

PERKINS V

FLORIDA'S STATE PLAN FOR THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

NEW 2024-2028 PLAN
ANNUAL RENEWAL



FLORIDA DEPARTMENT OF
EDUCATION
fdoe.org



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GLOSSARY OF KEY TERMS & ABBREVIATIONS

AAS – Associate in Applied Science

ADA – Americans with Disabilities Act

AICE – Advanced International Certificate of Education

AP – Advanced Placement

AS – Associate in Science

ATD – Applied Technology Diploma

CLEP – College-Level Examination Program

CLNA – Comprehensive Local Needs Assessment

CTE – Career and Technical Education

CTSO – Career and Technical Student Organization

DJJ – Florida Department of Juvenile Justice

FDC – Florida Department of Corrections

ELLs – English Language Learners

ESOL – English for Speakers of Other Languages

ETPL – eligible training provider lists

Executive Order 19-31 – State of Florida Office of the Governor Executive Order #2019-31 directs the Commissioner of Education to chart a course for Florida to become Number 1 in the Nation in Workforce Education by 2030

FACTE – Florida Association for Career and Technical Education

FCS – Florida College System

FDOE – Florida Department of Education

FSDB – Florida School for the Deaf and Blind

HBCU – Historically Black college and university

IB – International Baccalaureate

ILE – Independent Local Education

IT – Information Technology

PAC – Policy Advisory Committee

PD – professional development

Perkins V – The Strengthening Career and

Technical Education for the 21st Century Act/
Public Law No: 115-224

REDI - Rural Economic Development Initiative

SAIPE – U.S. Census Small Area Income and Poverty Estimate

SBE – Florida's State Board of Education

SOC – Standard Occupational Classification

Special Populations –

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners ;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4)

of title 10, United States Code); and

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

SSC – State Steering Committee

TANF – Temporary Assistance for Needy Families

The Board – CareerSource Florida Board of Directors

VR – Florida Division of Vocational Rehabilitation

WIOA – Workforce Innovation and Opportunity Act



INTRODUCTION

President Donald Trump signed “The Strengthening Career and Technical Education for the 21st Century Act” (Public Law No: 115-224, also known as Perkins V) into law on July 31, 2018, reauthorizing the Carl D. Perkins Career and Technical Education Act of 2006 and making nearly \$1.3 billion available annually for career and technical education (CTE) programs throughout the nation. From 1984, when the first version of the Perkins Act was passed until today, Perkins V has served as the preeminent Federal investment in CTE and a bipartisan expression of commitment to preparing students for the jobs of the future.

This document provides an overview of Florida’s vision for CTE and maintains the sections and prompts developed by the Federal Department of Education’s Office of Career, Technical, and Adult Education’s “Perkins V State Plan Guide.” It is divided into the following sections:

- Narrative Descriptions
 - » Plan Development and Consultation
 - » Program Administration and Implementation
 - » Fiscal Responsibility
 - » Accountability for Results
- Assurances, Certifications and Other Forms
- Budget
- State Determined Performance Levels
- Appendices

Florida’s school districts and state colleges receive approximately \$82 million in Perkins funds annually to expand CTE opportunities for students and help Floridians realize the value of CTE for professional success and wellbeing. Research indicates earlier and more frequent exposure to meaningful career conversations and coursework results in higher persistence and success rates among students, compared to those students outside of a career academy or pathway program. Additionally, research indicates engagement in a CTE coursework or degree program is more likely to result in higher employment earning and postsecondary and advanced degree attainment rates.

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For these reasons and many others, the Florida Perkins V State Plan is focused on impactful CTE initiatives that aim to increase engagement, enrollment and improve equal access among special populations. Other highlights include:

- enhancing Florida's CTE priorities, policies, and procedures through extensive stakeholder engagement, while concurrently reinforcing local stakeholder involvement and data-driven decision-making via the comprehensive local needs assessment;
- ensuring the economic alignment of CTE programs through a complete program audit;
- expanding the strategic use of funds for workforce innovation, entrepreneurship and CTE instructor recruitment, retention and training;
- clarifying Florida's vision for CTE quality through new definitions regarding CTE program size, scope and quality, programs of study, work-based learning, Perkins performance indicators and equal access; and
- setting the performance bar for secondary and postsecondary Perkins indicators.



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In accordance with the transition provisions in Section 4 of the Act, Florida's State Board of Education (SBE) leveraged the 2019-2020 transition year to provide the necessary time to thoughtfully engage and consult with key stakeholders to develop a four-year state plan that also reflects the state's vision for the future of CTE and aligns with Governor Ron DeSantis' Executive Order 19-31, "Charting a Course for Florida to Become Number 1 in Workforce Education by 2030 and Ensuring Florida Students are Prepared for the Jobs of the Future." The year 2030 is of particular significance because it marks the time when Florida's 2019 first graders will be graduating from high school.

The Florida Department of Education (FDOE) collaborated with key workforce education stakeholders in the drafting of this Plan. Dialogue focused on aligning efforts and incorporating the key elements of Governor DeSantis' Executive Order 19-31 to ensure market relevancy and the forging of partnerships between educational institutions and businesses. The Governor stated that:

“

Florida has many students unprepared for college and workforce success, limiting both their career opportunities as well as employers' ability to grow their business. 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.

Governor Ron DeSantis, January 30, 2019

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In 2019, the state was ranked 20th in the nation for people age 25-64 with an associate degree or higher, or with a high-quality workforce relevant credential. In light of many of the requirements of Perkins V and the renewed appreciation for the value of CTE in the transformation of students' lives, the Governor directed the Commissioner of Education to audit CTE offerings in the state and develop a comprehensive methodology to review offerings annually and align them to industry demand.

To accomplish these aims, FDOE, including the Florida College System (FCS), collaborated with CareerSource Florida (the state workforce development board), FloridaCommerce, the Board of Governors (State University System), school districts and business and industry leaders to ensure all CTE offerings are not only of high quality but well aligned with the job market.

Florida also utilized 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 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.

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As such, Florida submitted this four-year State Plan that covered the program years July 1, 2020 – June 30, 2024, and represents an agreement between the State of Florida and the United States Department of Education to assure the administration of CTE programs is consistent with both the state's goals, policies and objectives, and with federal laws and regulations. The state took advantage of the opportunity to revise the Plan in 2024 to ensure that it continues to meet the goals previously established during the original process. A comment period and two public hearing webinars were held in March and April of 2024 to gather input on the proposed substantive changes,

The expanded four-year State Plan, now an eight-year Plan, communicates Florida's commitment to the continuous improvement of CTE and the quality delivery of CTE programs to all students. The following narrative components were developed by FDOE in accordance with the U.S. Department of Education's Office of Career, Technical and Adult Education's Guide for the Submission of State Plans (OMB Control Number 1830-0029).



NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

A.1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

Committee Structure for Plan Development and Approval of the first four-year State Plan

The formulation and review of the State Plan consisted of a multifaceted approach to effectively engage and consult with the entities identified in Section 122(c)(1), beginning in the fall of 2018. As the initial step, FDOE set up a multi-tiered committee structure and developed a policy action cycle, as illustrated and explained below, to engage with key stakeholders to provide subject matter expertise and policy guidance. The State Steering Committee (SSC) was comprised of the FDOE executive team, including the Commissioner of Education, the Senior Chancellor, the Chancellor of Career and Adult Education, the Chancellor of the Division of Public Schools and the Chancellor of the Division of Florida Colleges. The SSC was responsible for helping formulate the secondary and postsecondary CTE priorities to be contained in the State Plan and for giving final approval to the State Plan prior to submission to the SBE and the Governor.

Figure 1: Overview of Committee Structure

Organizational Action Cycle for Perkins V State Plan Development



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The Policy Advisory Committee (PAC) was comprised of external CTE sector specific leaders (one representing the secondary CTE school district perspective, one representing the school district CTE postsecondary perspective, and one representing the CTE postsecondary FCS institution perspective) and key FDOE team members (one representing the Division of Public Schools, one representing the Division of Career and Adult Education, and one representing the Division of Florida Colleges). The role of the PAC was to set the policy framework for the four working committees, to review the recommendations from the working committees and approve or modify these recommendations prior to their submission to the SSC.

The working committees were formed to workshop policy issues and develop recommendations. See **Table 1** for a summary of the working group assignments. Each working committee was charged with studying specific requirements on the topics identified by the PAC and making specific recommendations relative to the needs of Florida's students. The committees were comprised of approximately 75 secondary and postsecondary CTE professionals from across the state representing rural, suburban and urban school districts and FCS institutions. Virtual meetings were hosted between March and June of 2019. Final recommendations were submitted to the PAC at the Perkins V State Plan Development Summit, which convened in Tallahassee June 18-19, 2019.



Table 1: Assignment of Working Groups

Working Group Name	Primary Committee Assignments
Program Innovation	Program quality; programs of study; comprehensive local needs assessment; and teacher recruitment, retention and training
Accountability and Data-Driven Decision-Making	Perkins accountability measures, data-driven formulas and labor market alignment
Equal Access for Special Populations	Equal access and recruitment; performance and evaluation
Fiscal Policy	Comprehensive local needs assessment budget linkage; grant application design and compliance



Additional Engagement and Consultation Efforts with Stakeholders Identified in Section 122(c)(1)

In addition to the multi-tiered policy committee structure, FDOE made a concerted effort to conduct outreach, gather information and expertise, and consult with the various stakeholders identified in Perkins V. Several methods were utilized to engage key stakeholders in this effort.

Focus Groups

During the spring of 2019, FDOE conducted five regional focus groups to understand the CTE perspectives, perceptions and experiences of each unique group and to inform State Plan decisions and strategy. Each region host conducted a total of five separate focus groups for the following populations:

- parents of children in grades 6-12 (with or without knowledge of CTE);
- students in grades 9-12 (with or without knowledge of CTE);
- CTE teachers in grades 9-12;
- postsecondary students enrolled in clock hour or college credit CTE programs in FCS institutions and school district technical colleges/centers; and
- postsecondary CTE faculty who provide clock hour or college credit instruction in FCS institutions and school district technical colleges/centers.

Surveys

During the 2019-2020 school year, FDOE engaged parents through statewide surveys available in both English and Spanish to measure access to and engagement in CTE programs, reasons for participation and opinions of Florida's CTE programs. FDOE received thousands of survey responses. The purpose of engaging these stakeholders was to gain their insights to accurately inform the State Plan and the overall administration of CTE in Florida.

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Consultation Meetings

During the summer and fall of 2019, FDOE officials conducted a series of consultation meetings with agency representatives serving out-of-school youth or homeless children and youth. These meetings included the state coordinator for education of homeless and children established under the McKinney-Vento Homeless Assistance Act and officials from the Florida Governor's Council on Indian Affairs.

Several state agencies, offices (FDOE's Division of Vocational Rehabilitation (VR), FDOE's Division of Blind Services, FDOE's Bureau of Exceptional Education and Student Services and the Agency for Persons with Disabilities), and organizations (Florida Developmental Disabilities Council, Positive Pathways Foster Children and Youth Network), and other entities that serve K-12 and adult students with disabilities were consulted on the State Plan. Their expertise helped inform the State Plan, which endeavors to ensure all students have equal access to quality CTE.

Workforce Alignment Partnerships with the State Workforce Investment Board and Business and Industry

The CareerSource Florida Board and professional staff are highly engaged in collaborative efforts aimed at ensuring Florida's CTE programs meet current and emerging market demands. As an example, the September 2019 CareerSource Florida Board meeting was entirely dedicated to workforce education with emphasis on expansion of work-based learning opportunities in secondary and postsecondary settings.

As Florida's Perkins V eligible recipients were conducting the CLNA during the 2019-2020 program year, FDOE conducted a rigorous audit of its statewide CTE program inventory. The results of this audit impacted which CTE programs would be eligible to receive Perkins V federal funds. During the transition year, FDOE developed a methodology for an annual review of CTE programs to ensure they meet statewide or regional labor market demand. That methodology was largely influenced by the Perkins V CLNA framework (detailed in Appendix A), developed in consultation with key stakeholders that eligible recipients are using to determine workforce alignment. Guiding this statewide CTE program alignment audit is an advisory board composed of several Perkins V stakeholders who are leaders in Florida and serve as key resources to the higher education and workforce readiness ecosystems, including:

- Business and industry
- CareerSource board members
- CareerSource Florida
- Council of 100
- Education policy experts
- Enterprise Florida (now SelectFlorida)
- Florida Chamber of Commerce
- FCS representatives
- FloridaCommerce
- school district representatives
- stakeholder associations
- State University System

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In the Winter and Spring of 2024, Florida embarked on a review process of the State Plan with annual updates. The process included a review by FDOE staff of some key components of the Plan, including but not limited to an update of language used in the Plan. Florida held a public comment period and an online public hearing on revisions to the State Plan. The process was the same for determining updated Performance Measure Targets.



A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

No other state agency in Florida found a portion of the final State Plan objectionable. Secondary CTE and postsecondary CTE education fall under the governance of the SBE.

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A.3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

During the fall of 2019, FDOE conducted six in-person public hearings in regionally accessible areas throughout the state and two virtual public hearings via webinar and conference call for the public to comment in accordance with Section 122(a)(3). The locations and dates of those public workshops were:

Southeast Florida – Broward County

Tuesday, October 29, 2019, from 4:00 p.m. to 6:00 p.m. (ET)

Broward County Public Schools
Atlantic Technical College, Arthur Ashe, Jr. Campus
1701 NW 23rd Avenue Fort Lauderdale, FL 33311

Southwest Florida – Manatee County

Wednesday, October 30, 2019, from 1:00 p.m. to 3:00 p.m. (ET)

Manatee County Public School
Manatee Technical College
6305 State Road 70 East Bradenton, FL 34203

Central Florida – Orange County

Thursday, October 31, 2019, from 10:00 a.m. to 12:00 p.m. (ET)

Orange County Public Schools
Orange Technical College, Mid Florida Campus
Building 1600, 2900 W. Oak Ridge Road
Orlando, FL 32809

North Florida – Leon County

Monday, November 4, 2019, from 1:00 p.m. to 3:00 p.m. (ET)

Leon County Public Schools
Lively Technical College
500 Appleyard Drive Tallahassee, FL 32304

Northwest Florida – Okaloosa County

Tuesday, November 5, 2019, from 1:00 p.m. to 3:00 p.m. (CT)

Northwest Florida State College
Building 400, 100 E College Blvd, Niceville, FL 32578

Northeast Florida – Duval County

Thursday, November 7, 2019, from 1:00 p.m. to 3:00 p.m. (ET)

Florida State College at Jacksonville
Nathan Wilson Center for the Arts/South Campus
Lakeside Conference Room, 11901 Beach Boulevard Jacksonville, FL 32246

Virtual Public Workshop on Perkins V #1

Tuesday, November 12, 2019, 10:00 a.m.-12:00 p.m. (ET)

Virtual Public Workshop on Perkins V #2

Tuesday, November 12, 2019, 4:00 p.m.-6:00 p.m. (ET)

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In the Spring of 2024, FDOE conducted one virtual public hearing for the public to comment in accordance with Section 122(a)(3). The locations and dates of those public workshops were.

Virtual Public Workshop on Perkins V #3

Monday, March 11, 2024, 10:00 a.m.-11:30 a.m.. (ET) A copy of the public notice and other methods used to promote the public workshops is included in **Appendix B – Notice of Meeting – Perkins V State Plan**. For those persons unable to attend the public workshops in 2019, FDOE hosted three virtual public hearings via webinar and conference call. All segments of the public and interested organizations and groups identified in Section 122(a)(3) and those identified in Section 122(c)(2) of Perkins V were afforded an opportunity to present their views and make recommendations regarding the draft 2020-24 and the 2024–25 through 2027–28 State Plan in accordance with section 122(a)(4). A summary of the feedback received during the Public Hearings and FDOE's responses is contained in **Appendix C – Summary of Public Hearing Feedback and Responses**.

The State Plan was available for public comment October 28 through December 2, 2019. It was available electronically for review at www.fldoe.org/perkins. Comments were submitted via a comment submission tool on that webpage. The electronic format was easily accessible and compliant with the Americans with Disabilities Act (ADA).

Revisions to the State Plan were available for public comment March 4 through April 8, 2024. It was available electronically for review at www.fldoe.org/perkins, and in the same manner as the 2019 comment period.



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B. Program Administration and Implementation

B.1. State's Vision for Education and Workforce Development

B.1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Leadership Structure

Florida has a robust workforce development system with the involvement and oversight of several state agencies and supported by local education agencies. Overall, statewide policy leadership on workforce development is provided by CareerSource Florida, the statewide workforce policy and investment board. Its partners include FloridaCommerce, 24 local workforce development boards and 104 CareerSource Florida local centers throughout Florida. These entities connect employers with qualified, skilled talent and provide Floridians with employment and career development opportunities to achieve economic prosperity.

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The CareerSource Florida Board of Directors (Board) is business-led and provides policy oversight and directs strategies and investment to address critical statewide workforce development needs. Board members are industry, education and government leaders. There are four separate FDOE officials that serve on the Board and represent unique education constituencies:

Commissioner of Education (or designee) represents K-20 interests, which include secondary and postsecondary CTE;

Chancellor for Career and Adult Education represents Title II Adult Education and Family Literacy Act of the WIOA of 2014 (WIOA core partner);

Director for the Division of Blind Services represents Title IV Rehabilitation Services Act of WIOA (core partner); and

Director for the Division of Vocational Rehabilitation represents Title IV Rehabilitation Services Act of WIOA (core partner).



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CTE Education System and Program Alignment Audit

The state-supported CTE education system is provided by school districts, at the secondary and postsecondary level, and the 28 FCS institutions. Table 2 provides an overview of the types of programs offered by these institutions.

Table 2: CTE Program Summary

Level and Type	Overview of Purpose and Design
Middle School Career Exploratory Courses	<ul style="list-style-type: none">• Include the opportunity for students to understand the value of a CTE education and explore various careers in 17 career clusters.• Provide a foundation for secondary CTE programs.
Secondary CTE Programs	<ul style="list-style-type: none">• Prepare students for high-demand, high-skill, middle-to-high wage and/or relevant job opportunities, locally or statewide.• Include sequential courses and teach the academic, technical and employability skills (which is comprehensive of mental agility, critical thinking, ability to value-create, pivot, communicate and engage in team work, etc.) required for mastery of the program and industry standards.• Provide a career pathway to postsecondary credentials in related fields and provide foundational skills that prepare students for a variety of employment opportunities.• Incorporate opportunities for quality experiential or work-based learning opportunities, capstone experiences, dual enrollment and/or the attainment of industry recognized credentials.
Postsecondary CTE Programs	<ul style="list-style-type: none">• Meet Florida's labor force needs by preparing and qualifying students for high-demand, high-skill, middle-to-high wage and/or relevant job opportunities, locally or statewide.• Equip students with industry-relevant academic, technical and/or employability skills.• Are developed as career pathways with stackable credentials, where appropriate, to create and enhance pathways for students.• Incorporate opportunities for students to accelerate credential attainment through acceleration mechanisms such as career dual enrollment, work experience and/or earned industry-recognized postsecondary credentials.

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As noted in the introduction, the goal is to ensure all CTE programs are aligned with market demand and to build strong partnerships between educational institutions and businesses. As part of this effort, several program quality indicators for the annual CTE program audit are based on program alignment with local and state labor market needs. These indicators include the following:

- whether the program trains for an occupation on the Statewide Demand Occupation List;
- whether the program trains for an occupation on the Regional Statewide Demand Occupation Lists;
- whether the final program Standard Occupational Classification code (SOC) in the framework is linked to an occupation that is expected to grow over the next eight years; and
- whether the program trains for an occupation with middle to high wages.

Upon completion of the first CTE program audit in May of 2020, the FDOE provided recommendations regarding amendments to or elimination of programs.



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Key Priorities and Activities with Workforce Development Partners

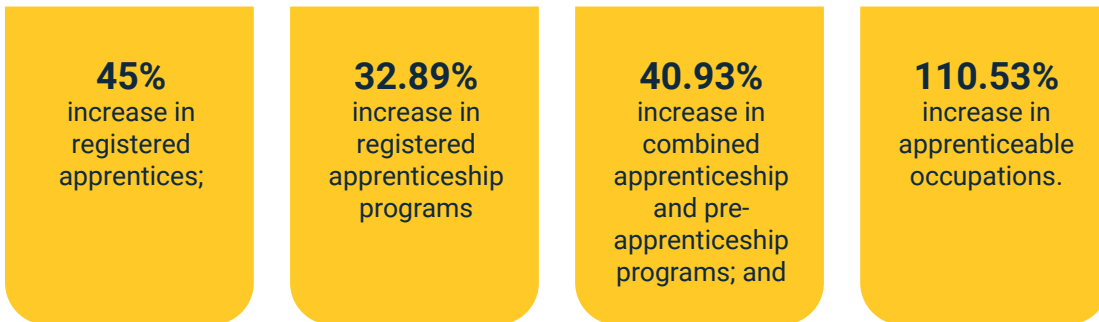
The following state-sponsored workforce development activities result in partnerships with public providers of CTE to fulfill the education and skill needs of Florida's employers:

- **Sector Strategy Solutions:** Sector strategies are regional, industry-focused approaches to building a skilled workforce and are one of the most effective ways to align public and private resources to address the talent needs of employers. While the approach is not new, there is increasing evidence showing that sector strategies can simultaneously improve employment opportunities for job seekers and industry competitiveness.

At the heart of sector strategies are sector partnerships, sometimes referred to as industry partnerships, workforce collaboratives or regional skills alliances. These partnerships are led by businesses within a critical industry cluster working collaboratively with workforce development, education and training, economic development, labor and community organizations. Florida's public providers of postsecondary CTE are highly engaged in these regional efforts. Additional information concerning this workforce development activity may be found at <https://careersourceflorida.com/sector-strategies/>.

- **Registered Apprenticeship:** FDOE has worked closely with the CareerSource Board and FloridaCommerce to promote and expand registered apprenticeship. In February 2019, the Board adopted strategic policy 2019.02.13.A.1 that recognized registered apprenticeship as one of two viable sector strategies. The policy applies to CareerSource Florida Inc., FloridaCommerce and all 24 local workforce development boards. As such, local workforce development boards are required to describe their approach to establishing, implementing and sustaining effective sector strategies, including registered apprenticeship expansion opportunities. Their local workforce development plans should identify opportunities for new or expanded registered apprenticeships in targeted sectors.

Under Governor DeSantis, Florida has experienced remarkable growth in apprenticeship programs, including:



To date, over \$65 million has been awarded through the Florida Pathways to Career Opportunities Grant with 264 proposals funded, over 11,190 participants served and over 270 businesses supported.

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- **Career and Professional Education Act:** In 2007, the Florida Legislature passed the Career and Professional Education Act. The purpose of which was to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industry and to sustain a strong knowledge-based economy. The objectives of the Act are to:

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



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To implement the Act, FDOE, FloridaCommerce and CareerSource Florida partner 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 the Act is a list of state-approved industry certifications that are critical to Florida's employers. The legislation originally tasked the Agency for Workforce Innovation (now known as FloridaCommerce) with defining "industry certification." The following definition of industry certification is included in Florida Statutes: Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- a. Within an industry that addresses a critical local or statewide economic need;
- b. Linked to an occupation that is included in the workforce system's targeted occupation list; or
- c. Linked to an occupation that is identified as emerging.



B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Florida has set forth a strategic vision aimed at securing the top position in the nation for workforce education by 2030. This vision is not only a testament to our commitment but also a recognition of the vital role workforce education plays in providing economic opportunities for our graduates. As we propel toward this goal, it's imperative to acknowledge that a knowledgeable and skilled workforce is the cornerstone of Florida's economic growth, and the dividends are evident.

This framework not only supports our aspiration to lead in workforce education but also underscores our understanding of its direct correlation to economic prosperity. Recent economic indicators further affirm the efficacy of Florida's policies. Our graduates are equipped with the skills and knowledge necessary for meaningful careers, while businesses and employers are flourishing, exceeding expectations and driving economic stability.

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The following goals will guide the implementation of the State Plan to build an effective CTE system in Florida and one that fulfills the larger aims of Perkins V and Governor DeSantis' bold vision to make Florida number one 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.

Strategic Areas of Focus for Florida's Perkins V State Plan

In anticipation of a rapidly evolving future, Florida is proactively modernizing its educational landscape to meet the needs of a dynamic workforce. As the state grows to accommodate 26 million residents by 2030, it acknowledges the imperative to adapt to technological advancements and global economic shifts. Florida stands at the forefront of innovation, poised to align its educational initiatives with emerging industry demands and equip its workforce with the necessary skills for success. Replace last sentence with: Through strategic investments in innovative sectors not limited to Computer Science and Entrepreneurship education, the first iteration of this plan focused on modernization and creating a curriculum that would benefit teachers by providing them with the tools, support and opportunities they need to excel in their profession and prepare students for the future.

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Computer Science – Building upon the foundation laid in 2014, Florida remains steadfast in its commitment to advancing computer science education. Mandated across public middle and high schools statewide, computer science courses ensure accessibility for all students. In 2019, the Florida Legislature allocated a historic \$10 million, marking the largest investment in computer science education to date, in support of Executive Order 19-31.

As Florida's policy framework for computer science education continues to evolve, particularly in cybersecurity and artificial intelligence, collaboration with CTE (Career and Technical Education) leadership remains crucial to meeting the dynamic needs of industry sectors and occupations. The impact of this investment is evident in a notable 6.4% increase in PK-12 enrollment in computer education courses from 2022-23 to 2023-24.

Furthermore, as part of our commitment to promoting computer science education, certified teachers are incentivized by offering financial incentives, professional development opportunities, and recognition for teaching computer science courses. This fosters the integration of essential skills for the digital age into our educational framework.

Entrepreneurship – Recognizing the significance of entrepreneurship in fostering economic resilience and social mobility, Florida is prioritizing the development of a vibrant entrepreneurial ecosystem. By encouraging students to explore self-employment and value creation, the state aims to instill essential entrepreneurial competencies and skills. Through a multifaceted approach encompassing curriculum enhancements, teacher training and collaborative partnerships with industry stakeholders, Florida endeavors to cultivate a culture of innovation and enterprise among its student population. Additionally, the state seeks to facilitate connections between students and existing start-ups or small businesses, thereby fostering a collaborative environment conducive to economic growth and professional success.

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Supporting Instructional Excellence – The Division of Career and Adult Education is dedicated to fostering instructional excellence through two significant initiatives. The transition of curriculum frameworks to CPalms, an integrated online platform, streamlines learning objectives and program requirements for CTE.

CPalms, already established in non-CTE academic areas, now hosts nearly a thousand CTE programs with tens of thousands of learning objectives. Leveraging CPalms' features, such as curriculum mapping tools and a vast repository of resources, enhances academic integration into CTE. This initiative aims to create a unified CTE system within CPalms, consolidating information on teacher certifications, student industry certifications, credential pathways, articulated credits, related academics and high-quality lesson plans developed by Florida CTE educators. Recognizing the varied backgrounds of CTE instructors, this effort aims to provide them with evidence-based tools and resources grounded in effective pedagogy practices. Additionally, CPalms will become an integral part of Florida's CTE program management process, facilitating ongoing collaboration between educators and employers to address the evolving needs of the state's economy.

A strategy of the plan was to drive modernization through the strategic utilization of the Equipment and Upgrade Modernization (EUM) grant. These funds are specifically designed to support school districts and state colleges in updating their postsecondary CTE classrooms with state-of-the-art equipment, aligning them with industry standards. The EUM grant reviews concept proposals, with selected recipients eligible to apply. These funds play a crucial role in helping educational agencies meet industry standards, thereby better equipping students for future job opportunities.

Florida remains committed to focusing on new and innovative sectors, including but not limited to Energy, Engineering and Technology, Architecture and Construction, Health Science, Manufacturing, and Transportation, Distribution, and Logistics. By embracing these sectors, Florida continues to lead in educational innovation, ensuring that its workforce is equipped to thrive in an ever-evolving global economy.



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B.1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Florida has a fully integrated and comprehensive process for the planning, alignment, coordination and funding between the state's CTE programs and programs of study within Florida's workforce development system to achieve the strategic vision and goals as described in B.1.b. (above). Aside from the coordination and alignment efforts of the State Workforce Development Board, WIOA implementation serves as a key strategy for joint planning, coordination and alignment.

WIOA prioritizes a market-driven approach to talent development that prepares people seeking employment for the jobs of today and of the future. Added emphasis is placed on the need for equal access to workforce services for all which is a consistent theme in Perkins V. Under WIOA, regional alignment of markets and resources are facilitated and encouraged. Florida swiftly adopted WIOA and explored opportunities to improve outcomes, grow partnerships and enhance customer service. Florida's workforce investment system built on momentum gained through expanded business engagement and improved alignment with regional economies and stakeholders.



Florida's strong focus on performance was sharpened by increasing the emphasis on achievement of results for job seekers, workers looking to grow in their careers and businesses looking to hire and enhance competitiveness. Since the submission of Florida's first Unified State Plan in 2016, weekly interagency meetings of the WIOA Core Partner programs endeavor to address aspects of plan implementation. These meetings include leadership and subject matter experts from the FDOE's Division of Career and Adult Education, Division of Florida Colleges, Division of Vocational Rehabilitation, Division of Blind Services, FloridaCommerce and CareerSource Florida. A stakeholders' workgroup including core and other partners met regularly to share information, provide input for a two-year modification of the unified plan and make recommendations to leadership for agencies and organizations to be included in a combined plan.

Public postsecondary CTE training programs are identified on the local workforce development boards eligible training provider lists (ETPL) and many postsecondary CTE students benefit from WIOA's federal support to ensure equal access for every student. This team is invested in strategic coordination of core programs, as well as non-core partners such as CTE, that design, implement and drive Florida's workforce development efforts.

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B.1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. (Section 122(d)(7) of Perkins V)

Building Capacity for Non-Traditional Program Participation and Completion

Florida will continue to support preparation for non-traditional fields in current and emerging professions in high-skill, high-wage and in-demand occupations. This commitment has been implemented through technical assistance, resources and professional learning on strategies for secondary and postsecondary CTE programs to increase participation and completion of students in nontraditional programs . During the transition year, Florida launched a Professional Development (PD) to Practice competitive mini-grant project. The project provided mini-grants to compelling non-traditional projects to receive professional learning designed around the PD to Practice capacity building model. Florida will endeavor to build upon these evidence-based PD to Practice models to build capacity to bring about change.

Serving the Unique Needs of Individuals in State Correctional Institutions

Florida is committed to providing high quality postsecondary CTE programs in state correctional settings and intends to continue its partnership with the Florida Department of Corrections (FDC) to ensure inmates have equal access to CTE programs that can prepare them for current and emerging employment in high-skill, high-wage and in-demand occupations immediately upon release. These instructional services are critical to ensuring the ease of transition for incarcerated individuals and ideally reduce the rate of recidivism upon release.

Recruitment, Retention, and Support for CTE Teachers and Instructional Support

Florida's State Plan aims to recruit, support, and retain qualified educators and administrators to enhance student achievement. As part of this initiative, Florida is implementing requirements for CTE programs funded by Perkins V. These provisions mandate that CTE instructors receive support to: (1) stay current in all industry-related knowledge and skills, and (2) maintain pertinent evidence-based pedagogical skills to facilitate learning effectively. FDOE is taking a comprehensive look at the current approach for statewide delivery of professional learning to find opportunities for strategic improvement and expansion if needed. Through leadership funds, FDOE will provide resources to recruit, retain and support secondary and postsecondary CTE teachers and instructional support.



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Technical Assistance for Eligible Recipients

Technical assistance for eligible secondary and postsecondary recipients is the cornerstone of services provided by FDOE. FDOE will utilize leadership funds to provide technical assistance and leadership for secondary and postsecondary education programs on an ongoing basis. Examples of technical assistance include the following:

- program development responsive to student and industry needs;
- staff development on the alignment and integration of Florida's B.E.S.T. Standards in Mathematics and English Language Arts into CTE;
- staff development and other activities to ensure continuous improvement of CTE programs through state-of-the-art technology and instructional practices;
- staff development for program success for students with disabilities;
- program of study development, implementation and sustainability;
- identification and dissemination of promising practices, including strategies for special populations; and
- program performance and improvement for accountability effectiveness.

In addition to direct technical assistance described above, FDOE provides continuous support by:

- publishing technical assistance papers which provide guidance and clarification on a broad variety of procedural and policy issues;
- maintaining online training modules for data collection and reporting for Perkins performance measures;
- providing student data and tracking information to enhance student performance tracking (reports are produced based on data reported from school districts and state colleges);
- support with local Perkins V performance data analysis;
- providing an interactive analysis tool for acquiring information – including data on the quality of secondary, postsecondary and WIOA programs and labor market alignment – on credentialing programs; and
- developing counseling and career preparation materials provided at no cost on the FDOE website.

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

B.2.a. Describe the career and technical education programs or programs of study that will continue to 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)

Quality CTE Programs

Beginning with the 2020-2021 academic year and each year thereafter, Florida's secondary and postsecondary CTE programs that continue to be supported, developed or improved upon at the state level with federal funds, will meet the aims of Perkins V and Executive Order 19-31. FDOE will make recommendations to the Governor on an annual basis to eliminate CTE program offerings that are not aligned to market demands and conversely will lead the effort to create new offerings that are aligned to market demands. Occupations and industries identified by the CareerSource Florida Board of Directors as well as FloridaCommerce/SelectFlorida Targeted Sectors (i.e. aviation and aerospace, defense, security, healthcare, information technology, life sciences and advanced manufacturing) will continue to be prioritized when considering the installment of new programs. Part of this work will also focus on strengthening existing programs as needed to ensure the standards being taught match the technical, academic and employability needs of Florida's employers.

Florida's statewide CTE program inventory offers programming from sixth grade through Associate in Science (AS) degrees that are available for adoption by eligible recipients. Eligible recipient use of funds is subject to the size, scope and quality standards adopted in the State Plan and CLNA results. Each CTE program has an SBE-adopted curriculum framework comprised of rigorous course standards and a progressive sequence of courses, as well as the following core elements:

- alignment between CTE program standards and relevant industry standards for skills and competencies;
- integration of relevant academic standards;
- intentional sequence of courses that builds on academic and technical competencies gained in previous courses and builds knowledge and skills of the CTE program lifecycle; and
- culmination in state-approved credentials of value, where appropriate.

CTE programs are organized into 17 different career clusters and are specifically geared toward middle school, high school, district technical college/center and FCS students throughout the state. Federally, there are 16 career clusters, but Florida has identified energy as its own cluster. With the help of partners in education, trade associations and business and industry, each program includes the academic and technical skills required to be prepared for employment or continuing education in the given occupation or cluster. The following provides a summary of each cluster.

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Agriculture, Food and Natural Resources programs prepare students for careers in a highly technical and ever-changing sector of the global economy. These programs provide a career pathway to a wide variety of careers in agritechnology, animal science, plant science, food products and processing, and environmental science.



Architecture and Construction programs prepare students for careers in designing, planning, managing, building and maintaining the built environment. Examples of careers include drafters, electricians, construction managers and plumbers.



Arts, A/V Technology and Communication encompasses audio/video technology and film, journalism and broadcasting, performing arts, printing technology, telecommunications and visual arts. Students prepare for these careers by designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design.



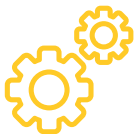
Business Management and Administration programs prepare students for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities in this cluster are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.



Education and Training programs offer students educational opportunities, training services and related learning support with an emphasis on improving public education services. The three pathways include administration and administrative support, professional support services and teaching/training.



Energy programs prepare students for careers in planning, managing and providing technical support services related to generation, transmission and distribution of various types of energy. Examples of careers include technicians, lineworkers, pipelayers and welders.



Engineering and Technology Education programs prepare students for careers as engineers and technologists through the introduction of certain processes in mathematics, science and technology. Students learn how to apply mathematics, science and technology concepts to solve problems quantitatively in engineering projects involving design, development or production in various technologies.



Finance programs prepare students for careers in financial and investment planning, banking, insurance and business financial management. Finance career opportunities are available in every sector of the economy and require organizational, time management, customer service and communication skills.



Government and Public Administration programs are divided into seven pathways: governance, national security, foreign service, planning, revenue and taxation, regulation and public management and administration. Students who complete these pathways can end up with titles like environmental engineering technician, emergency management director or emergency management specialist.

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Health Science is divided into five pathways: therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development. Hundreds of health science education opportunities in a variety of professions are offered throughout the state at the secondary and postsecondary levels.



Hospitality and Tourism programs offer students education in a variety of trades. The pathways in this cluster include restaurant and food/beverage services, lodging, travel and tourism, recreation, amusements and attraction.



Human Services programs are divided into three pathways: counseling and mental health services, family and community services and consumer services. Examples include employment as a social worker in several fields, such as working with youth, addiction centers, community centers, with the elderly or in a domestic violence shelter.



Information Technology (IT) is the study of design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware. IT deals with the use of computers and computer software to convert, store, protect, process, transmit and securely retrieve information.



Law, Public Safety and Security programs are divided into five pathways: corrections, emergency and fire management, law enforcement, legal and security protection. Students in these programs are preparing to plan, manage and provide legal services, public safety, protective services and homeland security, as well as professional and technical support services.



Manufacturing incorporates six pathways: production, manufacturing production process development, maintenance, installation and repair, quality assurance, logistics and inventory control, and health, safety and environmental assurance. Students prepare for careers that require planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities.



Marketing, Sales and Service Consists of five pathways: marketing management, professional sales, merchandising, marketing communications and marketing research. Students in high school and postsecondary programs are preparing for careers in planning, managing and performing marketing activities to reach organizational objectives. Some examples of careers include customer service representatives, store managers and public relations managers.



Transportation, Distribution and Logistics consists of planning, management and movement of people, materials and goods by road, pipeline, air, rail and water. These programs also contain related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

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Perkins V funds may be used to support secondary and postsecondary CTE programs offered in middle and high schools in our 67 school districts (including public charter schools); 47 school district technical colleges/centers accredited by the Council on Occupational Education; 28 FCS institutions; Department of Juvenile Justice (DJJ) programs through the Florida Scholars Academy (FSA); Florida School for the Deaf and the Blind (FSDB); Florida Virtual School; Florida's University Developmental Research Schools; correctional facilities; and other eligible recipients. Eligible recipients are also permitted to use Perkins V funds to support related technical instruction associated with Florida registered pre-apprenticeship and apprenticeship programs, which must be linked to the county service area of the postsecondary provider. Funds may not be used to support apprenticeship students who are employed in counties outside the geographic service area of the postsecondary institution.

Comprehensive State-Level Programs of Study

Programs of study will continue to be developed at the state level and made available for adoption by eligible recipients. Based on feedback received during the stakeholder engagement process, the FDOE is renewing its commitment to offer state-level programs of study and re-envision a number of aspects of these. For much of the Perkins IV implementation, programs of study were developed solely by eligible recipients and a single program of study was submitted to FDOE for approval during the yearly application process. The approval of a single program of study met the Perkins requirement that eligible recipients offer one or more program of study. Given the historic shifts in Florida's delivery of CTE, FDOE seeks to increase the availability of programs of study for students and is implementing additional requirements to reflect the prioritization of credential sequences that allow for stack-ability, portability and career advancement resulting in higher wages and increased economic productivity.

To this end, FDOE is implementing requirements that explicitly focus on increasing local enrollment in state level programs of study. This effort will take a two-pronged approach – one that requires eligible recipients to increase their programs of study offerings and, secondly, for the state to develop and make available programs of study that eligible recipients can adopt.

Part of this effort will focus on systems alignment and integration of previously disparate CTE facets. Several examples are relevant here. Registered pre-apprenticeship and apprenticeship were previously not Perkins fundable under Florida's Perkins IV State Plan; now with the lifting of this prohibition under Perkins V, FDOE will create state-level programs of study that show the alignment between registered pre-apprenticeships and apprenticeships and recognized postsecondary credentials. Other notable areas of focus for alignment are integrating labor market information on wages, annual openings and growth; WIOA career pathways; accelerated graduation plans (pursuant to Florida Statute 1008.25); and work-based learning experiences.

Once these state-level programs of study are created, they will continue to be made available for adoption by eligible recipients and additional determinations will continue to be made as to the most effective avenues for promoting this information online. Integrating into online advising systems will further reinforce the concept of progressing within a career pathway through stackable credentialing.

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B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, 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 1327 will—

B.2.b.i. promote continuous improvement in academic achievement and technical skill attainment;

B.2.b.ii. expand equal access to career and technical education for special populations; and

B.2.b.iii. support employability skills in programs of study and career pathways.

Aligning with the Perkins V's definition of programs of study, FDOE has updated and expanded its requirements for programs of study. The changes to the definition lean on the strengths of the state's CTE curriculum frameworks and Florida's size, scope and quality requirements which ensure clarity regarding the progressive sequencing of academic, technical and employability skills. Furthermore, FDOE has expressed a commitment to several hallmarks of high-quality CTE programs of study in additional program of study requirements.

In addition to the requirements outlined in Section 3(41) of Perkins V, Florida's programs of study are comprised of secondary and postsecondary programs that:

- meet the requirements of the relevant CTE curriculum frameworks;
- meet FDOE's size, scope and quality criteria;
- are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity;
- offer at least one opportunity within the program of study for accelerated credit through:
 - » dual enrollment;
 - » local or statewide articulation agreement;
 - » integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school;
- are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry; and
- include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.

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Employability skills are a key component of the standards and benchmarks defined in the curriculum frameworks. FDOE seeks to further strengthen students' employability skills by including work-based learning opportunities, capstone experiences or Career and Technical Student Organization (CTSO) participation as a part of the size, scope and quality requirements.

FDOE has added additional academic rigor to the definition of programs of study and requires that eligible recipients include opportunities for accelerated credit in each program of study. FDOE views this as an important feature of being a "coordinated, non-duplicative sequence of academic and technical content," as defined in Section 3 of Perkins V. Existing opportunities for accelerated credit, such as Florida's Gold Standard Career Pathways Articulation Agreements of Industry Certification to AAS/AS Degree, will remain and be expanded upon. In addition, agencies will continue to be permitted to use other accelerated credit opportunities, such as but not limited to dual enrollment, Career and Technical Certificate or Applied Technology Diploma to Associate of Applied Science/Associate of Science Degree articulation agreements, apprenticeship to Associate of Applied Science/Associate of Science Degree articulation agreements, or integrated academic courses that include accelerated credit (examples: AP, IB, AICE; or CLEP completed prior to the student graduating from high school).

Advisory councils will continue to be an additional requirement for all programs of study. These councils must have membership with, at a minimum, representatives of secondary, postsecondary and business and industry. These councils play a pivotal role in the coordination between eligible recipient program levels, alignment of academic and technical content, seamless student transitions between program levels and the integration of work-based learning opportunities.

There is also encouragement and guidance on how to start programs of study sequences in the middle grades. This is most frequently within exploratory programs that give students overviews of career clusters but is also comprehensive of opportunities for middle school students to get high school credit by starting high school-level CTE programs early.

FDOE will utilize its annual comprehensive local application review process to approve locally-developed programs of study based on the criteria outlined above. As part of this process, eligible recipients will provide information on all local programs of study. FDOE will review these and provide oversight and extensive technical assistance to eligible recipients. An internal evaluation instrument will continue to be used to determine whether local programs of study are being implemented with fidelity and in accordance



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with state and federal requirements. In addition, narrative responses will continue to be reviewed 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.

Using a phased approach, FDOE will require secondary eligible recipients to progressively raise student enrollment in programs of study. **Table 3** summarizes the progressive standards by year.

Table 3: Program of Study Requirements by Year for Secondary Eligible Recipients

Program Year	Summary of Requirements and Activities
2020-2021	<ul style="list-style-type: none">• The first program year serves as a baseline year for all secondary eligible recipients to study existing/operational Perkins IV programs of study during the CLNA and determine if they meet the core components established for Perkins V.• Secondary eligible recipients will be required to:<ul style="list-style-type: none">» have one fully implemented program of study in place;» estimate the percent of total CTE enrollment engaged in active programs of study; and» undertake the necessary steps to identify, adopt or develop additional programs of study to increase this percent.
2021-2022	<ul style="list-style-type: none">• Eligible recipients will be required to have 25 percent of total secondary CTE enrollment served by operational programs of study.
2022-2023	<ul style="list-style-type: none">• Eligible recipients will be required to have 50 percent of total secondary CTE enrollment served by operational programs of study.
2023-2024	<ul style="list-style-type: none">• Eligible recipients will be required to have 75 percent of total secondary CTE enrollment served by operational programs of study.
2024-2025	<ul style="list-style-type: none">• Eligible recipients will be required to have 75 percent of total secondary CTE enrollment served by operational programs of study.

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FDOE will review on an annual basis enrollment data for all CTE programs and determine the percentage of CTE students enrolled in programs of study at each eligible recipient. Eligible recipients not meeting the required percentage for the year will receive targeted technical assistance. Eligible postsecondary recipients will continue to be required to provide a minimum of one fully implemented program of study.

Expansion of student enrollment in programs of study at both the secondary and postsecondary levels will be supported through the development of state-level programs of study, as indicated in B.2.a. of the State Plan. Eligible recipients in FCS institutions will be encouraged, through targeted technical support, to develop local programs of study with all school districts in their service area. All eligible recipients will continue to be required to comply with all federal statutes relating to nondiscrimination, which is outlined in the beginning of the application in the Equal Access section, as part of the agreed upon requirements for receipt of Perkins funding.

Through the CLNA process as detailed in Appendix A, eligible recipients will be required to review trends in data on special populations, subgroups and performance in CTE programs and programs of study across groups. Recipients will then identify performance gaps of each special population and subgroup and describe progress toward implementation of equal access to high-quality CTE courses and programs for all students. Recipients will also be required to describe how identified issues will be addressed.

The resulting local applications will be reviewed to ensure that the eligible recipient's plan targets the groups with the largest gaps in enrollment and/or performance. The application should reflect new and continued mechanisms for ensuring equal access to high-quality, high-skill, high-wage and/or in-demand CTE programs for special populations.

Eligible recipients will describe in local applications the ways that special populations' equal access to CTE will be expanded and ways to ensure that all students have opportunities to receive a meaningful credential that can improve a student's employment and future outcomes.

Year-to-year progress will be monitored through reports on performance measures and in annual progress reports in local applications. Schools will receive technical assistance and those eligible recipients not making significant progress in targeted groups' enrollment/outcomes after two years will receive additional focused technical assistance from FDOE.

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B.2.c.i Describe how the eligible agency will 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.

FDOE disseminates information on approved CTE programs and curriculum frameworks, career planning and guidance resources and available dual enrollment CTE courses through various avenues. A primary means of dissemination of the state-level information on these topics is through FDOE webpages. All state-approved CTE programs, along with their curriculum frameworks, are listed on the website under each of Florida's 17 career clusters. Also on FDOE'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.

Interviews with FODE staff highlighted that secondary school counselors and postsecondary student advisors are interested in learning more about Career and Technical Education (CTE). We provided enhanced technical assistance to ensure school counselors are aware and understand the many aspects of CTE. For instance, we distributed a CTE brochure and basic details about Perkins V to local contact lists. FDOE staff partnered with an association supporting students with disabilities to create a CTE brochure tailored for parents and students with disabilities. Additionally, we developed a comprehensive information packet for school counselors and advisors outlining CTE options and their benefits for students. FDOE is committed to researching best practices and exploring innovative approaches; we aim to ensure that all students have access to the opportunities afforded by CTE.



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Florida has a state-sponsored Career Planning and Work-based Learning Coordination System, called Xello, which is a free career planning tool available to all Florida public secondary and adult general education students. 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.

Career exploration and planning tools such as Career Cruiser, Xello, 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 by FDOE.

More specific information on locally 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 emphasized the importance of making easy-to-understand, non-technical materials available in languages of various subgroups in their areas.

FDOE will continue to offer a program of study template as a resource for informing and promoting elements of programs of study to parents, students and school counselors. The template lists the career cluster, career pathway, industry certification(s), secondary program courses, postsecondary institutions that offer relevant certificates/degrees, accelerated credit opportunities, related CTSOs and any work-based learning opportunities.



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B.2.c.ii. Describe how the eligible agency will 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 CTE programs and programs of study are not accomplished in isolation. They necessitate the use of a partnership between secondary and postsecondary eligible recipients that is strategic, collaborative and decisive. Local programs of study are the mechanism to drive secondary and postsecondary institutions to have a formalized relationship that facilitates regular interactions and mutual planning. They require secondary and postsecondary institutions to work as partners in the design, development and implementation of CTE programs of study, which is critical to creating successful career pathways. FDOE actively works to facilitate collaboration among secondary, postsecondary, business, other partners and important stakeholders in a variety of ways, such as through conference presentations, webinars and various types of technical assistance.

The primary means by which FDOE promotes collaboration among eligible recipients and their partners is through the annual local application process and Florida's Perkins V program of study requirements. 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. FDOE provides ongoing technical assistance to eligible recipients on the development and implementation of programs of study. In addition, FDOE reviews local application 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.

In addition, Executive Order 19-31 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. 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.

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B.2.c.iii. Describe how the eligible agency will 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.

As part of the CLNA, eligible recipients are required to review all CTE program offerings and evaluate the alignment of each program offered with state and local labor market needs. In the local application, agencies must describe and provide documentation of the labor market alignment for their programs, which shall substantiate the funds being spent "to develop, coordinate, implement or improve" programs. Furthermore, eligible recipients will be asked to list all the occupations/programs and programs of study that meet the labor market criteria in their region, and provide rationale for any gaps in their CTE offerings that, if implemented, would lead students to high-skill, high-wage, in-demand careers, as well as steps that will be taken to close the identified gaps.

The following CTE program types provide instruction and training for specific occupations and must be matched with available labor market information:

1.
K-12 career preparatory programs,
2.
K-12 technology education programs,
3.
Postsecondary Career Certificate,
4.
Postsecondary Applied Technology Diploma,
5.
Postsecondary Apprenticeship Certificate,
6.
Postsecondary Associate in Science/Associate in Applied Science Degrees, and
7.
Postsecondary College Credit Certificate.

For all program types, with the exception of K-12 technology education, each state-approved program provides the specific occupations for which the program provides instruction and training and lists a primary, plus additional Standard Occupational Classification (SOC) codes. The SOC system is a federal statistical standard that is used to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data. Recipients must use the primary SOC code identified in

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the SOC crosswalk (postsecondary) or curriculum framework (secondary) for the initial labor market alignment review; this is the SOC code associated with full program completion. If the labor market alignment cannot be documented with the primary SOC code, the recipient may use a secondary SOC code identified in the curriculum framework and use placement information from their program to document the linkage to a secondary occupation to conduct the review.

FDOE has a list of approved sources for documenting the alignment of their program to occupations with statewide and/or local demand. The list of sources provided are classified as primary and secondary. If a recipient can document demand with one primary source, this is considered sufficient for the labor market alignment of the program. If a primary source cannot be documented, the eligible recipient must document labor market demand with at least two secondary sources.

The approved primary sources are the following:

1. Statewide Demand Occupation List;
2. Regional Demand Occupation List for the service area of the recipient, including the local targeted occupations list;
3. Statewide FloridaCommerce/SelectFlorida Targeted Sector (Tech Prep only);
4. Targeted Sector identified by local CareerSource Board in current local WIOA Plan for the service area of the recipient; and
5. For Agriculture programs only, written confirmation from the Florida Department of Agriculture and Consumer Services of the labor market alignment for the program.

The approved secondary sources are the following:

1. Analysis provided by job analytics resources;
2. Local CareerSource Board letter of support with documentation of local demand for the program;
3. Economic development agency letter of support with documentation of local demand for the program;
4. Local chamber of commerce letter of support with documentation of local demand for the program; and
5. One from any of the following: local employer with a documented history of hiring graduates from the program, recent employer in an emerging occupational area, state industry associations or regional industry associations.

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As part of the local application, recipients submit detailed information on each program offered to validate those which have a demonstrated local demand based upon the primary and secondary sources listed above. Only programs with documented labor market alignment will be eligible for the expenditure of funds.

There is an annual review of CTE programs that reviews specific market demand indicators and quality benchmarks for programs. To ensure comprehensive input, FDOE partners with representatives from key stakeholders such as CareerSource Florida (the state workforce development board), FloridaCommerce (labor department), Board of Governors (State University System), Florida College System (FCS), Division of Blind Services, Division of Vocational Rehabilitation, local school districts and leaders from various business and industry sectors. This group, encompassing education, workforce development and industry experts, offers invaluable guidance to FDOE regarding the refinement of processes and the identification of program quality indicators.

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B.2.c.iv. Describe how the eligible agency will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.

FDOE provides eligible recipients with technical assistance, including training and publications, to meet the needs of special population students. Technical assistance and training are provided by FDOE staff members to ensure the delivery of appropriate services to students with disabilities and those in state correctional facilities to provide programs that lead to opportunities in high-skill, high-wage and/or high-demand occupations. Providing equal access ranges from diligent monitoring by FDOE staff members of practitioner compliance with the 34 Code of Federal Regulations *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.

FDOE 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 FDC 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 program areas and funds will continue to be used to provide staff professional learning 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 FSDB is a state institution that serves K-12 students with hearing or vision impairments. The Perkins set-aside for FSDB will continue under Perkins V to provide students with opportunities to participate in a number of CTE programs. Students will continue to receive accommodations and services needed to meet program requirements.

To expand equal access to CTE for special populations, eligible recipients will be required to describe in local applications the ways in which they will expand equal access during each program year.

Additional information on strategies to ensure equal access for all students to CTE programs and the use of set-aside funds for recruitment of special populations is included in the discussion for B.3 of the State Plan.



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B.2.c.v. Describe how the eligible agency will 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.

Florida has a fully integrated and comprehensive system for coordination to support local workforce development boards in the development of career pathways. The CareerSource Florida Board of Directors is business-led and provides policy oversight and directs strategies and investments to address critical statewide workforce development needs. WIOA champions a career pathways approach to fulfill workforce development needs. FDOE will continue to leverage its role on the state-level WIOA core partner team to support the use of the career pathways approach as a viable workforce solution.

B.2.c.vi. Describe how the eligible agency will 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.

Florida's standards for size, scope and quality includes a requirement that all programs using Perkins funds must, "Provide students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom." This is conjoined with a requirement to, "Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the Comprehensive Local Needs Assessment." Along these same lines, Florida has added an additional requirement that all programs of study "are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry." These policies were developed to enhance and ensure sustained relationships between local CTE programs and industry partners.

These requirements were added with the intention of ensuring that Perkins programs and programs of study are developed, implemented and improved through a team of expert stakeholders that are able to offer in-depth education and experiences that create highly-qualified employees headed toward promising career trajectories. These requirements will be assessed during the annual local application and the CLNA. They will be verified during compliance monitoring.

To support these requirements, FDOE has updated guidance on cooperative education, work-based learning and advisory council management. This guidance is comprehensive of recruiting business and industry representatives, effective engagement strategies, the establishment and coordination of various types of work-based learning, the maintenance of education/employer relationships and the evaluation of work-based learning outcomes amongst other relevant topics.

The Perkins IV funding restrictions that prohibited Florida's eligible recipients from using Perkins dollars on apprenticeship programs have been lifted. Now, school districts and state colleges have the discretion to use Perkins funds on classroom-related instruction for registered pre-apprenticeships and apprenticeships, provided the instruction meets the state standards for size, scope and quality and are substantiated by the CLNA. The state's criteria for programs of study was also intentionally crafted to include pre-apprenticeships or apprenticeships within these educational pathways.

One challenge within work-based learning is the recruitment of employers and the coordination of student placements. To address this, the FDOE, in partnership with the Florida Virtual Campus, the Florida Chamber Foundation, CareerSource Florida's Future of Work Florida and Xello, has introduced a comprehensive career planning and work-based learning coordination platform. This platform serves as

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a centralized database, offering a wide range of opportunities spanning from introductory experiences, such as virtual guest speakers and job shadowing, to immersive internships and apprenticeships.

In addition, the system offers K-12 and adult education students in Florida public schools the ability to explore high-skill, high-wage, in-demand occupations in Florida; understand their own career interests, values and skills through assessments; explore postsecondary training opportunities; complete interactive college and career readiness lessons; manage the entire college application process, including transcripts and letters of recommendation submission, scholarships and Common App integration; participate in local internships and other work-based learning opportunities; and develop a resume and shareable professional portfolio. In addition to English, content in the system is available in Spanish and other languages.

Educators benefit from the system's standardized policies and procedures related to work-based learning and access to a comprehensive database of companies and opportunities. Employers, in turn, gain a valuable tool for developing their workforce pipeline and contributing to local youth career development and readiness.

However, the implementation of an online work-based learning system alone is insufficient to ensure high-quality experiences statewide. There is a need for intentional recruitment and coordination of employers, particularly in rural areas. Regional intermediaries or coordinators can play a vital role in engaging employers, making the case for hosting work-based learning, addressing concerns, and evaluating experiences to ensure they effectively build employability and technical skills.

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B.2.c.vii. Describe how the eligible agency will 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)

Annually, the state approves rigorous competency-based CTE frameworks. The inclusion of competency-based courses allows for differentiation in instructional delivery and the incorporation of hands-on and work-based learning opportunities. The frameworks allow for flexibility and accommodations to adapt to individual learner needs, such as those identified for special populations. The incorporation of flexibility and personalized learning opportunities facilitates academic success for all students.

All secondary frameworks incorporate English language development (ELD) standards to ensure English language learner (ELL) special populations are provided visual, graphic or interactive support to ensure academic success. For adult ELLs, the state has developed a model allowing integration between programs supported by WIOA and postsecondary CTE. The model provides continued opportunities to develop the student's literacy skills and provide ELD support through contextualized learning in a postsecondary CTE program. To support and improve the performance of students with disabilities, the secondary CTE frameworks allow for modified courses to support students with moderate to severe disabilities while learning the same competencies as the traditional course. Adult students with disabilities are provided accommodations within the postsecondary programs and may be exempted from some basic skills requirements required for program completion (Rule 6A-10.040, F.A.C.).

To support the evaluation of performance, the state provides equal access to resources and tools to improve performance. FDOE staff responsible for CTE accountability and performance evaluation support eligible recipients through professional development, training opportunities and targeted technical assistance. In addition, FDOE has created Perkins V specific state definitions of equal access in section B.3 as well as definitions of performance and meaningful progress in section D.5. To identify performance gaps, FDOE and eligible agencies have reports showing enrollment and performance data with varying levels of aggregation. In addition, FDOE is developing an improved data application to allow users to customize reports to meet their needs, as well as reports with a focus on performance gaps. To support agencies struggling with student performance, Florida will continue to use a comprehensive data-driven program improvement process. The process includes the evaluation of program quality indicators and the development of an agency-specific action plan to address gaps. Program improvement plans will be required of agencies who fail to meet 90% of their local agreed upon level of performance in any of the core indicators. Additional technical assistance will be provided to select agencies who fail to meet performance goals for a core indicator over multiple years.



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B.2.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)

Secondary school students will be provided the opportunity to participate in dual enrollment and other forms of acceleration (credit by exam, AP, local and statewide articulation agreements) in accordance with Chapter 1007, *Articulation and Access*, Florida Statutes. As one of four statutory education goals, *Seamless Articulation and Maximum Access*, dual enrollment is a mainstay of Florida's education system.

Dual enrollment is an acceleration mechanism that is defined in state statute as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Career dual enrollment is a specific form of dual enrollment defined in state statute in which students enroll in postsecondary courses that lead to an industry certification as identified in s. 1008.44, F.S., and career dual enrollment is an acceleration mechanism that leads to a certificate and or degree and an industry certification. Rather than counting as a random postsecondary elective credit, career dual enrollment culminates in a meaningful postsecondary credential of value.

Acceleration mechanisms, including dual enrollment, shorten the time needed to complete postsecondary certificate or degree requirements, broaden the scope of available options after high school and increase the depth of content available to students in a particular field.

B.2.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)

FDOE is committed to continuous engagement with its key stakeholders in a variety of ways during the entire Perkins V lifecycle. The Florida Department of Education (FDOE) has underscored the crucial role of stakeholder engagement. FDOE has enhanced its approach to stakeholder engagement, developing a more robust strategy to ensure ongoing involvement throughout the duration of the four-year State Plan period.

As described in A.1, through a multi-tiered committee structure, FDOE leadership and CTE teachers, administrators and faculty were engaged to provide subject matter expertise and policy guidance for development of the State Plan. The various committees made recommendations regarding overall goals for the Plan and helped to formulate secondary and postsecondary CTE priorities. Working committees, comprised of secondary and postsecondary CTE professionals from across the state, made recommendations regarding issues related to program innovation, accountability and data-driven decision making, fiscal policy and equal access. As the State Plan is implemented over the next four-year period, aspects of this multi-tiered committee structure will be continued in order to provide policy guidance and advice on ways in which the Plan can be improved and/or revised.

Once CTE programs have been evaluated for program quality through the annual audit, a complimentary mechanism exists to ensure that CTE program instructional standards are rigorous and meet current industry needs. In accordance with state statute, each secondary and postsecondary CTE program is reviewed every three years by representatives from relevant businesses/industries, CTE teachers, administrators and faculty to reflect current business and industry needs specific to the occupation for

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which it prepares. All program development and approval occur with consultation of industry expert advisors and workforce development resources and teachers/faculty in the relevant area. With the help of these stakeholders, CTE programs are aligned with the skill requirements needed for Florida's workforce.

To capture perceptions and experiences with CTE courses and programs from both secondary and postsecondary students, parents and CTE secondary and postsecondary faculty, surveys and formal discussion groups were conducted to collect information on the state of CTE in Florida and help to guide future development and implementation of the Plan. Surveys targeted students in grades 6-12, postsecondary students and parents of public school students in grades 6-12, regardless of their participation in CTE. Information was gathered on their participation, experiences and opinions of CTE programs and courses.

To collect more in-depth information on the ways in which CTE prepares students for careers and college and how their CTE course selection has influenced their plans after high school graduation, focus groups were conducted with parents of children in grades 6-12, students in grades 9-12, postsecondary CTE students and secondary and postsecondary CTE teachers.

Information gleaned from these surveys and focus group discussions will be used to assist in identifying areas needing improvement in CTE programs and to evaluate the current perceptions of CTE in order to shape future plans for information dissemination and assist in setting future priorities for CTE programs and courses.

Local-Level Stakeholder Engagement

Apart from state-level engagement, these key stakeholders play a critical role in the CLNA process conducted by eligible recipients to inform needs, identify strengths and weaknesses and ultimately drive program innovation. Eligible recipients have been tasked with assuring that all stakeholder groups highlighted in Perkins V, including members of special populations, are represented in their evaluation of current programs and identification of challenges and developing strategies to address these challenges.

B.2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

Copies of the 2024-25 local application templates are included in Appendix D – Perkins Request for Application.

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Florida has two distinct applications that will be required: one for eligible recipients of secondary funds and one for eligible recipients of postsecondary funds. At a minimum, eligible recipients will be required to provide descriptions of the following:

- The results of their comprehensive local needs assessment;
- The CTE offerings and activities that the eligible recipient will support with Perkins V funds (which shall include not less than one program of study) and a description of how the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded;
- New programs of study the eligible recipient will develop and submit to the state for approval; and how students, including students who are members of special populations, will learn about their school's CTE offerings and whether those offerings are available as a local program of study;
- Collaborative efforts with local workforce development boards, other local workforce agencies and other partners to provide career exploration and career development coursework, activities or services; career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described, and an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;
- Activities to improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (secondary eligible recipients);
- Activities to prepare all students, including special populations students, for high-skill, high-wage or in-demand industry sectors or occupations that will lead to self-sufficiency, preparation of CTE participants for non-traditional fields, plan to provide equal access to CTE courses, programs and programs of study, and plan to ensure that students will not be discriminated against;
- Work-based learning opportunities that will be provided to students participating in CTE programs and how the eligible recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students;
- Plan to provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable (secondary eligible recipients);
- Coordination efforts between FDOE and institutions of higher education to support the recruitment, preparation, retention and training, including professional learning, for teachers, faculty, administrators and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements; and
- Plan to address performance as described in Section 113(b)(3)(C)(ii)(II) in each of the plan years.

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B.2.g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

The CLNA guidelines are provided in Appendix A – Requirements for the Initial Perkins V Comprehensive Local Needs Assessment.

B.2.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.

Pursuant to Section 135(b), definitions of size, scope and quality have been crafted through process of stakeholder engagement that set a high bar for programs that use Perkins funds. All programs using Perkins funds will be required to meet these standards as verified through the CLNA and aligned during the annual local application. Perkins V builds upon the Perkins IV historic shifts in terms of how Florida delivers CTE programs through the conceptual framework of size, scope and quality which is not formally defined in Perkins V. Defining size, scope and quality was a key policy charge of the statewide Program Innovation working committee. The committee recommended a policy framework that would ensure that Perkins V funds are used to drive intentionally-designed programs for student participation in such programs and impactful student outcomes. To guide this work, the committee studied Perkins V and identified the following key CTE programmatic components consistent throughout the law:

- workforce alignment and business involvement;
- work-based learning and CTSOs;
- equal access;
- engaging instruction and prepared and effective staff; and
- sequencing, acceleration and articulation, credential of value.



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Those key programmatic components became the basis for the development of the size, scope and quality policy framework that honors Perkins V and Florida's goals toward intentionally-designed program offerings. Florida's definition of size, scope, and quality are described in **Tables 4 and 5** below.

Table 4: Florida's Perkins V Size, Scope and Quality Standards

Secondary

Size

Middle School

- Provide an opportunity for middle school students who earn CTE high school credit to take at least two additional CTE courses in high school in the CTE program started in middle school (or one additional course in programs with only two courses).
- Provide middle grades exploratory CTE courses (as identified by FDOE) that introduce students to CTE programs available at the high school level (grades 9-12) in the school district.

High School

- Provide an opportunity for students to take three CTE courses in a single CTE program (or two courses in programs with only two courses).

Scope

- Provide students an opportunity for work-based learning, career and technical student organizations or capstone experiences that engage students learning inside or outside the classroom.
- Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the eligible recipient's most recent CLNA.

Quality

- Provide an opportunity for students to earn a recognized postsecondary credential.
- Provide instruction that integrates academic, technical and employability knowledge.
- Provide instruction that incorporates relevant equipment, technology and materials to support learning.
- Provide CTE instructors who are given support to: (1) maintain up-to-date knowledge and skills across all aspects of industry; and (2) maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
- Implement measures to create opportunities for all students to succeed in CTE.

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Table 5: Florida's Perkins V Size, Scope and Quality Standards

Postsecondary

Size

- Provide an opportunity for students to become full program completers.

Scope

- Provide students an opportunity for work-based learning, career and technical student organizations or capstone experiences that engage students learning inside or outside the classroom.
- Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the eligible recipient's most recent CLNA.

Quality

- Provide an opportunity for students to earn a recognized postsecondary credential.
- Provide instruction that integrates academic, technical and employability knowledge.
- Provide instruction that incorporates relevant equipment, technology and materials to support learning.
- Provide CTE instructors support to: (1) maintain up-to-date knowledge and skills across all aspects of industry; and (2) maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
- Implement measures to create opportunities for all students to succeed in CTE.

B.3. Meeting the Needs of Special Populations

Background

Florida's Executive Order 19-31 and accompanying 2019 legislation set an ambitious credential attainment benchmark: 60 percent of all working-age Floridians holding a high-value postsecondary certificate, degree or training experience by 2030. Given this important goal, as well as the significant focus on special populations in Perkins V, FDOE placed increased attention on equal access to a meaningful CTE experience for all students, including students in identified special populations and subgroups.

To guide the state's focus on equal access, the Equal Access for Special Populations working committee (as referenced in A.1.) was formed and assigned to recommend definitions of these terms to assist FDOE in developing a comprehensive plan and assist eligible recipients to address equal access in their local application as well as their CLNA. The definitions, adopted by the Policy Advisory Committee and the Steering Committee, include the following:

- **Equal Access:** Executing tactics and protocols aimed at furnishing students with the necessary resources, services and academic assistance crucial for their academic success.

The Program Innovation working committee adopted state standards for size, scope and quality and prioritized equal access as a standard of program quality. As such, secondary and postsecondary eligible recipients will be required to demonstrate in the local application the measures being implemented to ensure all students succeed in CTE.



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FDOE staff conducted extensive interagency consultation with program offices that work with students, including students in identified special populations, at both the secondary and postsecondary levels. This included postsecondary school district technical college/center and state college levels. These consultations included discussions with the McKinney-Vento state coordinator for education of homeless children and youth. FDOE staff also met with outside agencies and organizations working with foster youth and individuals with disabilities. Staff from the Florida Governor's Council on Indian Affairs, Florida Agriculture and Mechanical University (FAMU) and Veterans Florida provided insight on their unique missions and the populations they serve.

Discussion in these meetings centered on: (1) special populations accessing and being successful in CTE programs; and (2) strategies and initiatives in those programs that would be applicable to CTE.

One factor apparent was the desire for additional information about CTE. The Perkins V provision of ongoing stakeholder engagement will allow FDOE to serve special populations across multiple federal programs in a collaborative and deliberative fashion moving forward.

Other factors of note, from a brief review of trends in discussions, included: (1) the need for career counseling across a number of groups to make smoother transitions into continued education and/or employment after high school; (2) the need to provide supports and services that meet the individual needs of students regardless of special population status; (3) misconceptions and stereotypes about special populations and subgroups, and the types of accommodations that can help all students be successful; (4) a lack of coordination and sharing of resources between various pools of federal and state funding that would greatly benefit and resolve some challenges for special populations and subgroups; and (5) need for additional services and resources at school district technical centers/colleges for special populations and subgroups.

This in-depth stakeholder engagement clarified the similarities facing various special populations. These findings made it clear that providing information about CTE benefits all Florida students.

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B.3.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;***
- ii. ***will not be discriminated against on the basis of status as a member of a special population;***
- 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;***
- iv. ***will be provided with appropriate accommodations; and***
- 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)***

Equal Access and Opportunities to CTE Programs and Activities

The first of Florida's Perkins V State Plan goals is to "ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state." This goal applies to all students and also underscores the state's commitment to those practices which ensure that members of special populations will have equal access to, and success in, CTE opportunities. This commitment will continue through Perkins V. FDOE's Office of Equal Educational Opportunity provides services and information to Florida schools, school districts, parents, students and community groups on topics impacting equal access. It assists in ensuring that all institutions receiving federal funds provide equal access and equal opportunity in its programs, services and activities to all students and staff, regardless of race, sex, national origin, disability, age and marital status.

School districts and FCS institutions ensure their educational and employment programs, services and activities are provided without discrimination on the basis of race, color, national origin, sex, age or disability.

Any institution receiving federal financial assistance must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, American with Disabilities Act and Section 1000.05, Florida Statutes.
- Establish and publish grievance procedures to handle complaints of discrimination and harassment. These procedures should incorporate timelines to ensure a timely and fair resolution of complaints and must be accessible to students, parents, employees and the broader community.
- Provide continuous notice to students, parents, employees and the general public that the organization prohibits discrimination. It must also provide annual notice of nondiscrimination for its CTE programs. The nondiscrimination notices must provide contact information for filing complaints.

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FDOE utilizes numerous strategies to ensure all students are provided equal access to CTE programs and activities and not discriminated against on the basis of status as a member of a special population, which include the following:

- Monitoring of school district and FCS institution compliance with:
 - » *34 Code of Federal Regulations 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;*
 - » *Title VI of the Civil Rights Act of 1964;*
 - » *Title IX of the Education Amendments of 1972;*
 - » *Americans with Disabilities Act (ADA) and Section 504;*
 - » *Age Discrimination Act; and*
 - » *Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap.*
- Section 1000.05, Florida Statutes provides:
 - » Professional learning, training and technical assistance on state and federal statutes and regulations, institutional responsibilities and promising practices;
 - » Awareness information on secondary and postsecondary students with disabilities and other special populations through online training materials and other resources for school counselors, student advisors, CTE teachers and administrators;
 - » Assistance with local staff development on program success for students with disabilities;
 - » Supporting the academic success and secondary transition of students with disabilities to postsecondary through the statewide Project 10: Transition Education Network; the Florida Center for Students with Unique Abilities; and the Florida Consortium on Inclusive Higher Education.

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Eligible recipients must demonstrate progress toward implementation of equal access to high-quality CTE programs and programs of study for all students in the CLNA. As part of the local application, eligible recipients will describe recruitment and retention strategies for special population students and identify local policies that address resources, services and academic supports to encourage participation in CTE programs.



High Quality CTE Programs Designed to Meet or Exceed State Determined Performance Levels; Opportunities for Work-Based Learning and Appropriate Accommodations

Florida's rigorous program standards for size, scope and quality lay the foundation for program excellence and sets the expectation that all students, including special populations, will be able to participate in CTE programs meeting these benchmarks. These rigorous standards include opportunities for work-based learning and will contribute to student performance to ensure they are prepared to excel in fulfilling careers.

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The following are examples of strategies in place to assist all students in meeting or exceeding state-determined levels of performance:

1. Require school districts and FCS institutions adopt a policy exempting postsecondary students with disabilities from certain basic skills testing requirements associated with some postsecondary CTE programs as outlined in Rule 6A-10.040, Florida Administrative Code.
2. Florida's adult education programs provide integrated education and training to adult ELLs and adults lacking a high school diploma who are concurrently enrolled in postsecondary CTE programs. Integrated Education and Training service approaches built into Florida's WIOA Combined 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.
3. To help special populations, Applied Academics for Adult Education provides academic supports and academic development to postsecondary CTE programs.
4. The process of modifying secondary CTE program standards allows students with disabilities equal access to the standards.
5. Programs that allow for flexible design, delivery and differentiated instruction for students with significant cognitive disabilities are provided and supported, including Vocational Employability Skills for Youth (secondary); Career Education Services for Students with Disabilities (secondary); Specialized Career Education Basic (postsecondary); and Specialized Career Education Advanced (postsecondary).
6. In both state correctional and juvenile justice facilities (DJJ), students can receive training in various program areas and funds will continue to be used to provide staff professional learning to help to assure student success. 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.

Work-based learning opportunities are available to all students, including members of special populations. Another goal of the State Plan is to “engage industry partners to drive program innovation and work-based learning opportunities.” A major focus of goal implementation will be ensuring that work-based learning opportunities are designed so that all students regardless of zip code, including special populations, can participate and benefit from these opportunities. This means raising the awareness of students, parents, educators and employers on existing work-based learning opportunities, guidance, resources, accommodations and training. It also means continuing to investigate new ways to create work-based learning opportunities where none exist in rural and low-income areas through employer recruitment, simulated work environments, micro-credentialing opportunities, distance mentoring, wrap around services, school enterprises, service learning and on-campus industry projects.

Another 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.

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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.

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

Appropriate accommodations are also an important strategy that school districts and FCS institutions provide to members of special populations in order to help students meet or exceed state-determined performance levels. FDOE supports the use accommodations for instruction and assessment and continues to provide professional learning, technical assistance and numerous resources on this topic. Use of accessible instructional materials, the format of such materials and the necessary related accommodations for the students to participate successfully in CTE programs is actively promoted at the state level.

Other State Level Strategies to Support Special Populations

FDOE staff will provide support to ensure the delivery of appropriate services to special populations, including those in state correctional facilities. In-person and virtual training addressing effective instructional strategies, accommodations and modifications, assessment, career counseling and activities for special populations will be provided to school districts and FCS institutions during the State Plan period.

Efforts to improve and expand participation in CTE programs designated as non-traditional will be supported. 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, FDOE'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.



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The following evidenced-based practices that advance equal access to and participation in CTE programs by members of special populations will be supported:

- 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.

As FDOE takes a comprehensive look at the current approach for statewide delivery of professional learning for CTE teachers, a special focus will be on ways in which preparation for CTE teachers for working with students from special populations, particularly individuals with disabilities, can be improved and expanded. Consideration will also be given to improve professional learning for guidance counselors on options available through CTE and which options may be the best fit for students with disabilities.



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B.4. Preparing Teachers and Faculty

B.4.a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Florida is committed to prioritizing professional learning opportunities that focus on recruitment, preparation, retention and ongoing support for CTE teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel and paraprofessionals. Of particular importance is providing the necessary supports instructional personnel need to ensure special populations receive rigorous and engaging instruction. High-quality CTE teachers are key to engaging instruction and successful outcomes for all learners.

The majority of Florida's secondary and postsecondary CTE instructors enter the classroom from industry. While that experience contributes greatly, this also means that many did not receive the benefits associated with graduating from a traditional teacher education program in the subject in which they are teaching.

Florida has the following two pathways for secondary CTE teacher certification:

- State-issued CTE teaching certificates in one of the following subjects: agriculture (grades 6-12), business education (grades 6-12), engineering and technology education (grades 6-12), family and consumer sciences (grades 6-12) and marketing (grades 6-12) for individuals who hold a bachelor's degree or higher in the subject area or individuals who hold a bachelor's degree.
- Local school-district-issued CTE teaching certificates that are subject to specific education, industry experience and industry certification or licensure requirements pursuant to Florida law. Locally licensed teachers must complete a career education training program conducted through the school district's in-service master plan that includes instruction on teaching methods, course construction, lesson planning and evaluation, and teaching students with disabilities.

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FDOE has utilized Perkins leadership funds to support online training to meet these requirements through the Florida Association for Career and Technical Education (FACTE) and allows school districts to administer school district-approved training programs. Working in partnership with subject matter experts, FDOE seeks to offer a greater level of support for these locally offered training programs by developing content, competencies and evaluations for local teacher preparation programs. With an eye toward ensuring both the quality and availability of CTE teachers, FDOE will study turnover of CTE teachers, school district-reported openings and needs, and program-specific requirements.

FDOE will continue to offer statewide professional learning through a number of avenues. For example, FACTE offers professional learning training via synchronous and asynchronous online training and a yearly conference that hosts several hundred CTE educators from across the state. FDOE is looking to evaluate these professional learning programs and weigh options for providing additional professional learning opportunities for CTE teachers. One example follows models from several other states that offer summer CTE teacher training and externships collaboratively hosted by business and industry to provide additional skill development and industry experience.

The CLNAs carried out by eligible recipients, alongside the state-level CTE program audit, may influence the availability of CTE programs in Florida. Recognizing this impact, FDOE is developing guidance and initiatives to assist teachers. This support encompasses re-training, re-certification, obtaining industry credentials and other essential steps aimed at retaining CTE teachers.

There are also numerous efforts to support all instructional personnel in Florida's Every Student Succeeds Act (ESSA) State Plan, and FDOE will leverage these efforts to specifically support secondary CTE instructional personnel.

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Using ESSA Reforms to Cultivate Great Teachers and Leaders

Florida has been improving its teacher and school leader preparation programs and strengthening the support for teachers, principals and other school leaders. In addition to statutory and administrative rule revisions, Florida has been seeking ways to improve student learning through the improvement of teacher preparation via a site review process that provides the state, as well as individual programs, detailed insights into teacher preparation quality that will foster program improvement and ensure that all new teachers are able to support student learning from day one. These review procedures promote the improvement of individual programs through clear feedback against an evidence-based evaluation framework; provide information to the state about the quality of training teacher candidates; and monitor the efficacy of program improvement efforts.

Florida is examining ways to improve admission requirements to its two-level school leader preparation/certification programs, ensuring that those who enter and complete these programs are prepared to be the most effective instructional leaders that students and teachers deserve. Discussions among state leaders, higher education institutions and school districts are focusing on innovative ways to build an effective principal pipeline in Florida that will meet the needs of those specific geographical areas.

FDOE is committed to ensuring that every student is taught by highly effective teachers and that schools are led by highly effective school leaders. FDOE will continue its efforts to support all educators in being able to identify students with specific learning needs, including children with disabilities, ELLs, gifted and talented students and students with low literacy levels, and to ensure each student's needs are met.

Florida provides extensive teacher training that leads to several content endorsements. For example, a reading endorsement for instructional personnel who provide reading instruction, English for Speakers of Other Languages (ESOL) endorsement for those who support ELLs, and a gifted endorsement for those who support gifted and talented students. Additional efforts will focus on continuing to improve Florida's certification system to ensure that all teachers are subject content experts and highly skilled in research- and evidence-based pedagogical methods proven to contribute to improved student learning.

Resources have been, and will continue to be, directed toward reforming statewide pre-service preparation, as well as assisting districts in developing high-quality professional learning and support systems resulting from deep analyses of a variety of student data that will assist in targeting the specific professional learning needs of instructional personnel. Evaluation systems serve as frameworks for the professional growth of teachers. High-quality professional learning will be provided for principals and other school leaders to enable them to identify the learning needs for all students throughout the state. By supporting the use of data to provide professional learning opportunities for principals and other school leaders, FDOE will build statewide communities of practice to engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes.

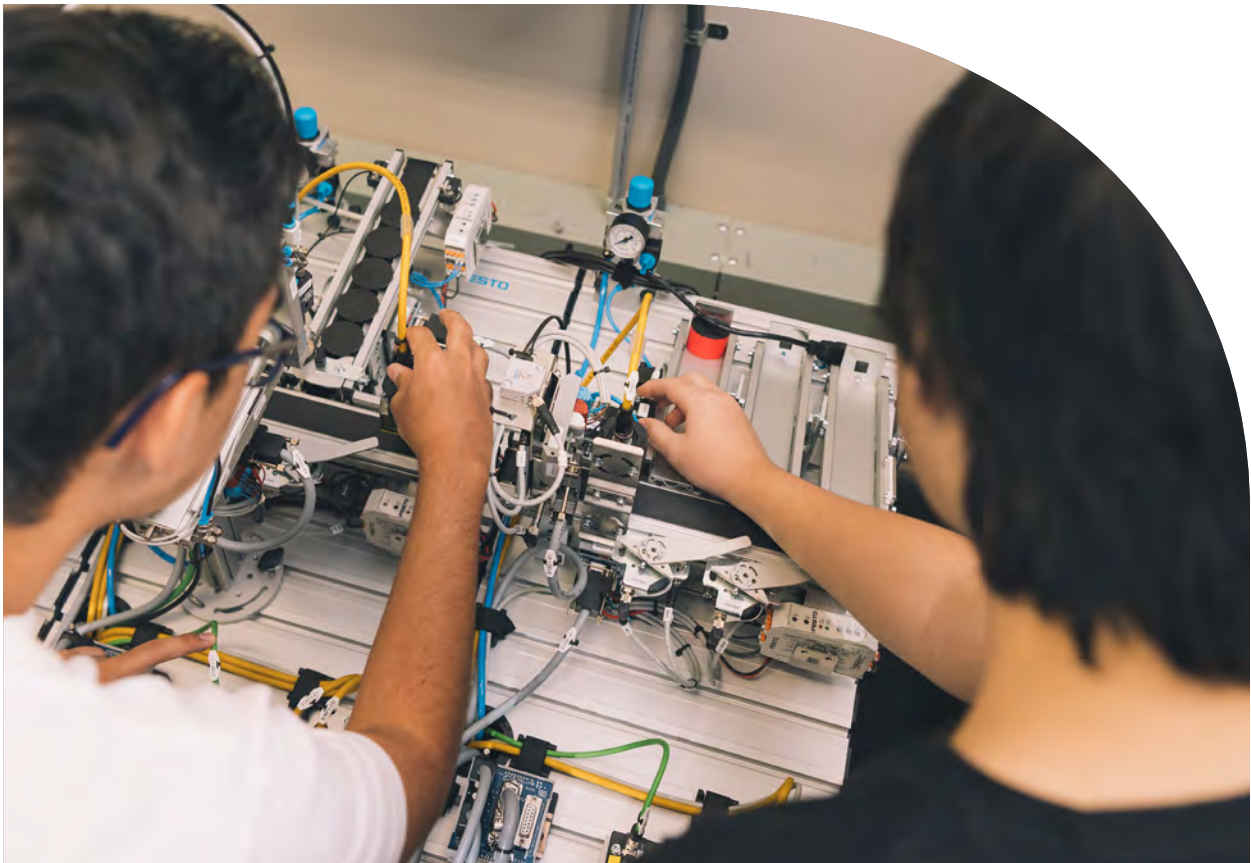


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A commitment to the improvement of student outcomes at low-performing schools is also a mainstay of Florida's ESSA plan. Consistent with research on the impact of highly effective school leaders on student performance, FDOE is actively working to increase the capacity of school leaders to recruit, develop, retain and support effective educators. In addition, the state continues to provide technical assistance by monitoring school district implementation for the improvement of instructional practice through:

- Assistance to school districts to evaluate the effectiveness of professional learning activities and to focus on research-based professional learning;
- Assistance to school districts to ensure individual professional learning is based on data that includes, but is not limited to, the results/analysis of instructional practice and student performance;
- Monitoring and feedback to school districts on their professional learning systems and their alignment to the state's Professional Development Evaluation Protocol Standards; and
- Statewide support to school districts in building capacity for a common language of instruction that includes classroom-level learning goals and formative assessments based on Florida's academic standards, Florida Educator Accomplished Practices and Florida's Multi-tiered System of Support.



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C. Fiscal Responsibility

C.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 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)*

Eligible recipients are identified according to Sections 131 and 132 of Perkins V which stipulates that the purpose of the law is to “develop more fully the academic knowledge and technical and employability skills of secondary postsecondary education students who elect to enroll in CTE programs and programs of study.” Each eligible recipient that offers a CTE program and program of study aligned with the provisions in the State Plan may be approved to receive funds under this Act.

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Annually, Florida will require eligible recipients desiring financial assistance under Perkins V to submit a local application. All eligible recipients will be included in the formula for the program year and will also meet initial eligibility criteria to participate in any supplemental reserve dollars targeted to specific priorities determined by FDOE.

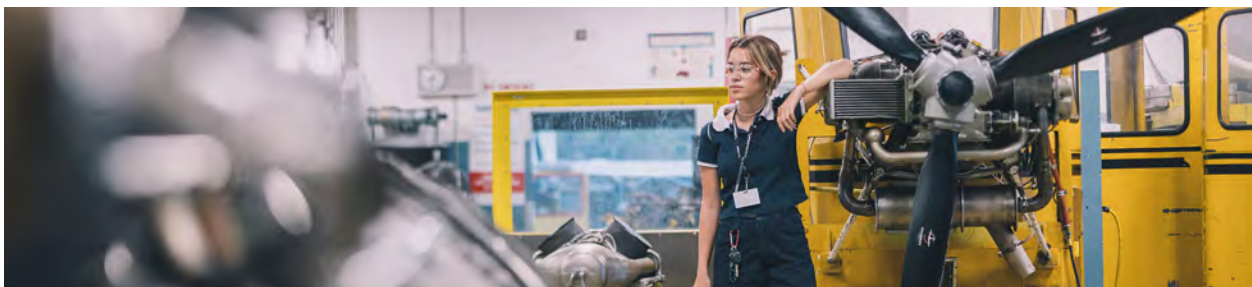
FDOE will evaluate all local applications for funding to determine that the eligible recipient plans to utilize the funds in accordance with provisions of Perkins V, including, but not limited to, promoting continuous improvement in academic achievement, technical skills attainment and addressing current or emerging occupations. Further, an eligible recipient shall conduct a CLNA and include its results in the local application submitted to FDOE. FDOE will evaluate and approve allowable budget items based on the CLNA results. Eligible recipients will be required to submit written narrative in the local application to support direct alignment of the CLNA results to proposed budget expenditures. The local application will include CLNA budget alignment documents such as CLNA-required categories, CLNA needs identified, strategies to address the CLNA needs and budget narrative to address the CLNA needs.

Eligible recipients will ensure that the budgeted items are categorized as appropriate, pursuant to Section 135 (B). In addition, all proposed expenditures must support CTE programs that are of sufficient size, scope and quality to be effective as defined by FDOE.

As described in B.2.h., Florida has adopted rigorous standards for size, scope and quality, which will serve as a filter for eligible recipients to determine if Perkins V funds may be used to support local CTE programs. Florida's size, scope and quality standards operationalize CTE program delivery and serve to drive intentionally-designed programs. The size, scope and quality standards include benchmarks for academic attainment, culmination in a recognized postsecondary credential and validation by the most recent CLNA.

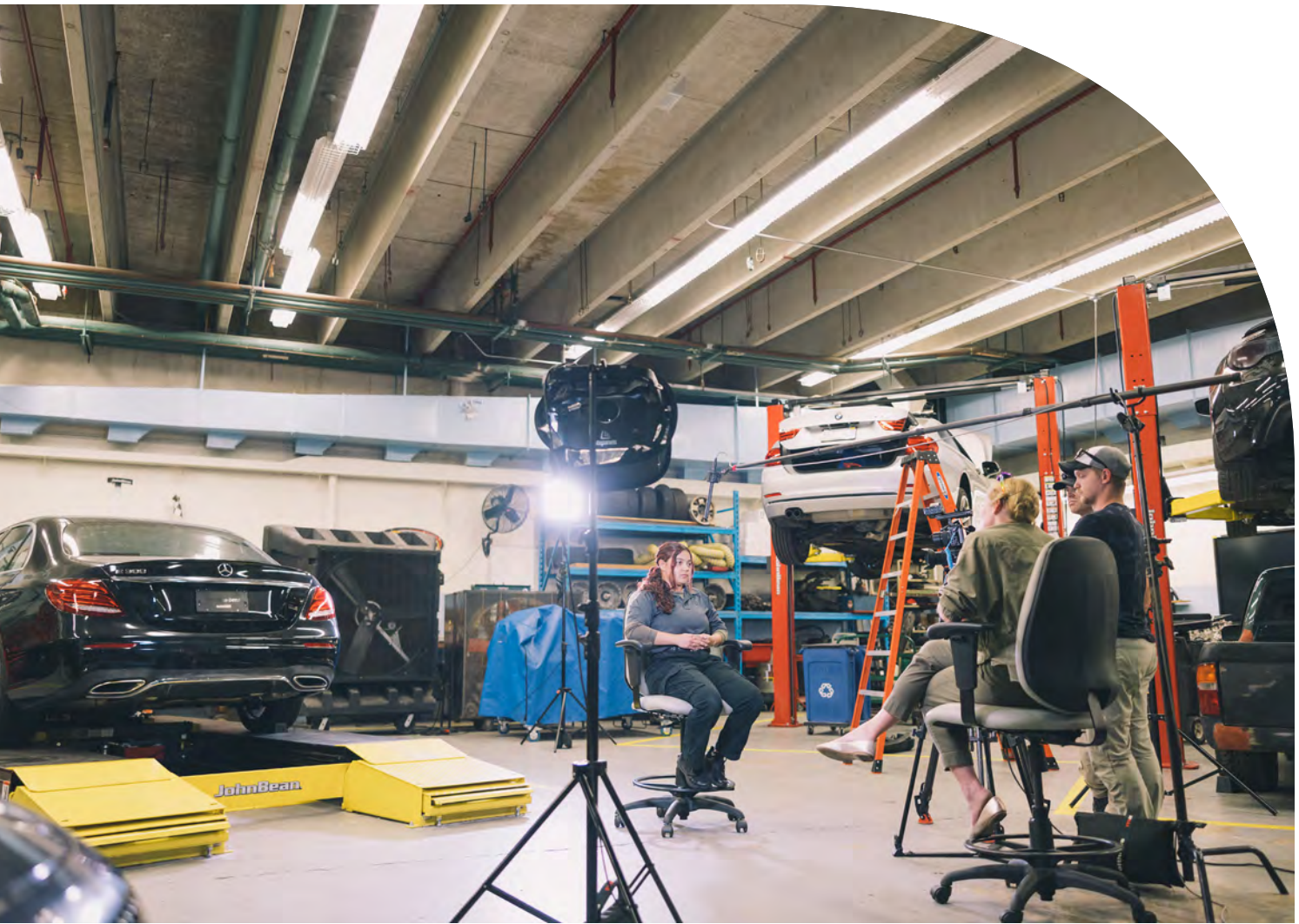
Eligible recipients will be expected to provide narrative and supporting documents for funds which demonstrate how the CTE programs to be supported with Perkins V funds meet the state standards for size, scope and quality as substantiated by the CLNA. Eligible recipients will be required to provide the following:

- An overview of the agency's process for reviewing each CTE program at each school/campus to determine if it met the state standards for the size, scope and quality; and
- Summary statistics on the percentage of all programs (percentage of all programs offered that meet the size, scope and quality requirements).



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C.2.a. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed 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;

Overall Distribution of Funds to LEAs

The state of Florida has determined that funding should be allocated to CTE programs based on the relative need at the secondary and postsecondary level. The sectors include eligible CTE programs in the following sectors:

SCHOOL DISTRICT SECONDARY

CTE programs and courses; and

POSTSECONDARY

CTE programs delivered by school districts (certificate programs) and FCS institutions (certificate and degree programs).

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Florida will continue to use student participation in career and technical programs at each level, measured by instructional or membership hours and converted to full-time equivalent (FTE) students, for the state allocation formula. The FTE student enrollment in CTE is used for the formula distribution of funds to each sector.

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 Career Education FTE generated by students in grades 7 through 12 will be used and includes the following:

- the number of FTE in grades 9-12 Career Education reported by local educational agencies for the state funding formula calculation (classified as program 300 in state reporting);
- the number of FTE in eligible Career Education courses taken by students in grades 7 and 8, based on course enrollments of 7th and 8th graders reported by local educational agencies;
- the number of FTE in eligible Career Education courses taken by ESE students in grades 9 through 12 as reported by local educational agencies; and
- the number of FTE in Career Dual Enrollment courses, clock hour and credit hour, as reported by local educational agencies.

POSTSECONDARY SECTOR

Postsecondary CTE FTE will be used and includes the following:

- the number of Career Certificate and Applied Technology Diploma FTE reported by local educational agencies;
- the number of FTE in courses classified as College Credit Certificate and Associate in Science or Associate in Applied Science degrees as reported by FCS institutions; and
- the number of FTE in courses classified as Career Certificate as reported by FCS institutions.

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Eligible recipients shall file a single plan/application for funding pursuant to Section 134. Basic Grant Funds will be distributed to the two career and technical sectors, secondary and postsecondary, based on proportionate share of total CTE FTE:

- secondary: district programs; and
- postsecondary: district programs and FCS institution programs

A three-year average FTE will be calculated for categories listed above. Annual sector allocations may change based on changes in reported FTE. The average of 2020-2021, 2021-2022 and 2022-2023 will be used to distribute basic grant funds for 2024-2025. This is the same methodology used for Perkins IV. This funding distribution model awards funds annually based on relative need and CTE activity in each sector.

The percentage of basic grant funds for each delivery system will be calculated using a three-year average FTE as follows:

Secondary

District Percentage (%) =

District Secondary FTE (7-12)

District Secondary FTE (7-12) + Postsecondary FTE (combined)

Postsecondary

College and District Percentage (%) =

Postsecondary FTE (combined)

District Secondary FTE (7-12) + Postsecondary FTE (combined)

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C.2.b. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed 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)

Eligible secondary recipients that receive less than \$15,000 in basic grant funds as stipulated in section 131(c) may request a waiver based on section 131 (c)(2) or enter into a consortium agreement with other local educational agencies (LEA). Consortium agreements with other eligible institutions must be for the purpose of pooling funds together to offer CTE activities and programs that are mutually beneficial to all members of the consortium. Waiver requests must be submitted to FDOE for approval.

In Florida, when an LEA elects to enter into a secondary consortium agreement, the consortium members will determine the specific amount of funds that each member will contribute by consensus and ensure the consortium is mutually beneficial to all members. Funds may not be reallocated to individual consortium members for purposes or programs benefitting only one member of the consortium and funds cannot be reallocated dollar-for-dollar to the consortium members.

The rationale of such distribution will be proportionate to the specific CTE activities each member is required to achieve. FDOE will annually review and approve all local consortia's applications and agreements.



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C.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 allocation for secondary CTE programs and programs of study is to be determined based upon the anticipated fiscal year funds and the most recent formula for determining overall secondary and postsecondary allocations. The secondary school district's allocation is calculated based on Section 131 and Section 112 (c) of the Act.

In Florida, LEAs are defined as secondary school districts as authorized by state statute. Allocations are distributed to secondary school districts following the approval of an annual Perkins local application submitted to FDOE that meets the Perkins V requirements in the following areas: budget narrative that aligns with the CLNA need results, CTE program of study, requirement for uses of funds and CTE program of size, scope and quality.

Florida distributes secondary funds to charter schools that are approved by the state as an Independent Local Education (ILE) agency (which authorizes the charter school the ability to use federal funds) and have CTE programs of sufficient size, scope and quality and 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. See C.5 of the state plan for more details related to charter school access impacted by changes in school district boundaries.

The allocation amount awarded to each secondary school district is determined by each LEA's most recent satisfactory data from the U.S. Census Small Area Income and Poverty Estimate (SAIPE). This methodology is consistent with what was approved by the U.S. Department of Education's Office of Career and Technical and Adult Education under previous versions of Perkins.

Please refer to the secondary allocation chart in **Appendix E** – Florida's Secondary Allocations.

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C.4. 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 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The allocation for postsecondary CTE programs is to be determined based upon the anticipated fiscal year funds and the most recent formula for determining overall secondary and postsecondary allocations. The postsecondary allocations are calculated based on the Section 132 and Section 112 (c) of the Act, with an alternative formula.

Florida is unique in the administration of CTE by having a dual delivery system at the postsecondary level consisting of area district technical colleges/centers (governed by K-12 public school systems) and community colleges (governed by FCS). The institutions are geographically located in rural and urban areas so that all persons have equal access to the institution of their choice.

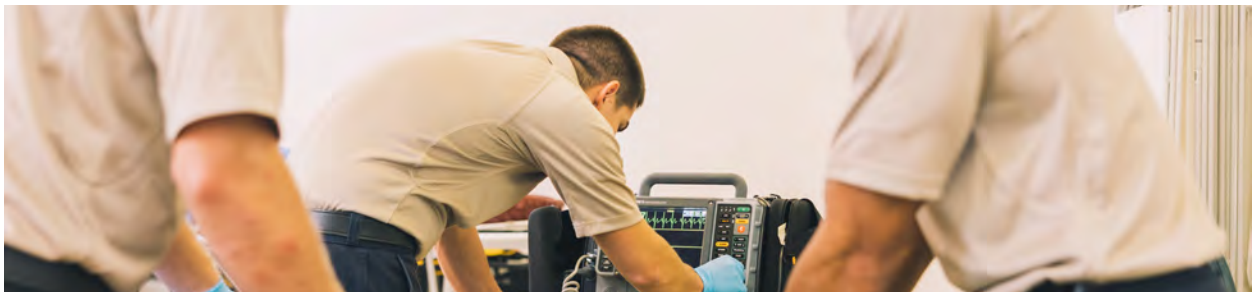
The FDOE will submit an alternative allocation formula for distribution of postsecondary CTE programs to the Secretary of the U.S. Department of Education. The funds will be distributed based on each eligible recipient's proportion of students enrolled in CTE who are economically disadvantaged. Refer to C.2.a of the state plan for details related to the alternative formula calculation. This methodology is consistent with what was approved by the U.S. Department of Education's Office of Career and Technical and Adult Education under previous versions of Perkins.

Currently, Florida does not directly allocate any postsecondary funds to a consortia. Consortium requirements as outlined in Perkins V Section 132 will be imposed should a consortium of eligible institutions elect to operate a joint project.

Allocations are distributed to postsecondary institutions following the approval of an annual Perkins local application submitted to FDOE that meets the Perkins V requirements in the following areas:

- budget narrative that aligns with the CLNA need results;
- CTE program of study;
- requirement for uses of funds; and
- CTE program of size, scope and quality.

Please refer to the postsecondary allocation chart in **Appendix F – Florida's Postsecondary Allocations**.



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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.

The Florida Scholars Academy (FSA) was approved in 2023 by the Florida Legislature in Florida Statute 985.619 to “establish a single unified education system in DJJ residential programs, with a sole focus on providing this student population with a worldclass education that meets their individual needs by embracing multiple educational pathways for students to succeed.”

Florida’s one K-12 Bureau of Indian Affairs school falls under the jurisdiction of a public school district. Charter schools that are approved by the state as an 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. At this time, Florida has two ILE charter school districts that offer CTE programs that meet the requirements and function as eligible recipients (Lake Wales Charter School District and SouthTech Charter School District). Florida will annually update the ILE charter school list to reflect the most current approvals.

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 other traditional public schools, as long as their CTE programs are of sufficient size, scope and quality.

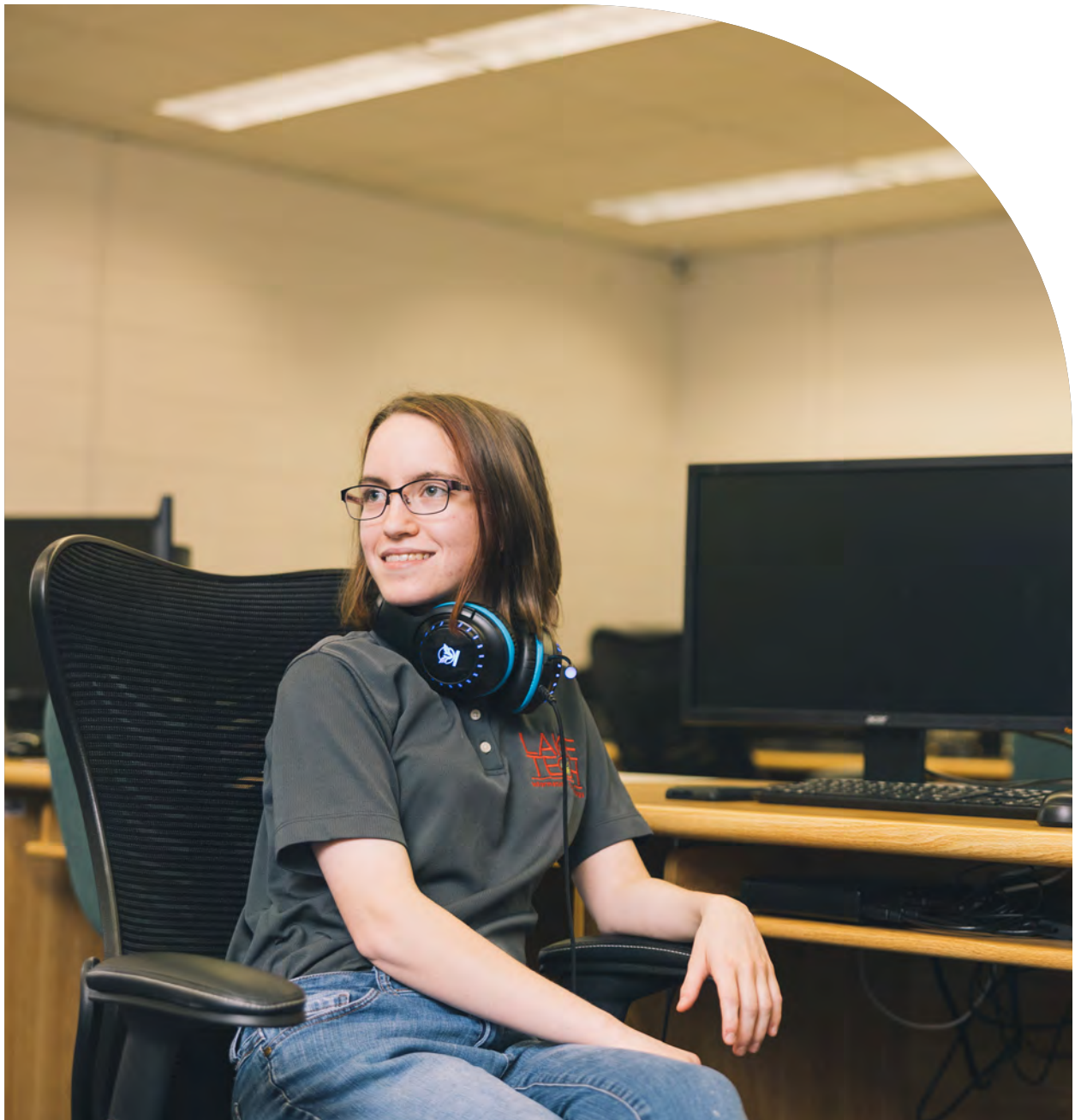
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C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)–

- 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)***

FDOE will not submit a waiver of the secondary allocation formula described in section 131(a).



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C.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).

FDOE uses an alternative allocation formula for distribution of postsecondary CTE programs. The alternative formula was approved as part of the 2020-2024 State Plan and is a modified version of the alternative formula approved for Perkins IV.

Florida is unique in the administration of CTE by having a dual delivery system at the postsecondary level consisting of school district technical colleges/centers and FCS institutions. The institutions are geographically located in rural and urban areas so that all persons have equal access to the institution of their choice. These institutions may offer courses in degree and college credit certification programs as well as technical clock hour certificates.

Lower level of participation in the Pell Grant program by school district technical colleges/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 career and technical postsecondary and adult programs. In addition, Florida has several high quality short-term training programs which do not qualify for the Pell Grant program because their length is not at least 600 clock hours. 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 equal distribution of funds. Under the last calculation, about 20 percent of the students identified as economically disadvantaged were identified as a result of non-Pell indicators.



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Alternative Formula

Funds are distributed based on each eligible recipient's proportion of students enrolled in postsecondary CTE programs who are economically disadvantaged. Students will be identified as economically disadvantaged based on their participation in at least one of the following categories:

- recipients of Pell Grants;
- recipients of Student Education Opportunity Grants;
- participants in a federal vocational work-study program;
- participants receiving services above the core level in Title I of the Workforce Innovation and Opportunity Act;
- recipients of the Florida Student Assistance Grant for Career Education;
- recipients of Temporary Assistance for Needy Families;
- recipients of the Supplemental Nutrition Assistance Program;
- recipients of Florida's Welfare Transition Program; and
- recipients of Homeless Tuition Exemption.

Postsecondary CTE students will be identified based upon declared programs of study in Perkins-eligible postsecondary CTE programs. Postsecondary CTE students will be matched to the economically disadvantaged factors listed above to identify the student population used for the postsecondary allocation.

Please refer to the postsecondary allocation charts in **Appendix F – Florida's Postsecondary Allocations**.

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C.8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Florida will exercise its right to reserve a percentage of the funds sent to local programs to support uses described in Section 112 of Perkins V. This amount is dependent upon final agency award. Through the reserve fund allocation, Florida intends to support Rural Innovation Grants, DJJ programs through the FSA, the FSDB, University Developmental Research Schools and the Florida Virtual School.

FDOE will determine whether the eligible recipients for the following grants meet one or more of the following criteria as specified in Section 112, prior to the award of any funds:

- serve students in rural areas;
- have high numbers of CTE concentrators or CTE participants; and
- ensure all special populations are meeting performance goals.

These funds will be used to promote innovation and opportunities for career pathways aligned with high-skill, high-wage or in-demand occupations or industries. Funds may only be used to support CTE programs which meet the size, scope and quality requirements as specified above.



Rural Innovation Grants

Florida has determined that its general allocation adversely impacts rural districts because of their size. Specifically, the model for allocation of funds based on population results in allocations for small population districts that are not sufficient to make a meaningful impact on the availability and quality of CTE programs in those areas. Many of these rural areas include a high percentage of students who are members of subgroups or who are economically disadvantaged. The state therefore resolved that a primary goal in the use of state reserve funds would be to provide additional funding to rural areas through rural innovation grants.

The rural innovation grants will be based upon geographic identifications of counties classified by the state as rural. Rural areas are defined by the state and documented by the Rural Economic Development Initiative (REDI), which recognizes those rural or economically distressed counties or communities designated pursuant to sections 288.0656 and 288.06561, Florida Statutes, as REDI qualified. The REDI program is administered within the Office of Tourism, Trade and Economic Development, and the designation of the REDI counties is updated periodically. Only counties as identified by REDI shall be considered for participation in this funding.

The geographic allocation by county will be calculated as follows:

- minimum base amount of \$50,000; and
- proportionate share of remaining funds based upon the non-seasonally adjusted labor force size for the most recently available year.

Eligible recipients providing secondary and postsecondary programs in the geographic area will be required to submit a joint application based upon a local agreement. The local agreement on use of the Rural Innovation Grant funds must include the school district, any district postsecondary institution serving the county and the FCS institution serving the county. The fiscal arrangement for funds must include documentation that the students served with the funds are from the rural county or receiving services in the county and must reflect the project and the size of the population (secondary and postsecondary) impacted by the funds.

If all eligible recipients cannot reach an agreement on the use of funds, FDOE will select the fiscal agent and make allocation decisions based upon the number of students served in the county with the proposed use of funds.

While the current Rural Innovation Grants address the needs of CTE students residing in rural counties, feedback during the State Plan public comment period indicated that consideration should be given to rural communities located within counties not designated as "rural." Many of the state's larger counties, for example, have significant rural populations that face many of the same challenges as rural-designated districts that receive additional grants through the Reserve Fund. During the first year of the Plan, FDOE will further investigate the unique needs of these communities to determine if an expansion of the Rural Innovation Grants, or other accommodations, are warranted.



Department of Juvenile Justice

DJJ programs are eligible for funds through the Florida Scholars Academy (FSA) to more fully develop the academic, career and technical skills of secondary students. The FSA was approved in 2023 by the Florida Legislature in Florida Statute 985.619 to “establish a single unified education system in DJJ residential programs, with a sole focus on providing this student population with a worldclass education that meets their individual needs by embracing multiple educational pathways for students to succeed.” Funds are awarded to the FSA to support CTE programs which must meet all the requirements of the CLNA, including labor market alignment and size, scope and quality.





Florida School for the Deaf and Blind

FDOE will award a base allocation from reserve funds to support the school's CTE activities and programs.



Developmental Research Schools and the Florida Virtual School

FDOE will award a base allocation from reserve funds to support the CTE programs at the Florida Virtual School.

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FDOE will award an enrollment-based allocation from reserve funds to support the CTE activities and programs at the following schools:

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Developmental Research School
(FAMU High School);

UNIVERSITY OF FLORIDA

Developmental Research School
(PK Young School);

FLORIDA STATE UNIVERSITY

Developmental Research School
(Florida High School); and

FLORIDA ATLANTIC UNIVERSITY,

Developmental Research School
(FAU High School).

C.9. 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

\$5,590
per student

or

\$840,562,985
aggregate expenditures.



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D. Accountability for Results

D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality. Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

The program quality measure that will be used is the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

- Denominator: Secondary CTE concentrators who graduated in the reporting year;
- Numerator: Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.

D.2. Provide on the form in Section V.B, for each year covered by the State plan beginning in 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

See **Table 9** for proposed numerators and denominators for each core indicator and Table 10 for the baseline rates and the proposed four-year state-determined performance levels for each of the required indicators.

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D.3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include-

- a. ***A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance.***
- b. ***An explanation for the State determined levels of performance that meet each of the statutory requirements; and***
- c. ***A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).***

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The proposed levels of performance were posted for comment with a survey instrument allowing interested individuals to provide feedback on the accountability measures and targets. In addition, the proposed level of performance was presented, along with detailed information in the calculations, to the eligible recipients in a statewide webinar. Respondents were provided the opportunity to provide specific feedback on each indicator and the proposed targets as well to provide overall comments as provided in the law.

Table 9 provides the numerators and denominators for all secondary and postsecondary core indicators of performance. FDOE developed detailed business rules for each secondary and postsecondary indicator of performance. The baseline was calculated using the most recent available data from the 2017-18 year. At the time of state plan development, more recent data on employment placement was not available. This baseline will serve as the starting point for the proposed performance level for the FY 2020 through FY 2023. Due to anticipated changes in the recognized postsecondary credentials for secondary programs, the baseline rate was adjusted to account for the estimated effect of these changes. Performance levels for FY 2024 are based on the average performance of 2022-2023 and 2021-2022 and meet the requirement for continuous improvement as required in Perkins V.

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The business rules for the calculation and the rules are aligned with the industry recognized postsecondary credentials approved for state accountability measures, performance funding and accountability requirements for ESSA. The assessments used for the academic proficiency align with the assessments used for reading/language arts, mathematics and science. The CTE concentrator cohort used for the four-year graduation rate is a subset of the ESSA calculation for all students. The post-program placement calculations are aligned with the state reporting requirements for the Workforce Innovation and Opportunity Act.

The baseline data established the most recently available performance rates for all core indicators. The proposed performance levels were set based upon the following methodologies:

For indicators with a current baseline rate of 70% or higher, a progressive performance level was proposed with a 0.25 percentage point increase from the prior year's target.

For indicators with a current baseline rate of less than 70%, a progressive performance level was proposed with a 0.50 percentage point increase from the prior year's target.

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D.4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Critical feedback received in the public comment period was incorporated into the state-determined performance levels. Seven individuals provided comments on the accountability measures and proposed levels. The following table summarizes the feedback received and the FDOE response.

Table 7: Public Comments and FDOE Responses on State Determined Performance Levels

Comment	Response
<p>For indicator 1S1 (graduation rate), respondent believes the target rate is too high and should only be around 90%.</p>	<p>No proposed changes to the level. The most recent four-year graduation rate for all students is approaching 89%. Historically, CTE concentrators have a significantly higher performance level than all students on the graduation rate calculation. FDOE will monitor the state’s performance in 2020-2021 and evaluate whether changes to performance levels should be initiated.</p>
<p>For indicator 2S1, 2S2 (academic proficiency – reading/language arts and mathematics), respondent inquired about the potential use of ACT and SAT scores as a substitute for proficiency.</p>	<p>No proposed changes to the methodology. The current business rules are in alignment with the assessments used for ESSA.</p>

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Comment	Response
For indicator 2S3 (academic proficiency-science), respondent proposed that the target should be the same as either Reading or Math.	No proposed changes to the methodology. The current business rules are in alignment with the assessments used for ESSA and with the baseline calculation.
For the nontraditional program indicators, one respondent indicated concern that the list of non-traditional programs used for the baseline may differ from the list of programs used in future years of accountability measurement.	There are no proposed changes at this time. If major changes to the non-traditional program list are approved, FDOE will review the effect of these changes on the performance levels to determine whether a change should be initiated.
For indicator 5S1, respondents expressed a concern that the changes to the recognized postsecondary credentials over the four years would need to result in an updated calculation and impact analysis.	The proposed targets for the indicator were adjusted after the initial publications to address anticipated changes to the approved list of postsecondary credentials. If additional changes are made to this list (i.e. removal of credentials), FDOE will review the effect of these changes on the performance levels to determine whether a change should be initiated.
For postsecondary retention and placement, respondent expressed concerns about the ability to track this information with fidelity.	No proposed changes to this calculation. FDOE can use the employment and postsecondary education placements except self-employment/contracted work and out-of-state. Whenever possible, additional sources will be added to supplement the current sources.
One respondent encouraged additional measures such as open educational resources, zero textbook cost indicator and dual enrollment in career courses.	No proposed changes to the indicators.
One respondent proposed an additional program quality measure for secondary; the percentage of CTE concentrators graduating from high school having participated in work-based learning.	No proposed changes to the indicators. FDOE agrees that work-based learning is an important component of quality CTE programs. This activity is included in size, scope and quality requirements for this reason. As quality opportunities for work-based learning are better identified, FDOE will initiate additional data collection that better captures the depth and breadth of work-based learning in secondary CTE programs. If reliable data is available, future changes to the indicators may be considered.

For the targets proposed in 2024, only one comment was received, which stated "I believe the Non-Traditional target fails to account for differing regional makeups, and college service areas. "This comment does not impact our statewide targets.

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D.5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V). As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), 8 the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

FDOE adopts the following definitions for the purposes of identifying and addressing performance for students in special populations:

EQUAL ACCESS

Implementing strategies and policies to provide the resources and academic support that certain students need to succeed in school.

PERFORMANCE

Ensure all students, including special populations are meeting performance goals.

MEANINGFUL PROGRESS

For special populations and subpopulations numbering 10 or fewer, the agency should implement strategies related to increasing the overall number of students included in the cohort. For special populations and subpopulations greater than 10, meaningful progress is defined as all groups must make progress in closing the achievement gap.

FDOE will design data reports for all eligible recipients that provide detailed performance summaries on performance indicators, disaggregated for all special populations. As part of the Comprehensive Local Needs Assessment (CLNA), as well as the local application, recipients will be required to identify local gaps in performance among special populations and to address their activities and strategies that will be used to close any performance gaps.

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BUDGET

Table 8: Florida's Budget for Fiscal Year (FY): 2023-2024

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$79,734,127.00
2	State Administration	1.5%	\$1,200,000.00
3	State Leadership	8.84%	\$7,051,391.00
4	• Individuals in State Institutions	1.25%	\$1,000,000.00
4a	» Correctional Institutions	Not required	\$1,000,000.00
4b	» Juvenile Justice Facilities	Not required	
4c	» Institutions that Serve Individuals with Disabilities	Not required	
5	• Nontraditional Training and Employment	Not applicable	\$85,000.00
6	• Special Populations Recruitment	0.001% or 50K	\$57,750.00
7	Local Formula Distribution	89.31%	\$71,211,885.00
8	• Reserve	10.69%	\$7,613,523.00
9	» Secondary Recipients		
10	» Postsecondary Recipients		
11	• Allocation to Eligible Recipients	89.30%	\$63,598,362.00
12	» Secondary Recipients	51.47%	\$32,912,152.00
13	» Postsecondary Recipients	48.25%	\$30,686,210.00
14	State Match (from non-federal funds)	Not applicable	\$1,200,000.00

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STATE DETERMINED PERFORMANCE LEVELS

Table 9: Section 113(b) Core Indicators of Performance

Indicator	Code	Indicator Name	Numerator	Denominator
Secondary Level				
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate	Those students in the denominator who have one of diploma types used for the ESSA calculation by the end of the fourth year of the cohort.	Students in the district’s ESSA graduation cohort who are identified as secondary CTE concentrators.
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/ language arts as described in section 1111(b)(2) of such Act.	1S2	Academic Proficiency in Reading/ Language Arts	Those students from the denominator who scored a Level 3 or above on the FSA/FSAA ELA exam on the most recently taken grade level assessment.	CTE Concentrators who were enrolled in the reporting year and who took an FSA Exam in English Language Arts (ELA).
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics	Those students from the denominator who scored a Level 3 or above on the FSA, Algebra 1 EOC, Geometry EOC or alternative assessment.	CTE Concentrators who were enrolled in the reporting year and who took a mathematics FSA, high school level mathematic exam (Algebra I EOC or Geometry EOC).

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Indicator	Code	Indicator Name	Numerator	Denominator
Secondary Level				
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	3S2	Academic Proficiency in Science	Those students from the denominator who scored a Level 3 or above on the Biology 1 EOC or alternative assessment.	CTE Concentrators who were enrolled in the reporting year and who took the Biology I exam.
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post Program Placement	Those students from the denominator who were found in the 2nd quarter after exiting in the following: <ul style="list-style-type: none"> • Enrolled in Postsecondary Education or Advanced • Employed • Other placement types 	CTE Concentrators who exited K-12 in the prior year
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Nontraditional Program Concentration	Those students from the denominator who were concentrators in a program identified as non-traditional for their sex.	CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.

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Indicator	Code	Indicator Name	Numerator	Denominator
Secondary Level				
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential	Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.	Secondary CTE concentrators who graduated in the reporting year

Indicator	Code	Indicator Name	Numerator	Denominator
Postsecondary Level				
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement	Those students from the denominator who were found in the 2nd quarter after exiting in the following types of placement: <ul style="list-style-type: none"> • Enrolled in Postsecondary Education or Advanced Training • Employed • Other placement types 	Students in the district's ESSA graduation cohort who are identified as secondary CTE concentrators.
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	2P1	Earned Recognized Postsecondary Credential	Those students in the denominator who: <ul style="list-style-type: none"> • Earned a recognized postsecondary credential in the current year • Earned a recognized postsecondary credential in the prior year 	CTE Concentrators who were enrolled in the reporting year and who took an FSA Exam in English Language Arts (ELA).

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Indicator	Code	Indicator Name	Numerator	Denominator
Postsecondary Level				
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Concentration	Those students from the denominator who were concentrators in a program identified as non-traditional for their sex.	CTE Concentrators who were enrolled in the reporting year and who took a mathematics FSA, high school level mathematic exam (Algebra I EOC or Geometry EOC).

Table 10: State Determined Performance Levels (SDPL) Form for Florida

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Indicators	Baseline Level	Performance Levels					
		FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2025
Secondary Indicators							
1S1: Four-Year Graduation Rate	95.73%	95.75%	96.0%	96.25%	96.50%	96%	TBD
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	70.85%	71.0%	71.25%	71.5%	71.75%	65.5%	TBD
2S2: Academic Proficiency in Mathematics	59.95%	60.0%	60.5%	61.0%	61.5%	68.4%	TBD
2S3: Academic Proficiency in Science	73.08%	73.25%	73.5%	73.75%	74.0%	68.5%	TBD
3S1: Post-Program Placement	69.25%	69.50%	70.0%	70.5%	71.0%	72.3%	TBD
4S1: Non-traditional Program Concentration	41.74%	41.75%	42.25%	42.75%	43.25%	34.7%	TBD

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Indicators	Baseline Level	Performance Levels					
		FY 2020	FY 2021	FY 2022	FY2023	FY 2024	FY 2025
Secondary Indicators							
5S1: Program Quality – Attained Recognized Postsecondary Credential	39.73%	40.0%	40.5%	40.75%	41.0%	53.5%	TBD
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other13	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Column 1	Column 2	Column 3	Column 4	Column 5
Indicators	Baseline Level	Performance Levels		
	FY 2024	FY 2025	FY 2026	FY 2027
Postsecondary Indicators				
1P1: Post-Program Placement	80.0%	80.5%	81.0%	81.5%
2P1: Earned Recognized Postsecondary Credential	56.0%	56.5%	57.0%	57.5%
3P1: Non-traditional Program Concentration	22.0%	22.5%	23.0%	23.5%

Additional Information Regarding State Determined Performance Levels (SDPLs)

Baseline data for 5S1 was adjusted to account for anticipated changes in the industry certifications approved as recognized postsecondary credentials. These changes are expected to take effect for the 2020-2021 academic year and will impact the historical trend on student attainment of credentials.



Additional Information Regarding State Determined Performance Levels (SDPLs)

Baseline data for 5S1 was adjusted to account for anticipated changes in the industry certifications approved as recognized postsecondary credentials. These changes are expected to take effect for the 2020-2021 academic year and will impact the historical trend on student attainment of credentials.



APPENDIX A

REQUIREMENTS FOR

THE INITIAL PERKINS V

COMPREHENSIVE LOCAL

NEEDS ASSESSMENT (CLNA)

This appendix provides the narrative components and information the eligible recipients will be required to submit as part of the local application.

- A.1. *Summary of Florida's Requirements for the CLNA components and the Stakeholder Consultation***
- A.2. *CLNA Stakeholder Consultation Template***
- A.3. *Overview of Size, Scope, and Quality Templates***
- A.4. *Overview of Labor Market Alignment Requirements and Standards***
- A.5. *List of Required Attachments for the CLNA by Content Area***

Appendix A.1. – Summary of Florida's Requirements for the CLNA Components and the Stakeholder Consultation

Local eligible recipients will be expected to provide narrative and supporting documents in the 2020-2021 application for funds (RFA) which demonstrate that the local eligible recipient completed the required activities for the comprehensive local needs assessment (CLNA) as specified in Section 134.

At this time, **Table A.1.a.** and **Table A.1.b.** represent the information to be requested in the 2020-2021 application with regard to the required CLNA elements section and stakeholder consultation. The required attachments identified below must be completed for all programs in which the agency anticipates enrollment during the 2020-2021 academic year. Note that the State Plan is still under development and these requirements may be adjusted as the plan goes through the public review and approval process. In addition, the RFA is still under development.

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Table A.1.A.: Requirements for Narrative and Attachments for Eligible Recipient's CLNA

Element	Narrative and Attachments
SIZE, SCOPE AND QUALITY	<p>REQUIRED NARRATIVE INFORMATION FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> • Provide an overview of your agency's process for reviewing each middle grades CTE course at each school to determine if it met the state standards for the size, scope, and quality. • Provide the percentage of all middle grades courses that met the state standards for size, scope, and quality. <p>SIZE: Intentionally Designed Pathways</p> <ul style="list-style-type: none"> • Does the LEA provide an opportunity for middle grades students to earn CTE high school credit? If "yes," describe the CTE high school credit bearing courses and course numbers by school available to middle school students. <ul style="list-style-type: none"> » If response to previous question was "yes," does the LEA provide an opportunity for interested students to take at least two additional CTE courses in high school in the same program started in middle school? <ul style="list-style-type: none"> • <i>Note: Perkins funds may not be used to support CTE high school credit bearing courses in middle grades unless the LEA can demonstrate additional program coursework is available in high school.</i> • Identify the 9-12 CTE program title(s) and program number(s) by school that students can start in middle school and continue in high school. <p>SCOPE: Engaging Instruction</p> <ul style="list-style-type: none"> • Provide a summary description for how your LEA's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills. <p>QUALITY: Appropriate Instructional Supports</p> <ul style="list-style-type: none"> • Provide a summary description for how your LEA's middle grades exploratory courses provides instruction that incorporates relevant equipment, technology, and materials to support learning. <p>QUALITY: Prepared and Effective Teachers</p> <ul style="list-style-type: none"> • Provide a summary description for how your LEA's middle grades exploratory courses provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning. <p>QUALITY: Equal Access</p> <ul style="list-style-type: none"> • Provide a summary description for how your LEA's middle grades exploratory courses create opportunities for all students to succeed in CTE. <p>REQUIRED ATTACHMENT FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY</p> <ul style="list-style-type: none"> • <i>CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation -Middle Grades Exploratory Courses Template</i>

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Element	Narrative and Attachments
SIZE, SCOPE AND QUALITY	<p>REQUIRED NARRATIVE INFORMATION FOR HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> • Provide an overview of your agency's process for reviewing each CTE program at each school to determine if it met the state standards for the size, scope, and quality. • Provide summary statistics on the percentage of all programs offered that meet the size, scope, and quality requirements. <p>SIZE: Intentionally Designed Pathways</p> <ul style="list-style-type: none"> • Provide a summary description explaining whether or not the LEA provides an opportunity for students to take three CTE courses in a single CTE program (or two courses in programs with only two courses) in all high schools (or other instructional sites) where this program is available. <i>Note: Perkins funds may not be used to support CTE programs in high schools or other instructional sites that do not meet the state standard for "size."</i> <p>SCOPE: Business and Industry Engagement and Workforce Alignment</p> <ul style="list-style-type: none"> • Provide a summary description for how your LEA's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment. <p>QUALITY: Engaging Instruction</p> <ul style="list-style-type: none"> • Provide a summary description for how your LEA's CTE programs provide instruction that integrates academic, technical and employability skills. <p>QUALITY: Appropriate Instructional Supports</p> <ul style="list-style-type: none"> • Provide a summary description for how your CTE programs provides instruction that incorporates relevant equipment, technology, and materials to support learning. <p>QUALITY: Prepared and Effective Faculty and Staff</p> <ul style="list-style-type: none"> • Provide a summary description of how your CTE programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning. <p>QUALITY: Equal Access</p> <ul style="list-style-type: none"> • Provide a summary description for how your CTE programs implement measures for all students to succeed in CTE. <p>REQUIRED ATTACHMENT FOR HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> • <i>CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education Template</i>

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Element	Narrative and Attachments
SIZE, SCOPE AND QUALITY	<p>REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY (SCHOOL DISTRICT AND FCS INSTITUTION) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> • Provide an overview of your agency's process for reviewing each CTE program at each campus to determine if it met the state standards for the size, scope, and quality. • Provide the percentage of all programs offered that meet the size, scope, and quality requirements. <p>SIZE: Intentionally Designed Programs</p> <ul style="list-style-type: none"> • Provide a summary description explaining whether or not the agency provides an opportunity for postsecondary students to complete an entire CTE program. Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer. <p>SCOPE: Experiential Learning</p> <ul style="list-style-type: none"> • Provide a summary description for how your agency's CTE programs provide postsecondary CTE students experiential learning in the form of either work-based learning, capstone experiences, or career and technical student organizations. <p>SCOPE: Business and Industry Engagement and Workforce Alignment</p> <ul style="list-style-type: none"> • Provide a summary description for how your agency's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment. <p>QUALITY: Engaging Instruction</p> <ul style="list-style-type: none"> • Provide a summary description for how your agency's CTE programs provide instruction that integrates academic, technical and employability skills. <p>QUALITY: Equal Access</p> <ul style="list-style-type: none"> • Provide a summary description for how your agency's programs implements measures to create opportunities for all students to succeed in CTE. <p>REQUIRED ATTACHMENT FOR POSTSECONDARY SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> • <i>CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – District Postsecondary CTE Template</i> • <i>CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – FCS Institution Postsecondary CTE Template</i>

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Element	Narrative and Attachments
LABOR MARKET ALIGNMENT	<p>REQUIRED NARRATIVE INFORMATION (FOR BOTH SECONDARY AND POSTSECONDARY PROGRAMS)</p> <ul style="list-style-type: none"> • Provide an overview of your agency's process for: <ul style="list-style-type: none"> » evaluating the alignment of current program offerings with current and future employment demand statewide and in your region. » identifying areas in which your agency is not currently offering programs and for which there is a local demand for training. <p>REQUIRED ATTACHMENTS FOR SECONDARY PROGRAM LABOR MARKET ALIGNMENT</p> <ul style="list-style-type: none"> • <i>CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – Secondary Career Preparatory and Technology Education Template</i> <p>REQUIRED ATTACHMENTS FOR POSTSECONDARY PROGRAM LABOR MARKET ALIGNMENT</p> <ul style="list-style-type: none"> • <i>CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – District Postsecondary CTE Template</i> • <i>CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – FCS Institution Postsecondary CTE Template</i>
Implementation of career and technical education programs and programs of study	<p>REQUIRED NARRATIVE INFORMATION FOR SECONDARY CTE PROGRAMS</p> <ul style="list-style-type: none"> • Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study and the approximate number of students participating in a program of study. What percentage of your school district's CTE students are participating in a compliant Perkins V program of study? • Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed. <p>REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY CTE PROGRAMS</p> <ul style="list-style-type: none"> • Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study. • Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed.

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<p>Recruitment, retention, and training of teachers, faculty and all other professionals</p>	<ul style="list-style-type: none"> • REQUIRED NARRATIVE INFORMATION (FOR BOTH SECONDARY AND POSTSECONDARY PROGRAMS) • Provide an overview of your agency's process and method for: <ul style="list-style-type: none"> » Evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in such professions and what the evaluation revealed about those efforts. » Evaluating whether the agency has underrepresented individuals in the professions. • Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.
<p>Evaluation of performance on Perkins V Accountability measures</p>	<p>REQUIRED NARRATIVE INFORMATION</p> <p>For the agency's Perkins IV core indicators of performance:</p> <ul style="list-style-type: none"> • Describe the agency's history of results on the core indicators of performance, including the history of meeting performance targets for the 2015-16, 2016-17, and 2017-18 years. • Analyze and describe any gaps in performance outcomes for Perkins using the following definition of an achievement gap: <ul style="list-style-type: none"> » Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators.
<p>Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students</p>	<p>REQUIRED NARRATIVE INFORMATION</p> <ul style="list-style-type: none"> • Provide a narrative response on implementation strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.

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Agencies are required to consult with stakeholders as specified in Section 134. The following table provides a summary of the expectations for this consultation.

Table A.1.B.: Requirements for Required Stakeholder Consultation Documentation

Agencies are required to consult with stakeholders as specified in Section 134.

Attachment

CLNA-Stakeholder Consultation Template will be used to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA. The following narrative descriptions must be addressed:

- Describe the process and methods used for stakeholder consultation for this category of stakeholder.
- Provide a summary of meetings/convenings or public meetings held.
- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
- Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.

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Appendix A.2. – CLNA Stakeholder Consultation Template

CLNA – STAKEHOLDER CONSULTATION TEMPLATE		
<p>This form will be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.</p> <p>This form serves as an RFA summary of the process and methods used to consult and identification of the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.</p> <p>SEC. 134. [20 U.S.C. 2354] LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.</p> <p>(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a body of stakeholders, including, at a minimum....</p>		
Stakeholder Category	Stakeholders Consulted by Category	Process and Methods (meetings, surveys, focus groups, etc.) of CLNA Consultation by Category
<p>(1) Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
<p>(2) Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

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CLNA – STAKEHOLDER CONSULTATION TEMPLATE		
<p>(3) Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
<p>(4) Parents and students;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
<p>(5) Representatives of special populations;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
<p>(6) Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

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CLNA – STAKEHOLDER CONSULTATION TEMPLATE		
<p>(7) Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder (if applicable).</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
<p>(8) Any other stakeholders that the eligible agency may require the eligible recipient to consult. Provide response if applicable.</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder (if applicable).</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> • Describe the process and methods used for stakeholder consultation for this category of stakeholder. • Provide a summary of meetings/ convenings or public meetings held. • Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

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Appendix A.3. – Overview of Size, Scope, and Quality Templates

As part of the comprehensive local needs assessment (CLNA), all eligible recipients receiving Perkins V funds must assess how the programs being offered meet the state's standards for size, scope, and quality in order to meet the needs of all students. While there are just two size, scope, and quality citations in Perkins V, its critical role cannot be underestimated – size, scope, and quality serves as a filter to determine if an agency is eligible for funds. Section 135 – Local Use of Funds requires that funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective. This represents a significant departure from Perkins IV as size, scope, and quality was not identified in the Requirement for Uses of Funds. As such, under Perkins IV, eligible recipients were required to identify how a subset of their programs met size, scope, and quality components in secondary and postsecondary. Once that requirement was satisfied, eligible recipients were permitted to support CTE courses and programs with Perkins funds unless expressly prohibited.

With the submission of a four-year plan beginning with the 2020-2021 fiscal year, agencies must review and document this alignment. As part of required review of all programs for alignment with the size, scope, and quality requirements, eligible recipients will report the results of the review on standard templates. The templates can be found on the Perkins Funding Opportunities webpage at <https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/2024-2025-funding-opportunities/perkins.stml>.

The following templates will be posted in the above location:

- District Secondary CLNA and Budget Workbook
- District Postsecondary CLNA and Budget Workbook
- State College CLNA and Budget Workbook

See below for a list of the fields that are included in each template listed above.

9-12 Career Preparatory and Technology Education

Grant Agency/District Identifiers

District Name

Program Number

Program Name

Is there a fully developed Program of Study for this program that meets Perkins V requirements? YES/NO.

Size – Intentionally Designed Pathways

- Does the 9-12 CTE program identified provide an opportunity for students to take at least 3 courses in the same program (or 2 courses for 2 course programs) in all of the high schools or other instructional sites where this program is available?
- Identify the high school(s) or other instructional sites (including virtual) where the program identified offers at least 3 courses (or 2 courses for 2 course programs) as applicable.
- Identify the high school(s) or other instructional sites (including virtual) where the program does not offer at least 3 courses (or 2 courses for 2 course programs) as applicable.

Scope - Experiential Learning

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- Does the 9-12 CTE program provide an opportunity for students to participate in work-based learning, CTSOs or capstone experiences? Indicate which opportunities are available using a drop-down menu.
- If WBL is provided:
 - » Is it provided cooperatively in the program or in a separate companion work-based learning framework?
 - If provided in a WBL framework, identify which WBL program framework is being utilized for delivery.
- If the program will provide an opportunity for students to participate in a CTSO, identify the applicable CTSO from the drop-down menu.
- If the program provides an opportunity for capstone learning:
 - » Is it provided cooperatively in the program or in a separate companion capstone learning framework?
 - If provided through a separate capstone learning framework, identify the framework being utilized for delivery.

Scope - Business and Industry Engagement and Workforce Alignment

- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Does the program provide an opportunity for students to earn a recognized postsecondary credential?
- Indicate the industry recognized credentials that students may earn in the program.

District Postsecondary CTE

Grant Agency/District Identifiers

District Name

Program Number

Program Name

Program of Study

- Is this postsecondary program part of a local program of study developed in conjunction with a local school system and/or FCS intuition? YES/NO.
- Size – Intentionally Designed Pathways
- Does the CTE program provide an opportunity for students to become a full program completer?
- Identify the instructional sites/campus where the program will be offered.

Scope - Experiential Learning

- Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate which opportunities are available using the drop-down menu.
- If WBL is provided, describe the method (i.e. internship, clinical/practicum, registered apprenticeship, cooperative on the job training) used to deliver WBL.
 - » If the program provides opportunities for CTSO participation, identify the applicable CTSO from the drop down menu.

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- If the program provides an opportunity for capstone learning, describe the capstone learning experiences available to your students.

Scope - Business and Industry Engagement and Workforce Alignment

- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Does the program provide an opportunity for students to earn a recognized postsecondary credential?
- Indicate the industry recognized credentials that students may earn in the program.

FCS Institution Postsecondary CTE

Grant Agency/FCS Identifiers

FCS Institution Name

Program Number

Program Name

Program of Study

- Is this postsecondary program part of a local program of study developed in conjunction with a local school system? YES/NO.

Size – Intentionally Designed Pathways

- Does the CTE program provide an opportunity for students to become a full program completer?
- Identify the instructional sites/campus where the program will be offered.

Scope - Experiential Learning

- Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate which opportunities are available using the drop-down menu.
- If WBL is provided, describe the method (i.e. internship, clinical/practicum, registered apprenticeship, cooperative on the job training) used to deliver WBL.
- If the program provides opportunities for CTSO participation, identify the applicable CTSO from the drop down menu.
- If the program provides an opportunity for capstone learning, describe the capstone learning experiences available to your students.
- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Does the program provide an opportunity for students to earn a recognized postsecondary credential?
- Indicate the industry recognized credentials that students may earn in the program.

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Appendix A.4. – Overview of Labor Market Alignment Requirements and Standards

As part of the CLNA, all eligible recipients funded through Perkins V must assess alignment of their programs with local labor market needs. With the submission of a four-year plan beginning with the 2020-2021 fiscal year, recipients must review and document this alignment.

As part of the labor market alignment, eligible recipients must do the following:

- Evaluate the current labor market needs in comparison to their current program offerings. Recipients should determine whether there are gaps in the local labor market needs that are not currently adequately addressed in their region. This evaluation may serve to identify additional program offerings for future planning and development.
- Evaluate all planned program offerings to determine their alignment with local labor market needs. Any program that is not aligned will not be eligible for the use of Perkins V funds. Recipients will have to maintain local documentation on this alignment process.
- Labor market alignment must be reviewed at least every two years as part of the CLNA.

For the review of current program offerings, recipients may use a variety of methods to document the alignment. These methods are divided into primary and secondary sources. Recipients may document alignment with 1 primary source or 2 secondary sources.

Option 1: Primary Source Methods (Must have one)	
Method Type	Standard for Alignment
Statewide Demand Occupation List (primary program SOC Code)	The primary SOC code appears on the current Statewide Demand Occupation List.
Statewide Demand Occupation List (secondary program SOC Code)	The agency has identified another SOC included in the program framework for the program for which students in their program are placed for employment (documentation should be kept locally). This secondary SOC code appears on the current Statewide Demand Occupation List.
Regional Demand Occupation List (primary program SOC code)	The primary SOC code appears on the current Regional Demand Occupation List for the CareerSource region of the agency.
Regional Demand Occupation List (secondary program SOC code)	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation should be kept locally). This secondary SOC code appears on the current Regional Demand Occupation List for the CareerSource region of the agency.
Regional Targeted Occupation List (primary program SOC Code)	The primary SOC code appears on the current Targeted Occupation List for the CareerSource region of the agency.

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Option 1: Primary Source Methods (Must have one)	
Method Type	Standard for Alignment
Regional Targeted Occupation List (secondary program SOC Code)	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation should be kept locally). This secondary SOC code appears on the current Regional Targeted Occupation List.
Florida Commerce/Select Florida Targeted Industry Sector	The program is a technical education program identified by FDOE as meeting the Florida Commerce/Select Florida targeted sector.
Targeted Occupation or Sector identified by local CareerSource Board in current local WIOA Plan	The agency has documentation that the program can be linked to an identified occupation or sector in the local CareerSource Board's current WIOA plan.
Agriculture-related Programs	For any program identified as primarily agricultural, the agency has documentation from the Florida Department of Agriculture and Consumer Services on the evidence of current labor market demand for completers of the program.
Master Credentials List (MCL)	The program SOC code appears on the MCL. Linkages listed as "provisionally approved" will not qualify for LMA.

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Option 2: Secondary Source Method (must have two)	
Method Type	Standard for Alignment
Job Analytics Resources for the region	The agency has documentation of labor market demand from completers of the program from a resource that produces labor market demand information for the agency's region.
Local CareerSource Board letter of support	The agency has a letter of support from the local CareerSource Florida Board which includes information on the local employment demand for completers of the program.
Economic development agency letter of support	The agency has a letter of support from a local economic development agency with documentation of local demand for the program.
Local Chamber of Commerce letter of support	The agency has a letter of support from the local chamber of commerce for the agency's service area. This letter includes information on the local employment demand for completers of the program.
Other Employer or Industry Association	<p>The agency has a letter of support with information on the local employment demand for completers of the program from one of the following:</p> <ul style="list-style-type: none"> • Local employer with a documented history of hiring graduates from the program • Recent employer in an emerging occupational area • State industry associations, or • Regional industry associations

Appendix A.5. – List of Required Attachments for the CLNA by Content Area**Size, Scope, and Quality – Secondary Eligible Recipients**

- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – Middle Grades Exploratory Courses Template
- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – 9-12 Career Preparatory and Technology Education Template

Size, Scope, and Quality – Postsecondary Eligible Recipients

- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – District Postsecondary CTE Template
- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – FCS Institution Postsecondary CTE Template

Labor Market Alignment – Secondary Eligible Recipients

- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – Secondary Career Preparatory and Technology Education Template

Labor Market Alignment – Postsecondary Eligible Recipients

- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – District Postsecondary CTE Template
- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – FCS Institution Postsecondary CTE Template

APPENDIX B

NOTICE OF MEETING – PERKINS V STATE PLAN

As indicated in the State Plan, Section A.3, Florida conducted six in-person and two virtual public hearings as part of a public comment period for the State Plan which ran from October 28 to December 2, 2019. For the State Plan revision process, Florida conducted a virtual public hearing for State Plan revisions and a separate hearing for performance targets as part of a public comment period which ran from March 4 to April 8, 2024.

Information on the public comment period and the public hearings was disseminated to the public in the following ways:

- Up-to-date information posted to the Florida Department of Education's website www.fldoe.org/Perkins;
- Notice in the Florida Administrative Weekly, October 10, 2019;
- October 8, 2019 email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings;
- October 24, 2019 reminder email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans of the public hearings;
- October 22, 2019 Press Release from the Florida Commissioner of Education Richard Corcoran;
- October 25, 2019 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Comment Period;
- Florida Department of Education Social Media, including Instagram, Facebook, and Twitter; and
- October 25, 2019 and November 18, 2019 emails to FDOE colleagues and associations interviewed about challenges for special populations.
- Notice in the Florida Administrative Review March 4, 2024.
- March 4, 2024 email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings.

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Notifications

Notice for the Florida Administrative Weekly, October 10, 2019

DEPARTMENT OF EDUCATION

State Board of Education

The Department of Education announces a public meeting to which all persons are invited.

DATE AND TIME: See below.

PLACE: See below.

GENERAL SUBJECT MATTER TO BE CONSIDERED: The 2020-2024 state plan for the administration of Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The state's draft plan along with a meeting registration site will be made available at www.fldoe.org/perkins.

Atlantic Technical College, Arthur Ashe, Jr. Campus 1701 NW 23rd Avenue Fort Lauderdale, FL 33311, October 29, 2019, 4:00p.m. to 6:00p.m. EST). Manatee Technical College, 6305 State Road 70 East Bradenton, FL 34203, October 30, 2019, 1:00 p.m. to 3:00 p.m. (EST). Orange Technical College -Mid Florida Campus, Building 1600, 2900 W. Oak Ridge Road

Orlando, FL 32809, October 31, 2019, 10:00 a.m. to 12:00 p.m. (EST).

Lively Technical College, 500 Appleyard Drive Tallahassee, FL 32304, November 4, 2019, 1:00 p.m. to 3:00p.m. (EST).

Northwest Florida State College, Building 400, 100 E College Blvd, Niceville, FL 32578, November 5, 2019, 1:00 p.m. to 3:00 p.m. (Central Standard Time).

Florida State College at Jacksonville, Lakeside Conference Room, 11901 Beach Boulevard

Jacksonville, FL 32246, November 7, 2019, 1:00 p.m. to 3:00 p.m. (EST).

Virtual Meeting, <https://global.gotomeeting.com/join/613434397>, access by phone at United States:+ 1 (571) 317-3122, Access Code: 613-434-397, video-conferencing room or system dial m or type: 67.217.95.2 or <https://www.gotomeeting.com/features/inroom-link>, Meeting ID: 613 434 397, dial directly: 613434397@67.217.95.2 or 67.217.95.2##613434397, November 12,2019, 10:00 a.m. to 12:00 p.m. (EST).

Virtual Meeting, <https://global.gotomeeting.com/join/613434397>, access by phone at United States: +1 (571) 317-3122,

Access Code: 613-434-397, video-conferencing room or system dial in or type: 67.217.95.2 or

<https://www.gotomeeting.com/features/inroom-link>, Meeting ID: 613 434 397, dial directly:

613434397@67.217.95.2 or 67.217.95.2##613434397, November 12, 2019,4:00 p.m. to 6:00p.m. (EST).

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A copy of the agenda may be obtained by contacting: Bruce Harrington, Senior Education Program Director, Division of Career and Adult Education, 850-245-0949 or bruce.harrington@fldoe.org or by visiting the Department's website at <http://www.fldoe.org/perkins>.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least five days before the workshop/meeting by contacting: Bruce Harrington at 850-245-0949 or Bruce.harrington@fldoe.org. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1-800-955-8771 (TDD) or 1-800-955-8770 (Voice).

For more information, you may contact: Bruce Harrington at 850-245-0949 or Bruce.harrington@fldoe.org.

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Notice for the Florida Administrative Review, March 4, 2024

DEPARTMENT OF EDUCATION

The Department of Education announces a public meeting to which all persons are invited.

DATE AND TIMES: March 11, 2024, 10:00 a.m., EST, State Plan Revisions, and March 11, 2024, 2:00 p.m., EST, State Determined Performance Levels

10:00 a.m. - Webinar 1 (State Plan Revisions):

<https://attendee.gotowebinar.com/register/7804863935190888794>

p.m. - Webinar 2 (Performance levels):

<https://attendee.gotowebinar.com/register/7613526921725368154>

GENERAL SUBJECT MATTER TO BE CONSIDERED: The Florida Department of Education announces a public comment period and public hearing related to proposed updates to the Perkins V State Plan. The public comment period runs from March 5, 2024 to April 8, 2024. Florida's Perkins Four-Year State Plan was approved by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) in 2020. The Department is proposing amendments to the state plan on the following topics: revising language related to Department of Juvenile Justice (DJJ) allocations to reflect the new Florida Scholars Academy; revising the process for allocations to Developmental Research Schools (DRS)/University Lab Schools; adding the Master Credential List as a primary source for labor market alignment in the Comprehensive Local Needs Assessment (CLNA); and, adding language about providing analytic tools as a means of supporting local agencies. The revisions to the state plan and the proposed targets may be accessed at <https://www.fldoe.org/academics/career-adult-edu/perkins/>.

A copy of the agenda may be obtained by contacting: Bruce Harrington at perkins@fldoe.org.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least five days before the workshop/meeting by contacting: Bruce Harrington at perkins@fldoe.org. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1(800)955-8771 (TDD) or 1(800)955-8770 (Voice).

For more information, you may contact: Bruce Harrington at perkins@fldoe.org.

PERKINS V

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

October 8, 2019 email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings:

Dear Colleagues:

We are in the process of developing the State of Florida's plan for implementing The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and we are excited to invite you to take advantage of opportunities to share your input, in person and virtually. Perkins V will make available nearly \$1.3 billion annually for career and technical education (CTE) programs throughout the nation. Of this, Florida's school districts and state colleges will receive approximately \$73 million annually to expand opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value.

The state plan that is currently in production will serve as a guide for proper use of funds and state-level expectations for at least the next four years, and the timing is impeccable. Statewide interest in workforce education is at an all-time high, thanks to Governor Ron DeSantis' Executive Order 19-31, and this plan presents another chance to break down silos that have inhibited our ability to help students reach their full potential. Florida currently ranks 20th among all states in the U.S. for residents with a high-quality degree or credential, an improvement from where we once were, but far from our potential and our goal of being #1 in workforce by 2030.

The year 2030 is an important marker because it is the year that today's 1st graders will be graduating from high school. Will they be ready to excel at the next generation of careers and to meet the evolving workforce needs? The decisions we make now will determine the answer.

We have scheduled public hearings, which are listed below. We hope you will not only plan to attend, but also share this information far and wide.

- October 29 – Broward County, Atlantic Technical College, 4-6 p.m.
- October 30 – Manatee County, Manatee Technical College, 1-3 p.m.
- October 31 – Orange County, Orange Technical College, 10 a.m. - noon
- November 4 – Leon County, Lively Technical College, 1-3 p.m.
- November 5 – Okaloosa, Northwest Florida State College, 1-3 p.m. CST
- November 7 – Duval County, Florida State College at Jacksonville, 1-3 p.m.
- Week of November 11: two webinars

In the coming weeks, we will be sending you additional Perkins V information including registration information for the public hearings.

I am looking forward to seeing all of you and taking great steps together for Florida's students.

Sincerely,

Eric Hall
Florida Department of Education, Chancellor for Innovation

PERKINS V

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

March 4, 2024 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings on State Plan Revisions:

MEMORANDUM

Florida College System Workforce Administrators
District Technical College Directors
District Career and Technical Education Directors
Kevin O'Farrell, Ph.D.

March 4, 2024

Public Comment Period on Proposed Revisions to Florida's Perkins V State Plan

The Florida Department of Education (Department) announces a public comment period and public hearing related to proposed updates to the Perkins V State Plan. The public comment period runs from March 4, 2024 until April 8, 2024. A public hearing webinar is scheduled for March 11, 2024.

Florida's Perkins Four-Year State Plan was approved by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) in 2020. As the current plans are set to expire June 30, 2024, OCTAE has given states the option of submitting a new state plan or continuing with the current plan with any required revisions. Florida has elected to continue with the current plan with revisions. Revisions are proposed in the following areas:

- Revise the language related to Department of Juvenile Justice (DJJ) allocations to reflect the new Florida Scholars Academy.
- Revise the process for allocations to Developmental Research Schools (DRS)/University Lab Schools.
- Add the Master Credential List as a primary source for labor market alignment in the Comprehensive Local Needs Assessment (CLNA).
- Add language about providing analytic tools as a means of supporting local agencies.

Public Comment Period on Proposed Revisions to Florida's Perkins V State Plan

The comment period is available for interested parties to provide written comment on these and any other proposed changes to the State Plan. Comments may be submitted through a brief survey at <https://www.surveymonkey.com/r/6S5KJ7D> before 5:00 PM Eastern Time on April 8, 2024. In addition, the Division of Career and Adult Education will host a public hearing webinar on March 11, 2024 at 10:00 AM Eastern Time for further review and comment. You may register for the webinar at <https://attendee.gotowebinar.com/register/7804863935190888794>. Proposed revisions to the State Plan can be found at <https://www.fldoe.org/academics/career-adult-edu/perkins/>.

Questions about the public comment period may be submitted to Perkins@fldoe.org or contact Bruce Harrington at bruce.harrington@fldoe.org or 850-245-0949.

PERKINS V

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

March 4, 2024 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings on Performance Measures:

MEMORANDUM

Florida College System Workforce Administrators
District Technical College Directors
District Career and Technical Education Directors
Kevin O'Farrell, Ph.D.

March 4, 2024

Public Comment Period on proposed Perkins V Measure Performance Targets

The Florida Department of Education (Department) announces a public comment period and public hearing related to proposed targets of the State Determined Level of Performance for the Perkins Secondary and Postsecondary Performance Measures. The public comment period runs from March 4, 2024 until April 8, 2024.

As part of the Perkins V State Plan, the Department agreed to performance targets on key metrics defined by Perkins V and implemented by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE). Measure targets were set for program years 2020–2021 through 2023–24. As this cycle comes to an end, the Department is required to set targets for the measures for program years 2024–25 through 2027–28. Definitions of the performance measures may be found in Florida's State Plan, available at <https://www.fldoe.org/academics/career-adult-edu/perkins/>. Proposed targets can also be found at <https://www.fldoe.org/academics/career-adult-edu/perkins/>.

The comment period is available for interested parties to provide written comment on how the proposed new levels of performance:

- meet the requirements of the law;
- support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
- support the needs of the local education and business community.

Public Comment Period on proposed Perkins V Measure Performance Targets

Those interested in commenting on the new performance targets may do so by completing the brief survey at <https://www.surveymonkey.com/r/R7ZNQ7Y> by 5:00 PM Eastern Time on April 8, 2024. In addition, the Division of Career and Adult Education will host a public hearing webinar on March 11, 2024, 2:00 PM Eastern Time for further review and comment. You may register for the webinar at <https://attendee.gotowebinar.com/register/7613526921725368154>.

Questions about the public comment period may be submitted to Perkins@fldoe.org or contact Bruce Harrington at bruce.harrington@fldoe.org or 850-245-0949.

PERKINS V

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

October 22, 2019 Press Release from the Florida Commissioner of Education Richard Corcoran:

Florida Department of Education Announces Workforce Education Listening Tour

TALLAHASSEE, Fla., October 22, 2019 – Today, Commissioner Richard Corcoran announced that the Florida Department of Education will be hosting a series of public hearings, in-person and virtually, to collect input that will help to inform the development of the state's career and technical education workforce plan, which is due to the U.S. Department of Education in Spring 2020.

President Donald Trump signed The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law July 31, 2018. This made available nearly \$1.3 billion annually for career and technical education (CTE) programs throughout the nation. Of this, Florida will receive approximately \$73 million annually to expand opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value.

The majority of these funds will go directly to Florida College System institutions and school districts to support their local CTE programs. Increased flexibility and increased alignment between Every Student Succeeds Act (ESSA), the Workforce Innovation and Opportunity Act (WIOA), and Perkins are core considerations during the planning and development process. To that end, the Department has also invited the Department of Economic Opportunity, CareerSource Florida and Enterprise Florida to take part in these public hearings.

"Thanks to President Trump signing The Strengthening Career and Technical Education for the 21st Century Act, Florida is on its way to being the #1 state in the nation for workforce education by 2030," said Governor Ron DeSantis. "This grant, along with our Bold Vision for a Brighter Future budget, enables us to help provide Floridians with opportunities to achieve economic prosperity through expanded apprenticeship and pre-apprenticeship programs, affordable workforce housing, recovery workforce training grants and the Florida Job Growth Grant Fund. Florida will remain a state where businesses are encouraged to grow and where meaningful jobs are created."

"The timing of this opportunity is impeccable as statewide interest in workforce education is at an all-time high, thanks to Governor DeSantis' Executive Order 19-31," said Commissioner of Education Richard Corcoran. "The Perkins V state plan will build upon the tremendous work taking place to ensure all Floridians have a pathway to achieve their career goals. It will likely be another decade before the next Perkins is enacted, so this is a significant opportunity to put in place funded strategies that will help us to achieve our goal of making Florida #1 in the nation in workforce education by 2030."

"Governor DeSantis and Commissioner Corcoran's dedication to enhancing Florida's workforce education is remarkable," said Ken Lawson, Executive Director of the Florida Department of Economic Opportunity. "We are eager to hear from the public and to work with our state partners to develop strategies to prepare Florida for the workforce jobs of the future."

"Equal access to quality career and technical education that aligns to market demand is so important for Florida's students in today's rapidly evolving business landscape," said CareerSource Florida President and CEO Michelle Dennard. "We are grateful to Governor Ron DeSantis and Education Commissioner Richard Corcoran for their leadership in this transformative process to ensure Florida has the strongest CTE system in the country."

PERKINS V

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

"We appreciate Governor DeSantis' continuing efforts to develop Florida's talent pipeline," said Jamal Sowell, President & CEO of Enterprise Florida, Inc. "Enterprise Florida looks forward to working with our partners on this and other initiatives that make Florida a state leader in access to high-quality workforce training."

Floridians will have the opportunity to offer public input during the Florida Workforce Listening tour stops at the following locations:

- October 29 – Broward County, Atlantic Technical College
- October 30 – Manatee County, Manatee Technical College
- October 31 – Orange County, Orange Technical College
- November 4 – Leon County, Lively Technical College
- November 5 – Okaloosa, Northwest Florida State College
- November 7 – Duval County, Florida State College at Jacksonville
- Week of November 11: two webinars

For more information on the Florida Workforce Listening tour stops, please visit www.fldoe.org/perkins.

For more information about the Florida Department of Education, visit www.fldoe.org.

PERKINS V

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

October 25, 2019 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public

Comment Period:

MEMORANDUM

Career and Technical Directors
Technical Center Directors
Adult Education Directors
Florida College Occupational Deans
Dr. Eric Hall, Chancellor for Innovation

October 25, 2019

SUBJECT: Public Comment Invitation Regarding Florida's Perkins V State Plan

You are invited to present your views and make recommendations on the draft of Florida's Perkins V State Plan. This document lays out the Florida Department of Education's plans for implementing Perkins V, also known as The Strengthening Career and Technical Education for the 21st Century Act (Public Law No: 115-224). Your input will inform revisions made to the Perkins V State Plan prior to its submission to the U.S. Department of Education in Spring, 2020.

Perkins V is the preeminent Federal investment into career and technical education and deserves our thoughtful and strategic plans to improve the career preparation of Florida's students. Stakeholders are encouraged to review the draft State Plan available at <http://fldoe.org/Perkins> and then submit feedback through <https://www.surveymonkey.com/r/perkins5>.

The public comment period will open on October 28, 2019 and will close on December 2, 2019. If you have additional questions regarding the public comment process, contact Perkins@fldoe.org or 850-245-0446.

PERKINS V

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

October 24, 2019 reminder email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans of the public hearings:

Dear Colleagues:

We are looking forward to the upcoming Perkins V public hearings through which all interested Floridians will have the opportunity to provide feedback on Florida's draft state plan. As a reminder, we have scheduled public hearings, which are listed below. We hope you will not only plan to attend, but also share this information far and wide. More information about Perkins V is available at www.fldoe.org/perkins.

- October 29 – Broward County, Atlantic Technical College – Arthur Ashe, Jr. Campus, 4-6 p.m.
- October 30 – Manatee County, Manatee Technical College, 1-3 p.m.
- October 31 – Orange County, Orange Technical College – Mid Florida Campus, 10 a.m. - noon
- November 4 – Leon County, Lively Technical College, 1-3 p.m.
- November 5 – Okaloosa, Northwest Florida State College, 1-3 p.m. CST
- November 7 – Duval County, Florida State College at Jacksonville – Nathan Wilson Center for the Arts/South Campus, 1-3 p.m.
- November 12 – Virtual Public Workshop on Perkins V #1, 10 a.m. - noon
- November 12 – Virtual Public Workshop on Perkins V #2, 4-6 p.m.

If you plan to attend; please Register here for a Perkins V Public Hearing (Registration is not required. It is, however, requested in advance to provide appropriate accommodations.)

I am looking forward to seeing all of you and taking great steps together for Florida's students.

Sincerely,

Eric Hall
Florida Department of Education, Chancellor for Innovation

PERKINS V

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

Notice of Public Hearings on Florida's Perkins V Draft State Plan to Representatives of Special Populations

Hi everyone,

I wanted to let you all know that the public hearings on the draft Florida Perkins V State Plan are being conducted over the next two weeks. You can find more information at these links: <http://www.fldoe.org/newsroom/latest-news/florida-department-of-education-announces-workforce-education-listening-tour-.stml>; and <http://www.fldoe.org/perkins>.

We hope to have the State Plan uploaded to the FDOE website by Monday, with links to ways you can comment if you cannot make one of the public hearings. Please share this information with your local contacts, staff and associations and any other interested parties. We would like to get input from as many people and groups as possible.

Thank you for helping us get the information out!

If you have any questions, please get in touch.

Cathy Hammond
Perkins Program Specialist, Division of Career and Adult Education

Public Comment on Florida's Perkins V Draft State Plan Open Until December 2

Hi everyone,

I wanted to let you all know that, although the public hearings on the draft Florida Perkins V State Plan have been conducted, there is still time to provide input on the plan. The deadline for comments is December 2, 2019. You can find the executive summary and draft state plan here: Executive Summary: <http://www.fldoe.org/core/fileparse.php/18818/urlt/FL-PerkinsV-ExecSummary.pdf> and the draft State Plan at: <http://www.fldoe.org/core/fileparse.php/18818/urlt/FloridaDraftStatePlanPerkinsV.pdf>.

You can provide input and comments here: <https://www.surveymonkey.com/r/perkins5>

You can find more information at <http://www.fldoe.org/perkins>.

Please share this information with your local contacts, staff and associations and any other interested parties. We would like to get input from as many people and groups as possible.

Thank you for helping us get the information out!

If you have any questions, please get in touch.

Cathy Hammond
Perkins Program Specialist, Division of Career and Adult Education

APPENDIX C

SUMMARY OF PUBLIC HEARING FEEDBACK AND RESPONSES

Public hearings for Florida's Perkins V State Plan were held in six locations across the state in late October and early November of 2019 (see section A.3). Approximately 260 people participated, with approximately 41 attendees offering comments. Commenters included representatives of local Career Source boards, state colleges, technical colleges, secondary CTE school districts, and various associations, as well as local political leaders, a parent and a student. Additionally, approximately 127 individuals participated in two virtual public hearings.

Below is a summary of comments provided and the FDOE response by identified topic area.

Additional Guidance Requested

Several questions and requests for additional guidance were posed by participants. These requests and questions fell into the following general categories:

- Implementation of specific aspects of the plan
- Tracking and collecting data for performance measures
- Size, scope and quality data collection
- Conducting the CLNA
- Work-based learning

The questions raised highlighted the need for additional training for and information transfer to eligible recipients. FDOE recognizes the criticality of these topics and has already, and will issue additional guidance on these subjects through guidance documents, online training modules, FAQs, conferences, and webinars.

Support for the Plan

Several participants offered support for the State plan and appreciation for the hearings. The supportive comments were generally of a basic nature, although some focus on specific aspects of the plan that they supported, such as the integration of work-based learning into CTE coursework and the development of statewide Programs of Study.

Funding for Middle Grades

A few comments were received that expressed a desire to fund career exploration down to the 5th grade. These comments, it seems, were based on a misunderstanding of how we presented the formulas used for calculating the secondary distribution of funds to eligible recipients. While the secondary distribution formula only uses 7th and 8th grade full-time equivalent (FTE) students, eligible recipients are permitted and encouraged to use Perkins funds down to the 5th grade (but not earlier), pursuant to Section 215 of Perkins V and Section 8101 of the Elementary and Secondary Education Act of 1965, provided these uses of funds meet all other State and Federal requirements.

PERKINS V

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

Students with Disabilities

Several speakers expressed concern over equal access to CTE for students with disabilities. The comments included compelling testimony from a parent and a student and the obstacles they faced in accessing CTE and in receiving full benefit of the program. Speakers also pointed to the high level of unemployment for students with disabilities after graduation. Perkins V places an emphasis on closing gaps in participation and achievement for students who are part of special populations, including students with disabilities. To this end, FDOE has requested special technical assistance from Advance CTE to identify such gaps and to develop a comprehensive approach to addressing them. The technical assistance project was not completed at the time of the writing of the State Plan. However, input received during the comment period, as well as input from stakeholders, clearly demonstrates a need for education of CTE providers concerning students with disabilities, as well as increasing awareness among students with disabilities of the opportunities afforded by CTE.

Apprenticeship

A need to expand FDOE staff supporting apprenticeship and pre-apprenticeship was suggested, concerns were expressed about the potential impact of Perkins on the rules for the development of new apprenticeship programs. While compelling, it was determined that these comments did not warrant updates to the Plan, but will be referred to the FDOE's apprenticeship team for review.

Program Development

The need for agility and responsiveness to local economic conditions in the development of new CTE programs was emphasized. This concern will be addressed in clarifying guidance provided to recipients on the use of Perkins funds for program development and implementation. Additionally, a set-aside for program development and implementation will be considered.

Online Application

Requests were made that the annual application process be made available online. Development of an online application is not currently feasible due to time constraints. The possibility of providing a web-based interface for portions of the application will be considered during the implementation of the Plan, subject to FDOE policy.

Rural

It was suggested that the State work more closely with rural areas. The State Plan already addressed rural areas with a grant designed to provide additional funding to programs serving rural counties. Additionally, the State found compelling a concern about supporting rural areas in counties that were not defined as rural. Language was added to the state plan indicating that the state will review the issues related to these rural areas.

CTSO Participation

The benefits of CTSO participation for CTE students was highlighted. It was requested that the list of Perkins Leadership Funded CTSOs be expanded beyond those historically approved by the FDOE. The Department is exploring the feasibility of establishing a process for the admittance of additional CTSOs.

PERKINS V

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

Branding of CTE

Misconceptions by students, parents, and the general public about the nature and role of CTE were cited as an ongoing problem that needs to be addressed through increased information sharing and re-branding of CTE. Specifically, there is a persistent belief that CTE is only for students that cannot go to college; that college is the only path to economic success; that CTE is not rigorous; and that CTE does not lead to further postsecondary education. These concerns are consistent with the message received from various stakeholders, and will be considered in the development of promotional material for CTE, including material focused on special populations and subgroups.

State Plan Revisions 2024

A virtual public hearing and public comment period were held in March and April of 2024 to allow for input into the proposed substantive revisions to the State Plan. No substantive comments were noted.

APPENDIX D

PERKINS REQUEST FOR APPLICATION

Appendix D.1. – Perkins Request for Application - Secondary



FLORIDA DEPARTMENT OF EDUCATION (FDOE) 2024–2025 Request for Application (RFA Entitlement) Perkins V – Secondary

Bureau/Office

Division of Career and Adult Education

TAPS Number

25B004

Program Name

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) Career and Technical Education Secondary Programs, Section 131

Specific Funding Authority(ies)

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Title I; Workforce Investment Act, Section 503, CFDA #84.048

The Florida Department of Education's Perkins V State Plan for 2020–2024 was approved by the United States Department of Education (US ED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." Florida has elected to continue its current State Plan beyond the original four-year period. The State Plan will undergo an annual review.

To view Florida's *Perkins V State Plan*, visit <http://www.fldoe.org/perkins>.

Funding Purpose/Priorities

The purpose is to develop more fully the academic, career and technical skills of secondary education students who elect to enroll in career and technical education programs.

For more information, see the Florida Perkins V Implementation Guide on the website, <https://www.fldoe>.

PERKINS V

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

[org/academics/career-adult-edu/perkins/](https://www.fl.gov/academics/career-adult-edu/perkins/).

Total Funding Amount

\$34,165,650 (Allocation is contingent on Florida's 2024 Federal Award)

See **Allocation Chart** in the **Attachments** section

Note:

- The Florida Department of Education (FDOE) is posting this Request for Application (RFA) before the passage of the U.S. Department of Education's (US ED) Fiscal Year (FY) 2024 appropriation. This is in anticipation of the Program Year (PY) 2024 Perkins V grants appropriation of funds. We will not obligate any funds for PY 2024 grants until federal funds are appropriated, and FDOE has received its federal award notification from US ED.
- The allocations posted in this RFA are subject to change, based on Florida's federal award notification.
- The Commissioner may recommend an amount greater or less than the amount requested in the application.

Type of Award

Entitlement

Budget / Program Performance Period

July 1, 2024, to June 30, 2025

Target Population(s)

Secondary career and technical education students (grades 5–12)

Eligible Applicant(s)

Florida Public School Districts

Application Due Date

Friday, March 15, 2024

The due date refers to the date of receipt in the Office of Grants Management **via Office of Grant Management (OGM) ShareFile system folder Agency Number_AgencyName_XXB004_submit**. Direct Mail, Facsimile and E-mail submissions are not acceptable.

For Federal programs, applications received after June 30, 2024, will be effective on the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

IMPORTANT INFORMATION:

To secure July 1, 2024, Grant Award Notification start date agencies **MUST** submit all application required documents on or before June 30, 2024.

Matching Requirement

PERKINS V

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

None

Contact Persons

Program Managers		
<p>Daphne Kilpatrick Daphne.Kilpatrick@fldoe.org (850) 245-9042</p>	<p>Bay Calhoun Escambia Gulf Holmes Jackson Okaloosa Santa Rosa</p>	<p>Walton Washington Chipola College Gulf Coast State College Northwest Florida State College Pensacola State College</p>
<p>Ebonee Dennis Ebonee.Dennis@fldoe.org (850) 245-9044</p>	<p>Franklin Gadsden Hamilton Jefferson Lafayette Leon Liberty</p>	<p>Madison Suwannee Taylor Wakulla North Florida College Tallahassee Community College</p>
<p>Nick Key Nicholas.Key@fldoe.org (850) 245-9041</p>	<p>Alachua Baker Bradford Clay Duval Flagler Nassau Putnam</p>	<p>St. Johns Union Daytona State College Florida State College at Jacksonville Santa Fe College St. Johns River State College</p>
<p>Erica Bush Erica.Bush@fldoe.org (850) 245-9048</p>	<p>Citrus Columbia Dixie Gilchrist Lake Levy Marion</p>	<p>Seminole Sumter Volusia College of Central Florida Florida Gateway College Lake-Sumter State College Seminole State College of Florida</p>

PERKINS V

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

Program Managers		
<p>William English William.English@fldoe.org (850) 245-9045</p>	<p>DeSoto Hardee Hernando Highlands Hillsborough Manatee Pasco Pinellas Polk</p>	<p>Sarasota Hillsborough Community College Pasco-Hernando State College Polk State College South Florida State College St. Petersburg College State College of Florida, Manatee-Sarasota</p>
<p>Lucinda Coverston Lucinda.Coverston1@fldoe.org (850) 245-9037</p>	<p>Brevard Broward Indian River Martin Okeechobee Orange Osceola</p>	<p>Palm Beach St. Lucie Broward College Eastern Florida State College Indian River State College Palm Beach State College Valencia College</p>
<p>Kristin Joyner Kristin.Joyner2@fldoe.org (850) 245-9040</p>	<p>Charlotte Collier Miami-Dade Glades Hendry Lee</p>	<p>Monroe College of Florida Keys Florida Southwestern State College Miami Dade College</p>

- Grants Management Contact: Phyllis White, 850-245-0715, Phyllis.White@fldoe.org
- Comptroller Contact: Shannon Powell, 850-245-920, Shannon.Powell@fldoe.org

PERKINS V

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

Assurances

The FDOE has developed and implemented a document entitled **General Terms, Assurances and Conditions for Participation in Federal and State Programs** to comply with:

The Code of Federal Regulations, 2 CFR 200 Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Department of Education (USED or USDE); Applicable regulations of other Federal agencies; and state regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book, available at <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in the USED General Administrative Regulations (EDGAR) Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014 and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council website, <https://cfo.gov/cofar>.

Risk Analysis:

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. The Risk Analysis must be submitted with the application. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

School Districts, State Colleges, State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>.

Submit the DOE 610 (if applicable) to the FDOERiskAnalysis@fldoe.org mailbox; do not include the DOE 610 with the application documents. Indicate the Project Name and TAPS in the subject of the mail.

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Funding Method

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, and invoices with check numbers verifying payment and/or bank statements. All or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE 101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded projects and any amendments are subject to the procedures outlined in the *Project Application and Amendment Procedures for Federal and State Programs (Green Book)* and the General Assurances for Participation in Federal and State Programs, which may be accessed online at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.html>.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

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Unallowable Expenses:

Unless otherwise specifically authorized herein, subrecipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of the Department, and shall promptly notify the Department in the event that an agent, employee or representative of the Department attempts to solicit the same.

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g., retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation
- Costs not allowable for federal programs per the US ED General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at fdjj1410-attachment2-102019-dfs_referenceguideforstateexpenditures.pdf.

Equipment Purchases

Federal Requirement

Any equipment purchased under this program must follow the Uniform Grants Guidance, found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl, or the Reference Guide for State Expenditures, at https://www.djj.state.fl.us/content/download/51004/primary_file/fdjj1410-attachment2-102019-dfs_referenceguideforstateexpenditures.pdf.

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Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken, and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

State Requirement

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states: All tangible personal property with a value or cost of \$5,000 or more and having a projected useful life of one year or more shall be recorded in the state's financial system as property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody.

Division of Career and Adult Education Requirement

In accordance with UGG, Section 200.302 (b) (4) Internal Controls, regardless of cost, the agencies must maintain effective control and "safeguard all assets and assure that they are used solely for authorized purposes."

In order for FDOE to monitor effective internal controls, DCAE requires agencies to maintain adequate records of all single items \$1,000 to \$4,999. Items over \$5,000 must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.

To ensure the Florida adequately monitors equipment purchased with federal funds, applicants must record **ALL** equipment with a unit cost of \$5,000 or more on the DOE 101 Budget Narrative Form **and** on the Projected Equipment Purchases Form (applicant may use this form or another format that contains the information appearing on this form).

Administrative Costs including Indirect Costs: Federal

In accordance with the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), administrative and indirect are shared costs that cannot exceed 5% of the award amount. The administrative cost must apply to an administrative function.

The term 'administration', when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, bookkeeping and accounting services, and utilities.

Administrative costs are costs that cannot be identified with any single program, but are indispensable to conducting agency activities and to the organization's survival. The Florida Department of Education

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recognizes that allowable general and administrative costs are essential and legitimate costs of provider agencies.

The administrative costs of the provider represent costs which are incurred for common or joint objectives in providing services. Such costs are distributed to all provider programs on an allocation basis; that is, a fair share of expenses is distributed to each service program. General and Administrative (G & A) costs may include:

- Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties;
- Audit costs;
- Legal fees;
- Equipment associated with administrative tasks or positions;
- Office supplies, postage, communications, travel and other general office costs associated with administrative tasks;
- Maintenance and housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices;
- Facility costs, such as depreciation, rental of space, maintenance and repair, utilities, and property insurance if approved by FDOE;
- Liability insurance; and
- Any other cost associated with administrative activities or tasks.

Records Retention

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

Amendment Procedures

All Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.

Project amendments may be proposed by the project recipient or by the DOE Program Manager. Program and budget amendments to approved project applications for all programs shall be prepared by project recipients on the Project Amendment Request Form (DOE 150) and the Budget Amendment Narrative Form (DOE 151) available on the Division of Career and Adult Education Grants website at <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/department-of-edu-grants-forms.stml>.

A project recipient may not begin to expend or obligate federal funds under a project amendment until the latter of the following two dates: (1) the date the Department receives the amendment in substantially approvable form or (2) the date approved by the Department Program Manager.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

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Shall Supplement, Not Supplant Federal Requirement

Section 211 (a) of the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant non-federal funds expended for Career and Technical Education activities.

Services and Support for Special Populations Federal Requirement

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities" from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information).

Executive Order 11-116 State Requirement

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value, the Contractor will: (a)utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, and (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

State of Florida, Executive Order 20-44 State Requirement

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the Department an annual report in the format required by the Department. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not

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required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link: https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf.

Intellectual Property State Requirement

The awarded agency is subject to the following additional provisions:

- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with this Grant/Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Grantee/Contractor nor any individual employed under this Grant/Contract shall have any proprietary interest in the product.
- B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf of the State of Florida.
- C. In the event it is determined as a matter of law that any such work is not a "work for hire," grantee shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Grant/Contract and with no additional compensation.
- D. The foregoing shall not apply to any pre-existing software, or other work of authorship used by Grantee/Contractor, to create a Deliverable but which exists as a work independent of the Deliverable, unless the pre-existing software or work was developed by Grantee pursuant to a previous Contract/Grant with the Department or a purchase by the Department under a State Term Contract.
- E. The Department shall have full and complete ownership of all software developed pursuant to the Grant/Contract including without limitation:
 1. The written source code;
 2. The source code files;
 3. The executable code;
 4. The executable code files;
 5. The data dictionary;
 6. The data-flow diagram;
 7. The workflow diagram;
 8. The entity relationship diagram; and
 9. All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.

Compliance Monitoring

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff monitors recipients' compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by 2 CFR 200 of the Uniform Guidance, the Florida Department of Financial Services Reference Guide for State Expenditures

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(available at https://www.djj.state.fl.us/content/download/51004/primary_file/fdjj1410-attachment2-102019-dfs_referenceguideforstateexpenditures.pdf), and guidelines published in the Florida Department of Education's Green Book.

The Division of Career and Adult Education, Quality Assurance Policies, Procedures and Protocols Manual is available at <http://www.fldoe.org/academics/career-adult-edu/compliance>.

PERKINS V REQUIREMENTS **Secondary, Section 131**

The Florida Department of Education's Perkins V State Plan for was approved by the United States Department of Education (USED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." The State Plan will undergo an annual review. To view Florida's **Perkins V State Plan**, visit <http://fldoe.org/academics/career-adult-edu/perkins/>.

All eligible recipients using funds under this Act must adhere to all of the provisions included in the Act, Florida's Perkins V State Plan, the Florida Department of Education (FDOE) Perkins V Implementation Guide and those listed below. Implementation of this new state plan requires each eligible recipient to submit a local application in compliance with the requirements in Section 134 of the Act.

The application shall cover the same period of time as the State Plan. Funding for Perkins projects in fiscal year 2024–2025 is contingent upon the final federal Perkins V allocation from the U.S. Department of Education.

For information regarding the distribution of funds to secondary career and technical education programs, see the Fiscal Responsibilities section of the State Plan.

Program Accountability: Local Program Improvement Plans (PIPs) and Outcome Reporting

As part of the 2020–2021 local application process, local agencies agreed to four years of Perkins V Performance measure targets. Agencies were held accountable for performance targets beginning with data from the 2020–2021 program year. Those eligible recipients that fail to achieve at least 90% on any of their local agreed upon performance levels in the 2022–2023 program year will need to provide a program improvement plan (PIP) as part of their 2024–2025 local continuation application. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Agencies that have failed to meet 90% of their local agreed upon performance level on any measure for two consecutive years after the eligible recipient has been identified for improvement will be required to take additional steps. They will be asked to provide additional evidence of implementation of specific actions taken to improve agency performance and to address any student performance gaps discussed in Section 113 of the Act. Additionally, agencies may be required to participate in technical assistance and professional development with the Department and will be contacted separately by staff should they be selected.

Secondary Local 2024–2025 Continuation Grant Application for Perkins V

To receive funds under the Act, eligible recipients completed their local plan application in the 2020–2021 program year. The 2024–2025 application represents a continuation year and the fifth year of the school district's local plan. Therefore, the 2024–2025 continuation grant application serves as the method to communicate any substantive changes to the district's local plan. To assist with preparing the 2024–2025

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continuation grant application narrative and required attachments, eligible recipients **MUST** read the accompanying Perkins V Implementation Guide, which can be accessed at <http://fldoe.org/academics/career-adult-edu/perkins/>. This guide details federal, state requirements, and must be used as a resource to prepare the 2024–2025 local continuation grant application.

Instructions for Submitting the Application and Completing the Application Narrative

IMPORTANT INFORMATION:

To secure a July 1, 2024, Grant Award Notification start date agencies **MUST** submit all application required files on or before June 30, 2024.

- Before inserting any text or information into the application narrative, forms, and tables, save a blank application form in a separate Word document on your computer.
- Use size 12-point font.
- Responses should be clear and concise.
- The application and all required forms must be submitted electronically to the Office of Grants Management via ShareFile folder **Agency Number_AgencyName_XXB004_submit**
- How to submit the grant application documents: Submit three separate Files.
 - » (1). PDF File: Submission Naming Convention: XXX-Agency Name-SEC. Place the PDF documents in the order listed below.
 - DOE 100A, Project Application Form (signed by the agency head or other authorized person)
 - Attachment Sections
 - » Program of Study Template
 - » Secondary CTE Assurances Form
 - » General Assurance (if applicable)
 - » DOE 610 Form (if applicable). Please email this form to FDOERiskAnalysis@fldoe.org as a separate document.
 - » (2). Word File: Submission Naming Convention: XXX-Agency Name-SEC
 - Application Narrative Sections
 - Application Review Criteria and Checklist
 - » (3). Excel File: Submission Naming Convention: XXX-Agency Name-SEC
 - Secondary **CLNA and Budget Excel Workbook**
- Signatures:
 - » All required forms must have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with Section 668.50(2)(h), Florida Statutes.
 - » An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protection).
 - » The Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
 - » The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.

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Be sure to read the Perkins V information in the **Attachments** section prior to preparing the application package. In accordance with Section 134(b), each year eligible recipients must address the nine specific requirements.

For a list of all items that must be included in the application package, see the **Application Review Criteria and Checklist** in the **Attachments** section.

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years in order to guide activity and program development to meet Perkins V requirements. Local eligible recipients conducted their first CLNA during the 2019–2020 program year for implementation in the 2020–2021 and 2021–2022 program years. The second CLNA was conducted during the 2021–2022 program year for implementation in the 2022–2023 and 2023–2024 program years. The third CLNA was conducted during the 2023–2024 program year for implementation in the 2024–2025 and 2025–2026 program years, pending continuation of the State's Perkins V plan.

CLNA requirements for the 2024–2025 local continuation grant application:

- Provide information from the 2023-2024 CLNA in the CLNA Program Summary form and related narrative questions, as well as priority needs identified during the CLNA process.
- Describe the process the eligible recipient used to conduct the second CLNA during the 2023-2024 program year by responding to the following:

A **Secondary CLNA and Budget Excel Workbook** contains required worksheets, including: CLNA Program Summary, DOE 101 Budget Narrative Form; and Projected Equipment Purchases Form. (NOTE that the size, scope and quality, labor market alignment, programs of study, and fundable programs worksheets have been combined into the CLNA Program Summary form for the 2024–2025 program year.) The Secondary CLNA and Budget Excel Workbook will be provided under separate cover.

- Use the 2024–2025 Excel Workbook Secondary CLNA and Budget Excel Workbook and submit as **XXX-Agency Name-SEC**
- Each eligible agency is required to populate the CLNA Program Summary worksheet to ensure that the program data reflects current criteria (see Parts 1-A and 1-B below).
- DOE 101 Budget Narrative Form must be completed.
- Projected Equipment Purchases Form must be completed (if applicable).

How to Submit the Secondary CLNA and Budget Excel Workbook

Step 1: Directions on how to submit the Secondary CLNA and Budget Excel Workbook are in the Perkins V Implementation Guide.

Step 2: The Secondary CLNA and Budget Excel Workbook must be submitted in Excel format to the Office of Grant Management (OGM) ShareFile system.

Step 3: Districts must use the naming convention below for uploading the Secondary CLNA and Budget Excel Workbook.

Naming Convention: XXX-Agency Name-SEC (the number "XXX" represents your district agency code number).

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A. Please Respond to the Following Questions:

Question	Response
i. Describe the process your agency used to conduct the required biennial CLNA during the 2023–2024 program year. The results from this CLNA will guide your agency's Perkins V high priorities that will be implemented in the 2024–2025 and 2025–2026 program years.	

B. Complete the Stakeholder Consultation Summary Table below:

Instructions:

This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This table serves as a summary of the process and methods used to consult and identification of the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(i) Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals			

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<p style="text-align: center;">[A]</p> <p style="text-align: center;">Stakeholder Category Required by Perkins V Law</p>	<p style="text-align: center;">[B]</p> <p style="text-align: center;">List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.</p>	<p style="text-align: center;">[C]</p> <p style="text-align: center;">Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.</p>	<p style="text-align: center;">[D]</p> <p style="text-align: center;">List the CLNA component(s) for which this category of stakeholder was consulted.</p>
<p>(ii) Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators</p>			
<p>(iii) Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries</p>			
<p>(iv) Parents and students</p>			
<p>(v) Representatives of special populations</p>			
<p>(vi) Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)</p>			
<p>(vii) Representatives of Indian Tribes and Tribal organizations in the State (where applicable)</p>	<p><i>NOTE: Provide a response, if applicable; otherwise, enter "N/A"</i></p>		
<p>(viii) Any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)</p>	<p><i>NOTE: Provide a response, if applicable; otherwise, enter "N/A"</i></p>		

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C. Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9–12 Career Preparatory and Technology Education Programs

The purpose of this section is to give local eligible recipients an opportunity to provide information related to size, scope and quality of career and technical education programs.

- i. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required SSQ information.** *Report both middle grades and secondary.*
- ii. Complete the following narrative summaries.

Middle Grades Narrative Summary for SSQ

		Response
(a) SIZE: Intentionally Designed Pathways	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	
(c) QUALITY: Appropriate Instructional Supports	Describe how your district's middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.	
(d) QUALITY: Prepared and Effective Teachers	Describe how your district's middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.	
(e) QUALITY: Equal Access	Describe how your district's middle grades exploratory courses implement measures to create opportunities for all students to succeed in CTE.	

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9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ

		Response
(f) SCOPE: Business and Industry Engagement and Workforce Alignment	Describe how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	
(g) QUALITY: Engaging Instruction	Describe how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.	
(h) QUALITY: Appropriate Instructional Supports	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	
(i) QUALITY: Prepared and Effective Faculty and Staff	Describe how your CTE programs provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.	

- iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a numbered list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

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D. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high-priority needs related to labor market alignment for career and technical education programs.

- i. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required LMA information.**

As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program year 2024–2025. If your district has identified these programs, please complete the appropriate table.

- ii. **Programs to be Phased Out (if applicable)**

Program Number	Program Name	# of 2022–2023 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered

Add additional rows, as needed.

- iii. **Programs Considered for Development (if applicable)**

Program Number	Program Name	Documentation of Local Need

Add additional rows, as needed.

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E. Development and Implementation of CTE Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

i.

		Response
a.	Alignment: Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	
b.	Acceleration: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned academic accelerated credit courses?	
c.	Coordination: Which program areas are un- or underrepresented on your advisory council(s)?	
d.	Percent Enrollment: Per Florida's Perkins V State Plan, all secondary eligible recipients are to have 75% enrollment in fully compliant Programs of Study in 2024–2025. Estimate your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs of study will need to be launched in 2024–2025 to meet the 75% enrollment in programs of study goal.	

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- ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a numbered list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

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F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to the recruitment, retention and training of CTE personnel.

i. Complete the following narrative summary.

Faculty and Staff:

		Response
a.	Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.	
b.	Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	
c.	Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	

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- ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/ initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data.

- i. **Complete the following narrative summary.**

Performance Review:

		Response
a.	Underperformance: Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	
b.	Gaps: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	
c.	Trends: Using the last three years of available data, identify which Perkins V performance indicators have trended upward or downward.	
d.	Root Causes: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	

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- ii. **List High-Priority CTE Performance Needs:** As a result of reviewing the data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a numbered list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/ initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

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H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

i. Complete the following narrative summary.

Equal Access:

		Response
a.	<u>Evaluate the local implementation of</u> strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	
b.	<u>Evaluate how well local strategies are</u> being implemented to reduce the rates of participation or performance disparities in courses and programs for special populations.	
c.	<u>Evaluate the local implementation of</u> programs that are designed to enable special populations to meet the local levels of performance.	
d.	<u>Evaluate the local implementation of</u> activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	

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- ii. **List High-Priority Equal Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students, provide a numbered list of the high-priority need(s) that will be addressed in the current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

I. Other Identified Needs from Comprehensive Local Needs Assessment (If Applicable)

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA. Describe the process used to identify these other priority needs.

- i. **List Other High-Priority Needs:** As a result of your CLNA review, provide a numbered list or other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

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Section 2. Primary Program of Study and CTE Secondary Programs for 2024–2025

Note: In accordance with Florida's Perkins V State Plan, during the 2024–2025 program year, each eligible recipient will be required to use Perkins funds to support only those CTE programs that:

- Meet size, scope and quality requirements;
- Meet labor market alignment requirements; and
- Meet a need identified in the agency's 2021–2022 Comprehensive Local Needs Assessment.

In addition, for the 2024–2025 program year, eligible secondary recipients must offer a sufficient number of fully compliant programs of study, so at least 75% of the agency's CTE students are enrolled in these programs of study. A list of the program of study requirements can be found in **Attachment A** of this RFA and in the [Perkins V Implementation Guide](#).

In submitting your primary program of study and listing your compliant programs of study needed to meet the enrollment percentage requirement, your agency is attesting to the fact that the submitted primary program of study and the other required programs of study will meet all state required elements throughout the 2024–2025 program year.

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE secondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2024–2025 program year.

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Secondary CLNA and Budget Excel Workbook and indicate the CTE secondary programs that meet all state requirements for funding eligibility.** CTE secondary programs with expenses included on the Budget Narrative Form: DOE 101 must appear as fundable on the Program Needs Assessment worksheet.
- See the [Perkins V Implementation Guide](#) for further instructions on how to complete the Fundable Programs Worksheet.
- Some CTE programs are not Perkins fundable. Please see the Secondary CTE Programs Not Eligible for Perkins Funding list in the [Perkins V Implementation Guide](#).

B. 2024–2025 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all secondary CTE programs that meet the state's definition of a Program of Study. (Reminder: For the 2024–2025 project year, it is required that seventy-five percent or more of the agency's total CTE enrollment be in fully compliant programs of study.)

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook and identify all compliant programs of study.

See the [Perkins V Implementation Guide](#) for further instructions on how to complete the Programs of Study Worksheet.

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C. Template for the Submission of the 2024–2025 Primary Secondary Program of Study

The purpose of this section is for local eligible recipients to submit their annual required primary program of study for the 2024–2025 program year on the Perkins V template located in Attachment B. The primary program of study MUST be submitted on the Perkins V template. Programs of study submitted on the prior Perkins IV template will not be accepted. An example program of study and further guidance is included in the [Perkins V Implementation Guide](#) and on the [FDOE Program of Study Page](#).

Complete the Primary Program of Study template in Attachment B.

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List Table Below.

Secondary Program of Study Advisory Council Member List		
Name	Organization	Representation Category (Secondary, Postsecondary, Business and Industry, Other)

E. Dissemination of Information on CTE Secondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

	Response
Describe how secondary students, including students who are members of special populations, will learn about your agency's CTE course offerings and whether each course is part of a CTE program of study in the 2024–2025 program year.	

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Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

	Response
i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.	
ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.	
iii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.	

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Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

	Response
i. Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2024–2025 program year.	

Section 5. Equal Access for Special Populations

A. Activities Related to Equal Access for Special Populations as Defined in the Perkins V Act.

Eligible recipients must respond to the narrative questions in Part 5-A.

Describe how your agency will:

	Response
i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	
ii. Describe how your agency will prepare CTE secondary participants for nontraditional fields.	
iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	
iv. Describe how your agency will ensure that members of special populations will have equal access on their status as members of special populations in the 2024–2025 program year.	

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Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

Eligible recipients must respond to the narrative questions in Part 6-A.

	Response
i. Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.	
ii. Describe how your agency will work with representatives from local businesses/ industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2024–2025 program year.	

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

Eligible recipients must respond to the narrative question in Part 7-A.

	Response
Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2024–2025 program year.	

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Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

	Response
i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training – including professional development – of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	
ii. Describe how you will identify and support those underrepresented in the teaching profession.	

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

	Response
Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2024–2025 program year.	

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Section 10. Accountability and Program Improvement

All districts must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the [Perkins V Implementation Guide](#).

Eligible recipients must respond to the narrative questions in Part 10-A.

	Response
Describe the agency's data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.	

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local plan. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)

A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education's K–20 Strategic Plan

Eligible recipients must respond to the narrative question in Part 11-A.

	Response
Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K–20 Strategic Plan. URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml .	

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

A. Documentation of Automotive Service Technology Program

Eligible recipients must respond to the narrative question in Part 12-A.

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education. Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program.*

Eligible recipients must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.

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

A. Description of Process to Ensure Equal Access

Eligible recipients must respond to the narrative question in Part 13-A.

	Response
For the fiscal year 2024–2025, provide a concise, one-page description of the process to ensure equal access to, and participation of students, teachers, and other program beneficiaries with disabilities. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf .	

Section 14. Budget Narrative Requirements and Secondary CTE Assurances Form

A. Complete Budget Narrative DOE 101 Form and Secondary CTE Assurances Form

Eligible recipients must complete both items listed above in Part 14-A.

Budget Narrative Guidelines: (Local Plan Applications)

All eligible recipients' budget line items will be evaluated and approved based on the CLNA results and written narrative in the local application to support direct alignment of the CLNA results to the proposed budget expenditures.

Perkins V allows eligible recipients to use funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment.

Therefore, all budget narrative line items must be aligned with the 2024–2025 CLNA priorities and needs addressed in the narrative sections of this RFA. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

- i. Eligible recipients must complete and submit a signed **Secondary CTE Assurances Form**. This form is located in the attachments section of this RFA.

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- ii. Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101**, located in the Secondary **CLNA and Budget Excel Workbook**.
- iii. Budget Narrative must align with the following:
 - a. (Sec. 134) Comprehensive Local Needs Assessment Results
 - b. (Sec. 135) Requirements for Uses of Funds and
 - c. (Sec. 135) Size, Scope, and Quality to be effective.

To meet this requirement of Perkins V, eligible recipients must provide on the DOE 101, Budget Narrative Form under Column (3), **Account Title and Narrative**, the specified CLNA need, requirements for the Uses of Funds and *Program number or CIP#, for all budgetary line items supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc.

An example of how to complete the budget form is located in the attachments section. The chart below shows all of the information required for each budget line item (this chart does not include all allowable budget line items).

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

*Any budget line item for a particular CTE program must meet Labor Market alignment standards; therefore, each cost on the budget narrative form must provide program number or CIP# for the appropriate CTE programs.

Contractual Service Agreements (If Applicable)

Contractual Service Agreements must be in compliance with Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133, Florida Statutes; Rule 60A-1.017, Florida Administrative Code.

Applicants proposing fiscal/programmatic agreements should carefully review and follow the guidance of the State of Florida Contract and Grant User Guide, Chapter 3, Agreements at <https://www.fldoe.org/core/fileparse.php/7515/urlt/ContGrantManageUG.pdf>.

All proposed contractual expenditures between the fiscal agent and subcontractors shall be accompanied by a formal, properly executed (agency head or designee's signature, and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

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Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

1. Application includes required forms: DOE 100A Project Application Form
2. All required forms have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
 - **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
 - » An "electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protection).
 - » The Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
 - » The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.
3. Application must be submitted electronically to the Office of Grants Management via ShareFile folder **AgencyNumber_AgencyName_XXB004_submit**.
4. All required forms must have the assigned TAPS Number included on the form.

Method of Review

- All eligible recipients' applications will be evaluated for funding to determine that the eligible recipient plans to utilize the funds in accordance with the provision of Perkins V, including, but not limited to, promoting continuous improvement in academic achievement, technical skills attainment and addressing current or emerging occupations. Further, an eligible recipient shall conduct a CLNA and include its results in the local application submitted to FDOE.
- FDOE will evaluate and approve allowable budget items based on the CLNA results and written narrative in the local application to support direct alignment of the CLNA results to the proposed Budget expenditures.
- All eligible recipients' local applications will be reviewed for approval by FDOE staff using the criteria specified in the Strengthening Career and Technical Education for the 21st Century Act and Florida's Perkins V State Plan.
- Eligible recipients may be asked to revise and/or change content stated in their application in order to be approved for funding.
- In addition, fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
- The Application Review Criteria and Checklist found in the Attachments section will also be used by FDOE staff to review applications.

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ATTACHMENTS

- A. Program of Study Requirements**
- B. Program of Study Template**
- C. Performance Accountability**
- D. Allocation Chart**
- E. Secondary CTE Assurances Form**
- F. DOE 100A, Project Application Form**
- G. Application Review Criteria and Checklist**

ATTACHMENT A**Program of Study Requirements**

Florida's programs of study are comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant FDOE CTE curriculum frameworks.
- Meet labor market alignment criteria.
- Meet FDOE's size, scope, and quality criteria.
- Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity.
- Offer at least one opportunity within the program of study for accelerated credit through:
 - » Dual enrollment
 - » Local or statewide articulation agreement
 - » Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school.
- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry.
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.

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ATTACHMENT B

Program of Study Template Instructions

Secondary agencies must submit a primary program of study on the Perkins V template. See the requirements for a program of study (POS) in Attachment A.

Instructions by Column:

Program Name: In the cell directly below, write the name of the CTE program(s) offered at each educational level.

Secondary:

- **Middle School:** (optional)
 - » FDOE strongly encourages facilitation of early career exploration.
 - » If there is no locally offered aligned middle school course, leave the section blank.
- **High School:**
 - » Must have at least one high school CTE program.

Postsecondary:

Agencies must provide one or more postsecondary opportunities that are sub-baccalaureate. The POS need NOT contain all levels of postsecondary, though more options can be beneficial for students.

- **Registered Apprenticeship:**
 - » In collaboration with local employers, registered apprenticeships may be included as a postsecondary program within a program of study. Visit [Florida's Registered Apprenticeship page](#) to search for local, existing apprenticeships or to find contact information for your regional Apprenticeship Training Representative.
- **Technical College/Center:**
 - » List the name of an aligned CTE program offered at a Florida technical college/center
- **State College:**
 - » List the name of an aligned CTE program offered at a Florida College System institution
- **University:** (optional)
 - » The inclusion of university programs and/or higher is included for the benefit of students, NOT as a requirement.
 - » If there is no aligned university program, leave this section blank.
 - » Perkins V funds cannot be used to support baccalaureate programs.

Program Code/CIP: Use an official code from the most recent, relevant FDOE CTE Curriculum Framework.

Participating Schools and Institutions: List the schools and institutions where students can take the CTE program.

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Accelerated Credit Opportunity(ies):

- Agencies must provide one or more opportunities for accelerated credit within the program of study. This can be at the secondary level or postsecondary level.
- Articulation agreements should include the following:
 - » What students must achieve to receive credit (e.g., CompTIA A+ certification).
 - » The number of clock hour credits/college credits awarded (e.g., 6 credit hours).
 - » To what course(s)/program(s) the awarded credit applies (e.g., Computer Engineering Technology AS).
 - » What institutions recognize the credit agreements (e.g., Broward College) or if the articulation agreement is statewide.
- Dual enrollment should include the following:
 - » Specific course names and codes
 - » Academic and CTE dual enrollment are permissible, but postsecondary courses listed must be required for graduation from a postsecondary CTE program list in the Program of Study Template.
- Accelerated, aligned academics (AP, IB, AICE, CLEP, etc.) should include the following:
 - » name of the course(s),
 - » where they can be taken, and
 - » any other relevant information

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ATTACHMENT B

Perkins V: 2024–2025 Program of Study

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

ATTACHMENT C**Performance Accountability Requirements**

Section 113 (Perkins V, Section 134 (c)(2))

Data Collection, Reporting and Analysis

Data reporting is a requirement for implementation of Florida's Perkins V State Plan. There are three important reasons for creating a data-driven accountability system for career and technical programs:

- The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance, particularly with regard to special populations.
- The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
- Establishing program performance targets focuses the attention of Department consultants, program administrators, and other practitioners on program improvement.

Performance Accountability Targets

The state is required to report annually on progress toward meeting federally approved student performance targets. Statewide progress is an aggregation of local program improvements made by local eligible recipients of Perkins V funds. Local recipients are required to work toward meeting local improvement targets that are established by the Florida Department of Education.

Local eligible recipients accepted or negotiated local targets for all measures as part of the 2020–2021 application process. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required as part of the 2022–2023 and 2023–2024 local continuation grant application for those measures not meeting at least 90% of the agreed upon performance level. Program Improvement Plans (PIP) will be required as part of the 2024–2025 local continuation grant application for those measures not meeting at least 90% of the agreed-upon performance level. Agencies must complete any required PIPs before a final Grant Award Letter may be issued. Procedures for reviewing performance levels and submitting PIPs will be provided under separate cover.

Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

For more information on Florida's Perkins V Performance Measures, see the [Perkins V Implementation Guide](#).

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

ATTACHMENT D – Allocation Chart

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

Secondary Allocations

FY 2024–2025

The **Allocation Chart** is subject to change based on the final federal allocation and local performance data. All agencies will be notified regarding their final allocation prior to the issuance of their 2024–2025, DOE 200, Award Notification.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary Allocations FY 2024–2025	
Agency	Allocation Amount
Alachua County School District	\$361,372
Baker County School District	\$58,000
Bay County School District	\$312,735
Bradford County School District	\$56,488
Brevard County School District	\$772,710
Brevard - Odyssey Charter School	\$25,365
Broward County School District	\$3,430,821
Calhoun County School District	\$34,068
Charlotte County School District	\$167,110
Citrus County School District	\$259,120
Clay County School District	\$320,507
Collier County School District	\$506,877
Columbia County School District	\$ 167,630
Miami-Dade County School District	\$4,119,471
Miami-Dade MATER Charter School*	\$14,060
Miami-Dade KIPP Charter School*	\$6,609
Desoto County School District	\$75,259
Dixie County School District	\$38,262
Duval County School District	\$1,913,295
Duval - IDEA Charter School	\$32,745
Escambia County School District	\$687,026
Flagler County School District	\$146,430

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Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary Allocations FY 2024–2025	
Agency	Allocation Amount
Franklin County School District	\$21,449
Gadsden County School District	\$128,817
Gilchrist County School District	\$36,448
Glades County School District	\$18,402
Gulf County School District	\$26,160
Hamilton County School District	\$38,000
Hardee County School District	\$80,448
Hendry County School District	\$117,828
Hernando County School District	\$287,563
Highlands County School District	\$183,757
Hillsborough County School District	\$2,448,478
Hillsborough - IDEA Charter School	\$28,788
Holmes County School District	\$46,933
Indian River County School District	\$187,435
Jackson County School District	\$96,287
Jefferson County School District	\$26,341
Lafayette County School District	\$17,227
Lake County School District	\$541,339
Lee County School District	\$1,075,952
Leon County School District	\$ 420,435
Levy County School District	\$92,429
Liberty County School District	\$15,364
Madison County School District	\$ 42,222
Manatee County School District	\$494,373
Marion County School District	\$718,501
Martin County School District	\$187,247
Monroe County School District	\$90,749
Nassau County School District	\$108,076
Okaloosa County School District	\$305,047
Okeechobee County School District	\$90,093

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Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary Allocations FY 2024–2025	
Agency	Allocation Amount
Orange County School District	\$2,252,437
Orange - UCP Orange Charter School	\$16,493
Osceola County School District	\$862,868
Palm Beach County School District	\$2,069,890
Palm Beach - South Tech Charter School	\$21,202
Pasco County School District	\$791,711
Pinellas County School District	\$1,039,874
Polk County School District	\$1,785,501
Polk - Lake Wales Charter School	\$77,923
Putnam County School District	\$217,416
Santa Rosa County School District	\$265,580
Sarasota County School District	\$397,887
Seminole County School District	\$645,897
St. Johns County School District	\$292,254
St. Lucie County School District	\$603,250
Sumter County School District	\$121,703
Suwannee County School District	\$116,104
Taylor County School District	\$ 49,592
Union County School District	\$30,080
Volusia County School District	\$780,693
Wakulla County School District	\$53,786
Walton County School District	\$138,192
Washington County School District	\$57,169
TOTAL	\$34,165,650

*Waivers for Allocations Under \$15,000 to Secondary Education Programs

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

[Section 131(c) (2) (A) (B)]

The FDOE may waive the application of eligible recipients in any case in which the local educational agency –

- A. (i) is located in a rural, sparsely populated area; or
(ii) is a public charter school operating secondary school career and technical education program;
and
- B. Demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

Submit waiver requests for approval before the application due date to the following email: Charles.Feehrer@fldoe.org.

Consortium Requirements

[Section 131 (f) (1) (2)]

- (1) **Alliance.** – Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of Section 135 is encouraged to –
 - A. form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of Section 135;
 - B. transfer such allocation to the area career and technical education school or educational service agency; and
 - C. operate programs that are of sufficient size, scope, and quality to be effective.
- (2) **Funds to Consortium.** – Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

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

ATTACHMENT E

2024–2025 Secondary CTE Assurances

Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.

The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

_____, hereby acknowledge and agree to the statements below.

Name of Grantee

A. Career and Technical Education Instructional and Programmatic Policies

The Grantee agrees:

- _____ 1. To use the Florida Career and Technical Education Curriculum Frameworks located at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
- _____ 2. To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes Section 1012.39 (1)(c), F.S.
- _____ 3. To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state
- _____ 4. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at <http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml>.
- _____ 5. To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the Perkins V State Plan requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2024-2025.

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

- _____ 6. To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
 - a. career exploration and career development coursework, activities or services;
 - b. career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
 - c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program (Sec. 134(b)(3))
- _____ 7. To incorporate challenging State academic standards, including those adopted by Florida under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
- _____ 8. To provide activities to prepare special populations for high-skill, high-wage or in-demand industry sectors or occupations that will lead to self-sufficiency.
- _____ 9. To prepare career and technical education participants for non-traditional fields.
- _____ 10. To provide equal access for special populations to career and technical education courses, programs and programs of study.
- _____ 11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

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B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

- _____ 1. To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at <http://fldoe.org/academics/career-adult-edu/Perkins/clna.shtml> (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.

- _____ 2. To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).

- _____ 3. To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.

- _____ 4. To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.

- _____ 5. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning and the coordination of local resources.

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

C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:

- _____ 1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
 - a. Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
- _____ 2. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure.
- _____ 3. To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.
- _____ 4. To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
- _____ 5. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

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

D. Grants and Fiscal Management and other Federal and State Administrative Provisions

The Grantee agrees:

- _____ 1. To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
 - i. Document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c –e)
 - ii. Meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's Perkins V State Plan in accordance with Perkins V Section 134(c)(2)(B)(i) and
 - iii. Coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135

- _____ 2. To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's Perkins V State Plan, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs ([Green Book](#)), any other relevant statutes and regulations for guidance.

Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for federal funds. Applicable federal regulations include:

 - a. Education Department General Administrative Regulations (EDGAR) <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 - b. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

- _____ 3. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

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- _____ 4. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
 - 2 CFR 200 of the Uniform Guidance: <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
 - Florida Department of Financial Services **Reference Guide for State Expenditures**: <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf> and guidelines published in the Florida Department of Education's **Green Book** available at <http://www.fdoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.
 - The DCAE, **Quality Assurance Policies, Procedures and Protocols Manual** is available at <http://www.fdoe.org/academics/career-adult-edu/compliance/>.
- _____ 5. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.
- _____ 6. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
- _____ 7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.
- _____ 8. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2025.
- _____ 9. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
- _____ 10. To ensure equal access to, and participation of students, teachers, and other program beneficiaries with disabilities. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.
- _____ 11. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

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E. Data Privacy and Security

The Grantee agrees:

- _____ 1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at [http://uscode.house.gov/view.xhtml?req=\(title:20%20section:1232g%20edition:prelim\)](http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)) The US ED provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

- _____ 2. To ensure the ability to retrieve an individuals records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.

- _____ 3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

Print Name of Agency Head

Signature of Agency Head

Print Name of Program Contact

Signature of Program Contact

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Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head Title Date

DOE 100A

Revised June 2022

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Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

DOE 100A

Revised June 2022

PERKINS V

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

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

Secondary, Section 131

APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below.**
- All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile folder AgencyNumber_AgencyName_XXB004_submit, on the **due date of March 15, 2024.**
- Include only the items requested. (Do not include **Instructions** pages).
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.

File # and Type	Item	Applicant Provide page #s for items listed
PDF File	Attachments	Page Number(s)
Submit as PDF File #1	DOE 100A, Project Application – with original signature or electronic signature	
	Program of Study Template	
	2024–2025 Secondary CTE Assurances Form	

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

File # and Type	Item	Applicant Provide page #s for items listed
Word Document File	Narrative Sections	Page Number(s)
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	
	Section 2. Primary Program of Study and CTE Secondary Programs for 2024–2025	
	Section 3. Career Exploration and Guidance	
	Section 4. Continuous Academic Improvement and Academic Integration	
	Section 5. Equal Access for Special Populations	
	Section 6. Opportunities for Work-Based Learning	
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	
	Section 8. Support for CTE personnel	
	Section 9. Performance of Special Populations and Subgroups	
	Section 10. Accountability and Program Improvement	
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	
	Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)	
	Section 13. Federal Programs – General Education Provisions Act (GEPA) (Federal Requirement)	
Application Checklist – must be last page of the Word Document File		

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File # and Type	Item	Applicant
Excel File	Postsecondary Grant Application CLNA and Budget Excel Workbook	Provide page #s for items listed
Submit as Excel File #3	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with Instructions)	
	Projected Equipment Purchases Form (with Instructions)	

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

Appendix D.2. – Perkins Request for Application - Postsecondary



FLORIDA DEPARTMENT OF EDUCATION (FDOE)

**2024–2025 Request for Application (RFA Entitlement)
Perkins V – Postsecondary**

Bureau/Office

Division of Career and Adult Education

Number

25B005

Program Name

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) **Career and Technical Education Postsecondary Programs**, Section 132

Specific Funding Authority(ies)

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Title I; Workforce Investment Act, Section 503, CFDA #84.048

The Florida Department of Education's Perkins V State Plan for 2020–2024 was approved by the United States Department of Education (US ED) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." The State Plan will undergo an annual review.

To view Florida's **Perkins V State Plan**, visit <http://www.fldoe.org/perkins>.

Funding Purpose/Priorities

The purpose is to develop more fully the academic, career and technical skills of postsecondary education students who elect to enroll in career and technical education programs.

For more information, see the Florida Perkins V Implementation Guide on the website, <https://www.fldoe.org/academics/career-adult-edu/perkins>.

Total Funding Amount

\$30,334,350 (Allocation is contingent on Florida's 2024 Federal Award)

See **Allocation Chart** in the **Attachments** section

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Note:

- The Florida Department of Education (FDOE) is posting this Request for Application (RFA) before the passage of the U.S. Department of Education's (US ED) Fiscal Year (FY) 2024 appropriation. This is in anticipation of the Program Year (PY) 2024 Perkins V grants appropriation of funds. We will not obligate any funds for PY 2024 grants until federal funds are appropriated, and FDOE has received its federal award notification from US ED.
- The allocations posted in this RFA are subject to change, based on Florida's federal award notification.
- The Commissioner may recommend an amount greater or less than the amount requested in the application.

Type of Award

Entitlement

Budget / Program Performance Period

July 1, 2024, to June 30, 2025

Target Population(s)

Postsecondary career and technical education students

Eligible Applicant(s)

Florida Public School Districts and Florida Colleges

Application Due Date

Friday, March 15, 2024

The due date refers to the date of receipt in the **Office of Grants Management via Office of Grant Management (OGM) ShareFile system folder Agency Number_AgencyName_XXB005_submit**. Direct Mail, Facsimile and E-mail submissions are not acceptable.

For Federal programs, applications received after June 30, 2024, will be effective on the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

IMPORTANT INFORMATION:

To secure July 1, 2024, Grant Award Notification start date agencies MUST submit all application required documents on or before June 30, 2024.

Matching Requirement

None

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

Contact Persons

Program Managers		
<p>Daphne Kilpatrick Daphne.Kilpatrick@fldoe.org (850) 245-9042</p>	<p>Bay Calhoun Escambia Gulf Holmes Jackson Okaloosa Santa Rosa</p>	<p>Walton Washington Chipola College Gulf Coast State College Northwest Florida State College Pensacola State College</p>
<p>Ebonee Dennis Ebonee.Dennis@fldoe.org (850) 245-9044</p>	<p>Franklin Gadsden Hamilton Jefferson Lafayette Leon Liberty</p>	<p>Madison Suwannee Taylor Wakulla North Florida College Tallahassee Community College</p>
<p>Nick Key Nicholas.Key@fldoe.org (850) 245-9041</p>	<p>Alachua Baker Bradford Clay Duval Flagler Nassau Putnam</p>	<p>St. Johns Union Daytona State College Florida State College at Jacksonville Santa Fe College St. Johns River State College</p>
<p>Erica Bush Erica.Bush@fldoe.org (850) 245-9048</p>	<p>Citrus Columbia Dixie Gilchrist Lake Levy Marion</p>	<p>Seminole Sumter Volusia College of Central Florida Florida Gateway College Lake-Sumter State College Seminole State College of Florida</p>

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Program Managers		
<p>William English William.English@fldoe.org (850) 245-9045</p>	<p>DeSoto Hardee Hernando Highlands Hillsborough Manatee Pasco Pinellas Polk</p>	<p>Sarasota Hillsborough Community College Pasco-Hernando State College Polk State College South Florida State College St. Petersburg College State College of Florida, Manatee-Sarasota</p>
<p>Lucinda Coverston Lucinda.Coverston1@fldoe.org (850) 245-9037</p>	<p>Brevard Broward Indian River Martin Okeechobee Orange Osceola</p>	<p>Palm Beach St. Lucie Broward College Eastern Florida State College Indian River State College Palm Beach State College Valencia College</p>
<p>Kristin Joyner Kristin.Joyner2@fldoe.org (850) 245-9040</p>	<p>Charlotte Collier Miami-Dade Glades Hendry Lee</p>	<p>Monroe College of Florida Keys Florida Southwestern State College Miami Dade College</p>

- Grants Management Contact: Phyllis White, 850-245-0715, Phyllis.White@fldoe.org
- Comptroller Contact: Shannon Powell, 850-245-920, Shannon.Powell@fldoe.org

PERKINS V

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

Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

The Code of Federal Regulations, 2 CFR 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Department of Education (US ED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book, available at <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in the US ED General Administrative Regulations (EDGAR) Parts 74 and 80 have also been submitted under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council website, <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management

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requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi610.xls>.

Submit the DOE 610 to the FDOERiskAnalysis@fldoe.org mailbox; do not include the DOE 610 with the application documents. Indicate the Project Name and TAPS in the subject of the email.

Funding Method

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). In accordance with federal regulations outlined in the Cash Management Improvement Act (CMIA), cash should be requested no more than three business days from the anticipated date of disbursement. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE 101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be accessed online at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.html>.

All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Allowable Expenses: Federal and State

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

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Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

Unallowable Expenses: Federal and State

Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of the Department, and shall promptly notify the Department in the event that an agent, employee or representative of the Department attempts to solicit the same.

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs:

- Proposal preparation including the costs to develop, prepare or write the proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g., retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation

Consult the US ED General Administration Regulation (EDGAR) for costs not allowable for federal programs at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>, and also the Reference Guide for State Expenditures at <https://myfloridacfo.com/division/aa/state-agencies>.

Records Retention

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be

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maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

Amendment Procedures

All Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.

Project amendments may be proposed by the project recipient or by the DOE Program Manager. Program and budget amendments to approved project applications for all programs shall be prepared by project recipients on the Project Amendment Request Form (DOE 150) and the Budget Amendment Narrative Form (DOE 151) available on the Division of Career and Adult Education Grants website at <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/department-of-edu-grants-forms.stml>

A project recipient may not begin to expend or obligate federal funds under a project amendment until the latter of the following two dates: (1) the date the Department receives the amendment in substantially approvable form, or (2) the date approved by the Department Program Manager.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

Equipment Purchases

Federal Requirement

Any equipment purchased under this program must follow the Uniform Grants Guidance, found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl, or the Reference Guide for State Expenditures, at https://www.djj.state.fl.us/content/download/51004/primary_file/fdjj1410-attachment2-102019-dfs_referenceguideforstateexpenditures.pdf.

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the *Green Book* at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken, and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

State Requirement

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states: All tangible personal property with a value or cost of \$5,000 or more and having a projected useful life of one year or more shall be recorded in the state's financial system as

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property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody.

Division of Career and Adult Education Requirement

In accordance with UGG, Section 200.302 (b) (4) Internal Controls, regardless of cost, the agencies must maintain effective control and “safeguard all assets and assure that they are used solely for authorized purposes.”

In order for FDOE to monitor effective internal controls, the Division of Career and Adult Education (DCAE) requires agencies to maintain adequate records of all single items \$1,000 to \$4,999. Items over \$5,000 must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of \$5,000 or more on the DOE 101 Budget Narrative Form and on the Projected Equipment Purchases Form (applicant may use this form or another format that contains the information appearing on this form).

Administrative Costs Including Indirect Costs: Federal

In accordance with the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), administrative and indirect are shared costs that cannot exceed 5% of the award amount. The administrative cost must apply to an administrative function.

The term “administration,” when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development or research activities.

This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, bookkeeping and accounting services and utilities.

Administrative costs are costs that cannot be identified with any single program, but are indispensable to conducting agency activities and to the organization’s survival. The Florida Department of Education recognizes that allowable general and administrative costs are essential and legitimate costs of provider agencies.

The administrative costs of the provider represent costs which are incurred for common or joint objectives in providing services. Such costs are distributed to all provider programs on an allocation basis; that is, a fair share of expenses is distributed to each service program. General and Administrative (G & A) costs may include:

- Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties;
- Audit costs;
- Legal fees;
- Equipment associated with administrative tasks or positions;
- Office supplies, postage, communications, travel and other general office costs associated with administrative tasks;
- Maintenance and housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices;

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- Facility costs, such as depreciation, rental of space, maintenance and repair, utilities and property insurance if approved by FDOE;
- Liability insurance; and
- Any other cost associated with administrative activities or tasks.

Shall Supplement, Not Supplant

Federal Requirement

Section 211 (a) of the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant non-federal funds expended for Career and Technical Education activities.

Services and Support for Special Populations

Federal Requirement

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs – referred to as “covered entities”) from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.)

State of Florida, Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value, the Contractor will: (a) utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, and (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement, and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the Department an annual report in the format required by the Department. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts

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and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link: https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf.

Intellectual Property

The awarded agency is subject to the following additional provisions:

- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with this Grant/Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Grantee/Contractor nor any individual employed under this Grant/Contract shall have any proprietary interest in the product.
- B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf of the State of Florida.
- C. In the event it is determined as a matter of law that any such work is not a "work for hire," grantee shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Grant/Contract and with no additional compensation.
- D. The foregoing shall not apply to any pre-existing software, or other work of authorship used by Grantee/Contractor, to create a Deliverable but which exists as a work independent of the Deliverable, unless the pre-existing software or work was developed by Grantee pursuant to a previous Contract/Grant with the Department or a purchase by the Department under a State Term Contract.
- E. The Department shall have full and complete ownership of all software developed pursuant to the Grant/Contract including without limitation:
 1. The written source code;
 2. The source code files;
 3. The executable code;
 4. The executable code files;
 5. The data dictionary;
 6. The data-flow diagram;
 7. The workflow diagram;
 8. The entity-relationship diagram; and
 9. All other documentation needed to enable the Department to support, recreate, revise, repair or otherwise make use of the software.

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Compliance Monitoring

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff monitors recipients' compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by 2 CFR 200 of the Uniform Guidance, the Florida Department of Financial Services Reference Guide for State Expenditures and guidelines published in the Florida Department of Education's Green Book. Available at https://www.djj.state.fl.us/content/download/51004/primary_file/fdjj1410-attachment2-102019-dfs-referenceguideforstateexpenditures.pdf.

The Division of Career and Adult Education, Quality Assurance Policies, Procedures and Protocols Manual is available at <http://www.fldoe.org/academics/career-adult-edu/compliance>.

PERKINS V REQUIREMENTS Postsecondary, Section 132

The Florida Department of Education's Perkins V State Plan for 2020–2024 was approved by the United States Department of Education (US ED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." Florida has elected to continue its current State Plan beyond the original four-year period. The State Plan will undergo an annual review.

To view Florida's *Perkins V State Plan*, visit: <http://fldoe.org/academics/career-adult-edu/perkins/>.

All eligible recipients using funds under this Act must adhere to all of the provisions included in the Act, Florida's Perkins V State Plan, the Florida Department of Education (FDOE) [Perkins V Implementation Guide](#) and those listed below. Implementation of this new state plan requires each eligible recipient to submit a local application in compliance with the requirements in Section 134 of the Act.

The application shall cover the same period of time as the State Plan. Funding for Perkins projects in fiscal year 2024–2025 is contingent upon the final federal Perkins V allocation from the U.S. Department of Education.

For information regarding the distribution of funds to postsecondary career and technical education programs, see the Fiscal Responsibilities section of the State Plan.

Program Accountability: Local Program Improvement Plans (PIPs) and Outcome Reporting

As part of the 2020–2021 local application process, local agencies agreed to four years of Perkins V Performance measure targets. Agencies were held accountable for performance targets beginning with data from the 2020–2021 program year. Those eligible recipients that fail to achieve at least 90% on any of their local agreed upon performance levels in the 2023–2024 program year will need to provide a program improvement plan (PIP) as part of their 2024–2025 local continuation application. Procedures for identifying measure performance and submitting PIPs will be provided under a separate cover.

Agencies that have failed to meet 90% of their local agreed upon performance level on any measure for two consecutive years after the eligible recipient has been identified for improvement will be required to take additional steps. They will be asked to provide additional evidence of implementation of specific actions taken to improve agency performance and to address any student performance gaps discussed in Section 113 of the Act. Additionally, agencies may be required to participate in technical assistance and professional development with the Department and will be contacted separately by staff should they

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be selected.

Postsecondary Local 2024–2025 Continuation Grant Application for Perkins V

To receive funds under the Act, eligible recipients completed their local plan application in the 2020–2021 program year. The 2024–2025 application represents a continuation year and the fifth year of the school district's local plan. Therefore, the 2024–2025 continuation grant application serves as the method to communicate any substantive changes to the agency's local plan. To assist with preparing the 2024–2025 continuation grant application narrative and required attachments, eligible recipients **MUST** read the accompanying Perkins V Implementation Guide, which can be accessed at <http://fldoe.org/academics/career-adult-edu/perkins/>. This guide details federal, state requirements, and must be used as a resource to prepare the 2024–2025 local continuation grant application.

Instructions for Submitting the Application and Completing the Application Narrative

IMPORTANT INFORMATION:

To secure July 1, 2024, Grant Award Notification start date agencies **MUST** submit all application required files on or before June 30, 2024.

- Before inserting any text or information into the Application narrative, forms and tables, save a blank template in a separate Word document on your computer.
- Use size 12-point font.
- Responses should be clear and concise.
- The application and all required forms must be submitted electronically to the Office of Grants Management via ShareFile folder Agency Number_AgencyName_XXB005_submit
- How to submit the grant application documents: Submit three separate files.
 - » (1). PDF File: Submission Naming Convention: XXX-Agency Name-POSTSEC. Place the PDF documents in the order listed below.
 - DOE 100A, Project Application Form (signed by the agency head or other authorized person)
 - Attachment Sections
 - » Program of Study Template
 - » Postsecondary CTE Assurances Form
 - » General Assurance (if applicable)
 - » DOE 610 Form (if applicable) Please email this form to FDOERiskAnalysis@fldoe.org as a separate document.
 - » (2). Word File: Submission Naming Convention: XXX-Agency Name-POSTSEC
 - Application Narrative Sections
 - Application Review Criteria and Checklist
 - » (3). Excel File: Submission Naming Convention: XXX-Agency Name-POSTSEC
 - » Postsecondary CLNA and Budget Excel Workbook
- Signatures:
 - » All required forms must have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with Section 668.50(2)(h), Florida Statutes.

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- » An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protections).
- » The Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
- » The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.

Be sure to read the Perkins V information in the **Attachments** section prior to preparing the application package. In accordance with Section 134(b), each year eligible recipients must address the nine specific requirements.

For a list of all items that must be included in the application package, see the **Application Review Criteria and Checklist** in the **Attachments** section.

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years in order to guide activity and program development to meet Perkins V requirements. Local eligible recipients conducted their first CLNA during the 2019–2020 program year for implementation in the 2020–2021 and 2021–2022 program years. The second CLNA was conducted during the 2021–2022 program year for implementation in the 2022–2023 and 2023–2024 program years. The third CLNA was conducted during the 2023–2024 program year for implementation in the 2024–2025 and 2025–2026 program years, pending continuation of the State’s Perkins plan.

CLNA requirements for the 2024–2025 local continuation grant application:

- Provide information from the 2023-2024 CLNA in the CLNA Program Summary form and related narrative questions, as well as priority needs identified during the CLNA process.
- Describe the process the eligible recipient used to conduct the second CLNA during the 2023-2024 program year by responding to the following questions:

A **Postsecondary CLNA and Budget Excel Workbook** contains required worksheets, including: CLNA Program Summary, DOE 101 Budget Narrative Form; and Projected Equipment Purchases Form. (NOTE that the size, scope and quality, labor market alignment, programs of study, and fundable programs worksheets have been combined into the CLNA Program Summary form for the 2023–2024 program year.)

- Use the 2024–2025 Excel Workbook.
- Each eligible agency is required to populate the CLNA Program Summary worksheet to ensure that the program data reflect current criteria (see Parts 1-A and 1-B below).
- DOE 101 Budget Narrative Form must be completed.
- Projected Equipment Purchases Form must be completed (if applicable).

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How to Submit the Postsecondary CLNA and Budget Excel Workbook

Step 1. Directions on how to submit the Postsecondary CLNA and Budget Excel Workbook are in the [Perkins V Implementation Guide](#).

Step 2. The Postsecondary **CLNA and Budget Excel Workbook** must be submitted in Excel format to the Office of Grant Management (OGM) ShareFile system.

Step 3. Districts must use the naming convention below for uploading the Postsecondary **CLNA and Budget Excel Workbook**.

Naming Convention: **XXX-Agency Name-POSTSEC** (the number "XXX" is your project agency number that was assigned by the Office of Grants Management).

A. Please Respond to the Following Questions:

	Response
i. Describe the process your agency used to conduct the required biennial CLNA during the 2023-2024 program year. The results from this CLNA will guide your agency's Perkins V high priorities that will be implemented in the 2024-2025 and 2025-2026 program years.	

B. Complete the Stakeholder Consultation Summary Table below:

Instructions:

This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This table serves as a summary of the process and methods used to consult and identify the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

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CLNA: Stakeholder Consultation Summary Table:

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(i) Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals			
(ii) Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators			
(iii) Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries			
(iv) Parents and students			
(v) Representatives of special populations			

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[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(vi) Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)			
(vii) Representatives of Indian Tribes and Tribal organizations in the State (where applicable)	<i>NOTE: Provide a response, if applicable; otherwise, enter "N/A"</i>		
(viii) Any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	<i>NOTE: Provide a response, if applicable; otherwise, enter "N/A"</i>		

C. Size, Scope and Quality (SSQ) for CTE Postsecondary Programs

The purpose of this section is to give local eligible recipients an opportunity to provide information related to size, scope and quality of career and technical education programs.

- i. **Populate the CLNA Program Summary Worksheet in the Postsecondary CLNA and Budget Excel Workbook with the required SSQ information.**
- ii. Complete the following narrative summary.

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Postsecondary Programs Narrative Summary for SSQ

		Response
(a) SIZE: Intentionally Designed Pathways	<p>Do all CTE postsecondary programs offered by your agency provide an opportunity for students to complete an entire CTE program? (Institution offers the entire program length and not just part of the program.)</p> <p>Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer (if applicable).</p>	
(b) SCOPE: Business and Industry Engagement and Workforce Alignment	<p>Provide a summary description for how your agency's CTE postsecondary programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.</p>	
(c) QUALITY: Engaging Instruction	<p>Provide a summary description for how your agency's CTE postsecondary programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.</p>	
(d) QUALITY: Appropriate Instructional Supports	<p>Provide a summary description for how your CTE postsecondary programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.</p>	
(e) QUALITY: Prepared and Effective Faculty and Staff	<p>Provide a summary description of how your CTE postsecondary programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.</p>	

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- iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/ initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

D. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to make changes, provide updates and add new Labor Market Alignment programs to their original local plan.

- i. **Populate the CLNA Program Summary Worksheet in the Postsecondary CLNA and Budget Excel Workbook with the required LMA information. Include new programs and update any changes in criteria for program(s) in the columns provided.**

As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program year from 2024–2025. If your district has identified these programs, please complete the appropriate table.

- ii. **Programs to be Phased Out (if applicable)**

Program Number/ CIP	Program Name	Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)	# of 2022–2023 Enrolled Students	# of sites which this program is offered	Last Year program will be offered

Add additional rows, as needed.

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iii. **Programs Considered for Development (if applicable)**

Program Number/ CIP	Program Name	Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)	Documentation of Local Need

Add additional rows, as needed.

E. Development and Implementation of CTE Postsecondary Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to the program and program of study development and implementation.

i.

		Response
a.	Alignment: Which of your district's locally offered programs would benefit from additional secondary or postsecondary program, course, and/or curriculum alignment?	
b.	Acceleration: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned, academic accelerated credit courses?	
c.	Coordination: Which program areas are un- or underrepresented on your advisory council(s)?	

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- ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review and updates of SSQ, LMA, and POS criteria, provide a list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
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4	

Add additional rows, as needed.

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F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to the recruitment, retention and training of CTE personnel.

- i. Complete the following narrative summary.

Faculty and Staff:

		Response
a.	Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.	
b.	Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	
c.	Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	

- ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/ initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

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G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to Perkins performance data. Eligible recipients may use prior performance data, local level data reports and/or projected performance data to identify anticipated performance gaps.

i. Complete the following narrative summary.

Performance Review:

		Response
a.	Underperformance: Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	
b.	Gaps: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	
c.	Trends: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	
d.	Root Causes: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps and trends	

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- ii. List High-Priority CTE Performance Needs: As a result of reviewing past performance data for Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/ initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
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4	

Add additional rows, as needed.

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H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

i. Complete the following narrative summary.

Equal Access:

		Response
a.	Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	
b.	Evaluate how well local strategies are being implemented to reduce the rates of participation or performance disparities in courses and programs for special populations.	
c.	Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	
d.	Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	

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- ii. **List High-Priority Equal Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

I. **Other Identified Postsecondary Needs from Comprehensive Local Needs Assessment (If Applicable)**

The following question is optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA.

- i. **List Other High-Priority Needs:** As a result of your CLNA review or any additional findings resulting from implementation in the past program year, list other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	
3	
4	

Add additional rows, as needed.

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Section 2. Primary Program of Study and CTE Postsecondary Programs for 2024–2025

Note: In accordance with Florida's Perkins V State Plan, during the 2024–2025 program year, each eligible recipient will be required to use Perkins funds to support only those CTE programs that:

- meet size, scope and quality requirements;
- meet labor market alignment requirements; and
- meet a need identified in the agency's 2023–2024 Comprehensive Local Needs Assessment program year that are supported by the CLNA.

In addition, eligible postsecondary recipients must offer not less than one CTE program of study that meets all of the state requirements. A list of the program of study requirements can be found in Attachment A of this RFA and in the Perkins V Implementation Guide.

In submitting your primary program of study and listing your compliant programs of study, your agency is attesting to the fact that the submitted primary program of study and the other programs of study will meet all state required elements throughout the 2024–2025 program year.

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE postsecondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2024–2025 program year.

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Postsecondary CLNA and Budget Excel Workbook and indicate the CTE postsecondary programs that meet all state requirements for funding eligibility.** CTE postsecondary programs with expenses included on the Budget Narrative Form: DOE 101 must appear as fundable on the Program Needs Assessment worksheet.
- See the [Perkins V Implementation Guide](#) for further instructions on how to complete the Fundable Programs portion of the Worksheet.

B. 2024–2025 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all postsecondary CTE programs that meet the state's definition of a Program of Study.

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Postsecondary CLNA and Budget Excel Workbook and identify all compliant programs of study.

- See the [Perkins V Implementation Guide](#) for further instructions on how to complete the Programs of Study Worksheet.

C. Template for the Submission of the 2024–2025 Primary Postsecondary Program of Study

The purpose of this section is for local eligible recipients to submit their annual required primary program of study for the 2024–2025 program year on the Perkins V template located in **Attachment B**. The primary program of study **MUST** be submitted on the Perkins V template. Programs of study submitted on the prior Perkins IV template will not be accepted. An example program of study and further guidance is included in the [Perkins V Implementation Guide](#) and on the [FDOE Program of Study Page](#).

Complete the Primary Program of Study template in Attachment B.

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D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary and business and industry.

Complete the Program of Study Advisory Council Member List table below.

Postsecondary Program of Study Advisory Council Member List		
Name	Organization	Representation Category (Secondary, Postsecondary, Business and Industry, Other)

E. Dissemination of Information on CTE Postsecondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

	Response
For the fiscal year 2024–2025, provide a concise, one-page description of the process to ensure equal access to, and participation of students, teachers, and other program beneficiaries with disabilities. For details, refer to: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf .	

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Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

	Response
i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities or services.	
ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations.	
iii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.	

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Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

	Response
i. Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	
ii. Describe how your agency will support the integration of academic skills into your CTE postsecondary programs in the 2024–2025 program year.	

Section 5. Equal Access for Special Populations

A. Activities Related to Equal Access for Special Populations as Defined in the Perkins V Act.

Eligible recipients must respond to the narrative questions in Part 5-A.

	Response
i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage or in-demand industry sectors or occupations that will lead to self-sufficiency.	
ii. Describe how your agency will prepare CTE postsecondary participants for non-traditional fields.	
iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs and programs of study.	
iv. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2024–2025 program year.	

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Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities

Eligible recipients must respond to the narrative questions in Part 6-A.

	Response
i. Describe how your agency will provide work-based learning opportunities to students participating in your CTE postsecondary programs and the types of opportunities that will be available.	
ii. Describe how your agency will work with representatives from local businesses/ industry to develop and/or expand work-based learning opportunities for CTE postsecondary students in the 2024–2025 program year.	

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Credit for Secondary Students

Eligible recipients must respond to the narrative question in Part 7-A.

	Response
i. Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2024–2025 program year.	

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Section 8. Support for CTE Personnel

A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

	Response
i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training – including professional development – of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	
ii. Describe how you will identify and support those underrepresented in the teaching profession.	

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

	Response
Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan. If no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2024–2025 program year.	

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Section 10. Accountability and Program Improvement

All agencies must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the [Perkins V Implementation Guide](#).

Eligible recipients must respond to the narrative question in Part 10-A.

	Response
Describe the agency's data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance and the ability to identify and quantify any disparities or gaps in performance especially regarding special populations.	

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local plan. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)

A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education's K–20 Strategic Plan

Eligible recipients must respond to the narrative question in Part 11-A.

	Response
Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K–20 Strategic Plan. For details refer to: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml .	

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

A. Documentation of Automotive Service Technology Program

Eligible recipients must respond to the narrative question in Part 12-A.

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted

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to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program.

Eligible recipients must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.

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

A. Description of process to ensure equal access

Eligible recipients must respond to the narrative question in Part 13-A.

	Response
For the fiscal year 2024–2025, provide a concise, one-page description of the process to ensure equal access to, and participation of, students teachers, and other program beneficiaries with disabilities. For details, refer to: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf .	

Section 14. Budget Narrative Requirements and Postsecondary CTE Assurances Form

A. Complete Budget Narrative DOE 101 Form and Postsecondary CTE Assurances Form

Eligible recipients must complete both forms listed in Part 14-A.

Budget Narrative Guidelines: (Local Plan Applications)

All eligible recipients' budget line items will be evaluated and approved based on the CLNA results and written narrative in the local application to support direct alignment of the CLNA results to the proposed Budget expenditures.

Perkins V allows eligible recipients to use funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment.

Therefore, all budget narrative must be aligned with the 2024–2025 CLNA priorities and needs addressed in the narrative sections of this RFA. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

- i. Eligible recipients must complete and submit a signed **Postsecondary CTE Assurances Form**. This form is located in the attachments section of this RFA.
- ii. Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101**, located in the **Postsecondary CLNA and Budget Excel Workbook**.

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- iii. Budget Narrative must align with the following to be effective:
 - a. (Sec. 134) Comprehensive Local Needs Assessment Results
 - b. (Sec. 135) Requirements for Uses of Funds
 - c. (Sec. 135) Size, Scope and Quality

To meet this requirement of the Perkins V, eligible recipients must provide on the DOE 101, Budget Narrative Form under Column (3), **Account Title and Narrative**, the specified CLNA need, Requirements for the Uses of Funds and *Program number or CIP#, for all budgetary line items supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc.

An example of how to complete the budget form is located in the attachments section. The chart below shows all of the information required for each budget line item (this chart does not include all allowable budget line items).

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

*Any budget line item for a **particular CTE program** must meet Labor Market alignment standards; therefore, each cost on the budget narrative form must provide program number or CIP# for the appropriate CTE programs.

Contractual Service Agreements

Contractual Service Agreements must be in compliance with Florida Statutes, Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133; Rule 60A-1.017, Florida Administrative Code. Applicants proposing fiscal/programmatic agreements should carefully review and follow the guidance of the State of Florida Contract and Grant User Guide, Chapter 3, Agreements at URL: <https://www.myfloridacfo.com/sitePages/services/flow.aspx?ut=Grant+Professionals>.

All proposed contractual expenditures between the fiscal agent and subcontractors shall be accompanied by a formal, properly executed (agency head or designee's signature, and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

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Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

1. Application includes required forms: DOE 100A Project Application Form and DOE 101 – Budget Narrative Form.
2. All required forms have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.

Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

- » An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protection).
 - » The Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
 - » The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.
3. Application must be submitted electronically to the Office of Grants Management via ShareFile folder **AgencyNumber_AgencyName_XXB005_submit**.

Method of Review

- All eligible recipients’ applications will be evaluated for funding to determine that the eligible recipient plans to utilize the funds in accordance with the provision of Perkins V, including, but not limited to, promoting continuous improvement in academic achievement, technical skills attainment and addressing current or emerging occupations. Further, an eligible recipient shall conduct a CLNA and include its results in the local application submitted to FDOE.
- FDOE will evaluate and approve allowable budget items based on the CLNA results and written narrative in the local application to support direct alignment of the CLNA results to the proposed budget expenditures.
- All eligible recipients’ local applications will be reviewed for approval by FDOE staff using the criteria specified in the Strengthening Career and Technical Education for the 21st Century Act and Florida’s Perkins V State Plan.
- Eligible recipients may be asked to revise and/or change content stated in their application in order to be approved for funding.
- In addition, fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement and Office of Grants Management staff.
- The **Application Review Criteria and Checklist** found in the **Attachments** section will also be used by FDOE staff to review applications.

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ATTACHMENTS

- A. Program of Study Requirements
- B. Program of Study Template
- C. Performance Accountability
- D. Allocation Chart
- E. Postsecondary CTE Assurances Form
- F. DOE 100A, Project Application Form
- G. Application Review Criteria and Checklist

ATTACHMENT A**Program of Study Requirements**

Florida's programs of study are comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant FDOE CTE curriculum frameworks.
- Meet labor market alignment criteria.
- Meet FDOE's size, scope, and quality criteria.
- Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity.
- Offer at least one opportunity within the program of study for accelerated credit through:
 - » Dual enrollment
 - » Local or statewide articulation agreement
 - » Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school.
- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry.
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.

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ATTACHMENT B

Program of Study Template Instructions

For the 2024–2025 application year, postsecondary agencies must submit a primary program of study on the Perkins V template. See the requirements for a program of study (POS) in Attachment A.

Instructions by Column:

Program Name: In the cell directly below, write the name of the CTE program(s) offered at each educational level.

- **Middle School:** (optional)
 - » FDOE strongly encourages facilitation of early career exploration.
 - » If there is no locally-offered aligned middle school course, leave the section blank.
- **High School:**
 - » Must have at least one high school CTE program.

Postsecondary: Agencies must provide one or more postsecondary opportunities that are sub-baccalaureate. The POS need NOT contain all levels of postsecondary, though more options can be beneficial for students.

- **Registered Apprenticeship:**
 - » In collaboration with local employers, registered apprenticeships may be included as a postsecondary program within a program of study. Visit Florida's Registered Apprenticeship page to search for local, existing apprenticeships or to find contact information for your regional Apprenticeship Training Representative.
- **Technical College/Center:**
 - » List the name of an aligned CTE program offered at a Florida technical college/center
- **State College:**
 - » List the name of an aligned CTE program offered at a Florida College System institution
- **University:** (optional)
 - » The inclusion of university programs and/or higher is added for the benefit of students, NOT as a requirement.
 - » If there is no aligned university program, leave this section blank.
 - » Perkins V funds cannot be used to support baccalaureate programs.

Program Code/CIP: Use an official code from the most recent, relevant FDOE CTE Curriculum Framework.

Participating Schools and Institutions: List the schools and institutions where students can take the CTE program.

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Accelerated Credit Opportunity(ies):

- Agencies must provide one or more opportunities for accelerated credit within the program of study. This can be at the secondary level or postsecondary level.
- Articulation agreements should include the following:
 - » What students must achieve to receive credit (e.g., CompTIA A+ certification).
 - » The number of clock hour credits/college credits awarded (e.g., 6 credit hours).
 - » What course(s)/program(s) the awarded credit applies (e.g., Computer Engineering Technology AS).
 - » What institutions recognize the credit agreements (e.g., Broward College) or if the articulation agreement is statewide.
- Dual enrollment should include the following:
 - » Specific course names and codes.
 - » Academic and CTE dual enrollment are permissible, but postsecondary courses listed must be required for graduation from a postsecondary CTE program list in the Program of Study Template.
- Accelerated, aligned academics (AP, IB, AICE, CLEP, etc.) should include the following:
 - » name of the course(s),
 - » where they can be taken, and
 - » any other relevant information

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ATTACHMENT B

Perkins V: 2024–2025 Program of Study

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

ATTACHMENT C**Performance Accountability Requirements**

Section 113 (Perkins V, Section 134 (c)(2))

Data Collection, Reporting and Analysis

Data reporting is a requirement for implementation of Florida's Perkins V State Plan. There are three important reasons for creating a data-driven accountability system for career and technical programs:

- The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance, particularly with regard to special populations.
- The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
- Establishing program performance targets focuses the attention of Department consultants, program administrators, and other practitioners on program improvement.

Performance Accountability Targets

The state is required to report annually on progress toward meeting federally approved student performance targets. Statewide progress is an aggregation of local program improvements made by local eligible recipients of Perkins funds. Local recipients are required to work toward meeting local improvement targets that are established by the Florida Department of Education.

Local eligible recipients accepted or negotiated local targets for all measures as part of the 2020–2021 application process. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required as part of the 2022–2023 and 2023–2024 local continuation grant applications for those measures not meeting at least 90% of the agreed-upon performance level. Program Improvement Plans (PIP) will be required as part of the 2024–2025 local continuation grant application for those measures not meeting at least 90% of the agreed-upon performance level. Agencies must complete any required PIPs before a final Grant Award Letter may be issued. Procedures for reviewing performance levels and submitting PIPs will be provided under separate cover.

Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

For more information on Florida's Perkins V Performance Measures, see the [Perkins V Implementation Guide](#).

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ATTACHMENT D – Allocation Chart

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

FY 2024–2025 Postsecondary Allocations

The **Allocation Chart** is subject to change based on the final federal allocation and local performance data. All agencies will be notified regarding their final allocation prior to the issuance of their 2024–2025, DOE 200, Award Notification.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations - School Districts FY 2024–2025	
Agency	Allocation Amount
Bay County School District	\$112,649
Bradford County School District*	\$18,968
Broward County School District	\$754,091
Charlotte County School District	\$68,906
Citrus County School District	\$87,874
Clay County School District*	\$7,742
Collier County School District	\$173,038
Miami-Dade County School District	\$877,579
Desoto County School District*	\$4,258
Dixie County School District*	\$1,162
Escambia County School District	\$113,810
Flagler County School District*	\$23,227
Gadsden County School District*	\$9,291
Hendry County School District*	\$13,936
Hernando County School District*	\$21,291
Hillsborough County School District	\$447,500
Indian River County School District*	\$33,291
Lake County School District	\$170,329
Lee County School District	\$249,299
Leon County School District	\$227,234
Manatee County School District	\$213,298
Marion County School District	\$114,585
Okaloosa County School District	\$83,229

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Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations - School Districts FY 2024–2025	
Agency	Allocation Amount
Orange County School District	\$401,046
Osceola County School District	\$134,714
Palm Beach County School District*	\$38,324
Pasco County School District	\$80,132
Pinellas County School District	\$468,791
Polk County School District	\$202,459
St Johns County School District	\$132,005
Santa Rosa County School District*	\$46,066
TOTAL	\$5,686,266

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations – Florida College System FY 2024–2025	
Agency	Allocation Amount
Eastern FL State College	\$620,151
Broward College	\$2,421,762
College of Central Florida	\$373,174
Chipola College	\$70,841
Daytona State College	\$880,289
Florida SouthWestern State College	\$733,574
Florida State College At Jacksonville	\$1,689,349
The College of the Florida Keys	\$102,584
Gulf Coast State College	\$254,331
Hillsborough Community College	\$1,549,990
Indian River State College	\$912,032
Florida Gateway College	\$267,880
Lake-Sumter State College	\$134,714
State College Of Florida, Manatee-Sarasota	\$369,690
Miami Dade College	\$4,563,255
North Florida College	\$131,230
Northwest Florida State College	\$209,427

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Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations – Florida College System FY 2024–2025	
Agency	Allocation Amount
Palm Beach State College	\$1,573,216
Pasco-Hernando State College	\$411,498
Pensacola State College	\$661,959
Polk State College	\$428,918
St. Johns River State College	\$248,912
St. Petersburg College	\$1,598,378
Santa Fe College	\$486,985
Seminole State College of Florida	\$748,671
South Florida State College	\$276,784
Tallahassee Community College	\$455,242
Valencia College	\$2,473,248
TOTAL	\$24,648,084

*Minimum Grant Amount

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Section 132(c) In General. – No institution or consortium shall receive an allocation under this section in an amount that is less than \$50,000.

Consortium Requirements

Section 132(a)(3)(A), eligible institutions may enter into consortium to operate joint projects that:

- *(i) provide services to all institutions participating in the consortium, and;
- (ii) are of sufficient size, scope, and quality to be effective.

To meet the requirements of Section 132, funds allocated to a consortium 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 purposes of programs benefiting only one member of the consortium.

Section 132 (a)(4), Waiver. – The eligible agency may waive the application of paragraph *(3)(A)(i) in any case in which the eligible institution is located in a rural, sparsely populated area.

Submit a waiver request for approval before the application due date to the following email: Charles.Feehrer@fldoe.org.

District Consortium Application Requirements

In order to be eligible to participate in a postsecondary consortium, each district must have an approved postsecondary Perkins V plan.

The postsecondary district that elects to submit a consortium application **MUST** complete the following requirements.

1. A separate CLNA section, including updates to the Postsecondary **CLNA and Budget Excel Workbook** with district postsecondary program information.
2. A separate Program Narrative section.
3. A program of study template for a program that meets all state-required elements.
4. A signed postsecondary assurances form.
5. Budget DOE 101 Form: a separate budget form for each member of the consortium, which clearly delineates the expenditures and projects that mutually benefit all members of the consortium.

The consortium application will be reviewed by the DCAE as one grant application.

The consortium application cannot be approved until all parts of **both** the college and district postsecondary program of study sections are complete and approved.

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

ATTACHMENT E

2024–2025 Postsecondary CTE Assurances

Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.

The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

_____, hereby acknowledge and agree to the statements below.

Name of Grantee

A. Career and Technical Education Instructional and Programmatic Policies

The Grantee agrees:

- _____ 12. To use the Florida Career and Technical Education Curriculum Frameworks located at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
- _____ 13. To ensure that all postsecondary career and technical education instructors and faculty employed by school districts meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes; or (for FCS institutions).
- _____ 14. To ensure that all career and technical education instructors and faculty meet the minimum credential requirements set forth by the FCS institution's Board of Trustees and the Southern Association of Schools and Colleges (if applicable) and abide by the provisions in Chapter 1012, Subpart B of the Florida Statutes.
- _____ 15. To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
- _____ 16. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at <http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml>.

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- _____ 17. To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
 - a. career exploration and career development coursework, activities, or services;
 - b. career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
 - c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. (Sec. 134(b)(3))
- _____ 18. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
- _____ 19. To prepare career and technical education participants for nontraditional fields.
- _____ 20. To provide equal access for special populations to career and technical education courses, programs, and programs of study.
- _____ 21. To ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

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B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

- _____ 1. To ensure that all eligible postsecondary career and technical education programs being supported with Perkins funds meet Florida's Perkins V Postsecondary Size, Scope and Quality (SSQ) Standards at <http://fldoe.org/academics/career-adult-edu/Perkins/clna.shtml> (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Starting in program year 2020–2021, newly implemented postsecondary programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Newly implemented programs must have students enrolled as a condition to utilize Perkins funds for support.
- _____ 2. To ensure all career and technical education programs supported by Perkins V funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).
- _____ 3. To maintain all relevant documentation relating to need identification and stakeholder engagement for 5 years beyond the time of submission to the FDOE.
- _____ 4. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.

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C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:

- _____ 6. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats. Failure to report accurate and complete data during the required reporting periods may result in the return of funds.

- _____ 7. To ensure accurate and detailed reporting, as mandated by Perkins V by making every effort to collect social security numbers without coercion or to use a Florida student identification number associated with a social security number for all career and technical education participants, as specified under s. 1008.386, F.S.

- _____ 8. To accept that failure to collect social security numbers can result in a negative impact on any performance measure that requires follow-up into other postsecondary education and employment and that without a social security number additional data collection on exit outcomes may be required to be collected and submitted through a supplemental process.

- _____ 9. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each postsecondary performance measure beginning with the data in program year 2020-2021.

- _____ 10. To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance data as reported to the state.

- _____ 11. To accept the requirements to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.

- _____ 12. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

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D. Grants and Fiscal Management and other Federal and State Administrative Provisions

The Grantee agrees:

- _____ 1. To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
 - i. document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c-e);
 - ii. meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's Perkins V State Plan in accordance with Perkins V Section 134(c)(2)(B)(i); and
 - iii. coincide with the Requirements for Uses of Funds in accordance with Perkins V Section 135.
- _____ 2. To assure that Perkins V funds will only be used to support the following eligible postsecondary career and technical education programs: career certificate, applied technology diploma, college credit certificate, Associate in Applied Science degree, Associate in Science degree, related technical instruction associated with a registered pre-apprenticeship/apprenticeship program.
- _____ 3. To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's Perkins V State Plan, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs ([Green Book](#)), any other relevant statutes, and regulations for guidance.

Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:

 - i. Education Department General Administrative Regulations (EDGAR) <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 - ii. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
- _____ 4. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

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- _____ 1. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
 - 2 CFR 200 of the Uniform Guidance <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
 - Florida Department of Financial Services Reference Guide for State Expenditures <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf> and guidelines published in the Florida Department of Education's Green Book available at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.
 - The DCAE, Quality Assurance Policies, Procedures and Protocols Manual is available at <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
- _____ 2. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.
- _____ 3. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
- _____ 4. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.
- _____ 5. To submit a completed DOE 399 Form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2025.
- _____ 6. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
- _____ 7. To ensure equal access to, and participation of students, teachers, and other program beneficiaries with disabilities. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.
- _____ 8. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

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E. Data Privacy and Security

The Grantee agrees:

- _____ 1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at [http://uscode.house.gov/view.xhtml?req=\(title:20%20section:1232g%20edition:prelim\)](http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)). The US ED provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

- _____ 2. To ensure the ability to retrieve an individuals records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login IDs shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.

- _____ 3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records Management Program, consistent with the requirements of Section 257.36, Florida Statutes.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

Print Name of Agency Head

Signature of Agency Head

Print Name of Program Contact

Signature of Program Contact

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Florida Department of Education Project Application

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder AgencyNumber_AgencyName _XXB004_submit	A) Program Name: Perkins V — Secondary TAPS NUMBER: 25B004	<u>DOE USE ONLY</u> Date Received Project Number (DOE Assigned)
B) Name and Address of Eligible Applicant:		
C) Total Funds Requested: <hr style="border: 1px solid black;"/>	D) <i>Applicant Contact & Business Information</i>	
	Contact Name:	Telephone Numbers:
	Mailing Address:	E-mail Addresses:
	Physical/Facility Address:	UEI Number:
<p><i>CERTIFICATION</i></p> <p>I, _____, (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as</p>		

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and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head Title Date

DOE 100A

Revised June 2022

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Instructions for Completion of DOE 100A

- F. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- G. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- H. Enter the total amount of funds requested for this project.
- I. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- J. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.

Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

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

Postsecondary, Section 132

APPLICATION REVIEW CRITERIA AND CHECKLIST

- Place all items requested in the order indicated below.
- All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile folder AgencyNumber_AgencyName_XXB005_submit, on the **due date of Friday, March 15, 2024**.
- Include only the items requested. (Do not include Instructions pages).

Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.

File # and Type	Item	Applicant Provide page #s for items listed
PDF File	Attachments	Page Number(s)
Submit as PDF File #1	DOE 100A, Project Application – with original signature or electronic signature	
	Program of Study Template	
	2024–2025 Postsecondary CTE Assurances Form	

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File # and Type	Item	Applicant Provide page #s for items listed
Word Document File	Narrative Sections	Page Number(s)
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	
	Section 2. Primary Program of Study and CTE Postsecondary Programs for 2024–2025	
	Section 3. Career Exploration and Guidance	
	Section 4. Continuous Academic Improvement and Academic Integration	
	Section 5. Equal Access for Special Populations	
	Section 6. Opportunities for Work-Based Learning	
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	
	Section 8. Support for CTE personnel	
	Section 9. Performance of Special Populations and Subgroups	
	Section 10. Accountability and Program Improvement	
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	
	Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)	
	Section 13. Federal Programs – General Education Provisions Act (GEPA) (Federal Requirement)	
	Application Checklist – must be last page of the Word Document File	

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File # and Type	Item	Applicant Provide page #s for items listed
Excel File	Postsecondary Grant Application CLNA and Budget Excel Workbook	
Submit as Excel File #3	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with Instructions)	
	Projected Equipment Purchases Form (with Instructions)	

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Florida’s State Plan for the Strengthening Career and Technical Education for the 21st Century Act

APPENDIX E FLORIDA’S SECONDARY ALLOCATIONS

FY 2024-2025

The **Allocation Chart** is subject to change based on the final federal allocation and local performance data. All agencies will be notified regarding their final allocation prior to the issuance of their 2024-2025, DOE 200, Award Notification.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary Allocations FY 2024–2025	
Agency	Allocation Amount
Alachua County School District	\$361,372
Baker County School District	\$58,000
Bay County School District	\$312,735
Bradford County School District	\$56,488
Brevard County School District	\$772,710
Brevard - Odyssey Charter School	\$25,365
Broward County School District	\$3,430,821
Calhoun County School District	\$34,068
Charlotte County School District	\$167,110
Citrus County School District	\$259,120
Clay County School District	\$320,507
Collier County School District	\$506,877
Columbia County School District	\$167,630
Miami-Dade County School District	\$4,119,471
Miami-Dade MATER Charter School*	\$14,060
Miami-Dade KIPP Charter School*	\$6,609
Desoto County School District	\$75,259
Dixie County School District	\$38,262
Duval County School District	\$1,913,295

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Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary Allocations FY 2024–2025	
Agency	Allocation Amount
Duval - IDEA Charter School	\$32,745
Escambia County School District	\$687,026
Flagler County School District	\$146,430
Franklin County School District	\$21,449
Gadsden County School District	\$128,817
Gilchrist County School District	\$36,448
Glades County School District	\$18,402
Gulf County School District	\$26,160
Hamilton County School District	\$38,000
Hardee County School District	\$80,448
Hendry County School District	\$117,828
Hernando County School District	\$287,563
Highlands County School District	\$183,757
Hillsborough County School District	\$2,448,478
Hillsborough - IDEA Charter School	\$28,788
Holmes County School District	\$46,933
Indian River County School District	\$187,435
Jackson County School District	\$96,287
Jefferson County School District	\$26,341
Lafayette County School District	\$17,227
Lake County School District	\$541,339
Lee County School District	\$1,075,952
Leon County School District	\$420,435
Levy County School District	\$92,429
Liberty County School District	\$15,364
Madison County School District	\$42,222
Manatee County School District	\$494,373
Marion County School District	\$718,501
Martin County School District	\$187,247
Monroe County School District	\$90,749

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

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary Allocations FY 2024–2025	
Agency	Allocation Amount
Nassau County School District	\$108,076
Okaloosa County School District	\$305,047
Okeechobee County School District	\$90,093
Orange County School District	\$2,252,437
Orange - UCP Orange Charter School	\$16,493
Osceola County School District	\$862,868
Palm Beach County School District	\$2,069,890
Palm Beach - South Tech Charter School	\$21,202
Pasco County School District	\$791,711
Pinellas County School District	\$1,039,874
Polk County School District	\$1,785,501
Polk - Lake Wales Charter School	\$77,923
Putnam County School District	\$217,416
Santa Rosa County School District	\$265,580
Sarasota County School District	\$397,887
Seminole County School District	\$645,897
St. Johns County School District	\$292,254
St. Lucie County School District	\$603,250
Sumter County School District	\$121,703
Suwannee County School District	\$116,104
Taylor County School District	\$49,592
Union County School District	\$30,080
Volusia County School District	\$780,693
Wakulla County School District	\$53,786
Walton County School District	\$138,192
Washington County School District	\$57,169
TOTAL	\$34,165,650

*Waivers for Allocations Under \$15,000 to Secondary Education Programs

PERKINS V

Florida’s State Plan for the Strengthening Career and Technical Education for the 21st Century Act

APPENDIX F

FLORIDA’S POSTSECONDARY ALLOCATIONS

FY 2024-2025

The Allocation Chart is subject to change based on the final federal allocation and local performance data. All agencies will be notified regarding their final allocation prior to the issuance of their 2024-2025, DOE 200, Award Notification.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations - School Districts FY 2024–2025	
Agency	Allocation Amount
Bay County School District	\$112,649
Bradford County School District*	\$18,968
Broward County School District	\$754,091
Charlotte County School District	\$68,906
Citrus County School District	\$87,874
Clay County School District*	\$7,742
Collier County School District	\$173,038
Miami-Dade County School District	\$877,579
Desoto County School District*	\$4,258
Dixie County School District*	\$1,162
Escambia County School District	\$113,810
Flagler County School District*	\$23,227
Gadsden County School District*	\$9,291
Hendry County School District*	\$13,936
Hernando County School District*	\$21,291
Hillsborough County School District	\$447,500
Indian River County School District*	\$33,291
Lake County School District	\$170,329
Lee County School District	\$249,299

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

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations - School Districts FY 2024–2025	
Agency	Allocation Amount
Leon County School District	\$227,234
Manatee County School District	\$213,298
Marion County School District	\$114,585
Okaloosa County School District	\$83,229
Orange County School District	\$401,046
Osceola County School District	\$134,714
Palm Beach County School District*	\$38,324
Pasco County School District	\$80,132
Pinellas County School District	\$468,791
Polk County School District	\$202,459
St Johns County School District	\$132,005
Santa Rosa County School District*	\$46,066
TOTAL	\$5,686,266

*Waivers for Allocations Under \$15,000 to Postsecondary Education Programs

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations – Florida College System FY 2024–2025	
Agency	Allocation Amount
Eastern FL State College	\$620,151
Broward College	\$2,421,762
College of Central Florida	\$373,174
Chipola College	\$70,841
Daytona State College	\$880,289
Florida SouthWestern State College	\$733,574
Florida State College At Jacksonville	\$1,689,349
The College of the Florida Keys	\$102,584
Gulf Coast State College	\$254,331
Hillsborough Community College	\$1,549,990
Indian River State College	\$912,032

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

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Postsecondary Allocations – Florida College System FY 2024–2025	
Agency	Allocation Amount
Florida Gateway College	\$267,880
Lake-Sumter State College	\$134,714
State College Of Florida, Manatee-Sarasota	\$369,690
Miami Dade College	\$4,563,255
North Florida College	\$131,230
Northwest Florida State College	\$209,427
Palm Beach State College	\$1,573,216
Pasco-Hernando State College	\$411,498
Pensacola State College	\$661,959
Polk State College	\$428,918
St. Johns River State College	\$248,912
St. Petersburg College	\$1,598,378
Santa Fe College	\$486,985
Seminole State College of Florida	\$748,671
South Florida State College	\$276,784
Tallahassee Community College	\$455,242
Valencia College	\$2,473,248
TOTAL	\$24,648,084

Florida College Allocations - FY 2020-2021

Agency	Allocation Amount
Eastern FL State College	\$903,260
Broward College	\$2,037,957
College of Central Florida	\$463,260
Chipola College	\$122,890
Daytona State College	\$930,785
Florida SouthWestern State College	\$808,282
Florida State College At Jacksonville	\$1,410,714
Florida Keys Community College	\$89,551
Gulf Coast State College	\$311,683
Hillsborough Community College	\$997,075

PERKINS V

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

Agency	Allocation Amount
Indian River State College	\$835,031
Florida Gateway College	\$276,405
Lake-Sumter State College	\$132,969
State College Of Florida, Manatee-Sarasota	\$415,190
Miami Dade College	\$3,054,802
North Florida Community College	\$134,908
Northwest Florida State College	\$239,190
Palm Beach State College	\$1,037,780
Pasco-Hernando State College	\$332,617
Pensacola State College	\$893,181
Polk State College	\$422,555
St. Johns River State College	\$372,546
St. Petersburg College	\$2,484,935
Santa Fe College	\$467,137
Seminole State College of Florida	\$834,644
South Florida State College	\$241,903
Tallahassee Community College	\$329,516
Valencia College	\$2,438,415
TOTAL COLLEGES	\$23,019,181
TOTAL DISTRICTS + COLLEGES	\$30,114,233