



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

**Implementation Guide (2023–2024 Edition)
Florida Department of Education**



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ABOUT THIS GUIDE

The Florida Department of Education (FDOE) Division of Career and Adult Education (DCAE) offers this implementation guide as a tool for agencies to submit applications for funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V or the Act). The purpose of this guide is to provide eligible recipients with an understanding of Perkins and state requirements developed to complement the direction for career and technical education (CTE) as presented in Perkins V.

Florida’s State Plan for Perkins V was adopted by the State Board of Education on February 12, 2020 and serves as the basis for this guide, in addition to the requirements in the Act. This guide will highlight specific sections of Perkins V that are critical for understanding the requirements of the State Plan and the Act and serve as a resource for completion of the eligible recipient’s local continuation grant application for the 2023–2024 program year.

Agencies should also read Florida’s Perkins State Plan and the Act to understand the regulatory implementation requirements. The State Plan and the Act are posted on the main Perkins site: <http://www.fldoe.org/academics/career-adult-edu/perkins/>

The general timeline for the 2023–2024 program year follows.

| Timeline | Actions |
|---------------------------------------|--|
| April 2023 | FDOE posts Perkins V Request for Applications (RFA) on the Perkins Funding Opportunities page. |
| May 26, 2023 | Perkins V 2023–2024 local continuation grant application is due to FDOE. |
| July 1– September 30, 2023 | FDOE reviews program narrative, program plans, and budget alignment with the 2021–2022 Comprehensive Local Needs Assessment (CLNA) to ensure statutory components have been addressed. |
| July 2023– September 2023 | Upon the receipt of the U.S. Department of Education’s Office of Career, Technical and Adult Education’s official grant award notification to Florida (July 1, 2023–June 30, 2024), FDOE distributes local eligible recipient award letters. |

Contact Information for Implementation Guide. For questions about this *Implementation Guide*, send an email to perkins@fldoe.org.

QUICK REFERENCE

General Questions.

- Throughout, “agency” refers to the districts, colleges, or similar institutions in [Appendix E](#) that submit Perkins applications to FDOE. “Department” refers to FDOE. See [Appendix J](#), “Common Acronyms, Terms, and Abbreviations.”
- In addition to the application instructions, refer to the [State Plan](#) for additional Perkins details, as well as the [Frequently Asked Questions \(FAQ\)](#) section of this guide.
- Perkins V provides CTE funding. Accelerated academics can be part of this. Perkins funds may also be used for work-based learning, middle school programs and, under certain conditions, registered apprenticeships and pre-apprenticeships (see the [FAQ](#)). Other resources for workforce development can be found through the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and through adult literacy and other programs under the Workforce Innovation and Opportunity Act (WIOA).

Needs, CLNA, and Annual Vs. Biennial Process.

- Every year, when responding to the Perkins V entitlement RFA, agencies will complete the standard application materials, including the CLNA and Budget Excel Workbook. Every year, agencies will identify needs in the narrative portion of the application. This will help agencies adhere to basic cost principles in the budget portion of the application.
- Every other year, agencies will answer additional questions that appear on the application as part of the expanded, biennial CLNA process.

Review Process and How to Avoid Common Issues.

- Applications received by the **May due date** are processed first. After an application is submitted, FDOE conducts several stages of review to check for completion and compliance. Remember that, if applicable, revisions and/or Program Improvement Plans **must be approved** before award letters will be issued. Please plan accordingly.
- After the May due date, though a formal extension request is not required, to minimize potential processing delays, **please contact** perkins@fldoe.org with an expected completion date and, if needed, a request for assistance. **To receive to receive a July 1 award letter start date**, RFA materials must be submitted no later than June 30.
- Before submitting the CLNA and Budget Excel Workbook for the RFA, please ensure that all required fields are complete for each fundable program. Please list all

programs. If a program is not fundable due to not meeting requirements or agency choice, please indicate that the program is not Perkins fundable.

- Programs must meet labor market alignment (LMA) and size, scope, and quality (SSQ) requirements to be fundable. An agency must have at least one program of study, but it is possible for programs to be fundable even if they are not part of a program of study.
- For the RFA **program narrative questions**, if your agency does not have an automotive program, please mark **“N/A” or “none” instead of leaving the response blank**. If your agency does have an automotive program and you have questions about how to document accreditation, contact perkins@fldoe.org. Similarly, though agencies are encouraged to identify **needs** and **high priority needs**, if necessary, **please mark “N/A” or “none” instead of leaving a response blank**.
- Write only one “main” program of study on the Program of Study Template in the RFA attachments. Provide information for each category relevant to this program (e.g., “high school” and “Florida College System, FCS”).
- For the RFA, scroll down and answer all questions in the Projected Equipment sheet of the CLNA and Budget Excel Workbook.
- Review application instructions to ensure all forms are complete before submitting.

Resources.

- Find explanations of accelerated academics for Programs of Study in this document under the [FAQ](#), as well as under [secondary](#) and [postsecondary](#) guidance.
- This Implementation Guide also includes an explanation of [common acronyms](#) and [allowable Perkins V expenses](#).
- Additional resources for CTE include the Association for Career & Technical Education (ACTE), the Florida Association for Career & Technical Education (FACTE), and the Southern Regional Education Board (SREB), [among others](#) listed under resources for planning and best practice.

Travel. For the RFA, there is no pre-determined list of approved travel. Rather, the key factors are whether travel **meets identified needs on the CLNA**, whether costs are allowable under Perkins V, and whether basic cost principles have been followed. It is recommended that an anticipated amount for allowable travel expenses be listed on the CLNA and Budget Excel Workbook (form DOE 101). Link travel on the DOE 101 to a need identified in the project narrative. Agencies submitting amendments for substantial increases should be prepared to justify the changes with explanations of substantial impacts to meet identified needs. See also [FDOE’s Green Book](#) for travel guidance.

Reports Coordinator. Each agency should have a designated Reports Coordinator. This person will have access to the FDOE Local Level Data Report, available through ShareFile. Based on data reported by the agency, this report offers a quick overview of Perkins performance measures. It is also important for Performance Improvement Plans (PIPs). FDOE staff at perkins@fldoe.org can connect agencies with appropriate personnel to update who is designated as the Reports Coordinator, if needed.

OVERVIEW OF PERKINS V AND FLORIDA'S PERKINS V FOUR-YEAR STATE PLAN (2020–2024)

The Strengthening Career and Technical Education Act, also known as Perkins V, reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. Perkins V functions as a federal education program that serves as a supplemental source of funding CTE at both the secondary and postsecondary levels across the United States. Major elements of the Perkins V Act are included in [Appendix I](#). Florida's State Plan aims to guide the use of funds and establish statewide expectations around the future of CTE for the next four years. Given the moral imperative to educate for the future wellbeing of all of Florida's residents and the kind of economy Florida has the fortune of enjoying, Florida's state plan emphasizes experiential learning, a tighter and more intentional alignment to industry demand, increased access for special populations, and a more innovative approach to *how* workforce education is structured and delivered. The State Plan (Plan) has the following as its primary goals:

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

To support these goals and to ensure maximum alignment with the Governor’s vision for making Florida #1 in workforce education, the Plan proposes the following bold improvements over the previous (Perkins IV) plan:

1. A new requirement that school districts and FCS institutions conduct a CLNA to ensure funding is directed to programs in alignment with local workforce demand.
2. Increased emphasis on identifying and closing performance gaps for special populations, including underrepresented genders in non-traditional programs.
3. Enabling school districts and FCS institutions to use Perkins funding for registered apprenticeship and pre-apprenticeship related technical instruction.
4. Development of more rigorous standards to benefit students: it is now explicit that secondary (grades 6–12) CTE programs, must provide students the opportunity to earn a credential of value to use Perkins dollars; and it is now explicit that postsecondary (school district technical colleges and FCS) institutions must offer full CTE programs for students to complete.

Florida receives approximately \$78 million in Perkins funds annually, with the majority of the funds going directly to school districts and state colleges. The principal purpose of the funds is to expand CTE opportunities for all students and help Florida residents realize the value of CTE for professional success and wellbeing. Research indicates that earlier and more frequent exposure to meaningful career conversations and coursework results in higher persistence and success rates among students, at least compared to those students outside of a career academy or pathway program. Additionally, research indicates that engagement in CTE coursework or a degree program is more likely to result in higher employment, higher wages, and higher postsecondary and advanced degree attainment rates.

For these reasons and many others, the Florida Perkins V State Plan is focused on impactful CTE initiatives — ones that aim to increase engagement, enrollment and improve equity and access among special populations. Of note is the inclusion of registered apprenticeship and pre-apprenticeship related technical instruction as an eligible Perkins fundable program which began in the 2020–2021 program year. Perkins V also incentivizes the development of new CTE academic programs, advocates for the engagement of CTE faculty in new professional development opportunities and encourages the scaling of entrepreneurship and computer science education, and other meaningful CTE related co-curricular experiences.

Other highlights include:

- Extensive stakeholder engagement to set Florida’s CTE priorities, policies and procedures.
- 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 equity.
- Bolstering local stakeholder engagement and data-driven decision making through Florida’s design of the CLNA.
- Setting the performance bar for secondary and postsecondary Perkins indicators.

In accordance with the transition provisions in Section 4 of the Act, Florida’s State Board of Education 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 is aligned 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 current first graders will be graduating from high school.

FDOE collaborated with key workforce education stakeholders in the drafting of this Plan. This 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 argued 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)

The four-year State Plan, covering the program years from July 1, 2020 to June 30, 2024, communicates Florida’s commitment to the continuous improvement of CTE and to the equitable access to quality CTE programs to all students, including special populations. For further information on the Florida State Plan, please visit www.fldoe.org/perkins.

Activities for Local Agencies during the 2023–2024 Program Year. Agencies will continue to focus on several new facets outlined in Perkins V:

- Develop a data-driven local continuation plan for spending of Perkins funds, based on findings of the **CLNA** conducted in 2021–2022.
- Expend Perkins V funds on only those programs that **meet SSQ and LMA**, and programs and activities that **meet a need identified in the CLNA or any updates**.
- Continue emphasis on **stakeholder engagement**. Perkins V requires significant consultation with a required group of stakeholders, at both the state and local levels, not only while conducting the CLNA but also in development of the four-year application and subsequent continuation applications in ongoing program planning, implementation, evaluation and required needs assessment updates.
- Increase focus on **serving special populations** and on **closing gaps** in performance and enrollment between these and other student groups, which is why an assessment of the current situation of subpopulations is required in the CLNA. The list of targeted special populations outlined in the Act appears in [Appendix I](#).
- Use the biennial CLNA conducted during the 2021–2022 program year to inform each agency’s 2022–2023 and 2023–2024 local plans.
- Conduct the biennial CLNA during the 2023–2024 program year to inform each agency’s local plans in the coming years.

SUBMISSION OF LOCAL CONTINUATION GRANT APPLICATION BY MAY 26, 2023

Eligible recipients must submit their local continuation grant application by May 26, 2022. FDOE will evaluate the application submission. Upon approval, a DOE 200 — Award Notification will be issued with an effective date of July 1, 2023. If the application does not reach the FDOE by June 30, 2023, then the effective date for use of Perkins funds will be the date it is received by FDOE.

GENERAL GUIDANCE FOR SECONDARY AND POSTSECONDARY APPLICATIONS

LOCAL CONTINUATION GRANT APPLICATION AND REVIEW PROCESS

Eligible recipients conducted their second biennial CLNA in the 2021–2022 program year. The proposed CTE programs and activities for the 2023–2024 program year must meet the needs identified in the 2021–2022 CLNA as described in Section 134(c). Eligible recipients are required to use the funds made available under this Act, to support CTE programs that are of sufficient SSQ as outlined in Section 135(b) and defined by FDOE (see [Appendix A](#)).

FDOE will review reported components of the CLNA, including SSQ, LMA, and the related application narrative section, of each eligible recipient to ensure all requirements were addressed. FDOE will ensure that proposed Perkins V funds are aligned with and support the needs identified in the CLNA and any updates. FDOE will only approve award letters for those eligible recipients that adhered to the CLNA requirements.

INELIGIBLE SECONDARY CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The Department has reviewed all secondary programs for the SSQ requirements. The secondary programs deemed ineligible for expenditure of Perkins funds are identified in [Appendix A](#). As these programs are ineligible to be supported with Perkins funds, they are not required to be included in the eligible recipients' CLNA.

INELIGIBLE POSTSECONDARY CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

As stated in the postsecondary application, Perkins funds may only be used to support the following award types: career certificate, applied technology diploma, college credit certificate, Associate in Applied Science Degree and Associate in Science Degree. All other award types are prohibited from being supported with Perkins funds.

EXPLANATION OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

One of the major changes in Perkins V is the requirement for local agencies to conduct a CLNA, at a minimum of every two years (Sec. 134(c)). The needs identified in this process of stakeholder engagement and data analysis will serve as the basis of local agencies' Perkins application and four-year plan development. Agencies conducted their first CLNA in the 2019–2020 program year, with the results incorporated into their 2020–2021 application. Agencies conducted their second CLNA during the 2021–2022 program year, which will inform agencies' 2022–2023 and 2023–2024 local plans. A third CLNA is required to be conducted in the 2023–2024 program year.

MAINTENANCE OF COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) PROCESS DOCUMENTATION

Perkins eligible recipients are required to maintain documentation related to needs identified during each CLNA process. These are maintained for monitoring and future reference. Documentation is to be maintained for five (5) years after submission to the FDOE. Include all information, data sets, analyses and stakeholder engagement documentation that led to the identification of needs addressed in the application and four-year plan.

REQUIREMENTS FOR POSTSECONDARY CONSORTIUM PROJECTS

In order to be eligible to participate in a consortium, **each district that is required to receive their postsecondary allocation through participation in a consortium** must submit with the partner college's local continuation grant application:

1. A separate CLNA section, including updates to the 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 above sections of the application from the participating district must be submitted along with the partner college's continuation grant application, combining the two parts into one consortium application. This consortium application, with both district and college sections, will be reviewed by the DCAE as one application.

The consortium application cannot be approved until all parts of both the college and the participating district postsecondary program of study sections are complete and approved.

RESOURCES FOR PLANNING AND BEST PRACTICE

The following trusted sources of CTE research and best practices have been identified and may provide guidance for completion of the CLNA or the application:

- [Advance CTE](#)
- [Association for Career & Technical Education \(ACTE\)](#).
- [Florida Association for Career and Technical Education \(FACTE\)](#)
- [National Research Center for Career and Technical Education \(NRCCTE\)](#)
- [Perkins Collaborative Resource Network \(PCRN\)](#)
- [Southern Regional Education Board \(SREB\)](#).

SECONDARY PROGRAMS — LOCAL CONTINUATION GRANT APPLICATION FOR PERKINS V (SECTIONS 1–2)

Eligible recipients of secondary funds completed a local four-year plan/application for Perkins V in their 2020–2021 application. For the coming program year (2023–2024), eligible recipients will be submitting a local continuation grant application. The required narrative and attachments provide information required under the Act and Florida’s State Plan. This section provides guidance on how to effectively complete the application.

SECTION 1. OVERVIEW OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA), EXCEL WORKBOOK, AND FILE SUBMISSION

All programs and activities to be funded by Perkins funds during the 2020–2024 program years must be supported by the high-priority needs identified in a CLNA. The first CLNA was conducted by eligible recipients during the 2019–2020 program year. Results from this CLNA guided the development of activities and programs to meet Perkins V requirements to be implemented during the 2020–2021 program year. These priority needs, along with additional findings resulting from implementation during the 2020–2021 program year, guided activities to be implemented during the 2021–2022 program year. The 2021–2022 CLNA guided activities in the 2022–2023 and 2023–2024 program years. The 2023–2024 CLNA will guide activities in future years pending continuation of the State Plan.

GENERAL GUIDANCE ON CONDUCTING THE BIENNIAL COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) UPDATE IN 2023–2024

Guidance on requirements for eligible recipients to conduct their biennial CLNA update during the 2023–2024 program year will be provided under separate cover and posted on FDOE’s Web site. Technical assistance will be made available through online modules, webinars and assistance by phone and email.

COMBINED SECONDARY EXCEL WORKBOOK FOR TEMPLATES AND FORMS

To simplify the process for the 2023–2024 local continuation grant application, a Secondary CLNA and Budget Excel Workbook has been developed that combines worksheets for SSQ (middle and career preparatory and technology education), LMA, programs of study, and fundable programs into a single Program Summary Excel Worksheet. In addition, the DOE 101 Budget Narrative Form and the Projected Equipment Purchases Form are included in the workbook.

More details on how to complete these worksheets are included in relevant sections that follow as well as in the Excel Workbook itself. The Excel Workbook will be made available under separate cover.

Instructions and examples for completion of the DOE 101 Budget Narrative Form and the Projected Equipment Purchases Form are included in the CLNA and Budget Excel Workbook.

SECONDARY EXCEL WORKBOOK REQUIRED STEPS

Complete the following:

- Save a copy of the workbook to your computer.
- The naming convention for submission is XXX-Agency Name-SEC (the number “XXX” is your project agency number that was assigned by the Office of Grants Management – see [Appendix E](#) in this guide)
- Upload to your agency’s ShareFile account (see instructions in the following section)
- The file must be submitted in Excel format only. PDFs will not be accepted.

FILE SUBMISSION OF REQUIRED SECONDARY EXCEL WORKBOOK

Completion of the application requires the submission of the following Secondary Comprehensive Local Needs Assessment (CLNA) and Budget Excel Workbook, which includes:

- Combined middle grades and 9–12 size scope and quality (SSQ), labor market alignment (LMA), Fundable Programs and Program of Study Worksheet (Program Summary Worksheet)
- DOE 101 Budget Narrative Form Worksheet
- Projected Equipment Purchases Form Worksheet

Files must be submitted using the Office of Grant Management (OGM) ShareFile system and with the file naming conventions specified in the application. ShareFile is a secure file-sharing tool that allows files to be shared in a secure internet environment with archive history and user-activity tracking. To submit the required files, follow these steps:

1. Local agencies should have access to the Office of Grants Management ShareFile location. If the agency does not, or if staff have changed, please email Perkins@fldoe.org with the name and contact information for the individual the agency designates to submit the local continuation grant application and attachments and the Secondary Excel Workbook.
2. If access is not currently set up for the designee, DCAE staff will provide access to a ShareFile folder generating an email notification to the agency designee with information about the login process and accessing the file. The designee will submit the application documentation by logging into fldoe.sharefile.com with the email address and password. If the designee cannot find the folder, select “Shared Folders” and look for the correct option “Perkins 2023–2024 RFA Repository.”
3. If agencies need assistance with logging into the ShareFile folder or submitting the documents, they can contact the assigned grants manager.

SECTION 1. GUIDANCE FOR THE EXCEL WORKBOOK AND NARRATIVE QUESTIONS

This section focuses on the CLNA and stakeholder engagement requirements for the 2023–2024 local continuation grant application. There are two main sections.

1. CLNA Narrative Questions. Narrative questions ask agencies to describe the process that will be used to conduct the required biennial CLNA during the 2023–2024 program year and engage and consult with stakeholders during that process.

2. Review and Update of Priority Needs. Complete the following:

- CLNA and Budget Excel Workbook.
- Priority needs for each of the parts of the CLNA —Parts 1-A to Parts 1-G — to reflect needs identified in the 2021–2022 CLNA for the implementation of programs and activities during the 2023–2024 program year.

PART 1-A. COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) NARRATIVE QUESTIONS

The CLNA Narrative Questions section includes three narrative responses that are outlined in the table below.

| Section 1-A. CLNA Narrative Questions | Guidance |
|--|---|
| Question i in this section requires agencies to describe how they will conduct their biennial CLNA in 2023–2024. | Describe the process your agency will use to conduct the required biennial CLNA during the 2023–2024 program year. The results from this CLNA will guide the updates for your agency’s Perkins V high priorities that will be implemented in the 2024–2025 and 2025–2026 program years. |
| Question ii requires agencies to address continued stakeholder consultation during the 2023–2024 CLNA process. | Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2023–2024 CLNA, and identify any new stakeholders not previously involved in the process and how they are providing input into the CLNA development in accordance with Section 134(e). |
| Question iii requires documentation of fiscal resources (if any) necessary to conduct the CLNA process in the 2023–2024 CLNA process. | Describe what fiscal resources will be needed to effectively conduct the biennial 2023–2024 CLNA update. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings. |

Remember: Although 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, **stakeholder engagement documents must be kept by each agency as it may be requested as part of a local Perkins V monitoring and compliance review.**

PART 1-B. SIZE, SCOPE AND QUALITY (SSQ) FOR MIDDLE GRADES COURSES AND 9–12 CAREER PREPARATORY/TECHNOLOGY EDUCATION PROGRAMS

Florida has adopted rigorous standards for SSQ, 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 SSQ standards operationalize CTE program delivery and serve to drive intentionally-designed programs. These criteria reflect an emphasis on high quality programs that lead to recognized postsecondary credentials, include quality hands-on work-based experiences which are taught by instructors who have up-to-date knowledge and skills, are supported by business and industry and provide opportunities for ALL students to be successful.

This portion of the CLNA analysis was designed to assist agencies in evaluating whether their current program offerings met these criteria. The analysis may point to gaps, where some programs need improvement to meet these criteria. The highest priority needs identified in these areas became a part of the agency’s four-year plan and some or all may be addressed during the 2023–2024 program year.

This section has two parts: (1) The SSQ section of the Program Needs Assessment Worksheet in the Secondary CLNA and Budget Excel Workbook, and (2) one narrative response.

| Section 1-B. SSQ/CLNA and Budget Excel Workbook | Guidance |
|--|---|
| <p>Question i in this section requires agencies to review and complete the Program Needs Assessment Worksheet.</p> | <p>The Program Needs Assessment Worksheet in the Secondary CLNA and Budget Excel Workbook summarizes the SSQ and labor market standards for each middle school and high school program to be offered by the district during the 2023–2024 program year. If the district intends to report enrollment in a program at any school during the year and support it with Perkins funds, it must be reported in this table.</p> <p><u>How to complete the SSQ section of the Program Needs Assessment Worksheet</u> Instructions may be found in the Workbook itself.</p> <p><i>Note: A program does NOT need to be a fully implemented program of study to be fundable.</i></p> <p><u>File Submission</u> See details above in section labeled “File Submission of Required Secondary Excel Workbook.” The file must be submitted in Excel format only. PDFs will not be accepted.</p> |

| Section 1-B. SSQ/CLNA and Budget Excel Workbook | Guidance |
|--|---|
| <p>Question ii in this section requires agencies to identify high-priority needs based on an analysis of SSQ.</p> | <p>Respond to the following:</p> <ul style="list-style-type: none"> • Provide a numbered list of currently identified priority needs related to the agency’s CLNA analysis of SSQ for middle grades and 9–12 career preparatory/technology education programs. • Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. • List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-C. LABOR MARKET ALIGNMENT (LMA)

A primary emphasis in Perkins V is to prepare students to meet local or regional labor market demands, particularly in high-skill, high-wage and/or in-demand occupations in current or emerging professions. This portion of the CLNA analysis was designed to assist agencies in evaluating the alignment of their current program offerings to current and future labor market needs within local areas/regions (see [Appendix B](#)). The analysis may have pointed to gaps, where new programs could be developed to meet local demand and which programs were not aligned to labor market demand. The highest priority needs identified in this area became a part of the agency's four-year plan and some or all may be addressed during the 2023–2024 program year. **NOTE: Career preparatory and technology education programs that are not aligned to labor market demand will not be eligible for the use of Perkins V funds.**

IMPORTANT: For programs to be funded under the Department of Juvenal Justice (DJJ), Rural Innovation, Career Pathways, and Entrepreneurship Education and Training grants, they must be included as fundable in the appropriate Secondary or Postsecondary Program Summary Worksheet.

This section has one prompt, as described below.

| Section 1-C. LMA/CLNA and Budget Excel Workbook | Guidance |
|---|--|
| <p>Question i in this section requires agencies to complete the LMA section of the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook.</p> | <p>The Program Needs Assessment Worksheet in the Secondary CLNA and Budget Excel Workbook summarizes the SSQ and labor market standards for each middle school and high school program to be offered by the district during the 2023–2024 program year. (Middle school programs do not require LMA) If the district intends to report enrollment in a program at any school during the year and support it with Perkins funds, it must be reported in this table.</p> <p><u>How to complete the LMA section of the Program Needs Assessment work for 9–12 programs</u> Instructions may be found in the Workbook itself.</p> <p><u>File Submission</u> See details above in section labeled “File Submission of the Secondary Excel Workbook.” The file must be submitted in Excel format only. PDFs will not be accepted.</p> |

PART 1-D. DEVELOPMENT AND IMPLEMENTATION OF CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS AND PROGRAMS OF STUDY

The 2021–2022 CLNA provided the opportunity to examine agencies’ current program offerings and assess whether programs are of sufficient SSQ, meet current and future labor market needs, and have included all of the components necessary to be considered programs of study under the new Perkins V requirements. From this analysis, various needs could be identified and prioritized related to program development, implementation and expansion of programs into programs of study. The highest priority needs identified in these areas become a part of the agency’s four-year plan and some or all may be addressed during the 2023–2024 program year.

For additional information on accelerated academics, refer to FDOE’s “[Articulation](#)” pages and this document’s [FAQ](#). Opportunities include dual enrollment and credit by examination. Templates and other resources for [dual enrollment](#), including state/local articulation agreements, can be found on the “Articulation” page, as well as on the Career & Adult Education page, under “[Statewide Articulation Agreements](#).” Other [CTE program resources](#) are available on the “Career & Adult Education” page.

This section has one prompt, as described below.

| Section 1-D. Program of Study Narrative | Guidance |
|--|--|
| <p>Question i in this section requires agencies to identify high priority needs related to program development, implementation and programs of study.</p> | <p>Respond to the following:</p> <ul style="list-style-type: none"> • Provide a numbered list of currently identified priority needs related to the agency’s analysis of CTE programs. These may include the addition of programs not currently offered, expansion of existing programs to meet SSQ criteria or other need and the development of existing programs into programs of study. • For new programs or programs to be expanded, provide the program number and name, an estimated timeline for implementation and the reason that the agency has chosen to offer or expand the program. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-E. RECRUITMENT, RETENTION AND TRAINING OF TEACHERS, FACULTY AND ALL OTHER CAREER AND TECHNICAL EDUCATION (CTE) PROFESSIONALS

Hiring, equipping and keeping diverse educational faculty and staff that are able to offer the highest quality CTE to all students is mission-critical to Florida’s Career and Technical Education. Perkins Law asks agencies to evaluate deficits in their recruitment, retention and training of a wide variety of educational personnel, including teachers, faculty, specialized instructional support personnel, paraprofessionals and career guidance and academic counselors. Additionally, the Law has agencies analyze if their faculty and staff diversity adequately includes individuals “underrepresented in such professions.” Your list of needs may require updating, based on any additional findings resulting from implementation during the past program year.

This section has one prompt, as described below.

| Section 1-E. Personnel Narrative | Guidance |
|---|---|
| <p>Question i in this section requires agencies to identify high-priority needs related to recruitment, retention and training of CTE personnel.</p> | <p>Respond to the following:</p> <ul style="list-style-type: none"> • Provide a numbered list of the most pressing needs related to recruitment, retention and training of CTE personnel. • List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-F. 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 previously provided baseline data to identify anticipated performance gaps.

This section has one prompt, as described below.

| Section 1-F. Accountability Narrative | Guidance |
|---|---|
| <p>Question i in this section requires agencies to identify high-priority needs related to high priority student performance gaps.</p> | <p>Analyze past performance and address the following items:</p> <ul style="list-style-type: none"> • Provide a numbered list of the most pressing needs related to student performance gaps. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-G. PROGRESS TOWARD IMPLEMENTATION OF EQUAL ACCESS TO HIGH-QUALITY CAREER AND TECHNICAL EDUCATION (CTE) COURSES AND PROGRAMS OF STUDY FOR ALL STUDENTS

Perkins V places increased emphasis on ensuring equity and access for identified special populations and subgroups to improve career outcomes for all students. This component of the CLNA required agencies to explore how resources are being distributed and whether they are distributed in such a way as to ensure that ALL students have access to high-quality instruction, services and support resources that they need to succeed. In addition, while exploring these policies and strategies, it was important to analyze whether barriers still exist, both intentional and unintentional, that prevent some students from equitable participation in programs.

This section has one prompt, as described below.

| Section 1-G. Equal Access Narrative | Guidance |
|--|---|
| <p>Question i in this section requires agencies to identify high-priority needs related to high priority student performance gaps</p> | <p>Analyze past performance and address the following items:</p> <ul style="list-style-type: none"> • Provide a numbered list of the most pressing needs related to student performance gaps. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-H. OTHER IDENTIFIED SECONDARY NEEDS FROM COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) (IF APPLICABLE)

In the process of completing the various components of the CLNA, agencies may have identified other types of needs to address in the four-year plan that did not fall under any of the given CLNA component areas. Since only needs found through the CLNA process and outlined in this section of the application can be included in the budget, it is important to note additional needs here. For example, it may have been noted that there is a need for a better system of career counseling for students, perhaps those in special populations.

NOTE: This section is optional and involves one narrative response.

| Section 1-H. Other CLNA Needs Narrative | Guidance |
|---|--|
| <p>Other priority needs identified in the CLNA</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • If applicable, provide additional needs, not covered in the above sections, related to the agency’s high-priority needs for the years 2020–2024. • Provide a numbered list of additional pressing needs. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. |

SECTION 2. PRIMARY PROGRAM OF STUDY AND CAREER AND TECHNICAL EDUCATION (CTE) SECONDARY PROGRAMS FOR 2023–2024

In accordance with Florida’s Four-Year Perkins V State Plan, during the 2023–2024 program year, each eligible recipient will be required to use Perkins funds to support only those career preparatory and technology education programs that meet:

- SSQ requirements.
- LMA requirements.
- A need identified in the agency’s 2021–2022 CLNA.
- The requirement to offer a sufficient number of fully compliant programs of study. For 2023–2024, at least 75 percent of your agency’s CTE enrollment must be enrolled in these programs of study.

A list of the program of study requirements can be found in [Appendix C](#).

PART 2-A. CAREER AND TECHNICAL EDUCATION (CTE) 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 2023–2024 program year. The Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook will indicate all locally fundable programs by Perkins for the 2023–2024 program year.

This section requires the completion of the Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook, as described below.

| Section 2-A. Perkins Fundable Programs/CLNA and Budget Excel Workbook | Guidance |
|--|---|
| Program Summary Worksheet | <p>Instead of asking for the list of fundable programs for the 2023–2024 program year in a table as a separate table, this year’s continuation application requires that you indicate fundable programs on the Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook.</p> <ul style="list-style-type: none"> • Make sure each program listed meets all state requirements: (1) SSQ requirements; (2) LMA requirements; and (3) a need identified in the agency’s CLNA. • The programs’ information should be completed in both the SSQ and LMA portions of the worksheet. • Indicate CTE programs that will be supported with Perkins V funds. • The same program(s) offered in multiple schools should only be listed once. • Any program funded with Perkins dollars must appear on this list, including those in development. This includes any new programs under development by the agency. |

PART 2-B. SECONDARY PROGRAMS OF STUDY

For the 2023–2024 program year, it is required that 75% or more of your agency’s total CTE enrollment be in fully compliant programs of study.

This section requires the completion of one worksheet in the Secondary Excel Workbook, as described below.

| Section 2-B. Programs of Study/CLNA and Budget Excel Workbook | Guidance |
|---|---|
| Program Summary Worksheet. | <p><u>How to complete the “Program of Study” section of the Program Summary Worksheet:</u></p> <p>Instructions may be found in the Workbook itself.</p> <ul style="list-style-type: none"> • |

PART 2-C. SUBMISSION OF THE 2023–2024 PRIMARY PROGRAM OF STUDY FOR SECONDARY EDUCATION

Every year, in order to receive Perkins funding, all eligible recipients must submit one primary program of study that meets ALL state requirements. Refer to federal requirements of Section 134(b)(2) of the Perkins V law noted in Appendix I, the additional state requirements in Appendix C, and the Primary Program of Study Template in Appendix D.

(Section 134(b)(2); see law requirements in [Appendix I](#) and Program of Study Template in [Appendix D](#)).

This section requires the completion of the 2023–2024 Perkins V Program of Study Template, as described below.

| Section 2-C. Primary Program of Study, Attachment B | Guidance |
|---|---|
| <p>Complete and submit the primary program of study for the 2023–2024 program year on the Perkins V Program of Study Template located in Appendix D.</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • The program of study selected to submit as the primary program of study must be submitted on the 2023–2024 Perkins V Program of Study Template that is included in Appendix D. • For Guidance on completing specific sections of the Program of Study Template, see Appendix C. <p><i>IMPORTANT NOTE: In submitting the program of study, the agency is attesting to the fact that the submitted primary program of study will meet all state required elements throughout the 2023–2024 program year.</i></p> |

PART 2-D. LIST OF ADVISORY COUNCIL MEMBERS OVERSEEING THE PRIMARY PROGRAM OF STUDY

One of the new state requirements for programs to be considered complete programs of study is that they are overseen by an advisory council to enhance and ensure sustained relationships between local CTE programs and industry partners. The intention is that the programs of study are developed, implemented and improved through a team of expert stakeholders that are able to offer relevant, up-to-date, in-depth education and experiences that create highly qualified

employees on promising career trajectories. 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.

This section requires completion of one narrative question, as described below.

| Section 2-D. Advisory Council Table | Guidance |
|---|--|
| <p>List the members that are involved in the advisory council overseeing the 2023–2024 primary program of study.</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • Provide a list of the members of the advisory council that will oversee implementation of the agency’s 2023–2024 primary program of study. • The advisory council must include, at a minimum, representatives from secondary (e.g., CTE director, counselors, teachers), postsecondary (e.g., faculty, workforce dean, student advisors) and business and industry (the best would be a representative from the industry for which the program prepares students, but it could also be represented by staff from CareerSource or local a Chamber of Commerce). • The council overseeing the program of study may be regional or oversee multiple programs of study. • The council may include the same members reported last year or have members added or deleted. <p><i>IMPORTANT NOTE: Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.</i></p> |

PART 2-E. DISSEMINATION OF INFORMATION ON CAREER AND TECHNICAL EDUCATION (CTE) SECONDARY PROGRAMS AND PROGRAMS OF STUDY

Widespread dissemination of information on CTE programs and programs of study through varied communication avenues (e.g., career counseling, social media, and presentations) is essential for recruitment of potential students, particularly those in special populations.

This section requires completion of one narrative question, as described below.

| Section 2-E. Dissemination Narrative | Guidance |
|--|---|
| <p>Describe how secondary students, including students who are members of special populations, will learn about the agency’s CTE course offerings and whether each course is part of a CTE program of study.</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • Describe the dissemination policies for CTE programs and programs of study planned for the 2023–2024 program year. Include all means of dissemination for students and parents – digital, print and other. Include how faculty, staff and counselors are made aware through professional development and other means of communication. • Describe ways that the agency will ensure that members of targeted special populations in Perkins V, such as students with disabilities or economically disadvantaged youth, receive information about CTE programs. This includes alternate or additional formats, modalities, channels of communication and accommodations. |

LINK TO SECTIONS 3–13 AND 14.

Guidance for sections [3–13](#) and [14](#), at both the secondary and postsecondary level, can be found below, following guidance on postsecondary sections 1 and 2.

POSTSECONDARY PROGRAMS — LOCAL CONTINUATION GRANT APPLICATION FOR PERKINS V (SECTIONS 1–2)

Eligible recipients of postsecondary funds completed a local four-year plan/application for Perkins V in their 2020–2021 application. For the coming program year (2023–2024), eligible recipients will be submitting a local continuation grant application. The required narrative and attachments provide information required under the Act and Florida’s State Plan. This section provides guidance on how to effectively complete the application.

SECTION 1. OVERVIEW OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA), EXCEL WORKBOOK, AND FILE SUBMISSION

All programs and activities to be funded by Perkins funds during the 2020–2024 program years must be supported by the high-priority needs identified in a CLNA. The first CLNA was conducted by eligible recipients during the 2019-2020 program year. Results from this CLNA guided the development of activities and programs to meet Perkins V requirements to be implemented during the 2020–2021 program year. These priority needs, along with additional findings resulting from implementation during the 2020–2021 program year, guided activities to be implemented during the 2021–2022 program year. The 2021–2022 CLNA will guide activities in the 2022–2023 and 2023–2024 program years. The 2023-2024 CLNA will guide activities in future years pending continuation of the State Plan.

GENERAL GUIDANCE ON CONDUCTING THE BIENNIAL COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) UPDATE IN 2023–2024

Guidance on requirements for eligible recipients to conduct their biennial CLNA update during the 2023–2024 program year will be provided under separate cover and posted on FDOE’s Web site. Technical assistance will be made available through online modules, webinars and assistance by phone and email.

COMBINED POSTSECONDARY EXCEL WORKBOOKS FOR TEMPLATES AND FORMS

To simplify the process for the 2023–2024 local continuation grant application, a Postsecondary CLNA and Budget Excel Workbook has been developed that combines worksheets for SSQ, LMA, programs of study, and fundable programs into a single Excel worksheet. In addition, the DOE 101 Budget Narrative Form and the Projected Equipment Purchases Form are included in the workbook.

More details on how to complete these worksheets are included in relevant sections that follow.

Instructions and examples for completion of the DOE 101 Budget Narrative Form and the Projected Equipment Purchases Form are included in the Postsecondary Excel Workbooks.

Completion and Naming of Required Postsecondary Excel Workbook:

- Save a copy of the workbook to your computer
- Naming Convention for Submission: **XXX-Agency Name-POSTSEC** (the number “XXX” is your project agency number that was assigned by the Office of Grants Management – see [Appendix E](#) in this guide)
- Upload to your agency’s ShareFile account (see instructions in the following section)
- The file must be submitted in Excel format only. PDFs will not be accepted.

FILE SUBMISSION OF REQUIRED POSTSECONDARY EXCEL WORKBOOKS

Completion of the application requires the submission of a Postsecondary Comprehensive Local Needs Assessment (CLNA) and Budget Excel Workbook. There are separate Postsecondary CLNA and Budget Excel workbooks: (1) one for school district postsecondary and (2) one for Florida College System institutions. Be sure to select the correct workbook to complete.

School districts with postsecondary CTE programs must submit the District Postsecondary CLNA and Budget Excel Workbook, which includes:

- Combined Size, Scope and Quality (SSQ), Labor Market Alignment (LMA), Fundable Programs, and Programs of Study Worksheet
- DOE 101 Budget Narrative Form Worksheet
- Projected Equipment Purchases Form Worksheet (if applicable)

Florida College System (FCS) institutions must submit the FCS Institution CLNA and Budget Excel Workbook on their CTE programs, which includes:

- Combined Size, Scope and Quality (SSQ), Labor Market Alignment (LMA), Fundable Programs, and Programs of Study Worksheet
- DOE 101 Budget Narrative Form Worksheet
- Projected Equipment Purchases Form Worksheet (if applicable)

Files must be submitted using ShareFile and with the file naming conventions specified in the application. ShareFile is a secure file-sharing tool that allows files to be shared in a secure internet environment with archive history and user-activity tracking. To submit the required files, follow these steps:

1. Local agencies should have access to the Office of Grants Management ShareFile location. If the agency does not, or if staff have changed, please email Perkins@fldoe.org with the name and contact information for the individual the agency designates to submit the local continuation grant application and attachments and the District Postsecondary or FCS Excel Workbook.
2. If access is not currently set up for the designee, DCAE staff will provide access to a ShareFile folder generating an email notification to the agency designee with information about the login process and accessing the file. The designee will submit the application documentation by logging into fldoe.sharefile.com with their email address and password. If the designee cannot find the folder, select “Shared Folders” and look for the correct option “Perkins 2023–2024 RFA Repository.”
3. If agencies need assistance with logging into the ShareFile folder or submitting the documents, they can contact the assigned grants manager.

SECTION 1. GUIDANCE FOR THE EXCEL WORKBOOK AND NARRATIVE QUESTIONS

This section focuses on the CLNA and stakeholder engagement requirements for the 2023–2024 local continuation grant application. There are two main sections.

1. CLNA Narrative Questions. Three narrative questions ask you to describe the process you will use to conduct the required biennial CLNA during the 2023–2024 program year and engage and consult with stakeholders during that process.

2. Review and Update of CLNA findings and Priority Needs. Complete these steps:

- Complete the CLNA and Budget Excel Workbook.
- Complete the priority needs for each of the parts of the CLNA, Parts 1-A to Parts 1-G, to reflect needs identified in the 2021–2022 CLNA for the implementation of programs and activities during the 2023–2024 program year.

PART 1-A. COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) NARRATIVE QUESTIONS

The CLNA Narrative Questions section requires narrative responses to three questions that are outlined in the table below.

| Section 1-A. CLNA Narrative Questions | Guidance |
|--|--|
| Question i in this section requires agencies to describe how they will conduct their biennial CLNA in 2023–2024 | <p>Describe the process your agency will use to conduct the required biennial CLNA during the 2023–2024 program year. The results from this CLNA will guide the updates for your agency’s Perkins V high priorities that will be implemented in the 2024–2025 and 2025–2026 program years.</p> |
| Question ii in this section requires the agency to address continued stakeholder consultation during the 2023–2024 CLNA process | <p>Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2023–2024 CLNA. Identify any new stakeholders not previously involved in the process and how they are providing input into the CLNA development in accordance with Section 134(e).</p> |
| Question iii in this section requires the agency to address fiscal needs to conduct the 2023-2024 CLNA | <p>Describe what fiscal resources will be needed to effectively conduct the biennial 2023–2024 CLNA update. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings</p> |

Remember: Although 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, these **must be kept by each agency as it may be requested as part of a local Perkins V monitoring and compliance review**

PART 1-B. SIZE, SCOPE AND QUALITY (SSQ) FOR CAREER AND TECHNICAL EDUCATION (CTE) POSTSECONDARY PROGRAMS

Florida has adopted rigorous standards for SSQ, 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 SSQ standards operationalize CTE program delivery and serve to drive intentionally-designed programs. These criteria reflect an emphasis on high quality programs that lead to recognized postsecondary credentials, include quality hands-on work-based experiences, which are taught by instructors who have up-to-date knowledge and skills, are supported by business and industry and provide opportunities for ALL students to be successful.

This portion of the CLNA analysis was designed to assist agencies in evaluating whether their current program offerings met these criteria. The analysis may point to gaps, where some programs need improvement to meet these criteria. The highest priority needs identified in these areas became a part of the agency's four-year plan and some or all may be addressed during the 2023–2024 program year.

This section has two parts: (1) Updates to one worksheet in the appropriate Excel workbook (District Postsecondary or the FCS Institution CLNA and Budget Excel Workbook), and (2) one narrative response.

| Section 1-B. SSQ/CLNA and Budget Excel Workbook | Guidance |
|--|---|
| <p>Question i in this section requires agencies to complete the SSQ section of the Program Needs Assessment Worksheet</p> | <p>The Program Needs Assessment Worksheet in both the district and college Postsecondary CLNA and Budget Excel Workbook summarizes the SSQ and LMA standards for each program to be offered by the technical center/college or state college during the 2023–2024 program year. If the agency intends to report enrollment in a program during the 2023–2024 program year and support it with Perkins funds, it must be reported in this table.</p> <p><u>How to complete the SSQ section of the Program Needs Assessment Worksheet</u> Instructions may be found in the Workbook itself.</p> <p><u>File Submission</u> See details above in section labeled “File Submission of Required Secondary Excel Workbook.” The file must be submitted in Excel format only. PDFs will not be accepted.</p> |

| Section 1-B. SSQ/CLNA and Budget Excel Workbook | Guidance |
|---|---|
| <p>Question ii in this section requires agencies to identify high-priority needs based on SSQ Analysis</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • Provide a numbered list of currently identified priority needs related to the agency’s CLNA analysis of SSQ for technical center/college programs or college credit programs. • Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. • List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-C. LABOR MARKET ALIGNMENT (LMA)

A primary emphasis in Perkins V is to prepare students to meet local or regional labor market demands, particularly in high-skill, high-wage and/or in-demand occupations in current or emerging professions. This portion of the CLNA analysis was designed to assist the agency in evaluating the alignment of current program offerings to current and future labor market needs within the local area/region. The analysis may have pointed to gaps, where new programs could be developed to meet local demand. The agency’s analysis also indicated which programs were not aligned to labor market demand. The highest priority needs identified in this area became a part of the agency’s four-year plan and some or all may be addressed during the 2023–2024 program year.

NOTE: CTE programs that are not aligned to labor market demand will not be eligible for the use of Perkins V funds.

This section has one prompt, as described below.

| Section 1-C. LMA/CLNA and Budget Excel Workbook | Guidance |
|--|---|
| <p>Question i in this section requires agencies to complete the LMA section of the Program Needs Assessment Worksheet in the Postsecondary CLNA and Budget Excel Workbook</p> | <p>The Program Needs Assessment Worksheet in the Postsecondary CLNA and Budget Excel Workbook summarizes the SSQ and labor market standards for each middle school and high school program to be offered by the district during the 2023–2024 program year. (If the district intends to report enrollment in a program at any school during the year and support it with Perkins funds, it must be reported in this table.</p> <p><u>How to complete the LMA section of the Program Needs Assessment Worksheet for 9–12 Programs</u> Instructions may be found in the Workbook itself.</p> <p><u>File Submission</u> See details above in section labeled “File Submission of Required Postsecondary Excel Workbooks.” Files must be submitted in Excel format only. PDFs will not be accepted.</p> |

PART 1-D. DEVELOPMENT AND IMPLEMENTATION OF CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS AND PROGRAMS OF STUDY

The 2021–2022 CLNA provided the opportunity to examine the agency’s current program offerings and assess whether all programs are of sufficient SSQ, meet current and future labor market needs and have included all of the components necessary to be considered programs of study under the new Perkins V requirements. From the analysis, various needs could be identified and prioritized related to program development, implementation and expansion of programs into programs of study. The highest priority needs identified in these areas can become part of the four-year plan and some or all may be addressed during the 2023–2024 program year. Prioritized needs should be both impactful and achievable.

For additional information on accelerated academics, refer to FDOE’s “[Articulation](#)” pages and this document’s [FAQ](#). Opportunities include dual enrollment and credit by examination. Templates and other resources for [dual enrollment](#), including state/local articulation agreements, can be found on the “Articulation” page, as well as on the Career & Adult Education page, under “[Statewide Articulation Agreements](#).” Other [CTE program resources](#) are available on the “Career & Adult Education” page.

This section has one prompt, as described below.

| Section 1-D. Program of Study Narrative | Guidance |
|---|--|
| <p>Question i in this section requires agencies to identify high-priority needs related to program development, implementation and programs of study</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • Provide a numbered list of currently identified priority needs related to the agency’s analysis of CTE programs. These may include the addition of programs not currently offered, expansion of existing programs to meet SSQ criteria or other need and the development of existing programs into programs of study. • For new programs or programs to be expanded, provide the program number and name, an estimated timeline for implementation and the reason that the agency has chosen to offer or expand the program. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-E. RECRUITMENT, RETENTION AND TRAINING OF TEACHERS, FACULTY AND ALL OTHER CAREER AND TECHNICAL EDUCATION (CTE) PROFESSIONALS

Hiring, equipping and keeping diverse educational faculty and staff that are able to offer the highest quality CTE to all students is mission critical to Florida’s Career and Technical Education. Perkins Law asks agencies to evaluate deficits in their recruitment, retention and training of a wide variety of educational personnel, including teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors. Additionally, the Law has agencies analyze if their faculty and staff diversity adequately includes individuals “underrepresented in such professions.” Your list of needs may require updating, based on any additional findings resulting from implementation during the past program year.

This section has one prompt, as described below.

| Section 1-E. Personnel Narrative | Guidance |
|--|--|
| <p>Question i in this section requires agencies to identify high-priority needs related to recruitment, retention and training of CTE personnel</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • Provide a numbered list of the most pressing needs related to recruitment, retention and training of CTE personnel. • List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-F. 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 previously provided baseline data to identify anticipated performance gaps

This section has one prompt, as described below.

| Section 1-F. Accountability Narrative | Guidance |
|--|---|
| <p>Question i in this section requires agencies to identify high-priority needs related to high priority student performance gaps</p> | <p>Based on an analysis of past performance:</p> <ul style="list-style-type: none"> • Provide a numbered list of the most pressing needs related to student performance gaps. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-G. PROGRESS TOWARD IMPLEMENTATION OF EQUAL ACCESS TO HIGH-QUALITY CAREER AND TECHNICAL EDUCATION (CTE) COURSES AND PROGRAMS OF STUDY FOR ALL STUDENTS

Perkins V places increased emphasis on ensuring equity and access for identified special populations and subgroups to improve career outcomes for all students. This component of the CLNA required the agency to explore how resources were being distributed by the agency and whether they were distributed in such a way as to ensure that ALL students have access to high-quality instruction, services and support resources needed to succeed. In addition, while exploring these policies and strategies, it was important to analyze whether barriers still exist, both intentional and unintentional, that prevent some students from equitable participation in programs.

This section has one prompt, as described below.

| Section 1-G. Equal Access Narrative | Guidance |
|--|---|
| <p>Question i in this section requires agencies to identify high-priority needs related to high priority student performance gaps</p> | <p>Based on an analysis of past performance:</p> <ul style="list-style-type: none"> • Provide a numbered list of the most pressing needs related to student performance gaps. • At least one need should be identified to be addressed during the 2023–2024 program year, although more than one is expected for this topic area over the four-year period. • Prioritized needs should both be impactful and achievable. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p> |

PART 1-H. OTHER IDENTIFIED NEEDS FROM COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) (IF APPLICABLE)

As various components of the CLNA were completed, the agency may have identified other types of needs to address in the four-year plan that didn't fall under any of the given CLNA component areas. Since only needs found through the CLNA process and outlined in this section of the application can be included in the budget, it is important to note additional needs here. For example, the agency may have noted that there is a need for a better system of career counseling for students, perhaps those in special populations.

NOTE: This section is optional and contains one narrative response.

| Section 1-H. Other CLNA Needs Narrative | Guidance |
|---|--|
| <p>Other priority needs identified in the CLNA</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • If applicable, provide additional needs, not covered in the above sections, related to the agency's high-priority needs for the years 2020–2024. • Provide a numbered list of additional pressing needs. • The list will be used to match budget expenditures to these needs for the 2023–2024 program year. |

SECTION 2. PRIMARY PROGRAM OF STUDY AND CAREER AND TECHNICAL EDUCATION (CTE) POSTSECONDARY PROGRAMS FOR 2023–2024

In accordance with Florida’s Four-Year Perkins V State Plan, during the 2020–2021 program year, each eligible recipient will be required to use Perkins funds to support only those CTE education programs that meet:

- SSQ requirements.
- LMA requirements.
- A need identified in the agency’s 2021–2022 CLNA.
- The requirement to 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 [Appendix C](#).

PART 2-A. CAREER AND TECHNICAL EDUCATION (CTE) 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 2023–2024 program year. The Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook will indicate all locally fundable programs by Perkins for the 2023–2024 program year.

This section requires completion of Program Summary Worksheet in the Postsecondary CLNA and Budget Excel workbook, as described below.

| Section 2-A. Perkins Fundable Programs/CLNA and Budget Excel Workbook | Guidance |
|--|--|
| Program Summary Worksheet | <p>Instead of asking for the list of fundable programs for the 2023–2024 program year in a table as a separate table, this year’s continuation application requires that you indicate fundable programs on the Program Summary Worksheet in the Postsecondary CLNA and Budget Excel Workbook. Address the following items:</p> <ul style="list-style-type: none"> • Make sure each program listed meets all state requirements: (1) SSQ requirements; (2) LMA requirements; and (3) a need identified in the agency’s CLNA. • The programs’ information should be completed in both the SSQ and LMA portions of the worksheet. • Indicate CTE programs that will be supported with Perkins V funds. • The same program(s) offered in multiple schools should only be listed once. <p>Any program funded with Perkins dollars must appear on this list, including those in development. This includes any new programs under development by the agency.</p> |

PART 2-B. POSTSECONDARY PROGRAMS OF STUDY

This section requires completion of one worksheet in either the District Postsecondary or the FCS Institution Excel Workbook, as described below.

| Section 2-B. Program of Study/CLNA and Budget Excel Workbook | Guidance |
|--|--|
| Program Summary Worksheet | <p><u>How to Complete the program of study section of the Program Summary Worksheet</u> Instructions may be found in the Workbook itself.</p> |

PART 2-C. SUBMISSION OF THE 2023–2024 PRIMARY POSTSECONDARY PROGRAM OF STUDY

Every year, in order to receive Perkins funding, all eligible recipients must submit one primary program of study that meets ALL state requirements (Section 134(b)(2); see law requirements in [Appendix I](#) and Program of Study Template in [Appendix D](#)).

This section requires completion of the 2023–2024 Perkins V Program of Study Template, as described below.

| Section 2-C. Primary Program of Study, Attachment B | Guidance |
|--|--|
| <p>Complete and submit the primary Program of Study for the 2023–2024 program year on the Perkins V Program of Study Template located in Appendix D</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • The program of study to be submitted as the primary program of study must be submitted on the 2023–2024 Perkins V Program of Study Template that is included in Appendix D. • For Guidance on completing specific sections of the 2023–2024 Program of Study Template, see Appendix C. <p>IMPORTANT NOTE: In submitting the program of study, the agency is attesting to the fact that the submitted primary program of study will meet all state required elements throughout the 2023–2024 program year.</p> |

PART 2-D. LIST OF ADVISORY COUNCIL MEMBERS OVERSEEING THE PRIMARY PROGRAM OF STUDY

One of the new state requirements for programs to be considered complete programs of study is that they are overseen by an advisory council to enhance and ensure sustained relationships between local CTE programs and industry partners. The intention is that the programs of study are developed, implemented and improved through a team of expert stakeholders that are able to offer relevant, up-to-date, in-depth education and experiences that create highly-qualified employees on promising career trajectories. 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.

This section requires completion of one narrative question, as described below.

| Section 2-D. Advisory Council Table | Guidance |
|--|---|
| <p>List the members who are involved in the advisory council overseeing the 2023–2024 program of study.</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • Provide a list of the members of the advisory council that will oversee implementation of the agency’s 2023–2024 primary program of study. • The advisory council must include, at a minimum, representatives from secondary (e.g., CTE director, counselors, teachers), postsecondary (e.g., faculty, workforce dean, student advisors) and business and industry (the best would be a representative from the industry for which the program prepares students; but it could also be represented by staff from CareerSource or local Chamber of Commerce). • The council overseeing the program of study may be regional or oversee multiple programs of study. • The council may include the same members reported last year or have members added or deleted. <p><i>IMPORTANT NOTE: Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary and business and industry.</i></p> |

PART 2-E. DISSEMINATION OF INFORMATION ON CAREER AND TECHNICAL EDUCATION (CTE) POSTSECONDARY PROGRAMS AND PROGRAMS OF STUDY

Widespread dissemination of information on CTE programs and programs of study through varied communication avenues (e.g., career counseling, social media, and presentations) is essential for recruitment of potential students, particularly those in special populations.

This section requires completion of one narrative question, as described below.

| Section 2-E. Dissemination Narrative | Guidance |
|---|---|
| <p>Describe how postsecondary students, including students who are members of special populations, will learn about the agency’s CTE course offerings and whether each course is part of a CTE program of study.</p> | <p>Address the following items:</p> <ul style="list-style-type: none"> • Describe the agency’s dissemination policies for CTE programs and programs of study planned for the 2023–2024 program year. Include all means of dissemination for students and parents – both digital, print and other. Include how faculty, staff and counselors are made aware through professional development and other means of communication. • Describe ways that the agency will ensure that members of ALL targeted special populations in Perkins V, such as students with disabilities or economically disadvantaged youth, receive information about CTE programs. This includes alternate or additional formats, modalities, channels of communication and accommodations. |

SECONDARY AND POSTSECONDARY (SECTIONS 3–13)

Questions in sections 3-13 and 14 in the application are common both to the secondary and postsecondary applications. Sections 3- 9 are required components of the local application in accordance with section 134 of Perkins V. Responses for questions in each section **MUST BE SUBMITTED**. Please mark “N/A” if section 12 is not applicable. Responses submitted for last year’s application can be copied and pasted, with appropriate updates.

SECTIONS 3 TO 13. SUMMARY TABLE

| Section | Guidance |
|--|---|
| Section 3. Career Exploration and Guidance | Must provide a response here as the SSQ secondary and postsecondary policies do not explicitly address career exploration and guidance. This response must describe collaboration efforts with local workforce development boards and agencies. |
| Section 4. Continuous Academic Improvement and Academic Integration | All secondary and postsecondary CTE programs must meet SSQ policy provisions which include providing instruction that integrates academic, technical and employability skills. Provide a high-level summary of how this will be accomplished during the 2023–2024 program year. |
| Section 5. Equity and Access for Special Populations | All secondary and postsecondary CTE programs must meet SSQ policy provisions which include Implement measures to eliminate barriers and create opportunities for all students to succeed in CTE. Describe in general how the issues of equity and access for special populations to CTE programs will be addressed during the 2023–2024 program year. |
| Section 6. Opportunities for Work-Based Learning | <p>The criteria and definition of work-based learning, examples of work-based learning and other guidance can be found on the FDOE CLNA page (http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.stml) under “Experiential Learning Framework.”</p> <p>Provide a high-level summary of how work-based learning opportunities will be offered to students during the 2023–2024 program year.</p> |

| Section | Guidance |
|---|---|
| Section 7. Opportunities for Postsecondary Credit | <p>All CTE programs must meet SSQ policy provisions which include providing an opportunity for students to earn a recognized postsecondary credential through articulated mechanisms. For the programs identified in the Fundable Programs Worksheet as complete programs to be funded, provide a high-level summary of how students will be provided an opportunity to earn a recognized postsecondary credential. If programs were identified in the Fundable Programs Worksheet as programs to be developed, provide a high-level summary of how students will be provided an opportunity to earn a recognized postsecondary credential.</p> |
| Section 8. Support for CTE Personnel | <p>A core component of the CLNA is the evaluation of eligible recipient efforts of recruitment, retention and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals and career guidance and academic counselors, including individuals in groups underrepresented in such professions. Provide a high-level summary of how this will be accomplished during the 2023–2024 program year.</p> |
| Section 9. Performance of Special Populations and Subgroups | <p>A core component of the CLNA is the evaluation of student performance including that of special populations and subgroups. Provide a high-level summary of how gaps in performance of special populations and subgroups will be addressed during the 2023–2024 program year.</p> |
| Section 10. Accountability and Program Improvement | <p>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 Appendix F.</p> <p>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.</p> |
| Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement) | <p>Provide a general statement describing how the agency provides support for reading/strategic imperatives. Make sure to specifically address the FDOE’s Reading/Strategic Imperatives (http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml)</p> |

| Section | Guidance |
|--|--|
| Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement) | If applicable, provide confirmation in the form of a general statement that the program is in compliance with the automotive service technology provisions as provided in Florida statute and State Board of Education rule. |
| Section 13. Federal Programs - General Education Provisions Act (GEPA) (Federal Requirement) | Provide a general statement acknowledging understanding and adherence to GEPA. |

SECONDARY AND POSTSECONDARY (SECTION 14). BUDGET NARRATIVE REQUIREMENTS AND SECONDARY AND POSTSECONDARY CAREER AND TECHNICAL EDUCATION (CTE) ASSURANCES

PART 14-A. COMPLETE BUDGET NARRATIVE DOE 101 FORM AND CAREER AND TECHNICAL EDUCATION (CTE) ASSURANCES FORMS

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

Budget Narrative Guidelines: (PY 2020–2024 Local Continuation Grant Applications). All eligible recipients’ budget line items will be evaluated and approved based on the CLNA results and written narrative in the local continuation 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 CTE programs to meet the needs identified in the CLNA.

Therefore, all budget narratives must be aligned with the 2023–2024 CLNA priorities and needs addressed in the narrative sections of this application. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

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

Eligible recipients must also complete and submit the **Budget Narrative Form, DOE 101**, located in the Secondary or Postsecondary Excel Workbook posted to the Division’s website [here](#).

The Budget Narrative must align with:

- (Sec. 134) CLNA Results;
- (Sec. 135) Requirements for Uses of Funds; and
- (Sec. 135) SSQ 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 number, 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 in the Secondary and Postsecondary Excel Workbooks. The chart below shows all 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 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 a CLNA need outlined in the RFA and be included on the Fundable Programs Worksheet; therefore, each cost on the budget narrative form must provide program number or CIP# for the appropriate CTE program(s).

The budget form, titled Budget Narrative Form, DOE 101, is now a part of the Secondary and Postsecondary Excel Workbooks.

PART 14-B. SECONDARY AND POSTSECONDARY ASSURANCES

Prior to submitting the application, the agency head and program contact, on behalf of the agency, will review a list of CTE Assurances and agree by signature to assure compliance. Failure to assure compliance with each item contained in the CTE Assurances will result in the rejection of the application. The assurances cover a wide scope of topics, including instructional and programmatic policies; the CLNA; program performance, improvement and data reporting; grants and fiscal management; and data privacy and security.



APPENDICES

[Appendix A: Size, Scope and Quality](#)

[Appendix B: Labor Market Alignment](#)

[Appendix C: CTE Programs and Programs of Study](#)

[Appendix D: Program of Study Template](#)

[Appendix E: Agency Grant Reporting Numbers](#)

[Appendix F: Performance Accountability](#)

[Appendix G: Overall Distribution of Funds to Local Agencies](#)

[Appendix H: Fiscal Requirements](#)

[Appendix I: Relevant Sections of the Perkins V Act](#)

[Appendix J: Common Acronyms](#)

[Appendix K: Perkins Allowable and Non-allowable Expenditures](#)

[Appendix L: Frequently Asked Questions \(FAQ\)](#)

APPENDIX A. SIZE, SCOPE AND QUALITY (SSQ)

Florida has adopted rigorous standards for SSQ, 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 SSQ standards operationalize CTE program delivery and serve to drive intentionally-designed programs.

Florida’s standards for SSQ at the secondary and postsecondary levels are described in the tables below.

**FLORIDA’S PERKINS V SIZE, SCOPE, AND QUALITY (SSQ) 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 eliminate barriers and create opportunities for all students to succeed in CTE.

FLORIDA'S PERKINS V SIZE, SCOPE, AND QUALITY STANDARDS (SSQ) — 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 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 eliminate barriers and create opportunities for all students to succeed in CTE.

SECONDARY PROGRAM ALIGNMENT TO SIZE, SCOPE AND QUALITY (SSQ)

The secondary programs below, due to SSQ criteria, are not eligible for Perkins V funding in the 2023–2024 program year. FDOE programs that have been deleted since the last publication of this list have also been deleted from the following table.

| Program | Program Name |
|----------------|---|
| 8200110 | Business Keyboarding |
| 8200120 | Business Leadership Skills |
| 8200130 | Business Keyboarding and Career Planning |
| 8207010 | Emerging Technology in Business |
| 8300310 | Workplace Essentials |
| 8300330 | Workplace Technology Applications |
| 8301600 | Work Experience |
| 8400320 | Medical Skills and Services |
| 8500120 | Personal and Family Finance/Personal Financial Literacy |
| 8500140 | Career Discovery |
| 8500230 | Personal Development |
| 8500300 | Parenting Skills |
| 8500310 | Child Development |
| 8500345 | Family Dynamics |
| 8500355 | Nutrition and Wellness |
| 8500365 | Family and Consumer Science (FACS) Essentials |
| 8500375 | Blueprint for Professional Success |
| 8500380 | Fabric Construction |
| 8500390 | Principles of Food |
| 8500430 | Personal Development and Career Planning |
| 8502000 | Life Management Skills |
| 8801100 | Nutrition and Food Science |
| 8812000 | Business Ownership |
| 8900330 | Principles of Public Service |
| 8960370 | Exploring Family and Consumer Sciences (FACS) |
| 9100110 | Orientation to Career and Technical Occupations (Diversified) and Career Planning |
| 9100210 | Exploration of Career and Technical Occupations |
| 9100310 | Orientation to Career and Technical Education Occupations |
| 9101000 | Public Safety Communications |

APPENDIX B. LABOR MARKET ALIGNMENT (LMA)

As part of the CLNA, all eligible recipients funded through Perkins V were required to assess alignment of their programs with local labor market needs. With the submission of a four-year plan beginning with the 2020–2021 program year, recipients reviewed and documented this alignment. This alignment was reviewed again in the 2021–2022 program year during the biennial CLNA.

An overview document is available at the following link:

<http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.stml>. See header for “Labor Market Alignment Templates and Resources.” The following table provides an abbreviated view of all the methods and resources for documentation of LMA.

PRIMARY SOURCES

NOTE: Agencies using this method must have one of the following sources to document LMA.

| Primary Source Method | Resources |
|--|---|
| Statewide Demand Occupation List (DOL) | <p>Link to DOL must be made based on an SOC code listed in the framework for that program.</p> <p>Statewide Demand Occupations list are available through the Department of Economic Opportunity and CareerSource Florida. The Statewide list may appear as a sheet in the Regional List.</p> |
| Regional Demand Occupation List (for the Region of the Institution) | <p>Link to DOL must be made based on an SOC code listed in the framework for that program. See information above for SOC code lists for each program.</p> <p>Regional Demand Occupation Lists are posted on the Florida Department of Economic Opportunity’s Web site.</p> |
| Regional Targeted Occupation List (for the Region of the Institution) | <p>Link to DOL must be made based on an SOC code listed in the framework for that program.</p> <p>Current regional lists are available from each regional workforce board. Information may be available on Department of Economic Opportunity’s Web site, under the Division of Workforce Services, Workforce Programs.</p> |

| Primary Source Method | Resources |
|--|--|
| Targeted Occupation or Sector Identified by Local CareerSource Board in Current Local WIOA Plan | Agencies will need to contact the local board for information on targeted sectors identified in the local CareerSource Board’s WIOS plan. |
| Agriculture-related Programs | <p>An occupational demand letter from the Florida Department of Agriculture and Consumer Services (FDACS) is available for many secondary and postsecondary agriculture-related programs.</p> <p>A summary of programs for which letters have been available previously may be found at Agriculture Programs with Labor Market Demand Letters under “Career & Adult Education, Perkins, Comprehensive Local Needs Assessment.”</p> |

SECONDARY SOURCES

NOTE: Agencies using this method must have two of the following sources to document LMA.

| Secondary Source Method | Resources |
|---|---|
| Job Analytics Resources for the Region | <p>Several job analytics organizations provide analysis of local labor market demand. Examples include Burning Glass, EMSI and JobsEQ.</p> <p>The documentation used from these sources must address how completers from the program have current employment opportunities associated with the program of completion.</p> |
| Local CareerSource Board Letter of Support | <p>The letter provided from the local CareerSource Board must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.</p> |

| Secondary Source Method | Resources |
|--|--|
| Economic Development Agency Letter of Support | <p>The economic development agency must be one listed on this Enterprise Florida Web page: https://www.enterpriseflorida.com/about-efi/stakeholders/economic-development-partners/.</p> <p>The letter provided from the agency must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.</p> |
| Local Chamber of Commerce Letter of Support | <p>The letter provided from the agency must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.</p> |
| Other Employer or Industry Association | <p>One of the secondary sources can be from the following entities:</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 • Regional industry associations <p>The letter provided from the agency must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.</p> |

APPENDIX C. CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS AND PROGRAMS OF STUDY

Overview.

Perkins V Law requires all Perkins eligible recipients to offer at least one program of study because programs of study are central to high-quality CTE and allowing students to advance in their career aspirations. Programs of study are where all aspects of CTE are working in concert — secondary and postsecondary, academic and technical, educators and employers. FDOE has recognized this importance and in its Perkins V Plan further advanced programs of study by refining its State definition, decreasing burdensome requirements, expanding supports and setting ambitious enrollment goals.

Perkins V. Federal program of study requirements of Section 3(41) are listed in [Appendix I](#).

Florida’s Perkins V Required Program of Study Elements. The State of Florida has requirements in addition to those in [Appendix I](#). Florida’s programs of study are comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant FDOE CTE curriculum frameworks
- Meet LMA criteria
- Meet FDOE’s SSQ 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

Progressive Increase Required in Percentage of Students in Secondary Programs of Study.

Regarding the Secondary Programs of Study:

- Using a phased approach, FDOE will require secondary eligible recipients to progressively raise student enrollment in programs of study. The below table summarizes the progressive standards by year.
- The 2020–2021 program year served 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. For the 2021–2022 program year, secondary eligible recipients were required to have enough fully implemented programs of study in place so that 25 percent of total secondary CTE enrollment would be served by operational programs of study for that program year. For the 2022–2023 program year, the percentage increased to 50 percent. For the 2023–2024 program year, the percentage increases to 75 percent.
- During the 2021–2022 CLNA process, eligible secondary agencies should have made plans to undertake the necessary steps to identify, adopt or develop additional programs of study to increase this percentage in each of the next two program years.
- [FDOE resources](#) may be found on the Web site under “Career & Adult Education, Perkins, Programs of Study.”
- 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.

IMPORTANT NOTE ON POSTSECONDARY REQUIREMENTS: Postsecondary eligible recipients will continue to be required to provide a minimum of one fully implemented program of study each program year.

Program of Study Requirements by Year for Secondary Eligible Recipients

| Program Year | Summary of Requirements and Activities |
|--------------|--|
| 2020–2021 | <p>The first program year served 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.</p> <p>Secondary eligible recipients were required to:</p> <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. • Undertake the necessary steps to identify, adopt or develop additional programs of study to increase this percent. |
| 2021–2022 | Eligible recipients will be required to have 25 percent of total secondary CTE enrollment served by operational programs of study. |
| 2022–2023 | Eligible recipients will be required to have 50 percent of total secondary CTE enrollment served by operational programs of study. |
| 2023–2024 | Eligible recipients will be required to have 75 percent of total secondary CTE enrollment served by operational programs of study. |

APPENDIX D. PROGRAM OF STUDY TEMPLATES

For the 2023–2024 application year, only one Program of Study Template is required per agency. A completed Program of Study Template must be submitted, but if information remains unchanged and the program of study will remain fully in place during the program year, a copy of a previously approved Perkins V Program of Study Template may be used. If corrections or updates need to be made, please submit a revised template. Programs of study outlined on the Perkins IV template will no longer be accepted. See the requirements for a program of study below.

Notes on Secondary Programs of Study. As districts fill out programs of study developed for targeting the secondary level, it may be important to list as many related postsecondary programs as possible, to illustrate the various options available in this pathway. For example, Allied Health Sciences can lead to Nursing Assistant (Articulated) at the tech college level and Medical Assisting – Advanced at the college level. The agency may want to add the certifications that can be earned through that secondary program and those at other levels in the accelerated credit section in an in-house version of this template. The agency will only need to include articulated credit for one primary feeder program.

Notes on Postsecondary Programs of Study. Postsecondary agencies may want to provide a list of all of the secondary and/or technical feeder programs for recruitment and articulation purposes. Likewise, it can be beneficial to list all of the possible university programs that a college program can lead to for articulation of college students.

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 encouraged to facilitate early career exploration.
 - If there is no locally-offered aligned middle school programs, 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 programs of study 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 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 an FCS 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 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.

Accelerated Credit Opportunity(ies).Details regarding accelerated credit may be found below.

- 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 or if the agreement is statewide (e.g., Broward College).

- 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 should include the following:
 - Name of the course(s).
 - Where they can be taken.
 - Any other relevant information.

Resources. Refer to the FDOE [Program of Study](#) page under “Academics, Career & Adult Education, Perkins.”

How to Read the Example.

- This includes an example of middle school and university programs, which are optional. Again, Perkins funds cannot be used for baccalaureate programs. When looking at programs and building a program of study, there is more than one approach an agency can use to achieve “multiple entry and exit points that incorporate credentialing.”
- Although it is more than the minimum required, the program of study lists several postsecondary options for which the agency has articulation agreements. Although only one is required, it lists several accelerated credit opportunities.

Perkins V: 2023–2024 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: | | | |
| | | | | |

Perkins V: 2023–2024 Program of Study for Nursing

| Program Name: | | Program Code and/or CIP | Participating Schools and Institutions | Accelerated Credit Opportunity(ies) |
|----------------------|--------------------------------------|-------------------------|--|---|
| Secondary | Middle School: | 8417106 | Glenview Middle School | |
| | Orientation to Nursing | | | |
| | High school: | 8417130 | Beach High School Dunes High School | Completion of National Licensed Practical Nurse (NCLEX-PN) awards 10 college credit hours towards Nursing R.N., AS degree at America’s SC; Dual enrollment at America’s SC for Chemistry; and/or AP or CLEP Biology |
| | Allied Health Assisting | | | |
| Postsecondary | Technical College/Center: | H170607 | Gaines Technical College | Statewide: 10 college credit hours towards Nursing, R.N. AS degree awarded upon completion of Practical Nursing |
| | Practical Nursing | | | |
| | FCS Institution: | 1351380100 | America’s State College | Nursing AS to BS articulation available statewide |
| | Nursing, R.N. | | | |
| | University: | 51.3801 | University of Humanity | |
| | Bachelor of Science in Nursing (BSN) | | | |

APPENDIX E. PROJECT AGENCY NUMBERS

For submission of Excel templates, the eligible recipient must use the following reporting numbers for use in naming the files.

SCHOOL DISTRICT PROJECT AGENCY NUMBERS FOR SECONDARY AND POSTSECONDARY

| District | Project Agency Number | District | Project Agency Number | District | Project Agency Number |
|------------|-----------------------|--------------|-----------------------|-------------|-----------------------|
| Alachua | 010 | Hamilton | 240 | Okeechobee | 470 |
| Baker | 020 | Hardee | 250 | Orange | 480 |
| Bay | 030 | Hendry | 260 | Osceola | 490 |
| Bradford | 040 | Hernando | 270 | Palm Beach | 500 |
| Brevard | 050 | Highlands | 280 | Pasco | 510 |
| Broward | 060 | Hillsborough | 290 | Pinellas | 520 |
| Calhoun | 070 | Holmes | 300 | Polk | 530 |
| Charlotte | 080 | Indian River | 310 | Putnam | 540 |
| Citrus | 090 | Jackson | 320 | Saint Johns | 550 |
| Clay | 100 | Jefferson | 330 | Saint Lucie | 560 |
| Collier | 110 | Lafayette | 340 | Santa Rosa | 570 |
| Columbia | 120 | Lake | 350 | Sarasota | 580 |
| Miami-Dade | 130 | Lee | 360 | Seminole | 590 |
| DeSoto | 140 | Leon | 370 | Sumter | 600 |
| Dixie | 150 | Levy | 380 | Suwannee | 610 |
| Duval | 160 | Liberty | 390 | Taylor | 620 |
| Escambia | 170 | Madison | 400 | Union | 630 |
| Flagler | 180 | Manatee | 410 | Volusia | 640 |
| Franklin | 190 | Marion | 420 | Wakulla | 650 |
| Gadsden | 200 | Martin | 430 | Walton | 660 |
| Gilchrist | 210 | Monroe | 440 | Washington | 670 |
| Glades | 220 | Nassau | 450 | | |
| Gulf | 230 | Okaloosa | 460 | | |

For Charter Districts, Lab Schools, Florida School for the Deaf and Blind, and the Department of Corrections the following codes should be used:

| District | Project Agency Number | District | Project Agency Number |
|------------------------------------|-----------------------|----------------------------------|-----------------------|
| FAMU Developmental Research School | 376 | FL Dept. of Corrections | 708 |
| FL School Deaf and Blind | 557 | Lake Wales Charter School System | 53D |
| FSU Lab School | 371 | SouthTech Schools | 50D |
| Florida Virtual School | 48C | | |

FLORIDA COLLEGE SYSTEM (FCS) INSTITUTION PROJECT AGENCY NUMBERS

| FCS Institution | Project Agency Number | FCS Institution | Project Agency Number |
|--|-----------------------|-----------------------------------|-----------------------|
| Eastern Florida State College | 052 | Miami Dade College | 132 |
| Broward College | 062 | North Florida College | 402 |
| College of Central Florida | 422 | Northwest Florida State College | 462 |
| Chipola College | 322 | Palm Beach State College | 502 |
| Daytona State College | 642 | Pasco-Hernando State College | 512 |
| Florida SouthWestern State College | 362 | Pensacola State College | 172 |
| Florida State College at Jacksonville | 162 | Polk State College | 532 |
| The College of The Florida Keys | 442 | St. Johns River State College | 542 |
| Gulf Coast State College | 032 | St. Petersburg College | 522 |
| Hillsborough Community College | 292 | Santa Fe College | 012 |
| Indian River State College | 562 | Seminole State College of Florida | 592 |
| Florida Gateway College | 122 | South Florida State College | 282 |
| Lake-Sumter State College | 352 | Tallahassee Community College | 372 |
| State College of Florida, Manatee-Sarasota | 412 | Valencia College | 482 |

DATA COLLECTION, REPORTING AND ANALYSIS

Data reporting is a requirement for implementation of Florida’s Perkins V Four-Year State Plan. 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 and the ability to identify and quantify any disparities or gaps in performance, especially with regard to special populations and subgroups.

The Perkins law requires that states report annually on several core indicators of performance. The performance indicators are calculated at both the local agency and the state levels, and must be disaggregated by race, ethnicity, gender and special population categories.

The tables below provide 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 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.

DEFINITIONS OF SECONDARY AND POSTSECONDARY CAREER AND TECHNICAL EDUCATION (CTE) CONCENTRATORS

Secondary: a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study

Postsecondary: a student enrolled in an eligible recipient who has— (i) earned at least 12 credits within a CTE program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. Clock Hour equivalent of 12 credits = 360 hours

SECONDARY PERKINS V CORE PERFORMANCE INDICATORS

| Indicator | Explanation | Calculation |
|--|---|---|
| <p>1S1. Four-Year Graduation Rate</p> | <p>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).</p> | <p>Numerator. 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.</p> <p>Denominator. Students in the district’s ESSA graduation cohort who are identified as secondary CTE concentrators.</p> |
| <p>2S1. Academic Proficiency in Reading/Language Arts</p> | <p>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.</p> | <p>Numerator. 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.</p> <p>Denominator. CTE Concentrators who were enrolled in the reporting year and who took an FSA Exam in English Language Arts (ELA).</p> |
| <p>2S2. Academic Proficiency in Mathematics</p> | <p>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.</p> | <p>Numerator. Those students from the denominator who scored a Level 3 or above on the FSA, Algebra 1 EOC, Geometry EOC or alternative assessment.</p> <p>Denominator. 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).</p> |

| Indicator | Explanation | Calculation |
|---|--|---|
| 2S3. Academic Proficiency in Science | 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. | <p>Numerator. Those students from the denominator who scored a Level 3 or above on the Biology 1 EOC or alternative assessment.</p> <p>Denominator. CTE Concentrators who were enrolled in the reporting year and who took the Biology I exam.</p> |
| 3S1. Post-program Placement | 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. | <p>Numerator. Those students from the denominator who were found in the 2nd quarter after exiting in the following: Enrolled in Postsecondary Education or Advanced Training, Employed, Other placement types</p> <p>Denominator. CTE Concentrators who exited K–12 in the prior year</p> |

| Indicator | Explanation | Calculation |
|---|---|--|
| <p>4S1. Non-traditional Program Concentration</p> | <p>The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.</p> | <p>Numerator. Those students from the denominator who were concentrators in a program identified as non-traditional for their gender.</p> <p>Denominator. CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.</p> |
| <p>5S1. Program Quality – Attained Recognized Postsecondary Credential</p> | <p>The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> | <p>Numerator. Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.</p> <p>Denominator. Secondary CTE concentrators who graduated in the reporting year</p> |

POSTSECONDARY PERKINS V CORE PERFORMANCE INDICATORS

| Indicator | Explanation | Calculation |
|---|---|--|
| <p>1P1. Post-program Placement</p> | <p>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.</p> | <p>Numerator. Those students from the denominator who, in the 2nd quarter after exiting the program, were found in the placement areas specified in the explanation.</p> <p>Denominator. CTE Concentrators who completed a program in the prior year.</p> |
| <p>2P1. Earned Recognized Postsecondary Credential</p> | <p>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.</p> | <p>Numerator. Those students in the denominator who: Earned a recognized postsecondary credential in the current year or in the prior year</p> <p>Denominator. CTE concentrators enrolled in the prior year and exited</p> |
| <p>3P1. Non-traditional Program Concentration</p> | <p>The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.</p> | <p>Numerator. Those students from the denominator who were concentrators in a program identified as non-traditional for their gender.</p> <p>Denominator. CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.</p> |

STATE DETERMINED SECONDARY PERFORMANCE LEVELS (SDPL) FOR FLORIDA

| Measure | Baseline | 2020–21 SDPL | 2021–22 SDPL | 2022–23 SDPL | 2023–24 SDPL |
|---|----------|-----------------|-----------------|-----------------|-----------------|
| 1S1: Four-Year Graduation Rate | 95.73% | 95.75% | 96.0% | 96.25% | 96.50% |
| 2S1: Academic Proficiency in Reading Language Arts | 70.85% | 71.0% | 71.25% | 71.5% | 71.75% |
| 2S2: Academic Proficiency in Mathematics | 59.95% | 60.0% | 60.5% | 61.0% | 61.5% |
| 2S3: Academic Proficiency in Science | 73.08% | 73.25% | 73.5% | 73.75% | 74.0% |
| 3S1: Post-program Placement | 69.25% | 69.50% | 70.0% | 70.5% | 71.0% |
| 4S1: Non-traditional Program Concentration** | 41.74% | 41.75% | 42.25% | 42.75% | 43.25% |
| 5S1*: Program Quality — Attained Recognized Postsecondary Credential | 39.73% | 40.0% | 40.5% | 40.75% | 41.0% |

*ADDITIONAL INFORMATION REGARDING SDPLS FOR 5S1

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

**Opportunity for public comment has been offered regarding negotiation of the 4S1 state target with the US Department of Education due to a change in methodology.

STATE DETERMINED POSTSECONDARY PERFORMANCE LEVELS (SDPL) FOR FLORIDA

| Measure | Baseline | 2020–21 SDPL | 2021–22 SDPL | 2022–23 SDPL | 2023–24 SDPL |
|--|----------|--------------|--------------|--------------|--------------|
| 1P1: Post-program Placement | 78.29% | 78.5% | 78.75% | 79.0% | 79.25% |
| 2P1: Earned Recognized Postsecondary Credential | 54.21% | 54.25% | 54.75% | 55.25% | 55.75% |
| 3P1: Non-traditional Program Concentration | 19.90% | 20.0% | 20.5% | 21.0% | 21.5% |

LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS

Local eligible recipients established local targets for the duration of the four-year plan in 2019–2020, through the 2023–2024 program year.

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. Eligible recipients are required to work toward meeting local improvement targets that are established by the Florida Department of Education.

Agencies that are currently executing a program improvement plan, are not eligible to adjust performance levels for any measure that is included in the program improvement plan.

LOCAL PROGRAM IMPROVEMENT PLANS (PIPS) AND OUTCOME REPORTING

As with Perkins IV, local 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. Year-to-year progress will be monitored through reports on performance indicators and in annual progress reports in local applications. If applicable, local program improvement plans must be submitted in order to receive a grant award notification.

Local program improvement plans will be required beginning in the 2023–2024 program year. Those agencies needing to write plans, based on their 2021–2022 performance data, will be notified, as required in Section 123 of the Act. Notified local eligible recipients will receive under separate cover, instructions for the development and implementation of these plans.

The local program improvement plan must include:

- The targeted performance level.
- An analysis of the performance disparities or gaps identified in Section 113.
- Specific actions that will be taken to improve performance and address such gaps.
- Person(s) responsible.
- Projected date of completion.
- Description of how the local program improvement plan was developed in consultation with appropriate agencies, individuals and local stakeholders.

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 provide additional evidence of implementation of specific actions that will be taken to improve performance and address such gaps. 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.

APPENDIX G. OVERALL DISTRIBUTION OF FUNDS TO LOCAL AGENCIES

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

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.
- 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.
- The number of FTE in courses classified as Career Certificate as reported by FCS institutions.

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
- 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. This is the same methodology used for Perkins IV. This funding distribution model provides equity and 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)

FDOE is submitting an updated alternative allocation formula for distribution of postsecondary CTE programs to the Secretary of the U.S. Department of Education. A waiver was received under the prior Perkins Act. This proposal is a modified version of the previously approved alternative formula.

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 equitable distribution of funds. Under the last calculation, about 20% of the students identified as economically disadvantaged were identified as a result of non-Pell indicators.

Proposed Alternative Formula for Postsecondary. 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 inclusion 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
- Recipients of Homeless Tuition Exemption

Postsecondary CTE students will be identified based upon declared programs of study in Perkins-eligible postsecondary CTE programs. For students with a postsecondary CTE program goal who have not yet been enrolled in a CTE program, only students taking coursework associated with a postsecondary CTE program may be classified as such for this formula. 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 secondary allocation chart in the secondary application and to the two postsecondary allocation charts in postsecondary application.

LOCAL USE OF FUNDS

Each eligible recipient receiving funds under Perkins V “shall use such funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the CLNA as described in Section 134(c).” There must be a clear link between needs identified in the local comprehensive needs assessment and the expenditure of funds.

Funds may be used to support only those programs that are of “sufficient SSQ (as defined by FDOE) to be effective” (Section 135(b)).

Each eligible recipient may not use more than 5% of these funds for administrative purposes. The 95% balance of funds must be used to improve CTE programs as described in the six (6) required uses of funds:

1. Career exploration and career development
2. Professional development
3. Skills to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
4. Programs of study
5. CTE activities that result in increasing student achievement of the local levels of performance
6. Evaluation activities

The six local uses of funds requirement can be supported through federal or non-federal funds. For a more detailed list of permissible uses of Perkins allocations, see Section 135, Local Uses of Funds in [Appendix I](#).

DISTRIBUTION TO SECONDARY PROGRAMS

Minimal Allocation. As was the case for Perkins IV, under Perkins V, an eligible recipient must qualify for a grant of at least \$15,000 under the formula to receive an allocation, or it must enter into a consortium that meets the minimum allocation requirement. A state may waive this minimum allocation requirement in any case in which the eligible recipient is in a rural, sparsely populated area or is a public charter school operating secondary CTE programs, and demonstrates that it is unable to enter a consortium to provide CTE activities.

Consortia. As for Perkins IV, under Perkins V, any eligible recipient receiving an allocation that is not sufficient to meet the requirements of the Act is encouraged to form a consortium or enter into a cooperative agreement with an area CTE school or educational service agency, transfer its allocation to the area CTE school or educational agency, and operate programs that are of sufficient SSQ to be effective (as defined by FDOE, see [Appendix A](#) of this document). Funds allocated to consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members of the consortium.

DISTRIBUTION TO POSTSECONDARY PROGRAMS

Minimal Allocation. As was the case for Perkins IV, under Perkins V, an eligible institution must qualify for a grant of at least \$50,000 to receive an allocation or they must join a consortium that qualifies for that amount.

Consortia. Eligible institutions may enter into a consortium for the purpose of receiving funds. Such consortia must operate joint projects that:

- Provide services to all postsecondary institutions participating in the consortium (unless the eligible institution is in a rural, sparsely populated area and waives this requirement).
- Are of sufficient SSQ to be effective (SSQ definitions will be discussed in Section B of this document).
- Funds allocated to consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members of the consortium.

District Consortia Application Requirements. In order to be eligible to participate in a postsecondary consortium, each district must have an approved postsecondary Perkins V four-year 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 District Postsecondary Excel Workbook with district postsecondary program information.
2. A separate Program Narrative section.
3. A Program of Study Template (submitted on the Perkins V 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 delineate 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.

PURPOSE OF ACT — PERKINS V, SECTION 2

Perkins V Excerpt

SEC. 2. PURPOSE.

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by —

(1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions; (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;

(4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;

(5) providing technical assistance that —

(A) promotes leadership, initial preparation, and professional development at the State and local levels; and

(B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;

(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;

(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and

(8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

PROGRAMS OF STUDY — PERKINS V, SECTION 3(41)

Perkins V Excerpt

(41) PROGRAM OF STUDY. — The term “program of study” means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that —

- (A) incorporates challenging State academic standards, including those adopted by a State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

TARGETED SPECIAL POPULATIONS — PERKINS V, SECTION 3(48)

There have been some revisions and additions to special populations to be targeted by Perkins V. There is also an increased emphasis on closing gaps in performance and access for these groups. The groups included as “special populations” in Perkins V include:

Perkins V Excerpt

(48) SPECIAL POPULATIONS. —

The term “special populations” means —

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who —
 - (i) is a member of the armed forces (as such term is defined in Section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in Section 101(d)(1) of such title).

Perkins V Excerpt

SEC. 113. ACCOUNTABILITY.

(a) **PURPOSE.** — The purpose of this section is to establish and support State and local performance accountability systems, comprised of the activities described in this section, to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.

(b) **STATE DETERMINED PERFORMANCE MEASURES.** —

(1) **IN GENERAL.** — Each eligible agency, with input from eligible recipients, shall establish State determined performance measures for a State that consist of —

(A) the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2); and

(B) a State determined level of performance described in paragraph (3)(A) for each core indicator of performance.

(2) **INDICATORS OF PERFORMANCE.** —

(A) **CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE SECONDARY LEVEL.** — Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

(i) The percentage of CTE concentrators who graduate high school, as measured by —

(I) the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965); and

(II) at the State’s discretion, the extended year adjusted cohort graduation rate defined in such Section 8101.

(ii) 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 described in Section 1111(b)(2) of such Act.

(iii) 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

Perkins V Excerpt

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.

(iv) Indicators of career and technical education program quality as follows:

(I) That shall include at least 1 of the following:

(aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

(bb) The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

(cc) The percentage of CTE concentrators graduating from high school having participated in work-based learning.

(II) That may include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.

(v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

(B) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE POSTSECONDARY LEVEL. — Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

(i) 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.

Perkins V Excerpt

(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

(iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

(C) ALIGNMENT OF PERFORMANCE INDICATORS. — In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section.

(3) STATE DETERMINED LEVELS OF PERFORMANCE. —

(A) STATE DETERMINED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE. —

(i) IN GENERAL. —

(I) LEVELS DETERMINED BY THE ELIGIBLE AGENCY. — Each eligible agency, with input from eligible recipients, shall establish in the State plan submitted under Section 122, for each year covered by the State plan, State determined levels of performance for each of the core indicators described under subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The level of performance for a core indicator shall be the same for all CTE concentrators in the State.

(II) TECHNICAL ASSISTANCE. — The Secretary may assist an eligible agency in establishing the State determined levels of performance under this subparagraph only at the request of that eligible agency.

(III) REQUIREMENTS. — Such State determined levels of performance shall, at a minimum —

(aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;

(bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in Section

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1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in Section 3(48); and

(cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;

(dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;

(ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

(ii) ALLOWABLE ADJUSTMENT OF STATE DETERMINED LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS. — Prior to the third program year covered by the State plan, each eligible agency may revise the State determined levels of performance for any of the core indicators of performance for the subsequent program years covered by the State plan, and submit the revised State determined levels of performance to the Secretary. If the eligible agency adjusts any levels of performance, the eligible agency shall adjust those levels in accordance with clause (i), and address written comments of stakeholders as described in subparagraph (B). The Secretary shall approve those revised levels of performance if those levels meet the requirements described in sub-clause (III) of clause (i). The State determined adjusted levels of performance identified under this clause shall be considered to be the State determined levels of performance

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for the State for such years and shall be incorporated into the State plan.

(iii) UNANTICIPATED CIRCUMSTANCES. — If unanticipated circumstances arise in a State or changes occur related to improvements in data or measurement approaches, the eligible agency, at the end of the program year, may revise the State determined levels of performance required under this subparagraph. After public comment, as described in subparagraph (B), the eligible agency shall submit such revised levels of performance to the Secretary with evidence supporting the revision. The Secretary shall approve any such revision if that revision meets the requirements of clause (ii).

(B) PUBLIC COMMENT. —

(i) IN GENERAL. — Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in Section 122(c)(1)(A).

(ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A) —

(I) meet the requirements of the law;

(II) 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

(III) support the needs of the local education and business community.

(iii) ELIGIBLE AGENCY RESPONSE. — Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(C) STATE REPORT. —

(i) IN GENERAL. — Each eligible agency that receives an allotment under Section 111 shall annually prepare and submit to the Secretary a report regarding —

Perkins V Excerpt

(I) the progress of the State in achieving the State determined levels of performance on the core indicators of performance; and

(II) the actual levels of performance for all CTE concentrators, and for each of the 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).

(ii) DATA. — Except as provided in subparagraph (E), each eligible agency that receives an allotment under Section 111 shall —

(I) disaggregate data for each of the indicators of performance under paragraph (2) —

(aa) for 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), that are served under this Act; and

(bb) by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate;

(II) identify and quantify any disparities or gaps in performance on the State determined levels of performance under subparagraph (A) between any such subgroup or special population and the performance of all CTE concentrators served by the eligible agency under this Act, which shall include a quantifiable description of the progress each such subgroup or special population of students served by the eligible agency under this Act has made in meeting the State determined levels of performance; and

(III) for CTE concentrators described in paragraph (2)(A)(iii) and paragraph (2)(B)(i), disaggregate data, to the extent such data is available, by each of the following:

(aa) Individuals enrolled in postsecondary education (disaggregated by postsecondary award level,

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including certificate, associate, or baccalaureate degree).

(bb) Individuals in advanced training.

(cc) Individuals in 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.) or volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)).

(dd) Individuals in employment (including those individuals who are employed in a high-skill, high-wage, or in-demand sector or occupation).

(iii) NONDUPLICATION. — The Secretary shall ensure that each eligible agency does not report duplicative information under this section.

(iv) INFORMATION DISSEMINATION. — The Secretary shall —

(I) make the information contained in such reports available to the general public through a variety of formats, including electronically through the Internet;

(II) disseminate State-by-State comparisons of the information contained in such reports; and

(III) provide the appropriate committees of Congress with copies of such reports.

(D) STATE DISSEMINATION OF ACTUAL LEVELS OF PERFORMANCE. — At the end of each program year, the eligible agency shall disseminate the actual levels of performance described in subparagraph (C)(i)(II) —

(i) widely, including to students, parents, and educators;

(ii) through a variety of formats, including electronically through the Internet; and

(iii) in user-friendly formats and languages that are easily accessible, as determined by the eligible agency.

(E) RULES FOR REPORTING DATA. — The disaggregation of data under this paragraph shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.

(4) LOCAL LEVELS OF PERFORMANCE. —

(A) LOCAL LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE. —

(i) IN GENERAL. — Each eligible recipient shall agree to accept the State determined levels of performance for each year of the plan established under paragraph (3) as local levels of performances, or negotiate with the State to reach agreement on new local levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum —

(I) be expressed in a percentage or numerical form, consistent with the form expressed in the State determined levels, so as to be objective, quantifiable, and measurable;

(II) require the eligible recipient to continually make meaningful progress toward improving the performance of all CTE concentrators, including subgroups of students 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);

(III) when being adjusted as described in clause (iii), be higher than the average actual performance levels of the previous 2 program years, except in a case in which unanticipated circumstances arise with respect to the eligible recipient and that eligible recipient meets the requirements for revisions under clause (iv);

(IV) when being adjusted as described in clause (iii), take into account how the local levels of performance compare with the local levels of performance established for other eligible recipients, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators at the time those CTE concentrators entered the program, and the services or instruction to be provided; and

(V) set the local levels of performance using valid and reliable data that measures —

(aa) the differences within the State in actual economic conditions (including differences in

unemployment rates and job losses or gains in particular industries); and

(bb) the abilities of the State and the eligible recipient to collect and access valid, reliable, and cost-effective data.

(ii) IDENTIFICATION IN THE LOCAL APPLICATION. — Each eligible recipient shall identify, in the local application submitted under Section 134, levels of performance for each of the core indicators of performance for each of the program years covered by the local plan.

(iii) ALLOWABLE ADJUSTMENTS OF LOCAL LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS. — Prior to the third program year covered by the local application, the eligible recipient may, if the eligible recipient reaches an agreement with the eligible agency, adjust the local levels of performance for any of the core indicators of performance for the subsequent program years covered by the local application, in accordance with that agreement and with this subparagraph. The local adjusted levels of performance agreed to under this clause shall be considered to be the local levels of performance for the eligible recipient for such years and shall be incorporated into the local application.

(NOTE: As a result of the amendments, there is no longer a clause (iv).)

(v) REVISIONS. — If unanticipated circumstances arise, or changes occur related to improvements in data or measurement approaches, the eligible recipient may request that the local levels of performance agreed to under clauses (i) and (iii) be revised. The eligible agency shall issue objective criteria and methods for making such revisions.

(B) LOCAL REPORT. —

(i) CONTENT OF REPORT. — Each eligible recipient that receives an allocation described in Section 112 shall annually prepare and submit to the eligible agency a report, which shall include the data on the actual performance levels described in clause (ii), including the progress of such recipient in achieving the local levels of performance on the core indicators of performance.

Perkins V Excerpt

(ii) DATA. — Except as provided in clauses (iii) and (iv), each eligible recipient that receives an allocation described in Section 112 shall —

(I) disaggregate data for each of the indicators of performance under paragraph (2) for the subgroups of students described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and Section 3(48) that are served under this Act;

(II) identify and quantify any disparities or gaps in performance, as described in paragraph 3(C)(ii)(II) 2, between any such category of students as described in sub-clause (I) (including special populations) and the performance of all CTE concentrators served by the eligible recipient under this Act.

(III) disaggregate data by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate; and

(IV) for CTE concentrators described in paragraph (2)(A)(iii) and paragraph (2)(B)(i), disaggregate data, to the extent such data is available, by each of the following:

(aa) Individuals enrolled in postsecondary education (disaggregated by postsecondary award level, including certificate, associate, or baccalaureate degree).

(bb) Individuals in advanced training.

(cc) Individuals in 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.) or volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)).

(dd) Individuals in employment (including those individuals who are employed in a high-skill, high-wage, or in-demand sector or occupation).

(iii) NONDUPLICATION. — The eligible agency shall ensure, in a manner that is consistent with the actions of the Secretary under

Perkins V Excerpt

paragraph (3)(C)(iii), that each eligible recipient does not report duplicative information under this section.

(iv) RULES FOR REPORTING OF DATA. — The disaggregation of data under this paragraph shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.

(v) AVAILABILITY. — The report described in clause (i) shall be made available by the eligible recipient through a variety of formats, including electronically through the Internet, to students, parents, educators, and the public, and the information contained in such report shall be in a format that is understandable and uniform, and to the extent practicable, provided in a language that students, parents, and educators can understand.

REQUIREMENTS FOR DEVELOPMENT OF LOCAL FOUR-YEAR APPLICATIONS — PERKINS V, SECTION 134(A–B)

As in Perkins IV, the Act includes requirements for local applications for eligible recipients. These are outlined in the section of the Act below.

Perkins V Excerpt

SEC. 134. [20 U.S.C. 2354] LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

(a) LOCAL APPLICATION REQUIRED. —

Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under Section 122.

(b) CONTENTS. — The eligible agency shall determine the requirements for local applications, except that each local application shall contain —

(1) a description of the results of the comprehensive needs assessment conducted under Subsection(c);

Perkins V Excerpt

(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under Section 124(b)(2), including —

(A) how the results of the comprehensive needs assessment described in Subsection(c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

(C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide —

(A) career exploration and career development coursework, activities, or services;

(B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in Subsection(c); and

(C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education(as defined in Section 8101 of the Elementary and Secondary Education Act of 1965);

(5) a description of how the eligible recipient will —

Perkins V Excerpt

(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(B) prepare CTE participants for non-traditional fields;

(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

(7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;

(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

(9) a description of how the eligible recipient will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

REQUIREMENTS FOR THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) — PERKINS V, SECTION 134(C)

Perkins V Excerpt

(c) COMPREHENSIVE NEEDS ASSESSMENT. —

(1) IN GENERAL. — To be eligible to receive financial assistance under this part, an eligible recipient shall —

(A) conduct a Comprehensive Local Needs Assessment related to career and technical education and include the results of the needs assessment in the local application submitted under Subsection(a); and

(B) not less than once every 2 years, update such Comprehensive Local Needs Assessment.

(2) REQUIREMENTS. — The Comprehensive Local Needs Assessment described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to Section 113, including an evaluation of performance for special populations and each subgroup described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are —

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in Section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the `State board') or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career

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guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including —

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

REQUIRED CONSULTATION WITH SPECIFIED KEY STAKEHOLDERS — PERKINS V, SECTION 134(D–E)

There is an increased emphasis on stakeholder consultation in the needs assessment as well as in **program development, implementation and evaluation**. When conducting the CLNA and developing the local application, Perkins V requires that agencies consult with important stakeholders during the process, which are spelled out in the Act. CTE groups are outlined in numbers 1, 2 and 4; business/industry groups in number 3; special populations in numbers 5–7; and other groups, number 8, are any other stakeholders that an agency feels the need to consult. **The required stakeholders include:**

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(d) CONSULTATION. — In conducting the comprehensive needs assessment under Subsection(c), and developing the local application described in Subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum —

(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

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(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

(4) parents and students;

(5) representatives of special populations;

(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in Section 1432 of the Elementary and Secondary Education Act of 1965);

(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

(e) CONTINUED CONSULTATION. — An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in Subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to —

(1) provide input on annual updates to the comprehensive needs assessment required under Subsection(c)(1)(B);

(2) ensure programs of study are —

(A) responsive to community employment needs;

(B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in Subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

(C) informed by labor market information, including information provided under Section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(D) designed to meet current, intermediate, or long-term labor market projections; and

(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding under this part is used in a coordinated manner with other local resources.

REQUIRED LOCAL USES OF PERKINS V FUNDS — PERKINS V, SECTION 135

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SEC. 135. LOCAL USES OF FUNDS.

(a) GENERAL AUTHORITY. — Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in Section 134(c).

(b) REQUIREMENTS FOR USES OF FUNDS. — Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that —

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

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

(B) readily available career and labor market information, including information on— (i) occupational supply and demand;

(ii) educational requirements;

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

(iv) employment sectors;

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

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

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

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

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

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

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under Section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C)); (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

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

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

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

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

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

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

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

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

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

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

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

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

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or

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concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

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

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and the local report required under Section 113(b)(4)(B).

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

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

APPENDIX J: COMMON ACRONYMS, TERMS, AND ABBREVIATIONS

| Item | Explanation |
|---|---|
| AA | Associate in Arts |
| AACC | American Association of Community Colleges |
| AAS | Associate in Applied Science |
| ABE | Adult Basic Education |
| ACC | Articulation Coordinating Committee |
| Accelerated Academics/Accelerated Credit/ Credit by Exam | See AP, AICE, IB, CLEP, DLPT, DSST. When building accelerated academics, such as dual enrollment or other options, into CTE programs of study, remember to comply with other Perkins V requirements. Refer to the Frequently Asked Questions below. |
| ACE | Adult and Community Education |
| Agency | The districts, colleges, or similar institutions in Appendix E . that submit Perkins applications to FDOE. “Department” refers to FDOE. |
| AICE | Advanced International Certificate of Education |
| AP | Advanced Placement |
| APPR | Apprenticeship (note there is also pre-apprenticeship) |
| AS | Associate in Science |
| ASE | Adult Secondary Education (but see also ASE, AYES) |
| ASE, AYES | Automotive Service Excellence, Automotive Youth Educational Systems |
| ATC | Advanced Technical Certificate |
| ATD | Applied Technology Diploma |
| ATP | Adult Training Programs |
| CCC | College Credit Certificate |
| CLEP | College-Level Examination Program |
| CIP | Classification of Instructional Programs |
| CLNA | Comprehensive Local Needs Assessment |
| CTE | Career and Technical Education |
| CTSO | Career and Technical Student Organizations |
| CWE | Continuing Workforce Education |
| DCAE | Division of Career and Adult Education, a part of FDOE |
| DEO | Florida Department of Economic Opportunity |
| DJJ | Florida Department of Juvenile Justice |
| DLPT | Defense Language Proficiency Test |

| Item | Explanation |
|------------------------|---|
| DOE 100A | Project application grants form. Includes key details such as contact information. |
| DOE 101 | Budget narrative grants form |
| DOE 200 | Project award notification letter |
| DOL | Demand Occupation List |
| DSST (DANTES) | Defense Subject Standardized Test |
| EDGAR | Education Department General Administrative Regulations |
| ESEA | Elementary and Secondary Education Act |
| ESSA | Every Student Succeeds Act |
| ESL | English as a Second Language |
| ESOL | English for Speakers of Other Languages |
| FCCM | Florida Certified Contract Manager |
| FCS | Florida College System |
| FDC | Florida Department of Corrections |
| FDOE | Florida Department of Education |
| IB | International Baccalaureate |
| IDEA | Individuals with Disabilities Education Act |
| IRC | Industry Recognized Credentials |
| LEA | Local Education Agency |
| LMA | Labor Market Alignment |
| MOA | Methods of Administration |
| MOU | Memorandum of Understanding |
| “Nontrad” Lists | FDOE lists that specify programs used to meet performance targets for Perkins indicators 4S1 (secondary) and 3P1 (postsecondary). |
| OGM | Office of Grants Management , a part of FDOE |
| PD | Professional Development |
| POS | Program(s) of Study |
| RFA | Request for Application |
| SOC | Standard Occupational Classification |
| SSQ | Size, Scope, and Quality |
| TOL | Targeted Occupation List |
| US ED | United States Department of Education. Sometimes ED, DOE (cf. Department of Energy), or USDE. |
| VR | Florida Division of Vocational Rehabilitation |
| WBL | Work-Based Learning |
| WIOA | Workforce Innovation and Opportunity Act |

For lists of common education acronyms, also see the following sites:

- <https://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/apprenticeship-toolbox/acronyms.stml>
- <https://www2.ed.gov/about/inits/ed/edfacts/eden/ess/acronym-list.pdf>
- <https://www.fldoe.org/core/fileparse.php/18815/urlt/FloridaStatePlanPerkinsV.pdf>

FUNDABLE VS. NON-FUNDABLE PROGRAM TYPES (NOT EXHAUSTIVE)

Additional details can be found throughout this document. Also note the following:

- AA, AAS, AS, ATD, and CCC programs are among those that may be fundable if they meet necessary criteria.
- Apprenticeship and pre-apprenticeship programs are also among those that may be fundable if they meet necessary criteria.
- ATC and CWE programs are **not** Perkins eligible.

RESOURCES

- Code of Federal Regulations, Title 2: Grants and Agreements: <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>
- Education Department General Administrative Regulations (EDGAR): <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Florida Chief Financial Officer Memoranda: <https://www.myfloridacfo.com/division/aa/state-agencies/cfo-memos>
- Florida Green Book (Project Application and Amendment Procedures for Federal and State Programs): <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>
- Office of Management and Budget — Uniform Grant Guidance (UGG) — formerly OMB Supercircular or Omniscircular: <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- Other resources: <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/>

BASIC COST PRINCIPLES

In addition to the requirements in Local Uses of Funds outlined in Section 135(b) of the Perkins V, all expenditures of Perkins funds must meet the basic cost principles outlined in the Office of Management and Budget (OMB) Circulars, the most current of which being 2 CFR 200 (the “super circular”). The cost principles of 2 CFR Part 200 are the basic guidelines describing allowable ways federal funds may be spent. The expenditure of Perkins funding is further regulated by the Education Department General Administrative Regulations (EDGARs). The general principles 2 CFR Part 200 Subpart E – Cost Principles state that for costs to be allowable, they must be:

- Reasonable and necessary (meaning that, for example, sound business practices were followed, and purchases were comparable to market prices. A cost may be reasonable if the nature of the goods or services acquired and the amount involved reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made;
- Allocable to the federal award (meaning that the federal grant program, in this case Perkins, derived a benefit in proportion to the funds charged to the program – for example if fifty percent (50%) of an instructor’s salary is paid with Perkins funds, then that instructor must spend at least fifty percent (50%) of his or her time on a Perkins program);
- Legal under state and local law;
- Properly documented (and accounted for on a consistent basis with generally accepted accounting principles);
- Consistent with the provisions of the grant program (The Strengthening Career and Technical Education for the 21st Century Act, Perkins V); and
- Not used for cost-sharing or matching any other grant agreement.

This is not a complete list of allowable/unallowable costs as it relates to Perkins. Use the CTE identified need, requirements of the Perkins V, and any pertinent Federal and State cost guidelines to determine whether a particular expenditure is allowable. All costs must be directly tied to the CTE program as approved in the local Perkins application plan. When in doubt, ask.

See <https://www.fldoe.org/core/fileparse.php/7515/urlt/Perkins-AU-Chart.pdf> (12/21).

| Allowable Expenditures (not Exhaustive) |
|--|
| Administrative Costs/Indirect costs (up to 5%) |
| Audit costs in accordance with the Single Audit Act (OMB Circular A 133) |
| Bonding costs |
| Career guidance and counseling |
| Communication costs (publications, postage) |
| Compensation for Instructors (salaries, wages, fringe benefits) |
| Contracted services |
| CTSO advisor costs (advisor extra-duty pay/stipend, advisor travel, and instructional materials/supplies) |
| Curriculum development. This includes displays, demonstrations, and exhibits of CTE coursework/projects, as well as equipment for approved CTE instruction. |
| Excursions/extended learning opportunities tied directly to CTE coursework are allowable , but General, exploratory college tours/visits are unallowable |
| Instructional materials and supplies |
| Instructor travel, meals, lodging, etc. for approved CTE travel identified in current year Perkins plan |
| Marketing and outreach activities (newspapers, radio/TV, magazines) |
| Meetings and conferences, but these must be properly documented and follow all basic cost principles. There is a significant burden of evidence required for purchases for meetings and conferences. When in doubt, ask. |
| Memberships and subscriptions in business, professional, technical groups/associations, but membership must be for the position/agency, not the person |
| Professional development costs |
| Professional service costs (consultants) |
| Program evaluation |
| Publication and printing costs |
| Remedial services (curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices). However , Perkins dollars may not be used to fund remedial courses (courses designed to provide instruction in reading, writing, and mathematics for students who have not acquired the basic academic skills necessary to succeed in general or in CTE courses). |
| Rental equipment |
| Stipends |
| Substitute teachers (salary and benefits) |
| Time & Effort reporting still required for substitute teachers |
| Teacher in-service |

Allowable Expenditures (not Exhaustive)

- Technical skill assessments (industry recognized certification exams/assessments)
- Transportation costs (associated with excursions/extended learning opportunities tied directly to CTE coursework)

Unallowable Expenditures (not Exhaustive)

- Administrative or supervisory salaries beyond what is allowed for administrative and indirect costs (5% of an award)
- Advertising and public relations designed to solely promote the LEA (not tied **directly** and exclusively to CTE)
- Advisory councils
- Alcoholic beverages
- Alumni/ae activities
- Audits other than the A-133 Single Audit
- Bad debts (losses from uncollectible accounts)
- Child care for non-CTE enrolled students
- Commencement and convocation costs
- Conference travel unrelated to CTE program improvement
- Construction, renovation, and/or remodeling of facilities
- Consumable supplies to be made into products to be sold or to be used personally by students, teachers, or other persons
- Contingency or “petty cash” funds
- Contributions and donations
- Copyrights/patents
- CTSO student costs (items retained by student/advisor, social activity/ assemblage) ☒
- Dues/memberships to professional organizations or societies for individuals, **but** this is allowed for the position/agency
- Entertainment
- Equipment and supplies for building maintenance
- Equipment or supplies not used directly to teach skills to students, including electronic student response systems ☒ Equipment solely for use by the, administrator or other staff members
- Excessive installation costs for equipment purchased with Perkins funds
- Expenditures for CTE courses prior to the middle grades (any grades 5 through 8)
- Expenditures for non-approved CTE programs
- Expenditures that supplant

| Unallowable Expenditures (not Exhaustive) |
|--|
| Fines and penalties |
| Food/drink |
| Fundraising |
| Gifts, door prizes, etc. |
| Goods or services for personal use |
| Insurance/Self-Insurance |
| Interest and other financial costs |
| Items retained by student (supplies, clothing/uniform, tools, PDAs, calculators) |
| Lobbying and other political activities |
| Maintenance contracts or agreements unrelated to instructional equipment |
| Monetary awards |
| Non-instructional furniture (bookcases, drawers, file cabinets, lateral files) |
| Payments to students (stipend or ongoing) |
| Pre-award costs ☐ Promotional materials (t-shirts, pens, cups, key chains, book bags) |
| Purchase or lease of passenger vehicles including automobiles, trucks, buses, utility vehicles, airplanes, boats, and golf carts |
| Purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities |
| Remedial courses (courses designed to provide instruction in reading, writing, and mathematics for students who have not acquired the basic academic skills necessary to succeed in general or in CTE courses) |
| Scholarships paid directly to students |
| Standard classroom furniture, files, and equipment not specific and unique to the instructional program (tables, chairs, desks) |
| Student expenses/direct assistance to students (tuition, fees, insurance, other expenses) |

APPENDIX L: FREQUENTLY ASKED QUESTIONS (FAQ)

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) PROCESS

| CLNA Topic | Question | Answer |
|---|--|---|
| Annual Updates to CLNA | CLNA results must be submitted every two years, with yearly updates. Will the yearly updates be reported in the RFA? | Yes. |
| CTE Programs not Funded by Perkins | Our agency offers CTE programs not funded with Perkins dollars. Do they have to be included in the CLNA? | Yes, all CTE programs offered by the agency must be included in the CLNA, even if a program does not receive Perkins funding. Additionally, agencies should examine local labor market need to determine if additional program offerings should be pursued. |
| Documentation | What documentation will my agency need to maintain regarding the results of the CLNA? | Maintain all documentation that led to the identification of needs, including documentation on stakeholder engagement, data analysis, LMA, program and staff information, etc. |

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) REGIONAL COLLABORATION

| Collaboration Topic | Question | Answer |
|--|---|---|
| Collaboration Requirements | Is it required to collaborate with other regional education agencies on the CLNA? | The list of required stakeholders is in Sec. 134 (d) and (e). All of these stakeholders must be consulted, but CLNA collaboration is voluntary and discretion is given to eligible recipients on how to manage this requirement. |
| Individual vs. Regional CLNA Requirements | Can multiple Perkins eligible recipients turn in the same CLNA? | One CLNA must be completed per eligible recipient. Each agency will have different needs, students, program, staff, etc. and the CLNA should reflect this. That said, the FDOE strongly encourages collaboration on all aspects of the CLNA process. Stakeholder engagement, LMA, programs of study, data analysis, plan and budget development are just a few examples of topics that would greatly benefit from the collaborative, collective intelligence of multiple agencies working together. |

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) LABOR MARKET ALIGNMENT (LMA)

| LMA Topic | Question | Answer |
|----------------------|---|--|
| SOC Alignment | For alignment purposes, can I count a similar or related SOC/occupation or does it have to be an exact match? | It must be an exact match by SOC code and occupation name. |

STUDENT PERFORMANCE INDICATORS

| Student Indicator Topic | Question | Answer |
|---|---|---|
| Middle School CTE Encouraged, but not Required | When determining concentrator status, must the student have completed the first courses, or can it be any courses within the program? | No. But it would be beneficial to your students to be exposed to CTE or have the opportunity to begin a CTE program during middle school. |

NON-TRADITIONAL PROGRAMS

| Non-traditional Topic | Question | Answer |
|--|---|--|
| Determining if a Program is Non-traditional | How are non-traditional programs identified to be included in the non-traditional-related performance measures? | <p>Non-traditional programs are programs which lead to careers that historically have a low representation of one gender (25% gender participation or less). Lists are provided under “Academics, Career & Adult Education, Accountability Measures” at the FDOE site at https://www.fldoe.org/academics/career-adult-edu/perkins/AccountabilityMeasures.stml. Lists are provided during the first half of the year, and, if needed, may be updated for the Non-traditional Student Success Summit, or at the end of the year. Contact Perkins@fldoe.org if archived lists are needed.</p> |

STAKEHOLDER ENGAGEMENT

| Stakeholder Topic | Question | Answer |
|--|---|--|
| Unsuccessful Attempts at Consultation | Does attempting to contact a stakeholder category without success meet the CLNA requirements? What if they do not return my calls and emails? | If you can provide documentation of authentic contact attempts, this is sufficient. The heart of the CLNA engagement requirement is to ensure that Perkins eligible recipients are doing due diligence to be fully informed regarding how to improve future CTE offerings. It is in the best interest of our students to make concerted efforts to ensure stakeholder engagement contact is made and is effectual. |
| Recentness of Contact | How recent must the stakeholder engagement be? | CLNAs will be conducted every two years. All documentation that is within two fiscal years prior to the fiscal year the grant starts is permissible. This allows agencies to strategize and spread the needs assessment process and its components across a two year period. |
| Documentation | What documentation will my agency need to document contact with stakeholders? | See the "Stakeholder Consultation Template" at http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.stml for requirements. |

SIZE, SCOPE, AND QUALITY (SSQ)

| SSQ Topic | Question | Answer |
|---|---|--|
| <p>Funding for Programs not yet Meeting SSQ/New Programs</p> | <ol style="list-style-type: none"> 1. Can programs not meeting all SSQ criteria be funded? 2. Can I use Perkins funds for startup costs for a new program at my institution? 3. Must a program have already met SSQ criteria in a previous | <p>Programs not meeting SSQ cannot have funds used on them, with important exceptions for programs being developed, newly implemented, or brought in to SSQ compliance (Sec. 135). Perkins funds can only be used on in-development programs if they:</p> <ul style="list-style-type: none"> • Have enrollment during the fiscal year in which the funds are spent. • Are fully established before the end of the duration of the locally-offered, SSQ-compliant course sequence. For instance, a District starting a new three year program has under three years to start offering work-based learning, a credential, the full course sequence, etc. • Use funds to cover expenses outlined in the Perkins law, section 135, Local Use of Funds. • Beginning with the 2020–2021 fiscal year, meet needs outlined in the Labor Market section of the CLNA. <p>Caution should be given to avoid supplanting violations. Meaning, Perkins funds cannot be used to cover expenses that have recently been covered by other State or local funds.</p> |

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| Agency/ District/ College Number | How do I find my Agency/District/College number? | Your agency number is available from your grant manager or previous RFAs. Your district number and college reporting numbers are those used for your data submissions to the Department. |
| Listing Intended Programs not yet Implemented | Should programs not yet offered but rather intended for development be listed on the SSQ Excel sheet? | No. Only list current offerings. |
| Stand-Alone CCCs Must Meet SSQ | Do CCCs have to meet all of the SSQ criteria? | If the eligible recipient offers the CCC as a standalone to students (in other words, students can enroll in the individual CCC rather than the AS degree program), the CCC program must meet all the SSQ requirements in order to spend Perkins funds on the program. |
| Listing School/Site/Campus Under Scope & Quality | Do I have to list the high schools/instructional sites/campuses for the Scope and Quality criteria? | No. Size requires listing schools/sites/campuses, but Scope and Quality are to inventory the offerings across at the eligible recipient level across all locations. |
| Dual Enrollment – Recorded As Secondary or Postsecondary? | Does dual enrollment get recorded on the secondary or postsecondary SSQ Template? | Dual enrollment programs are postsecondary programs therefore they are recorded on the Postsecondary template by the agency that provides such dual enrollment instruction. |

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| <p>Dual Enrollment, AP, IB, & AICE for Course Substitution to Meet Course Number Requirement</p> | <p>Can a secondary program meet the SSQ three course requirement (or two courses for two course programs) by substituting CTE courses with dual enrollment or aligned accelerated courses like AP, IB, or AICE?</p> | <p>Dual Enrollment. Postsecondary courses can be substituted for secondary CTE courses to meet the SSQ course number requirement if the postsecondary courses are from a CTE program that is aligned with the secondary program in a fully-compliant Perkins V program of study. There is no limit to the number of permissible course substitutions.</p> <p>Accelerated Academic Courses. AP, IB, AICE and other forms of accelerated academics may only be substituted for CTE courses to meet the SSQ course number requirement if the relevant secondary CTE Curriculum Framework sanctions these substitutions.</p> |
| <p>Middle/High School CTE Alignment Is District-Wide, not via Feeder Schools</p> | <p>Can we use Perkins funds for middle school programs as long as there is a high school, whether or not it's in the direct feeder pattern, in our District that has a pathway? For example, middle school A has Ag, high school A that it feeds does not but high school B in the district does have Ag.</p> | <p>The alignment between middle and high school CTE is district-wide and need not necessarily be at the feeder school level.</p> |

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| Middle School CTE Encouraged, but not Required | Does an eligible recipient have to offer a middle school course or program? | No, but it would be beneficial to your students to be exposed to CTE or have the opportunity to begin a CTE program during middle school. |
| Work-Based Learning Definition | How does Florida define work-based learning to meet the Scope criteria? | <p>Perkins V Sec. 3(55) definition: “WORK-BASED LEARNING.—The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.”</p> <p>FDOE guidance and webinar are available on the FDOE CLNA page: http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.stml . This guidance includes an “Experiential Learning Framework” that includes a number of examples of activities that meet the SSQ definition of work-based learning.</p> |

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| <p>Documenting Work-Based Learning at School vs. District Levels</p> | <p>On the CLNA template for SSQ for grades 9-12, do we need to list the work based learning opportunities available to students by school?</p> | <p>No. Simply provide a list of all types of work-based learning (WBL) opportunities available for the program in the district. It is important to remember, however, that the requirement is that each program receiving Perkins funds must offer “an opportunity for work-based learning, career and technical student organizations, or capstone experiences.” The requirement is at the high school level, not the District. This requirement could be reviewed during any monitoring visits. The reporting in the template, however, is to inventory the opportunities across the District specific to that program at all high schools. So, list all relevant WBL opportunities– there is no need to include school numbers in the WBL-related columns.</p> |
| <p>“Industry and Community Professionals” not Inclusive of Instructors</p> | <p>Can CTE teachers with industry experience count as the “industry professionals” required for “sustained interactions” in the Perkins V work-based learning definition?</p> | <p>No. The purpose of the “industry and community professionals” clause within the Perkins V work-based learning definition is to expand the horizons of students through first-hand engagement with professionals of a career field. This allows students to clarify interest in a career, witness employability skills, be able to ask questions, network to increase the likelihood of gaining employment, etc. See Sec. 3 (55) of Perkins V for context of excerpts.</p> |

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| <p>Capstone Experiences Must Meet Work-Based Learning Requirements</p> | <ol style="list-style-type: none"> 1. What does a “sustained interaction” mean for work-based learning? 2. Can the “sustained interactions” required in the Perkins V definition of work-based learning permit interactions that are separate but related to the work-based learning? | <p>The Perkins V definition of work-based learning states that work-based learning must include “sustained interactions with industry or community professionals.” For Florida, “interactions” means:</p> <ul style="list-style-type: none"> • Online or in-person • • Integrated into the work-based learning experience or separate from it <p>Further flexibility is given in the Law when it is permitted to have interactions with “community professionals.” This is a broad term that includes more than just those employed in a given career field and includes those with expertise that is “aligned to curriculum and instruction” of the CTE program.</p> |

PROGRAMS OF STUDY

| Program of Study Topic | Question | Answer |
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| All Programs not Required to Have Program of Study | Does a program need to be part of a fully implemented Perkins-defined program of study in order to be Perkins fundable? | No. In order to receive Perkins funding, a program does not need to be part of a program of study. The federal law requires that at least one program offered by each eligible recipient (secondary school district, technical college, or state college) be part of a program of study. In addition, in order to encourage the development of additional programs of study, the FDOE has established a requirement that 25% of a secondary eligible recipient’s students be enrolled in a program of study by 2021-22, 50% by 2022–23, and 75% by 2023–2024. However, funding for individual programs is not contingent on them being part of a program of study, provided they meet the other requirements for SSQ and meet needs identified in the CLNA. |

FUNDING

| Funding Topic | Question | Answer |
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| <p>How Local Allocations Are Calculated</p> | <p>How will my agency's funding allocation be determined?</p> | <p>Funds allocated to local agencies are first divided by secondary and postsecondary, based on a three-year average of FTE. Then, secondary allocations are distributed based on a formula outlined in the Perkins V law, section 131, with 30% of the allocation based on the number of people aged 5 to 17 who reside in the district, and 70% of the allocation based on the number of people aged 5 to 17 who reside in the district and who are from families with incomes below the poverty line.</p> <p>Postsecondary allocations are based on the number of economically disadvantaged students enrolled in CTE programs. The allocations are based on the same formulas used in Perkins IV, with the exceptions that for postsecondary students, the homeless student indicator has been added as an indicator of economically disadvantaged, and only those students taking course work associated with a postsecondary CTE program will be included in the formula.</p> |
| <p>Funding Digital Tools with Perkins</p> | <p>Can Perkins funds be used to support student attainment of Digital Tools certificates?</p> | <p>No. Perkins funds cannot be used for Digital Tools certificates, curriculum or exams. Digital Tool Certificates are not Perkins-approved credentials and are therefore ineligible for Perkins funds.</p> |

| Funding Topic | Question | Answer |
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| <p>Funding Apprenticeships and Pre-apprenticeships with Perkins</p> | <p>Can Perkins funds be used to support registered apprenticeships and pre-apprenticeships? Are there limitations?</p> | <p>Perkins funds can be only used to support registered apprenticeships and pre-apprenticeships under the following conditions:</p> <ul style="list-style-type: none"> • • The apprenticeship must be registered with the State • • The funds may only be used on classroom related instruction • • The related instruction must meet the state standards for SSQ and LMA • • Funds may only be used to support apprenticeship students who are employed in counties inside the geographic service area of the Perkins eligible recipient |

See <https://www.fldoe.org/core/fileparse.php/18815/urlt/PerkinsV-FAQs.pdf> (10/21).