,420
Nassau County School District	\$93,850
Okaloosa County School District	\$282,920
Okeechobee County School District	\$88,451

District	Allocation
Orange County School District	\$2,366,111
Orange - UCP Orange Charter School*	\$10,158*
Osceola County School District	\$676,965
Palm Beach County School District	\$1,821,060
Palm Beach - South Tech Charter School	\$19,592
Pasco County School District	\$777,587
Pinellas County School District	\$1,072,074
Polk County School District	\$1,375,239
Polk - Lake Wales Charter School	\$65,722
Putnam County School District	\$213,505
Santa Rosa County School District	\$229,011
Sarasota County School District	\$366,702
Seminole County School District	\$604,141
St. Johns County School District	\$247,018
St. Lucie County School District	\$459,616
Sumter County School District	\$80,375
Suwannee County School District	\$92,943
Taylor County School District	\$49,304
Union County School District	\$23,603
Volusia County School District	\$810,449
Wakulla County School District	\$48,641
Walton County School District	\$127,630
Washington County School District	\$47,730
TOTAL	\$31,867,060

***Waiver or Consortium Eligible Districts** (Waivers for Allocations Under \$15,000 to Secondary Education Programs [Section 131(c) (2) (A) (B)])

4. For the upcoming year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The Division will award approximately \$29,616,753 or 48.17% of the funds available to postsecondary CTE programs in Florida's eligible school districts and state colleges.

During the transition year, Florida seeks approval to continue to distribute funds by an alternative formula as permitted by Perkins IV and as approved by the Office of Career, Technical and Adult Education (formerly known as the Office of Vocational and Adult Education) in June 2008. Funds will be distributed based on each eligible recipient's proportion of students enrolled in CTE who are economically disadvantaged. In addition, Florida will utilize a single postsecondary formula calculation to determine local allocation amounts.

Florida is unique in the administration of CTE by having a dual delivery system at the postsecondary level consisting of school district career centers and FCS institutions. The institutions are geographically located in rural and urban areas so that all persons have ready access to an institution.

Low level of participation in the Pell Grant program by school district career centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in postsecondary CTE programs. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary CTE programs, thereby generating a more equitable distribution of funds.

Funds will be distributed based on each eligible recipient's proportion of students enrolled in postsecondary CTE who are economically disadvantaged. The elements used to identify these students are as follows:

- Recipients of Pell Grants;
- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Innovation and Opportunity Act;
- Recipients of Student Education Opportunity Grants;
- Participants in a federal work-study program;
- Recipients of Temporary Aid to Needy Families (TANF);
- Recipients of Food Stamps;
- Recipients of Welfare Wages; and
- Recipients of Florida Student Assistance Grant (FSAG).

The following are the postsecondary 2019-2020 allocations available under Section 132 of Perkins V:

Postsecondary District Allocations - FY 2019-20

AGENCY	ALLOCATION AMOUNT
Bay County School District	\$153,820
Bradford County School District	\$36,021*
Broward County School District	\$794,085
Charlotte County School District	\$50,624
Citrus County School District	\$84,049
Collier County School District	\$191,463
Miami-Dade County School District	\$1,176,687
Desoto County School District	\$5,517*
Escambia County School District	\$108,063
Flagler County School District	\$22,391*
Gadsden County School District	\$11,358*
Hendry County School District	\$18,822*
Hernando County School District	\$4,219*
Hillsborough County School District	\$481,903
Indian River County School District	\$19,795*
Lake County School District	\$176,211
Lee County School District	\$305,367
Leon County School District	\$161,932
Manatee County School District	\$219,371
Marion County School District	\$137,594
Okaloosa County School District	\$83,400
Orange County School District	\$425,762
Osceola County School District	\$155,118
Pasco County School District	\$82,427
Pinellas County School District	\$437,120
Polk County School District	\$227,484
St Johns County School District	\$146,031
Santa Rosa County School District	\$47,055*
Sarasota County School District	\$90,539
Sumter County School District	\$1,947*
Suwannee County School District	\$61,982
Taylor County School District	\$32,127*
Walton County School District	\$62,631
Washington County School District	\$102,871

Postsecondary College Allocations - FY 2019-20

AGENCY	ALLOCATION AMOUNT
Eastern Florida State College	\$976,138
Broward College	\$2,321,247
College of Central Florida	\$449,452
Chipola College	\$83,725
Daytona State College	\$867,750
Florida SouthWestern State College	\$754,495
Florida State College At Jacksonville	\$1,409,363
Florida Keys Community College	\$81,777
Gulf Coast State College	\$230,405
Hillsborough Community College	\$1,112,433
Indian River State College	\$913,506
Florida Gateway College	\$345,932
Lake-Sumter State College	\$136,945
State College Of Florida, Manatee-Sarasota	\$350,475
Miami Dade College	\$2,818,078
North Florida Community College	\$107,739
Northwest Florida State College	\$200,550
Palm Beach State College	\$1,153,647
Pasco-Hernando State College	\$508,189
Pensacola State College	\$522,792
Polk State College	\$521,169
St. Johns River State College	\$489,691
St. Petersburg College	\$2,146,010
Santa Fe College	\$560,435
Seminole State College of Florida	\$848,604
South Florida State College	\$203,146
Tallahassee Community College	\$297,579
Valencia College	\$3,089,695
TOTAL COLLEGES	\$23,500,967
TOTAL DISTRICTS + COLLEGES	\$29,616,753

***Waiver or Consortium Eligible Districts:** Waivers for Allocations Under \$50,000
Section 132 (b)(c)

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

Data adjustments due to district boundary changes will not be necessary as Florida has 67 school districts, one for each county. These district boundaries do not change as they are constitutional boundaries.

All charter schools in Florida are public schools and have been approved to use the term “charter” in its name. Within this designation there are charter schools that function as districts and receive Perkins funds as eligible recipients and other charters that are sponsored by a public school district through which they receive Perkins funding. Florida’s one K-12 Bureau of Indian Affairs school falls under the jurisdiction of a public school district.

Charter schools which are approved by the state as an Independent Local Education (ILE) agency and have CTE programs of sufficient size, scope and quality are individually included as eligible recipients in the secondary section 131 allocation chart based on their proportionate share of their sponsoring public school district’s eligible population. These ILEs are funded in the same manner as provided to other districts as long as they meet the same requirements. Florida has three ILE charter school districts that offer CTE programs that meet the requirements and function as eligible recipients (Jefferson Somerset Charter School District, Lake Wales Charter School District, and SouthTech Charter School District).

In situations where charter schools are not approved as ILEs, the sponsoring public school district will distribute funds to charter schools within their authorized boundaries that offer CTE programs in the same manner as to other traditional public schools, as long as their CTE programs are of sufficient size, scope and quality.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
- a. **include a proposal for such an alternative formula; and**
 - b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Florida will not be making a waiver request for secondary program allocation formula described in section 131(a).

- 7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
 - a. include a proposal for such an alternative formula; and**
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

During the transition year, Florida seeks approval to continue to distribute funds by an alternative formula as permitted by Perkins IV and as approved by the Office of Career, Technical and Adult Education (formerly known as the Office of Vocational and Adult Education) in June 2008. Funds will be distributed based on each eligible recipient's proportion of students enrolled in CTE who are economically disadvantaged. In addition, Florida will utilize a single postsecondary formula calculation to determine local allocation amounts.

Florida is unique in the administration of CTE by having a dual delivery system at the postsecondary level consisting of career centers operated by school districts and state two- and four-year colleges (formerly known as community colleges). The institutions are geographically located in rural and urban areas so that all persons have ready access to an institution.

Low level of participation in the Pell Grant program by school district career centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in postsecondary CTE programs. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary CTE programs, thereby generating a more equitable distribution of funds.

Funds will be distributed based on each eligible recipient's proportion of students enrolled in postsecondary CTE who are economically disadvantaged. The elements used to identify these students are as follows:

- Recipients of Pell Grants;
- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Innovation and Opportunity Act;

- Recipients of Student Education Opportunity Grants;
- Participants in a federal work-study program;
- Recipients of Temporary Aid to Needy Families (TANF);
- Recipients of Food Stamps;
- Recipients of Welfare Wages; and
- Recipients of Florida Student Assistance Grant (FSAG).

8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Florida commits to a baseline fiscal effort of \$5,414 per student or \$810,059,104 aggregate expenditures. This baseline is a new level calculation derived from Florida’s most recent fiscal data available (2016-2017). Please note that once Florida’s final 2017-2018 data become available, these figures will be updated.

Florida’s New Baseline Fiscal Effort		
	Per Student (FTE)	Aggregate Expenditures
2016-2017*	\$5,699	\$852,693,794
Perkins V New Baseline (5%) recalculation	\$5,414	\$810,059,104

*These figures will be updated when the final 2017-2018 data become available.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment² for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

² An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

B: Budget Form

State Name: Florida

Fiscal Year (FY): 2019-2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$72,766,804
2	State Administration	1.65%	\$1,200,000
3	State Leadership	10.00%	\$7,276,680
4	• Individuals in State Institutions	1.32%	\$962,069
4a	– Correctional Institutions	Not required	\$962,069
4b	– Juvenile Justice Facilities	Not required	
4c	– Institutions that Serve Individuals with Disabilities	Not required	
5	• Nontraditional Training and Employment	Not applicable	\$60,000
6	• Special Populations Recruitment	.001% or 50K	\$50,000
7	Local Formula Distribution	88.35%	\$64,290,124
8	• Reserve	4.37%	\$2,806,311
9	– Secondary Recipients	80.91%	\$2,270,634
10	– Postsecondary Recipients	19.09%	\$535,677
11	• Allocation to Eligible Recipients	95.63%	\$61,483,813
12	– Secondary Recipients	51.83%	\$ 31,867,060
13	– Postsecondary Recipients	48.17%	\$ 29,616,753
14	State Match (from non-federal funds)	Not applicable	\$1,232,858