

STATE BOARD OF EDUCATION

Action Item

February 12, 2020

SUBJECT: Approval of Florida's State Plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115- 224) (Perkins V) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

EXECUTIVE SUMMARY

Perkins is a federal education program that serves as a supplemental source of funding for career and technical education (CTE) at both the secondary and postsecondary levels across the United States. Florida benefits from approximately \$73 million annually from Perkins. Most of these funds go directly to school districts and Florida College System institutions for CTE programs.

The four-year Perkins V State Plan communicates the State's vision for the future of CTE. Highlights from this Plan 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 comprehensive local needs assessment; and
- setting the performance bar for secondary and postsecondary Perkins indicators.

The Plan will be presented to the Governor prior to its submission to the U.S. Department of Education Office of Career, Technical and Adult Education in April of 2020.

Supporting Documentation Included: Perkins V State Plan

Facilitator/Presenter: Henry Mack, Chancellor, Division of Career and Adult Education



PERKINS V

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

FLORIDA DEPARTMENT OF EDUCATION



Table of Contents

Glossary of Key Term Abbreviations3

Introduction.....5

Narrative Descriptions8

 Plan Development and Consultation.....8

 Program Administration and Implementation15

 B.1. State’s Vision for Education and Workforce Development.....15

 B.2. Implementing Career and Technical Education Programs and Programs of Study ...24

 B.3. Meeting the Needs of Special Populations.....46

 B.4. Preparing Teachers and Faculty53

 Fiscal Responsibility59

 Accountability for Results69

Budget74

State-Determined Performance Levels75

Appendices80

 Appendix A – Requirements for the Initial Perkins V Comprehensive Local Needs Assessment (CLNA)80

 Appendix B – Notice of Meeting – Perkins V State Plan101

 Appendix C – Summary of Public Hearing Feedback and Responses113

 Appendix D – Perkins Request for Application116

 Appendix E – Florida’s Secondary Allocations118

 Appendix F – Florida’s Postsecondary Allocations119



Glossary of Key Term Abbreviations

- **AAS** – Associate in Applied Science
- **ADA** – Americans with Disabilities Act
- **AICE** – Advanced International Certificate of Education
- **AP** – Advanced Placement
- **AS** – Associate in Science
- **ATD** – Applied Technology Diploma
- **CLEP** – College-Level Examination Program
- **CLNA** – Comprehensive Local Needs Assessment
- **CTE** – Career and Technical Education
- **CTSO** – Career and Technical Student Organization
- **DEO** – Florida Department of Economic Opportunity
- **DJJ** – Florida Department of Juvenile Justice
- **FDC** – Florida Department of Corrections
- **ELLs** – English Language Learners
- **ESOL** – English for Speakers of Other Languages
- **ETPL** – eligible training provider lists
- **Executive Order 19-31** – State of Florida Office of the Governor Executive Order #2019-31 directs the Commissioner of Education to chart a course for Florida to become Number 1 in the Nation in Workforce Education
- **FACTE** – Florida Association for Career and Technical Education
- **FCS** – Florida College System
- **FDOE** – Florida Department of Education
- **FSDB** – Florida School for the Deaf and Blind
- **HBCU** – Historically Black college and university
- **IB** – International Baccalaureate
- **ILE** – Independent Local Education
- **IT** – Information Technology
- **PAC** – Policy Advisory Committee
- **PD** – professional development
- **Perkins V** – The Strengthening Career and Technical Education for the 21st Century Act/Public Law No: 115-224
- **REDI** - Rural Economic Development Initiative
- **SAIPE** – U.S. Census Small Area Income and Poverty Estimate
- **SBE** – Florida's State Board of Education
- **SOC** – Standard Occupational Classification
- **SSC** – State Steering Committee



- **TANF** – Temporary Assistance for Needy Families
- **The Board** – CareerSource Florida Board of Directors
- **VR** – Florida Division of Vocational Rehabilitation
- **WIOA** – Workforce Innovation and Opportunity Act



INTRODUCTION

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

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

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

Florida’s school districts and state colleges receive approximately \$73 million in Perkins funds annually. 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 a CTE coursework or degree program is more likely to result in higher employment, earning and 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 particular note, is the inclusion of registered apprenticeship and pre-apprenticeship related technical instruction as an eligible Perkins fundable program beginning in the 2020-2021 program year. 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 comprehensive local needs assessment¹; and
- 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 (SBE) leveraged the 2019-2020 transition year to provide the necessary time to thoughtfully engage and consult with key stakeholders to develop a four-year state plan that also reflects the state's vision for the future of CTE and 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.

The Florida Department of Education (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)

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

¹ One of the most significant changes in Perkins V is the new requirement for eligible recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years. The CLNA is a mechanism for the evaluation of local CTE programs. According to Advance CTE: *"The new needs assessment is designed as the foundation of Perkins V implementation at the local level-it drives local application development and future spending decisions. It should be seen as a chance to take an in depth look at the local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE."*



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

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

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

As such, Florida is submitting this four-year State Plan that covers the program year July 1, 2020 – June 30, 2024, and represents an agreement between the State of Florida and the United States Department of Education to assure the administration of CTE programs is consistent with both the state's goals, policies and objectives, and with federal laws and regulations.

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

Narrative Descriptions

A. Plan Development and Consultation

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

Committee Structure for Plan Development and Approval

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

Figure 1: Overview of Committee Structure



Figure 2: Organizational Committee Detailed Description



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

The working committees were formed to workshop policy issues and develop recommendations. See **Table 1** for a summary of the working group assignments. Each working committee was charged with studying specific requirements on the topics identified by the PAC and making



specific recommendations relative to the needs of Florida’s students. The committees were comprised of approximately 75 secondary and postsecondary CTE professionals from across the state representing rural, suburban and urban school districts and FCS institutions. Virtual meetings were hosted between March and June of 2019. Final recommendations were submitted to the PAC at the Perkins V State Plan Development Summit, which convened in Tallahassee June 18-19, 2019.

Table 1: Assignment of Working Groups

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

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

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

Focus Groups

During the spring of 2019, FDOE conducted five regional focus groups to understand the CTE perspectives, perceptions and experiences of each unique group and to inform State Plan decisions and strategy. Each region host conducted a total of 5 separate focus groups for the following populations:

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



Surveys

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

Consultation Meetings

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

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

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

The Commissioner of Education (or designee) is a member of Florida's Workforce Investment Board known as the CareerSource Florida Board of Directors. The CareerSource Florida Board and professional staff are highly engaged in collaborative efforts aimed at ensuring Florida's CTE programs meet current and emerging market demands. As an example, the September 2019 CareerSource Florida Board meeting was entirely dedicated to workforce education with emphasis on expansion of work-based learning opportunities in secondary and postsecondary settings.

As Florida's Perkins V eligible recipients are conducting the CLNA during the 2019-2020 program year, FDOE is conducting a rigorous audit of its statewide CTE program inventory. The results of this audit will impact which CTE programs will be eligible to receive Perkins V federal funds. During the transition year, FDOE developed a methodology for an annual review of CTE programs to ensure they meet statewide or regional labor market demand. That methodology was largely influenced by the Perkins V CLNA framework (detailed in Appendix A), developed in consultation with key stakeholders that eligible recipients are using to determine workforce



alignment. Guiding this statewide CTE program alignment audit is an advisory board composed of several Perkins V stakeholders who are leaders in Florida and serve as key resources to the higher education and workforce readiness ecosystems, including:

- Business and industry,
- CareerSource board members,
- CareerSource Florida,
- Council of 100,
- Education policy experts,
- Enterprise Florida,
- Florida Chamber of Commerce,
- FCS representatives,
- Florida DEO,
- school district representatives,
- stakeholder associations, and
- State University System.

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

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

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

During the fall of 2019, FDOE conducted 6 in-person public hearings in regionally accessible areas throughout the state and two virtual public hearings via webinar and conference call for the public to comment in accordance with Section 122(a)(3). The locations and dates of those public workshops were:

Southeast Florida – Broward County

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

Broward County Public Schools

Atlantic Technical College, Arthur Ashe, Jr. Campus

1701 NW 23rd Avenue Fort Lauderdale, FL 33311



Southwest Florida – Manatee County

Wednesday, October 30, 2019, from 1:00 p.m. to 3:00 p.m. (ET)
Manatee County Public School
Manatee Technical College
6305 State Road 70 East Bradenton, FL 34203

Central Florida – Orange County

Thursday, October 31, 2019, from 10:00 a.m. to 12:00 p.m. (ET)
Orange County Public Schools
Orange Technical College, Mid Florida Campus
Building 1600, 2900 W. Oak Ridge Road Orlando, FL 32809

North Florida – Leon County

Monday, November 4, 2019, from 1:00 p.m. to 3:00 p.m. (ET)
Leon County Public Schools
Lively Technical College
500 Appleyard Drive Tallahassee, FL 32304

Northwest Florida – Okaloosa County

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

Northeast Florida – Duval County

Thursday, November 7, 2019, from 1:00 p.m. to 3:00 p.m. (ET)
Florida State College at Jacksonville
Nathan Wilson Center for the Arts/South Campus
Lakeside Conference Room, 11901 Beach Boulevard Jacksonville, FL 32246

Virtual Public Workshop on Perkins V #1

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

Virtual Public Workshop on Perkins V #2

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

A copy of the public notice and other methods used to promote the public workshops is included in Appendix B – Notice of Meeting – Perkins V State Plan. For those persons unable to attend a public workshop, FDOE also hosted two virtual public hearings via webinar and conference call. All segments of the public and interested organizations and groups identified in Section 122(a)(3) and those identified in Section 122(c)(2) of Perkins V were afforded an opportunity to present their views and make recommendations regarding the draft 2020-2024 State Plan in accordance with section 122(a)(4). A summary of the feedback received during the Public Hearings and FDOE's



responses is contained in Appendix C – Summary of Public Hearing Feedback and Responses.

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



B. Program Administration and Implementation

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

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

Leadership Structure

Florida has a robust workforce development system with the involvement and oversight of several state agencies and supported by local education agencies. Overall, statewide policy leadership on workforce development is provided by CareerSource Florida, the statewide workforce policy and investment board. Its partners include the DEO, 24 local workforce development boards and 100 CareerSource Florida local centers throughout Florida. These entities connect employers with qualified, skilled talent and Floridians with employment and career development opportunities to achieve economic prosperity.

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

- Commissioner of Education (or designee) represents K-20 interests, which include secondary and postsecondary CTE;
- Chancellor for Career and Adult Education represents Title II Adult Education and Family Literacy Act of the WIOA of 2014 (WIOA core partner); and
- Director for the Division of Blind Services represents Title IV Rehabilitation Services Act of WIOA (core partner).

Presently, several board members, as well as business/industry experts recommended by the Board, are providing subject matter expertise as FDOE carries out the rigorous audit of its statewide CTE program inventory. These experts serve to ensure that Florida's CTE programs and programs of study are aligned with and address the education and skill needs of the employers identified by the Board.

CTE Education System and Program Alignment Audit

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



Table 2: CTE Program Summary

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

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

- whether the program trains for an occupation on the Statewide Demand Occupation List;
- whether the program trains for an occupation on the Regional Statewide Demand Occupation Lists;
- whether the final program Standard Occupational Classification code (SOC) in the



framework is linked to an occupation that is expected to grow over the next eight years; and

- whether the program trains for an occupation with middle to high wages.

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

Key Priorities and Activities with Workforce Development Partners

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

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

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

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

In August 2019, FDOE announced a \$10 million grant to expand apprenticeship training opportunities. Governor DeSantis signed the *Bold Vision for a Brighter Future* budget which invested \$10 million in the Pathways to Career Opportunities Grant Program established in House Bill 7071. The Workforce Education bill, passed by the Florida Legislature during the 2019 Legislative Session, promotes career readiness and workforce opportunities for students and working adults, ensuring alignment between Florida's education and workforce needs.



- Career and Professional Education Act – In 2007, the Florida Legislature passed the Career and Professional Education Act. The purpose of the Act was to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industry and to sustain a strong knowledge-based economy. The objectives of the Act are to:
 - improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
 - provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
 - support local and regional economic development;
 - respond to Florida's critical workforce needs; and
 - provide state residents with access to high-wage and high-demand careers.

To implement the Act, FDOE, DEO and CareerSource Florida partner together. At the local level, the Act mandates the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions. A key component of the Act is a list of state-approved industry certifications that are critical to Florida's employers. The legislation originally tasked the Agency for Workforce Innovation (now known as DEO) with defining "industry certification." The following definition of industry certification is included in Florida Statutes: *Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:*

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

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

Florida's strategic vision is to chart a course to be number one in the nation for workforce education by 2030. By 2025, more than 60 percent of Florida's jobs will require a postsecondary degree or certificate – currently, only 49 percent of working-age residents meet this benchmark. As the principal access point to workforce education in Florida, CTE programs provide students clear pathways to transition to a postsecondary education and to careers that bridge the skills gap for Florida employers.



The following goals will guide the implementation of the State Plan to build an effective CTE system in Florida and one that fulfills the larger aims of Perkins V and Governor DeSantis' bold vision to make Florida number one in the nation for workforce education by 2030:

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

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

Florida is preparing for a time of unprecedented change. By 2030, the state will be home to 26 million residents with one of the most diverse populations in the United States. Now the third most populous state in the nation and home to the 17th largest economy in the world, Florida is witnessing rapid technological disruption and innovation across all sectors of industry.

Its markets for goods, services and ideas – and competition for talent, customers, investments and market share – are becoming globalized at an accelerated pace. In order to meet the demands of the future of work while maintaining its standing as the number one state for higher education, Florida must, again, align its education and training aims to industry. Moreover, Florida's educational system must be flexible enough to educate for emerging skills and well equipped to reengage adult workers. To that end, CTE will support the following two areas as tactics to fulfill the strategic vision to chart a course to be number one in the nation for workforce education by 2030.

Computer Science – Five years ago the State Board of Education championed the development and adoption of the state's first set of K-12 computer science standards. Since that time, the Florida Legislature has rightly recognized that computer science is a means to drive job growth and innovation in Florida's economy and has steadily built out a broad policy framework to provide all students with access to computer science. Section 1007.2616, Florida Statutes, defines computer science as, *The study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society, and includes computer coding and computer programming.*

Middle and high schools in each district, including combination schools in which any of grades 6-12 are taught, must provide an opportunity for students to enroll in a computer science course. In support of Executive Order 19-31, the 2019 Florida Legislature appropriated \$10 million dollars



for the following purposes.

Firstly, it provides training funds to assist classroom teachers to earn an educator certificate in computer science or to earn an industry certification associated with an identified [computer science course](#). With the majority of identified courses as CTE courses, it also provides resources for professional development in the instruction of computer science courses and content.

Secondly, it will reward appropriately certified teachers by providing a bonus after each year the instructor completes teaching a general education computer science course or an identified CTE computer science course at a public middle or high school. As Florida's policy framework for computer science education expands in the future (particularly in the area of spatial computing solutions and extended reality software), it is vital the state's CTE leadership help the state meet the needs of existing and emerging in-demand industry sectors and occupations through quality computer science program development and refinement.

To that end, the results of the annual CTE audit will be used to determine the gaps in computer science education and FDOE will respond through the initiation of new computer science programs, professional development opportunities and other cocurricular activities complementary to computer science education.

Entrepreneurship – Creating a robust entrepreneurial ecosystem matters for the future of the Florida economy. For example, we know that business equity is the second largest source of wealth behind home equity, and for special populations, self-employment and the ability to effectively create value contributes to greater economic security. In short, becoming an entrepreneur is a viable path to improving Florida's economic and social mobility rates.

Moreover, given the demand for an innovative and adaptable workforce, a thoughtful strategy that considers the possibilities around entrepreneurship education and start-up/scale-up incubation and acceleration is now critical to not just the health of the state economy, but the relevancy of CTE for 21st century professional success. Building upon Florida's proud tradition of entrepreneurship education, Florida endeavors to study and develop practical solutions to the following guiding questions:

- How does Florida promote self-employment, value creation and business start-ups as a viable career option for students?
- How can CTE help cultivate entrepreneurial-related competencies and skills in students for a lifetime of meaningful employment?
- How can CTE support interdisciplinary and entrepreneurial ways of thinking and acting across all career pathways?

From the championing of a statewide mechanism for supporting student startups, a robust co-curricular plan for the scaling of entrepreneurship education, teacher professional development



and a more deliberate approach to the infusion of educational competencies related to entrepreneurship in its CTE programs of study, the State Plan will attempt to emphasize the relevancy of entrepreneurship for academic and professional success. Moreover, it will seek to aid the students' ability to connect with existing start-ups or small businesses, and help build formal partnerships in view of advancing economic growth through an integrated approach to economic development and CTE.

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

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

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

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



While Florida did not elect to include Perkins V as a core program in its 2020 WIOA State Plan, CTE is still represented by FDOE officials who serve on the state-level WIOA core partner team. Public postsecondary CTE training programs are identified on the local workforce development boards eligible training provider lists (ETPL) and many postsecondary CTE students benefit from WIOA's federal support to minimize barriers to employment. This team is invested in strategic coordination of core programs, as well as non-core partners such as CTE, that design, implement and drive Florida's workforce development efforts.

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

Building Capacity for Non-Traditional Program Participation and Completion

Florida will continue to support preparation for non-traditional fields in current and emerging professions in high-skill, high-wage and in-demand occupations as Perkins V continues its commitment of measuring the nation's progress in closing gender gaps in non-traditional fields and requires states to utilize funds available under section 112(a)(2) to conduct leadership activities to prepare students for non-traditional fields in current and emerging occupations. This commitment will be implemented through technical assistance, resources and professional development on strategies for secondary and postsecondary CTE programs to increase participation and completion of students in programs nontraditional for their gender. During the transition year, Florida launched a Professional Development (PD) to Practice competitive mini-grant project. The project provided mini-grants to compelling non-traditional projects to receive professional development designed around the PD to Practice capacity building model. Florida will endeavor to build upon these evidence-based PD to Practice models to build capacity to bring about change.

Serving the Unique Needs of Individuals in State Correctional Institutions

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

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

One of Florida's State Plan goals is to recruit, support and retain qualified teachers, counselors and administrators to foster the highest level of student achievement. To that end, Florida is adopting provisions for size, scope and quality that all CTE programs using Perkins V funds must 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. FDOE is taking a comprehensive look at the current approach for statewide delivery of professional development to find opportunities for strategic improvement and expansion if needed. Through leadership funds, FDOE will provide resources to recruit, retain and support secondary and postsecondary CTE teachers and instructional support.

Technical Assistance for Eligible Recipients

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

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

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

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



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

B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Quality CTE Programs

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

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

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

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



- *Agriculture, Food and Natural Resources* programs prepare students for careers in a highly technical and ever-changing sector of the global economy. These programs provide a career pathway to a wide variety of careers in agritechology, animal science, plant science, food products and processing, and environmental science.
- *Architecture and Construction* programs prepare students for careers in designing, planning, managing, building and maintaining the built environment. Examples of careers include drafters, electricians, construction managers and plumbers.
- *Arts, A/V Technology and Communication* encompasses audio/video technology and film, journalism and broadcasting, performing arts, printing technology, telecommunications and visual arts. Students prepare for these careers by designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design.
- *Business Management and Administration* programs prepare students for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities in this cluster are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.
- *Education and Training* programs offer students educational opportunities, training services and related learning support with an emphasis on improving public education services. The three pathways include administration and administrative support, professional support services and teaching/training.
- *Energy* programs prepare students for careers in planning, managing, and providing technical support services related to generation, transmission and distribution of various types of energy. Examples of careers include technicians, lineworkers, pipelayers and welders.
- *Engineering and Technology Education* programs prepare students for careers as engineers and technologists through the introduction of certain processes in mathematics, science and technology. Students learn how to apply mathematics, science and technology concepts to solve problems quantitatively in engineering projects involving design, development or production in various technologies.
- *Finance* programs prepare students for careers in financial and investment planning, banking, insurance and business financial management. Finance career opportunities are available in every sector of the economy and require organizational, time management, customer service and communication skills.
- *Government and Public Administration* programs are divided into seven pathways: governance, national security, foreign service, planning, revenue and taxation, regulation and public management and administration. Students who complete these pathways can end up with titles like environmental engineering technician, emergency management director, or emergency management specialist.
- *Health Science* is divided into five pathways: therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.



Hundreds of health science education opportunities in a variety of professions are offered throughout the state at the secondary and postsecondary levels.

- Hospitality and Tourism programs offer students education in a variety of trades. The pathways in this cluster include restaurant and food/beverage services, lodging, travel and tourism, recreation, amusements and attraction.
- Human Services programs are divided into three pathways: counseling and mental health services, family and community services and consumer services. Examples include employment as a social worker in several fields, such as working with youth, addiction centers, community centers, with the elderly or in a domestic violence shelter.
- Information Technology (IT) is the study of design, development, implementation, support, or management of computer-based information systems, particularly software applications and computer hardware. IT deals with the use of computers and computer software to convert, store, protect, process, transmit and securely retrieve information.
- Law, Public Safety and Security programs are divided into five pathways: corrections, emergency and fire management, law enforcement, legal and security protection. Students in these programs are preparing to plan, manage and provide legal services, public safety, protective services and homeland security, as well as professional and technical support services.
- Manufacturing incorporates six pathways: production, manufacturing production process development, maintenance, installation and repair, quality assurance, logistics and inventory control, and health, safety and environmental assurance. Students prepare for careers that require planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities.
- Marketing, Sales, and Service consists of five pathways: marketing management, professional sales, merchandising, marketing communications and marketing research. Students in high school and postsecondary programs are preparing for careers in planning, managing and performing marketing activities to reach organizational objectives. Some examples of careers include customer service representatives, store managers and public relations managers.
- Transportation, Distribution, and Logistics consists of planning, management and movement of people, materials and goods by road, pipeline, air, rail and water. These programs also contain related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Perkins V funds may be used to support secondary and postsecondary CTE programs offered in middle and high schools in 67 school districts (including public charter schools); 48 school district technical colleges/centers accredited by the Council on Occupational Education; 28 FCS institutions; Department of Juvenile Justice (DJJ) programs; Florida School for the Deaf and the Blind (FSDB); Florida Virtual School; Florida's University Developmental Research Schools; correctional facilities; and other eligible recipients. Eligible recipients are also permitted to use Perkins V funds to support related technical instruction associated with Florida registered pre-



apprenticeship and apprenticeship programs, which must be linked to the county service area of the postsecondary provider. Funds may not be used to support apprenticeship students who are employed in counties outside the geographic service area of the postsecondary institution.

Comprehensive State-Level Programs of Study

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

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

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

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



B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—

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

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

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

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

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

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

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

FDOE has added additional rigor to the definition of programs of study and requires that eligible



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

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

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

FDOE will utilize its annual comprehensive local application review process to approve locally-developed programs of study based on the criteria outlined above. As part of this process, eligible recipients will provide information on all local programs of study. FDOE will review these and provide oversight and extensive technical assistance to eligible recipients. An internal evaluation instrument will be used to determine whether local programs of study are being implemented with fidelity and in accordance with state and federal requirements. In addition, narrative responses will be reviewed to ensure the local program of study addresses workforce development needs, promotes continuous academic and technical improvement, includes and expands CTE for special populations and considers the role of employability skills.

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



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

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

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. Postsecondary eligible recipients will continue to be required to provide a minimum of one fully implemented program of study.

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

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



The resulting local applications will be reviewed to ensure that the eligible recipient's plan targets the groups with the largest gaps in enrollment and/or performance. The application should reflect new and continued mechanisms for ensuring equal access to high-quality, high-skill, high-wage and/or in-demand CTE programs for special populations. If the plan does not target groups with major gaps, technical assistance will be provided to ensure that the appropriate groups' barriers are addressed.

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

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

B.2.c.i Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

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

During meetings with FDOE staff overseeing programs for specified special populations and subgroups, it was discovered that this information is not consistently getting to these populations at the secondary or postsecondary levels. FDOE staff interviews pointed to a lack of CTE knowledge possessed by secondary school counselors and postsecondary student advisors as a major contributing factor. During these meetings, ways of collaborating to improve dissemination were discussed and plans will be made to act on these. For example, a CTE brochure and some basic information on Perkins V will be disseminated to local contact lists. FDOE staff will also collaborate with an association for students with disabilities on a CTE brochure for parents of and students with disabilities as well as on a more detailed information packet for counselors and



advisors on the options available through CTE and the benefits for these students. In addition, FDOE will explore and implement better ways of providing and disseminating information on CTE by reviewing research on best practices and exploring what other states are doing.

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

Career exploration and planning tools such as Career Cruiser, MyCareerShines, Educator's Toolkit for the Career and Education Planning Course and Parent Primer for Career Exploration are used throughout the state and will continue to be supported by FDOE. The Career Cruiser, a career and education activity book, is available online for use by students in English, Spanish and Haitian Creole. The Career Cruiser is used in classrooms and group settings with eighth graders and additional groups targeted for high school.

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

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

B.2.c.ii. Describe how the eligible agency will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points.

Development and implementation of CTE programs and programs of study are not accomplished in isolation. They necessitate the use of a partnership between secondary and postsecondary eligible recipients that is strategic, collaborative and decisive. Local programs of study are the mechanism to drive secondary and postsecondary institutions to have a formalized relationship that facilitates regular interactions and mutual planning. They require secondary and postsecondary institutions to work as partners in the design, development and implementation of CTE programs of study, which is critical to creating successful career pathways. FDOE actively



works to facilitate collaboration among secondary, postsecondary, business and other partners and other important stakeholders in a variety of ways, such as through conference presentations, webinars and various types of technical assistance.

The primary means by which FDOE promotes collaboration among eligible recipients and their partners is through the annual local application process and Florida's Perkins V program of study requirements. Several of the core criteria are related to collaboration and articulation between levels as well as on preparing students to earn credentials at different levels and be prepared to move to a higher level within the pathway. FDOE provides ongoing technical assistance to eligible recipients on the development and implementation of programs of study. In addition, FDOE reviews local application narrative responses to ensure the local program of study addresses workforce development needs, promotes continuous academic and technical improvement, includes and expands CTE for special populations and considers the role of employability skills.

In addition, Executive Order 19-31 challenges FDOE to develop CTE best practices for partnerships between high schools, postsecondary institutions and businesses. These CTE best practices will serve to guide the implementation of high-quality CTE programs and programs of study by eligible recipients of Perkins V funds. The audit results and policies for CTE best practices will serve to operationalize the requirements of high-quality CTE programs of study under Perkins V.

B.2.c.iii. Describe how the eligible agency will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.

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

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

1. K-12 career preparatory programs,
2. K-12 technology education programs,
3. postsecondary Career Certificate,



4. postsecondary Applied Technology Diploma,
5. postsecondary Apprenticeship Certificate,
6. postsecondary Associate in Science/Associate in Applied Science Degrees, and
7. postsecondary College Credit Certificate.

For all program types, with the exception of K-12 technology education, each state-approved program provides the specific occupations for which the program provides instruction and training and lists a primary, plus additional, Standard Occupational Classification (SOC) codes. The SOC system is a federal statistical standard that is used to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data. Recipients must use the primary SOC code identified in the curriculum framework for the initial labor market alignment review; this is the SOC code associated with full program completion. If the labor market alignment cannot be documented with the primary SOC code, the recipient may use a secondary SOC code identified in the curriculum framework and use placement information from their program to document the linkage to a secondary occupation to conduct the review.

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

The approved primary sources are the following:

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

The approved secondary sources are the following:

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



industry associations or regional industry associations.

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

Lastly, an annual review will be conducted with specific market demand program quality indicators and benchmarks. FDOE has already convened an advisory group, which includes representation from CareerSource Florida (the state workforce development board), the DEO (labor), the Board of Governors (State University System), the FCS, school districts and business and industry leaders. The group provides guidance, which includes representatives from education, workforce development and industry partners and provides guidance to the FDOE on the process and program quality indicators.

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

FDOE provides eligible recipients with technical assistance, including training and publications, to meet the needs of special population students. Technical assistance and training are provided by FDOE staff members to ensure the delivery of appropriate services to students with special needs, including those in state correctional facilities, providing programs that lead to opportunities in high-skill, high-wage and/or high-demand occupations. Providing equal access ranges from diligent monitoring by FDOE staff members of practitioner compliance with the 34 Code of Federal Regulations *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs* to proactive implementation of customized strategies for special populations.

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

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

The FSDB is a state institution that serves K-12 students with hearing or vision impairments. The



Perkins set-aside for FSDB will continue under Perkins V to provide students with opportunities to participate in a number of CTE programs. Students will continue to receive accommodations and services needed to meet program requirements.

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

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

B.2.c.v. Describe how the eligible agency will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.

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

B.2.c.vi. Describe how the eligible agency will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.

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

These requirements were added with the intention of ensuring that Perkins programs and program of studies are developed, implemented and improved through a team of expert stakeholders that are able to offer in-depth education and experiences that create highly-qualified employees headed



toward promising career trajectories. These requirements will be assessed during the annual local application and the CLNA. They will be verified during compliance monitoring.

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

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

One of the most challenging aspects of work-based learning is recruiting employers and coordinating the matching of students to experiences. FDOE is considering the creation of or integration into an existing work-based learning coordination website or portal. This site would serve as a central repository of information, opportunities and employer information accessible to CTE administrators, teachers, students and employers. This site will allow for continuity and transfer of information regarding employers willing to offer work-based learning opportunities, policies and procedures. This site could host state-approved promotional and informative content on work-based learning that eligible recipient administrative staff can direct employers to as a means of answering questions and recruiting employers. Employers often have many questions regarding legal ramifications, labor laws, safety and other aspects of work-based learning. Data analysis of work-based learning opportunities at the state level will also be greatly facilitated by this centralization. This will inform state-level decisions about future work-based learning policy and initiatives.

An online work-based learning system alone is not enough to ensure that high-quality work-based learning is taking place across the state. There also needs to be intentional recruitment and coordination of employers particularly in rural areas. Regional intermediaries or coordinators may serve the essential role of contacting employers, making the business case for hosting work-based learning, addressing concerns and barriers and evaluating the experiences for effectiveness in building employability and technical skills.



B.2.c.vii. Describe how the eligible agency will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

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

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

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



B.2.d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

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

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

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

B.2.e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

FDOE is committed to continuous engagement with its key stakeholders (parents, teachers, administrators, faculty, guidance and academic counselors, local business and industry, organized labor, organizations that represent students with special needs and students) in a variety of ways during the entire Perkins V lifecycle. As the State Plan was prepared, FDOE has been reminded of the value of stakeholder engagement as well as room for growth in this arena. The following description includes the beginnings of this engagement and recognizes this as an area of potential growth and seeks to develop a more comprehensive strategy for stakeholder engagement in an ongoing manner throughout the four-year State Plan period.

As described in A.1, through a multi-tiered committee structure, FDOE leadership and CTE teachers, administrators and faculty were engaged to provide subject matter expertise and policy guidance for development of the State Plan. The various committees made recommendations regarding overall goals for the Plan and helped to formulate secondary and postsecondary CTE priorities. Working committees, comprised of secondary and postsecondary CTE professionals



from across the state, made recommendations regarding issues related to program innovation, accountability and data-driven decision making, fiscal policy and equity and access for special populations. As the State Plan is implemented over the four-year period, aspects of this multi-tiered committee structure will be continued in order to provide policy guidance and advice on ways in which the Plan can be improved and/or revised.

Once CTE programs have been evaluated for program quality through the annual audit, a complimentary mechanism exists to ensure that CTE program instructional standards are rigorous and meet current industry needs. In accordance with state statute, each secondary and postsecondary CTE program is reviewed every three years by representatives from relevant businesses/industries, CTE teachers, administrators and faculty to reflect current business and industry needs specific to the occupation for which it prepares. All program development and approval occur with consultation of industry expert advisors and workforce development resources and teachers/faculty in the relevant area. With the help of these stakeholders, CTE programs are aligned with the skill requirements needed for Florida's workforce.

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

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

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

During the technical assistance process with Advance CTE, FDOE plans to collect information on best practices from those working in specific schools, including gathering input from career and academic counselors and student advisors at both the secondary and postsecondary levels. These personnel often serve as the "gatekeepers" to CTE and it is important to ascertain what information and resources are most effective in providing quality CTE information to students.

With the assistance of Advance CTE, FDOE plans to develop an advisory group made up of representatives from special populations, including representatives from the Governor's Florida Indian Affairs Council, to help identify gaps and challenges in current CTE offerings, to develop strategies to address these gaps and challenges and to help develop and implement a dissemination



plan. The focus of the plan (outlined in B.3) will be to provide basic information statewide on CTE and address misconceptions about CTE and the involvement of special populations.

Local-Level Stakeholder Engagement

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

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

Copies of the 2020-21 local application templates are included in Appendix D – Perkins Request for Application.

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

- the results of their comprehensive local needs assessment;
- the CTE offerings and activities that the eligible recipient will support with Perkins V funds (which shall include not less than one program of study) and a description of how the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded;
- new programs of study the eligible recipient will develop and submit to the state for approval; and how students, including students who are members of special populations, will learn about their school's CTE offerings and whether those offerings are available as a local program of study;
- collaborative efforts with local workforce development boards, other local workforce agencies and other partners to provide career exploration and career development coursework, activities or services; career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described, and an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;
- activities to improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (secondary eligible recipients);



- activities to prepare special populations for high-skill, high-wage or in-demand industry sectors or occupations that will lead to self-sufficiency, preparation of CTE participants for non-traditional fields, plan to provide equal access for special populations to CTE courses, programs and programs of study, and plan to ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- work-based learning opportunities that will be provided to students participating in CTE programs and how the eligible recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students;
- plan to provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable (secondary eligible recipients);
- coordination efforts with FDOE 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
- plan to 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.

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

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

B.2.h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

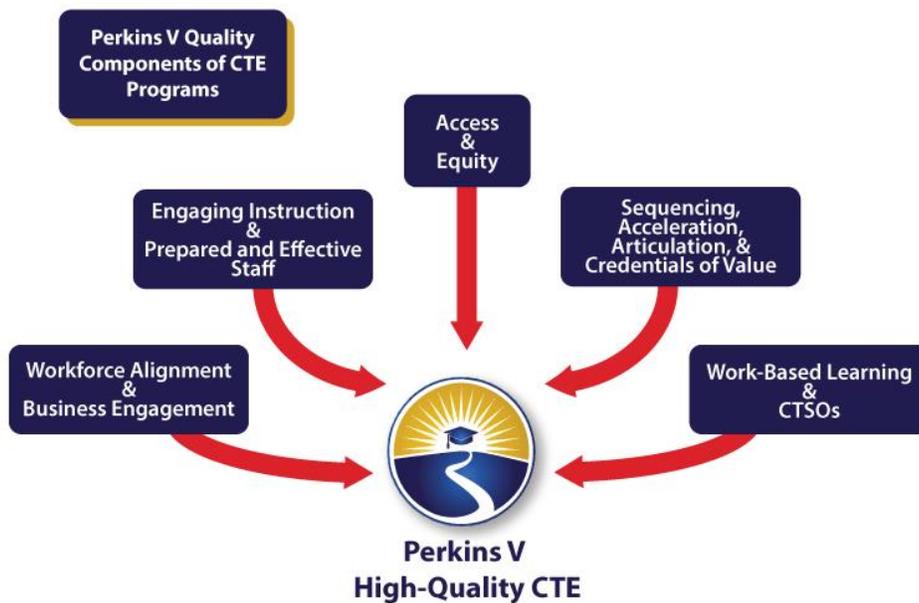
Pursuant to Section 135(b), definitions of size, scope and quality have been crafted through process of stakeholder engagement that will set a high bar for programs that use Perkins funds. All programs using Perkins funds will be required to meet these standards as verified through the CLNA and aligned during the annual local application. Perkins V builds upon the Perkins IV historic shifts in terms of how Florida delivers CTE programs through the conceptual framework of size, scope and quality which is not formally defined in Perkins V. Defining size, scope and quality was a key policy charge of the statewide Program Innovation working committee. That



statewide committee worked in earnest throughout the spring of 2019 to recommend a policy framework that would ensure that Perkins V funds are used to drive intentionally-designed programs, access and equity for student participation in such programs and impactful student outcomes. To guide this work, the committee studied Perkins V and identified the following key CTE programmatic components consistent throughout the law:

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

Figure 3: Overview of Perkins V Quality Components



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



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

<i>Size</i>
<p><i>Middle School</i></p> <ul style="list-style-type: none"> • 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. <p><i>High School</i></p> <ul style="list-style-type: none"> • Provide an opportunity for students to take three CTE courses in a single CTE program (or two courses in programs with only two courses).
<i>Scope</i>
<ul style="list-style-type: none"> • 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.
<i>Quality</i>
<ul style="list-style-type: none"> • 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.



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

Postsecondary

<i>Size</i>
<ul style="list-style-type: none">• Provide an opportunity for students to become full program completers.
<i>Scope</i>
<ul style="list-style-type: none">• 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.
<i>Quality</i>
<ul style="list-style-type: none">• 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.



B.3. Meeting the Needs of Special Populations

Background

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

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

- **Equity:** utilizing resource distribution to ensure that students have access to high-quality instruction, services and support resources based on the diverse needs of their students, with the aim of ensuring that all students are able to be successful.
- **Access:** Implementing strategies and policies to provide the resources, social services and academic support that certain students need to succeed in school. This can include the removal of barriers, both intentional and unintentional, that prevent some students from equitable participation in programs.

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

To begin to understand how the State Plan could meet the needs of special populations, an understanding of statewide trends in equity and access for special populations and subgroups was critical. FDOE staff conducted extensive interagency consultation with program offices that worked with these groups, at both the secondary and postsecondary levels. This included equity and civil rights compliance at the K-12 level and postsecondary school district technical college/center and state college levels; those working with disadvantaged youth; students with disabilities; ELLs; neglected and delinquent youth; youth in rural and low income schools; minorities; and those being served by vocational rehabilitation and in non-traditional programs. These consultations included discussions with the McKinney-Vento state coordinator for education of homeless children and youth. FDOE staff also met with outside agencies and organizations working with foster youth and individuals with disabilities. Staff from the Florida



Governor's Council on Indian Affairs, Florida Agriculture and Mechanical University (FAMU), a public historically Black university, and Veterans Florida provided insight on their unique missions and the populations they serve and intersections with CTE.

Discussion in these meetings centered on: (1) staff perceptions of barriers and challenges facing special populations in accessing and being successful in CTE programs; and (2) strategies and initiatives already in place in those programs that would be applicable to CTE or ideas for strategies and initiatives that staff recommended being developed and implemented to address barriers/challenges.

One factor apparent during these discussions was the general lack of knowledge and some misconceptions about CTE across interagency program staff interviewed. Increased communication across different federal and state programs regarding the needs of similar special populations was acknowledged, and the development and implementation of the State Plan is helping to close internal communication gaps. The Perkins V provision of ongoing stakeholder engagement will allow FDOE to serve special populations across multiple federal programs in a collaborative and deliberative fashion moving forward.

Other factors of note, from a brief review of trends in discussions, included: (1) a lack of awareness of CTE or misconceptions of what these programs can offer, not only by students and parents but also school guidance counselors and students advisors at all levels, as well as interagency staff working at FDOE; (2) the need for career counseling across a number of groups to make smoother transitions into further education and/or employment after high school; (3) although some challenges faced by different subgroups and subpopulations are similar, there are real differences in circumstances and types of support and resources between groups that require consultation with experts in working with particular groups; (4) misconceptions and stereotypes about special populations and subgroups, including what special populations can accomplish and the types of accommodations that can help these students be successful; (5) a lack of coordination and sharing of resources between various pools of federal and state funding that would greatly benefit and resolve some challenges for special populations and subgroups; and (6) a lack of dedicated services and resources at school district technical centers/colleges for special populations and subgroups.

This in-depth stakeholder engagement clarified the similarities in barriers and challenges facing special populations and the differences in how groups experienced these barriers. These findings also made it clear that a good first step in addressing the needs of special populations was to disseminate quality information on CTE statewide detailing its benefits for all Florida students, particularly special populations, through the use of the set-aside funding for the recruitment of special populations.

FDOE determined that outside support, resources and expertise would be beneficial to assist in further examination of barriers and challenges and to guide the statewide information



dissemination process, so it applied for and was accepted in the Advance CTE Perkins V Technical Assistance Program, which will assist with the following:

- explore trend data of equity gaps in school districts and FCS institutions;
- conduct a root cause analysis of each meaningful gap;
- combine those results with information gathered through interviews to identify the most pressing equity and access challenges facing students in special populations; and
- identify evidence-based and/or promising practices to develop a comprehensive plan and ways to leverage Perkins V funds to address pressing equity and access challenges with evidence-based practices, where possible, or promising practices from other states.

This technical assistance for state staff in ways of collecting and analyzing trends and root causes of access and equity gaps will in turn help FDOE to develop plans and materials to provide technical assistance to local agencies in their efforts to analyze and address gaps in their local programs.

To ensure that the challenges identified and the plans developed are informed through feedback from special population stakeholder groups, Advance CTE will assist in developing a framework, activities and timelines to put in place an ongoing comprehensive process to continue engagement with critical stakeholder groups. These processes will encompass internal stakeholders through interagency collaboration, as well as external stakeholders.

B.3.a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;***
- ii. will not be discriminated against on the basis of status as a member of a special population;***
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;***
- iv. will be provided with appropriate accommodations; and***
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)***

Equal Access and Opportunities to CTE Programs and Activities

The first of Florida's Perkins V State Plan goals is to “ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.” This goal underscores the state's commitment to those practices which ensure that members of special populations will have equitable access to, and success in, CTE opportunities. This commitment will continue through Perkins V. FDOE's Office of Equal Educational



Opportunity provides services and information to Florida schools, school districts, parents, students and community groups on topics impacting educational equity. It assists in ensuring that all institutions receiving federal funds provide equal access and equal opportunity in its programs, services and activities to all students and staff, regardless of race, sex, national origin, disability, age and marital status. The office works in partnership with other FDOE program offices to ensure that the educational environment is free of bias, stereotyping, discrimination and harassment through on-site compliance reviews, reviewing of annual equity updates from school districts and by providing appropriate technical assistance.

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

Any institution receiving federal financial assistance must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, American with Disabilities Act, and the Florida Educational Equity Act.
- Adopt and publish grievance procedures to address complaints of discrimination and harassment. Procedures must include timeframes to allow for prompt and equitable resolution of complaints, and must be available to students, parents, employees and the general public.
- Provide continuous notice to students, parents, employees and the general public that the organization prohibits illegal discrimination. It must also provide annual notice of nondiscrimination for its CTE programs. The nondiscrimination notices must provide contact information for filing complaints.

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

- monitoring of school district and FCS institution compliance with:
 - 34 Code of Federal Regulations *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs*;
 - *Title VI of the Civil Rights Act of 1964*;
 - *Title IX of the Education Amendments of 1972*;
 - *Americans with Disabilities Act (ADA) and Section 504*;
 - *Age Discrimination Act*;
 - *Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap*; and
 - *Florida Educational Equity Act*



- professional development, training and technical assistance on state and federal statute and regulations, institutional responsibilities and promising practices;
- awareness information on secondary and postsecondary students with unique abilities and other special populations through online training materials and other resources for school counselors, student advisors, CTE teachers and administrators;
- assistance with local staff development on program success for students with disabilities;
- sharing of best practices, including strategies for special populations, such as underrepresented genders in non-traditional programs; and
- supporting the academic success and secondary transition of students with disabilities to postsecondary through the statewide Project 10: Transition Education Network; the Florida Center for Students with Unique Abilities; and the Florida Consortium on Inclusive Higher Education.

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

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

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

The following are examples of strategies in place to assist special populations to meet or exceed state-determined levels of performance:

1. Rule 6A-10.040, Florida Administrative Code, requires school districts and FCS institutions adopt a policy exempting postsecondary students with disabilities from certain basic skills testing requirements associated with some postsecondary CTE programs.
2. Florida's adult education programs provide integrated education and training to adult ELLs and adults lacking a high school diploma who are concurrently enrolled in postsecondary CTE programs. Integrated Education and Training service approaches built into Florida's WIOA Unified Plan provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to further promote educational and career advancement.
3. To help special populations reach their potential, Applied Academics for Adult Education provides academic supports and academic development to postsecondary CTE programs.
4. The process of modifying secondary CTE program standards allows students with



disabilities to access the standards.

5. Programs that allow for flexible design, delivery and differentiated instruction for students with significant cognitive disabilities are provided and supported, including Vocational Employability Skills for Youth (secondary); Career Education Services for Students with Disabilities (secondary); Specialized Career Education Basic (postsecondary); and Specialized Career Education Advanced (postsecondary).
6. In both state correctional and juvenile justice facilities (DJJ), students can receive training in various program areas and funds will continue to be used to provide staff professional development to help to assure student success. In addition to receiving training in specific programs, students in DJJ facilities also have opportunities to explore occupational options and assess their interests and aptitudes, as well as receive training in basic occupational skills.

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

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

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

Appropriate accommodations are also an important strategy school districts and FCS institutions provide to members of special populations in order to help students meet or exceed state-determined performance levels. FDOE supports the use accommodations for instruction and assessment and continues to provide professional development, technical assistance and numerous resources on this topic. Use of accessible instructional materials, the format of such materials and



the necessary related accommodations for the students to participate successfully in CTE programs is actively promoted at the state level.

Other State Level Strategies to Support Special Populations

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

Efforts to improve and expand gender-specific participation in CTE programs designated as non-traditional will be supported. Statewide publications, websites and communications have been developed and distributed to eligible recipients for adaptation and used to encourage increased non-traditional participation. In addition, FDOE's career cluster state supervisors will continue to engage local practitioners in discussions about how best to expand statewide and local participation in non-traditional programs.

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

- targeted community outreach and recruitment;
- school and program orientation sessions;
- comprehensive career assessment and counseling;
- ongoing support counseling, including referrals for agency assistance when needed;
- peer support groups;
- advisors and mentors from the business community;
- job placement services;
- availability of accommodations/modifications and support services;
- work-based learning opportunities;
- participation in CTSOs;
- parental involvement in student support activities when appropriate;
- transition services; and
- English language instruction.

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



B.4. Preparing Teachers and Faculty

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

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

Knowing this, FDOE is conducting a comprehensive review of its existing state-level and local-level efforts to find opportunities for strategic improvement. Like most states, the majority of Florida's secondary and postsecondary CTE instructors enter the classroom from industry. While that experience contributes greatly, this also means that many did not receive the benefits associated with graduating from a traditional teacher education program in the subject in which they are teaching.

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

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

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



CTE teachers, FDOE will study turnover of CTE teachers, school district-reported openings and needs, and program-specific requirements.

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

The CLNAs being conducted by eligible recipients, as well as the state-level CTE program audit being conducted, may affect what CTE programs can be offered in Florida. Mindful of this, FDOE is formulating guidance and initiatives to support teachers of programs that are being transitioned. This includes re-training, re-certifying, industry credentialing and other necessary steps to retain CTE teachers.

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

Ongoing Investigations of CTE Teacher and Faculty Needs

A number of high-priority, existing challenges are known by FDOE regarding the recruitment, retention and training of CTE teachers and faculty. Investigations of these topics is ongoing and will likely reveal additional challenges, involving data analysis, stakeholder engagement and tapping into the expertise of other states and CTE organizations. Already, this process of investigation has revealed a number of promising practices that merit further investigation to determine their feasibility and efficacy in challenge mitigation. The table below highlights areas of challenge and investigation regarding this topic.



Table 6: Known Challenges, Investigations, and Mitigation Strategies for CTE Teacher and Faculty Recruitment, Retention, and Training

<i>Top Known Challenges for CTE Teacher and Faculty Recruitment, Retention and Training</i>	<i>Means of Investigation</i>	<i>Mitigation Strategies Meriting Further Investigation</i>
Recruiting and Retaining Teachers and Faculty to Meet Economic and Enrollment Demands, Particularly for Rural Areas	<ul style="list-style-type: none"> • Determine areas of greatest CTE teacher and faculty shortages through the CTE program audit and a CTE position vacancy survey sent to eligible recipients • Analyze reported exit cause for CTE positions 	<ul style="list-style-type: none"> • Expanding faculty partnerships between secondary and postsecondary institutions • CTE teacher and faculty incentives, scholarships and loan-repayment • Expanding the “Troops to Teachers” pipeline
Recruiting Diverse Teachers and Faculty	<ul style="list-style-type: none"> • Analyze gaps in instructor demographics compared to student demographics 	<ul style="list-style-type: none"> • Grow-your-own style teacher development programs
Recruiting and Retaining from High-Wage Fields	<ul style="list-style-type: none"> • Further engagement of eligible recipients, business and industry on this topic 	<ul style="list-style-type: none"> • Expanding co-teaching and part-time teaching opportunities
Maximizing Existing Non-CTE Eligible Recipient Faculty and Staff	<ul style="list-style-type: none"> • Further engagement of eligible recipients on this topic 	<ul style="list-style-type: none"> • Dual certification coverage for educators teaching both academic and CTE courses • Training qualified paraprofessionals to meet CTE teaching qualifications
Dwindling Enrollment in University CTE Education Degree Programs	<ul style="list-style-type: none"> • Collaboration with the Florida University System and Florida College System institutions and leadership 	<ul style="list-style-type: none"> • Investigate expanding the list of permissible CTE degree pathways to be inclusive of degree minors, certificates, associates and dual majoring
Effectively Transitioning Industry Experts to Education	<ul style="list-style-type: none"> • Further engagement of educators on training and support needs • Analyze exit survey data 	<ul style="list-style-type: none"> • Teaching apprenticeships • Educator residency programs



<i>Top Known Challenges for CTE Teacher and Faculty Recruitment, Retention, and Training</i>	<i>Means of Investigation</i>	<i>Mitigation Strategies Meriting Further Investigation</i>
Maintaining Rigor in Teacher Certification Criteria While Minimizing Recruitment Barriers	<ul style="list-style-type: none"> Analyze the certifications and qualifications of educators currently teaching CTE Analyze if there are significant differences between student performance/outcomes, teacher evaluations, and turnover by various categories of CTE instructor certifications/qualifications 	<ul style="list-style-type: none"> Summer “boot camp” style professional development for new CTE educators Create support resources, requirements, and guidance for Districts to implement Statute-required preparatory training
Maintaining High-Quality, Ongoing Professional Development	<ul style="list-style-type: none"> Analyze current State-funded and District-led CTE professional development 	<ul style="list-style-type: none"> Facilitate the sharing of vetted CTE curriculum resources, such as through CPalms, the State’s educational standards website Explore options for supporting educators in integrating academics, active learning techniques, business and industry engagement, equity, et al
Creating Opportunities for Instructor Career Advancement	<ul style="list-style-type: none"> Research the best practices of other states 	<ul style="list-style-type: none"> Institute a progressive, tiered system of CTE teacher certification Incentivizing the attainment of Career and Technical Education Board Certifications from the National Board of Professional Teaching Standards



Using ESSA Reforms to Build Great Teachers and Leaders

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

Florida is examining ways to improve admission requirements to its two-level school leader preparation/certification programs, ensuring that those who enter and complete these programs are prepared to be the most effective instructional leaders that students and teachers deserve. Discussions among state leaders, higher education institutions and school districts are focusing on innovative ways to build an effective principal pipeline in Florida that will meet the needs of the diverse population and geographical areas. As a result, the state is considering implementing a more rigorous review process for these school leader preparation programs, similar to Florida's teacher preparation review process.

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

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

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



practice to engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes.

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

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



C. Fiscal Responsibility

C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;***
- b. each eligible recipient will promote skill attainment, including skill attainment that leads a recognized postsecondary credential; and***
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)***

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

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

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

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

As described in B.2.h., Florida has adopted rigorous standards for size, scope and quality, which will serve as a filter for eligible recipients to determine if Perkins V funds may be used to support local CTE programs. Florida's size, scope and quality standards operationalize CTE program



delivery and serve to drive intentionally-designed programs. The size, scope and quality standards include benchmarks for academic attainment, culmination in a recognized postsecondary credential and validation by the most recent CLNA.

Eligible recipients will be expected to provide narrative and supporting documents in the 2020-2021 local application for funds which demonstrate how the CTE programs to be supported with Perkins V funds meet the state standards for size, scope and quality as substantiated by the CLNA. Eligible recipients will be required to provide the following:

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

C.2.a. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;

Overall Distribution of Funds to LEAs

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

- school district secondary CTE programs and courses; and
- postsecondary CTE programs delivered by school districts (certificate programs) and FCS institutions (certificate and degree programs).

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

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

Secondary Sector

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

- the number of FTE in grades 9-12 Career Education reported by local educational agencies for the state funding formula calculation (classified as program 300 in state reporting);



- the number of FTE in eligible Career Education courses taken by students in grades 7 and 8, based on course enrollments of 7th and 8th graders reported by local educational agencies;
- the number of FTE in eligible Career Education courses taken by ESE students in grades 9 through 12 as reported by local educational agencies; and
- the number of FTE in Career Dual Enrollment courses, clock hour and credit hour, as reported by local educational agencies.

Postsecondary Sector

Postsecondary CTE FTE will be used and includes the following:

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

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

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

A three-year average FTE will be calculated for categories listed above. Annual sector allocations may change based on changes in reported FTE. The average of 2016-2017, 2017-2018 and 2018-2019 will be used to distribute basic grant funds for 2020-2021. 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 (%) =

$$\frac{\text{District Secondary FTE (7-12)}}{\text{District Secondary FTE (7-12) + Postsecondary FTE (combined)}}$$

Postsecondary – College and District Percentage (%) =

$$\frac{\text{Postsecondary FTE (combined)}}{\text{District Secondary FTE (7-12) + Postsecondary FTE (combined)}}$$



C.2.b. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

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

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

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

C.3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

The allocation for secondary CTE programs and programs of study is to be determined based upon the anticipated fiscal year 2021 funds and the most recent formula for determining overall secondary and postsecondary allocations. The secondary school district's allocation is calculated based on Section 131 and Section 112 (c) of the Act.

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



Florida distributes secondary funds to charter schools that are approved by the state as an Independent Local Education (ILE) agency (which authorizes the charter school access to federal funds) and have CTE programs of sufficient size, scope and quality and are individually included as eligible recipients in the secondary Section 131 allocation chart based on their proportionate share of their sponsoring public school district's eligible population. See C.5 of the state plan for more details related to charter school access impacted by changes in school district boundaries.

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

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

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

The allocation for postsecondary CTE programs is to be determined based upon the anticipated fiscal year 2021 funds and the most recent formula for determining overall secondary and postsecondary allocations. The postsecondary allocations are calculated based on the Section 132 and Section 112 (c) of the Act, with an alternative formula.

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

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

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



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

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

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

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

Data adjustments due to district boundary changes will not be necessary as Florida has 67 school districts, one for each county. These district boundaries do not change as they are constitutional boundaries. All charter schools in Florida are public schools and have been approved to use the term “charter” in its name. Within this designation, there are charter schools that function as districts and receive Perkins funds as eligible recipients and other charters that are sponsored by a public school district through which they receive Perkins funding.

Florida's one K-12 Bureau of Indian Affairs school falls under the jurisdiction of a public school district. Charter schools that are approved by the state as an ILE agency and have CTE programs of sufficient size, scope and quality are individually included as eligible recipients in the secondary section 131 allocation chart based on their proportionate share of their sponsoring public school district's eligible population.

These ILEs are funded in the same manner as provided to other districts as long as they meet the same requirements. At this time, Florida has three ILE charter school districts that offer CTE programs that meet the requirements and function as eligible recipients (Jefferson Somerset Charter School District, Lake Wales Charter School District and SouthTech Charter School District). Florida will annually update the ILE charter school list to reflect the most current approvals.

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



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

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

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

C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

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

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

FDOE 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.

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

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 percent of the students identified as economically disadvantaged were identified as a result of non-Pell indicators.



Proposed Alternative Formula

Funds are distributed based on each eligible recipient's proportion of students enrolled in postsecondary CTE programs who are economically disadvantaged. Students will be identified as economically disadvantaged based on their 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; and
- 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 postsecondary allocation charts in Appendix F – Florida's Postsecondary Allocations.

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

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

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

- serve students in rural areas;
- have high percentages of CTE concentrators or CTE participants;
- have high numbers of CTE concentrators or CTE participants; and
- have disparities or gaps in performance.



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

Rural Innovation Grants

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

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

The geographic allocation by county will be calculated as follows:

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

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

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

While the current Rural Innovation Grants address the needs of CTE students residing in rural counties, feedback during the State Plan public comment period indicated that consideration should be given to rural communities located within counties not designated as “rural.” Many of the state’s larger counties, for example, have significant rural populations that face many of the



same challenges as rural-designated districts that receive additional grants through the Reserve Fund. During the first year of the Plan, FDOE will further investigate the unique needs of these communities to determine if an expansion of the Rural Innovation Grants, or other accommodations, are warranted.

Department of Juvenile Justice

School districts in a cooperative agreement with DJJ programs are eligible to apply for competitive funds to more fully develop the academic, career and technical skills of secondary students and to develop or strengthen CTE programs. Funds are awarded utilizing a statewide competitive process for awarding projects to eligible recipients. All recipients must meet the minimum score of 70 to be considered for funding and the funding model does not automatically award funds to any particular agency. Each proposal meeting the conditions for acceptance is reviewed, evaluated and scored by a team of qualified reviewers representing professionals and stakeholders with CTE experience. Funding will be recommended for the applicant with the highest score followed in succession by the next highest score until funds are exhausted.

Florida School for the Deaf and Blind

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

Developmental Research Schools and the Florida Virtual School

FDOE will award a base allocation from reserve funds to support the CTE activities and programs at the following schools:

- Florida Agricultural and Mechanical University Developmental Research School (FAMU High School);
- University of Florida Developmental Research School (PK Young School);
- Florida State University Developmental Research School (Florida High School);
- Florida Atlantic University Developmental Research School (FAU High School); and
- Florida Virtual School.

C.9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Florida commits to a baseline fiscal effort of \$5,590 per student or \$840,562,985 aggregate expenditures.



D. Accountability for Results

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

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

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

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

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

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

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

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

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



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

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

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

- For indicators with a current baseline rate of 70% or higher, a progressive performance level was proposed with a 0.25 percentage point increase from the prior year's target.
- For indicators with a current baseline rate of less than 70%, a progressive performance level was proposed with a 0.50 percentage point increase from the prior year's target.

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

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



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

<i>Comment</i>	<i>Response</i>
For indicator 1S1 (graduation rate), respondent believes the target rate is too high and should only be around 90%.	No proposed changes to the level. The most recent four-year graduation rate for all students is approaching 89%. Historically, CTE concentrators have a significantly higher performance level than all students on the graduation rate calculation. FDOE will monitor the state's performance in 2020-2021 and evaluate whether changes to performance levels should be initiated.
For indicator 2S1, 2S2 (academic proficiency – reading/language arts and mathematics), respondent inquired about the potential use of ACT and SAT scores as a substitute for proficiency.	No proposed changes to the methodology. The current business rules are in alignment with the assessments used for ESSA.
For indicator 2S3 (academic proficiency-science), respondent proposed that the target should be the same as either Reading or Math.	No proposed changes to the methodology. The current business rules are in alignment with the assessments used for ESSA and with the baseline calculation.
For the nontraditional program indicators, one respondent indicated concern that the list of non-traditional programs used for the baseline may differ from the list of program used in future years of accountability measurement.	No proposed changes at this time. If major changes to the non-traditional program list are approved, FDOE will review the effect of these changes on the performance levels to determine whether a change should be initiated.
For indicator 5S1, respondent expressed a concern that the changes to the recognized postsecondary credentials over the four years would need to result in an updated calculation and impact analysis.	The proposed targets for the indicator were adjusted after the initial publications to address anticipated changes to the approved list of postsecondary credentials. If additional changes are made to this list (i.e., removal of credentials), FDOE will review the effect of these changes on the performance levels to determine whether a change should be initiated.
For postsecondary retention and placement, respondent expressed concerns about the ability to track this information with fidelity.	No proposed changes to this calculation. FDOE has access to most employment and postsecondary education placements with the exception of self-employment/contracted work and out of state. Whenever possible, additional sources will be added to supplement the current sources.
One respondent encouraged additional measures such as open educational resources, zero textbook cost indicator and dual enrollment in career courses.	No proposed changes to the indicators.



<i>Comment</i>	<i>Response</i>
One respondent proposed an additional program quality measure for secondary: the percentage of CTE concentrators graduating from high school having participated in work-based learning.	No proposed changes to the indicators. FDOE agrees that work-based learning is an important component of quality CTE programs. This activity is included in size, scope and quality requirements for this reason. As quality opportunities for work-based learning are better identified, FDOE will initiate additional data collection that better captures the depth and breadth of work-based learning in secondary CTE programs. If reliable data is available, future changes to the indicators may be considered.

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

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

Equity: Utilizing resource distribution to ensure that students have access to high-quality instruction, services and support resources based on their diverse needs, with the aim of ensuring that all students are able to be successful.

Access: Implementing strategies and policies to provide the resources, social services and academic support that certain students need to succeed in school. This can include the removal of barriers, both intentional and unintentional, that prevent some students from equitable participation in programs.

Achievement Gap: Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators.

Meaningful Progress: For special populations and subpopulations numbering 10 or fewer, the agency should implement strategies related to equity and access to increase the overall number of students included in the cohort. For special populations and subpopulations greater than 10, meaningful progress is defined as all groups must make progress in closing the achievement gap and the groups with the greatest gaps must progress at a faster rate in closing the gap.

FDOE will design data reports for all eligible recipients that provide detailed performance



summaries on performance indicators, disaggregated for all special populations. As part of the CLNA, as well as the local application, recipients will be required to identify local gaps in performance among special populations and to address their activities and strategies that will be used to close any performance gaps.

Budget

Table 8: Florida's Budget for Fiscal Year (FY): 2020-2021
(Estimate based on 2019-2020 allocation. Awaiting 2020-2021 allocation.)

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$72,766,804.00
2	State Administration	1.65%	\$1,200,000.00
3	State Leadership	10%	\$7,276,680.00
4	• Individuals in State Institutions	1.32%	\$962,069.00
4a	– Correctional Institutions	Not required	\$962,069.00
4b	– Juvenile Justice Facilities	Not required	
4c	– Institutions that Serve Individuals with Disabilities	Not required	
5	• Non-traditional Training and Employment	Not applicable	\$60,000.00
6	• Special Populations Recruitment	0.001% or 50K	\$50,000.00
7	Local Formula Distribution	88.35%	\$64,290,124.00
8	• Reserve	4.37%	\$2,806,311.00
9	– Secondary Recipients	80.91%	\$2,270,634.00
10	– Postsecondary Recipients	19.09%	\$535,677.00
11	• Allocation to Eligible Recipients	95.63%	\$61,483,813.00
12	– Secondary Recipients	51.83%	\$31,867,060.00
13	– Postsecondary Recipients	48.17%	\$29,616,753.00
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$1,232,858.00



State Determined Performance Levels

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

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



Indicator	Code	Indicator Name	Numerator	Denominator
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.			above on the Biology 1 EOC or alternative assessment.	the reporting year and who took the Biology I exam.
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement	Those students from the denominator who were found in the 2nd quarter after exiting in the following: <ul style="list-style-type: none"> - Enrolled in Postsecondary Education or Advanced - Employed - Other placement types 	CTE Concentrators who exited K-12 in the prior year
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration	Those students from the denominator who were concentrators in a program identified as non-traditional for their gender.	CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential	Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.	Secondary CTE concentrators who graduated in the reporting year



Postsecondary Level				
<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>	1P1	Post-Program Placement	<p>Those students from the denominator who were found in the 2nd quarter after exiting in the following types of placement:</p> <ul style="list-style-type: none"> - Enrolled in Postsecondary Education or Advanced Training - Employed - Other placement types 	<p>CTE Concentrators who completed a program in the prior year.</p>
<p>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.</p>	2P1	Earned Recognized Postsecondary Credential	<p>Those students in the denominator who:</p> <ul style="list-style-type: none"> - Earned a recognized postsecondary credential in the current year - Earned a recognized postsecondary credential in the prior year 	<p>CTE concentrators enrolled in the prior year and exited</p>
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p>	3P1	Non-traditional Program Concentration	<p>Those students from the denominator who were concentrators in a program identified as non-traditional for their gender.</p>	<p>CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.</p>



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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	95.73%	95.75%	96.0%	96.25%	96.50%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	70.85%	71.0%	71.25%	71.5%	71.75%
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%
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work- Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other ¹³	N/A	N/A	N/A	N/A	N/A



Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
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%

Additional Information Regarding SDPLs

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



Appendix A – Requirements for the Initial Perkins V Comprehensive Local Needs Assessment (CLNA)

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

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



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

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

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

TABLE A.1.a.: REQUIREMENTS FOR NARRATIVE AND ATTACHMENTS FOR ELIGIBLE RECIPIENT’S CLNA

Element	Narrative and Attachments
<p>SIZE, SCOPE, AND QUALITY</p>	<p>REQUIRED NARRATIVE INFORMATION FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> - Provide an overview of your agency’s process for reviewing each middle grades CTE course at each school to determine if it met the state standards for the size, scope, and quality. - Provide the percentage of all middle grades courses that met the state standards for size, scope, and quality. <p>SIZE: Intentionally Designed Pathways</p> <ul style="list-style-type: none"> ▪ Does the LEA provide an opportunity for middle grades students to earn CTE high school credit? If "yes," describe the CTE high school credit bearing courses and course numbers by school available to middle school students. ▪ If response to previous question was “yes,” does the LEA provide an opportunity for interested students to take at least two additional CTE courses in high school in the same program started in middle school? <ul style="list-style-type: none"> ▪ <i>Note: Perkins funds may not be used to support CTE high school credit bearing courses in middle grades unless the LEA can demonstrate additional program coursework is available in high school.</i> ▪ Identify the 9-12 CTE program title(s) and program number(s) by school that students can start in middle school and continue in high school. <p>SCOPE: Engaging Instruction</p> <ul style="list-style-type: none"> ▪ Provide a summary description for how your LEA’s middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills. <p>QUALITY: Appropriate Instructional Supports</p>



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



Element	Narrative and Attachments
<p>Size, Scope, And Quality</p>	<p>QUALITY: Appropriate Instructional Supports</p> <ul style="list-style-type: none"> ▪ Provide a summary description for how your CTE programs provides instruction that incorporates relevant equipment, technology, and materials to support learning. <p>QUALITY: Prepared and Effective Faculty and Staff</p> <ul style="list-style-type: none"> ▪ Provide a summary description of how your CTE programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning. <p>QUALITY: Access and Equity</p> <ul style="list-style-type: none"> ▪ Provide a summary description for how your CTE programs implement measures to eliminate barriers and create opportunities for all students to succeed in CTE. <p>REQUIRED ATTACHMENT FOR HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> - <i>CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education Template</i>
<p>Size, Scope, And Quality</p>	<p>REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY (SCHOOL DISTRICT AND FCS INSTITUTION) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> - Provide an overview of your agency's process for reviewing each CTE program at each campus to determine if it met the state standards for the size, scope, and quality. - Provide the percentage of all programs offered that meet the size, scope, and quality requirements. <p>SIZE: Intentionally Designed Programs</p> <ul style="list-style-type: none"> ▪ Provide a summary description explaining whether or not the agency provides an opportunity for postsecondary students to complete an entire CTE program? Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer. <p>SCOPE: Experiential Learning</p> <ul style="list-style-type: none"> • Provide a summary description for how your agency's CTE programs provide postsecondary CTE students experiential learning in the form of either work-based learning, capstone experiences, or career and technical student organizations. <p>SCOPE: Business and Industry Engagement and Workforce Alignment</p>



<p>Implementation of career and technical education programs and programs of study</p>	<p>REQUIRED NARRATIVE INFORMATION FOR SECONDARY CTE PROGRAMS</p> <ul style="list-style-type: none"> - Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study and the approximate number of students participating in a program of study. What percentage of your school district's CTE students are participating in a compliant Perkins V program of study? - Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed. <p>REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY CTE PROGRAMS</p> <ul style="list-style-type: none"> - Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study. - Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed.
<p>Recruitment, retention, and training of teachers, faculty and all other professionals</p>	<p>REQUIRED NARRATIVE INFORMATION (FOR BOTH SECONDARY AND POSTSECONDARY PROGRAMS)</p> <ul style="list-style-type: none"> - Provide an overview of your agency's process and method for: <ul style="list-style-type: none"> - Evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts. - Evaluating whether the agency has underrepresented individuals in the professions. - Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.
<p>Evaluation of performance on Perkins Accountability measures</p>	<p>REQUIRED NARRATIVE INFORMATION</p> <p>For the agency's Perkins IV core indicators of performance:</p> <ul style="list-style-type: none"> - Describe the agency's history of results on the core indicators of performance, including the history of meeting performance targets for the 2015-16, 2016-17, and 2017-18 years. - Analyze and describe any gaps in performance outcomes for Perkins using the following definition of an achievement gap: <ul style="list-style-type: none"> - Any disparities and gaps in performance on the local determined levels of performance between the special



	populations or subpopulations and the performance of all CTE concentrators.
Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students	<p>REQUIRED NARRATIVE INFORMATION</p> <ul style="list-style-type: none"> - Provide a narrative response on implementation strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school. This includes the removal of barriers, both intentional and unintentional that prevent some students from equitable participation in programs.

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

TABLE A.1.b.: REQUIREMENTS FOR REQUIRED STAKEHOLDER CONSULTATION DOCUMENTATION

<p>Agencies are required to consult with stakeholders as specified in Section 134.</p> <p>Attachment <i>CLNA-Stakeholder Consultation Template</i> will be used to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA. The following narrative descriptions must be addressed:</p> <ul style="list-style-type: none"> - Describe the process and methods used for stakeholder consultation for this category of stakeholder. - Provide a summary of meetings/convenings or public meetings held. - Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on. - Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.



Appendix A.2. – CLNA Stakeholder Consultation Template

CLNA – STAKEHOLDER CONSULTATION TEMPLATE

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

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

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

(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...

Stakeholder Category	Stakeholders Consulted by Category	Process and Methods (meetings, surveys, focus groups, etc.) of CLNA Consultation by Category
-----------------------------	---	---



CLNA – STAKEHOLDER CONSULTATION TEMPLATE

<p>(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> - Describe the process and methods used for stakeholder consultation for this category of stakeholder. - Provide a summary of meetings/convenings or public meetings held. - Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
<p>(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative information for the RFA:</p> <ul style="list-style-type: none"> - Describe the process and methods used for stakeholder consultation for this category of stakeholder. - Provide a summary of meetings/convenings or public meetings held. - Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.



CLNA – STAKEHOLDER CONSULTATION TEMPLATE

<p>(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> - Describe the process and methods used for stakeholder consultation for this category of stakeholder. - Provide a summary of meetings/convenings or public meetings held. - Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
<p>(4) parents and students;</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none"> - Describe the process and methods used for stakeholder consultation for this category of stakeholder. - Provide a summary of meetings/convenings or public meetings held. - Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.



CLNA – STAKEHOLDER CONSULTATION TEMPLATE

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



CLNA – STAKEHOLDER CONSULTATION TEMPLATE

<p>(7) representatives of Indian Tribes and Tribal organizations in the State, <u>where applicable</u>; and</p>	<p>Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder (if applicable).</p>	<p>Provide the following narrative Information for the RFA:</p> <ul style="list-style-type: none">- Describe the process and methods used for stakeholder consultation for this category of stakeholder.- Provide a summary of meetings/convenings or public meetings held.- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.



CLNA – STAKEHOLDER CONSULTATION TEMPLATE

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

Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder (if applicable).

Provide the following narrative Information for the RFA:

- Describe the process and methods used for stakeholder consultation for this category of stakeholder.
- Provide a summary of meetings/convenings or public meetings held.
- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.



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

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

With the submission of a four-year plan beginning with the 2020-2021 fiscal year, agencies must review and document this alignment. As part of required review of all programs for alignment with the size, scope, and quality requirements, eligible recipients will report the results of the review on standard templates. Until the release of the final templates as part of the Request for Application, sample draft templates will be posted on the following site: <http://fldoe.org/academics/career-adult-edu/Perkins/clna.shtml>

The following templates will be posted in the above location:

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

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

Middle Grades Exploratory Courses

Grant Agency/District Identifiers

District Name

Middle Grades Course Number

Middle Grades Course Name

Size – Intentionally Designed Pathways

- Does the Middle Grades Exploratory Course introduce students to CTE programs available at the high school level? YES/NO
 - If "yes," provide responses to the following:
 - Identify one 9-12 Career Preparatory or Technology Education Program the middle grades exploratory course introduces students to, and



- Identify one high school (or other instructional sites including virtual) where the high school program identified will be available in 2020-2021.

9-12 Career Preparatory and Technology Education

Grant Agency/District Identifiers

District Name

Program Number

Program Name

Is there a fully developed Program of Study for this program that meets Perkins V requirements?

YES/NO

Size – Intentionally Designed Pathways

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

Scope - Experiential Learning

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

Scope - Business and Industry Engagement and Workforce Alignment

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



Quality

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

District Postsecondary CTE

Grant Agency/District Identifiers

District Name

Program Number

Program Name

Program of Study

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

Size – Intentionally Designed Pathways

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

Scope - Experiential Learning

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

Scope - Business and Industry Engagement and Workforce Alignment

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

Quality

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

FCS Institution Postsecondary CTE

Grant Agency/FCS Identifiers

FCS Institution Name

Program Number

Program Name

Program of Study

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



Size – Intentionally Designed Pathways

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

Scope - Experiential Learning

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

Quality

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



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

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

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

- Evaluate the current labor market needs in comparison to their current program offerings. Recipients should determine whether there are gaps in the local labor market needs that are not currently adequately addressed in their region. This evaluation may serve to identify additional program offerings for future planning and development.
- Evaluate all planned 2020-2021 planned program offerings to determine their alignment with local labor market needs. Any program that is not aligned will not be eligible for the use of Perkins V funds. Recipients will have to maintain local documentation on this alignment process.
- Labor market alignment must be reviewed at least every two years as part of the CLNA.

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

Option 1: Primary Source Methods (Must have one)	
Method Type	Standard for Alignment
Statewide Demand Occupation List (primary program SOC Code)	The primary SOC code appears on the 2019-20 Statewide Demand Occupation List OR the 2018-19 Statewide Demand Occupation List
Statewide Demand Occupation List (secondary program SOC Code)	The agency has identified another SOC included in the program framework for the program for which students in their program are placed for employment (documentation should be kept locally). This secondary SOC code appears on the 2019-20 Statewide Demand Occupation List OR the 2018-19 Statewide Demand Occupation List.
Regional Demand Occupation List (primary program SOC code)	The primary SOC code appears on the 2019-20 Regional Demand Occupation List or the 2018-19 Regional Demand Occupation List for the CareerSource region of the agency.
Regional Demand Occupation List (secondary program SOC code)	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation should be kept locally).



Option 1: Primary Source Methods (Must have one)	
Method Type	Standard for Alignment
	This secondary SOC code appears on the 2019-20 Regional Demand Occupation List or the 2018-19 Regional Demand Occupation List for the CareerSource region of the agency.
Regional Targeted Occupation List (primary program SOC Code)	The primary SOC code appears on the 2019-20 Targeted Occupation List or the 2018-19 Targeted Occupation List for the CareerSource region of the agency.
Regional Targeted Occupation List (secondary program SOC Code)	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation should be kept locally). This secondary SOC code appears on the 2019-20 Regional Targeted Occupation List OR the 2018-19 Regional Targeted Occupation List.
Enterprise Florida Targeted Industry Sector	The agency has documentation that their program aligns with one of the current Enterprise Florida Targeted Industries: <ul style="list-style-type: none"> • Aviation & Aerospace • Life Sciences • Manufacturing • Defense & Homeland Security • Information Technology • Financial & Professional Services • Logistics & Distribution • Cleantech The agency may document the justification for the alignment of the program to the industry sector.
Targeted Occupation or Sector identified by local CareerSource Board in current local WIOA Plan	The agency has documentation that the program can be linked to an identified occupation or sector in the local CareerSource Board's current WIOA plan.
Agriculture-related Programs	For any program identified as primarily agricultural, the agency has documentation from the Florida Department of Agriculture and Consumer Services on the evidence of current labor market demand for completers of the program.



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



Appendix A.5. – List of Required Attachments for the CLNA by Content Area

Size, Scope, and Quality – Secondary Eligible Recipients

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

Size, Scope, and Quality – Postsecondary Eligible Recipients

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

Labor Market Alignment – Secondary Eligible Recipients

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

Labor Market Alignment – Postsecondary Eligible Recipients

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



Appendix B – Notice of Meeting – Perkins V State Plan

As indicated in the State Plan, Section A.3, Florida conducted six in-person and two virtual public hearings as part of a public comment period for the State Plan which ran from October 28 to December 2, 2019. Information on the public comment period and the public hearings was disseminated to the public in the following ways:

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

Notifications

Notice for the Florida Administrative Weekly, October 10, 2019

DEPARTMENT OF EDUCATION

State Board of Education

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

DATE AND TIME: See below.

PLACE: See below.

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

Atlantic Technical College, Arthur Ashe, Jr. Campus 1701 NW 23rd Avenue Fort Lauderdale, FL 33311, October 29, 2019, 4:00p.m. to 6:00p.m. EST). Manatee Technical College, 6305 State Road 70 East Bradenton, FL 34203, October 30, 2019, 1:00 p.m. to 3:00 p.m. (EST). Orange Technical College -Mid Florida Campus, Building 1600, 2900 W. Oak Ridge Road Orlando, FL 32809, October 31, 2019, 10:00 a.m. to 12:00 p.m. (EST).



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

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

Florida State College at Jacksonville, Lakeside Conference Room, 11901 Beach Boulevard Jacksonville, FL 32246, November 7, 2019, 1:00 p.m. to 3:00 p.m. (EST).

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

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

Access Code: 613-434-397, video-conferencing room or system dial in or type: 67.217.95.2 or <https://www.gotomeeting.com/features/inroom-link>, Meeting ID: 613 434 397, dial directly: 613434397@67.217.95.2 or 67.217.95.2##613434397, November 12, 2019,4:00 p.m. to 6:00p.m. (EST).

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

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

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

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

Dear Colleagues:

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



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

The year 2030 is an important marker because it is the year that today's 1st graders will be graduating from high school. Will they be ready to excel at the next generation of careers and to meet the evolving workforce needs? The decisions we make now will determine the answer. We have scheduled public hearings, which are listed below. We hope you will not only plan to attend, but also share this information far and wide.

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

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

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

Dr. Eric Hall

Florida Department of Education, Chancellor for Innovation

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

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

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



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

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

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

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

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

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

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

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



- Week of November 11: two webinars

For more information on the Florida Workforce Listening tour stops, please visit

www.fldoe.org/perkins.

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

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

MEMORANDUM

TO: Career and Technical Directors

Technical Center Directors

Adult Education Directors

Florida College Occupational Deans

FROM: Dr. Eric Hall, Chancellor for Innovation

DATE: October 25, 2019

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

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

Perkins V is the preeminent Federal investment into career and technical education and deserves our thoughtful and strategic plans to improve the career preparation of Florida's students. Stakeholders are encouraged to review the draft State Plan available at

<http://fldoe.org/Perkins> and then submit feedback through

<https://www.surveymonkey.com/r/perkins5>.

The public comment period will open on October 28, 2019 and will close on December 2, 2019. If you have additional questions regarding the public comment process, contact

Perkins@fldoe.org or 850-245-0446.

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

Dear Colleagues:

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



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

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

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

Dr. Eric Hall

Florida Department of Education, Chancellor for Innovation

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

Hi everyone,

I wanted to let you all know that the public hearings on the draft Florida Perkins V State Plan are being conducted over the next two weeks. You can find more information at these links:

<http://www.fldoe.org/newsroom/latest-news/florida-department-of-education-announces-workforce-education-listening-tour-.stml>; and <http://www.fldoe.org/perkins>.

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

Thank you for helping us get the information out!

If you have any questions, please get in touch.

Cathy Hammond

Perkins Program Specialist, Division of Career and Adult Education



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

Hi everyone,

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

<http://www.fldoe.org/core/fileparse.php/18818/urlt/FloridaDraftStatePlanPerkinsV.pdf>.

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

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

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

Thank you for helping us get the information out!

If you have any questions, please get in touch.

Cathy Hammond

Perkins Program Specialist, Division of Career and Adult Education

Florida Department of Education Social Media posts regarding the public comment period:

Twitter

Pinned tweet until Nov. 12:

Florida Department of Education @EducationFL · Oct 22

In July '18, President Trump signed The Career & Technical Education for the 21st Century Act, also known as Perkins V into law- making nearly \$1.3 B annually available for CTE programs throughout the nation. (1/4) @richardcorcoran #CTEworks4FL

1 3 4

Show this thread

Florida Department of Education @EducationFL · Oct 22

"We have a significant opportunity to put in place funded strategies that will help us achieve our goal of making #Florida #1 in the nation in workforce education by 2030."- Commissioner @RichardCorcoran (3/4)

1 1

Show this thread

Florida Department of Education @EducationFL · Oct 22

Of the \$1.3 B, #Florida will receive approximately \$73 M annually to expand opportunities for every student to explore, choose, and follow CTE programs that lead to great careers w/o debt. (2/4) #CTEworks4FL

1 1

Show this thread

Florida Department of Education @EducationFL · 23h

"What is YOUR vision for CTE?" Chancellor @DrEricHall opens the 3rd stop on the #FL Workforce Education Listening Tour. Join us! Building 1600 at @otcmidflorida #CTEworks4FL #PerkinsV

5 18

Florida Department of Education @EducationFL · Oct 25

REMINDER: The #FL Workforce Education Listening Tour starts next week, with stops in Broward, Manatee, and Orange counties! #FL will receive approx. \$73 M annually to expand CTE opportunities for #FLStudents. Impact how it's used! More info > fdoe.org/perkins #CTEworks4FL

WEEK	STOP	LOCATION
WEEK 1	1	Broward County Atlantic Technical College
	2	Manatee County Manatee Technical College
	3	Orange County Orange Technical College
WEEK 2	4	Leon County Lively Technical College
	5	Okaloosa County Northwest Florida State College
	6	Duval County Florida State College at Jacksonville

8 14

Florida Department of Education @EducationFL · Oct 29

REMINDER 📢 The 1st stop on the #FL Workforce Education Listening Tour is at @CareerCenterATC in @browardschools, 4pm-6pm. #CTEworks4FL #Florida #PerkinsV

Florida Department of Education @EducationFL · Oct 28

We want to hear from you!

Join us tomorrow for our 1st stop on the #FL Workforce Education Listening Tour at @CareerCenterATC & have YOUR voice heard about how \$73 M of annual funds for CTE should be used throughout #Florida. More info >>> fdoe.org/perkins

#CTEworks4FL

STOP #1 BROWARD COUNTY
Atlantic Technical College
Arthur Ashe, Jr. Campus

Tuesday, October 29, 2019 - 4pm

2 10

Florida Department of Education @EducationFL · Oct 29

Doors are open in the multipurpose room on the Arthur Ashe, Jr. Campus of @CareerCenterATC for the 1st stop of the #FL Workforce Education Listening Tour! Event begins at 4pm. #cteworks4fl #perkinsv @CareerCenterATC @browardschools

2 11

Facebook

Florida Department of Education
Published by Brittany Morgan Clark [?] · 23 hrs · 🌐

"What is YOUR vision for CTE?" Chancellor of Innovation Dr. Eric Hall opens the third stop on the #Florida Workforce Education Listening Tour. Join us! Building 1600 at Orange Technical College.

Read more about Perkins V and the Listening Tour- fldoe.org/Perkins #CTEworks4FL #PerkinsV

Florida Department of Education
Published by Brittany Morgan Clark [?] · October 22 at 10:59 AM · 🌐

#DYK, #Florida will receive approximately \$73 million annually to expand opportunities for every student to explore, choose, and follow CTE programs that lead to great careers without debt. You can impact how it's used! Join us at statewide public workshops & have your voice heard.

More information: fldoe.org/perkins #CTEworks4FL

Florida Department of Education
Published by Brittany Morgan Clark [?] · October 28 at 7:02 PM · 🌐

We want to hear from you!

Join us tomorrow for our first stop on the #Florida Workforce Education Listening Tour at Atlantic Technical College & have YOUR voice heard about how \$73 M of annual funds for CTE should be used throughout #Florida.

More info >>> fldoe.org/perkins... See More

STOP #1 BROWARD COUNTY
Atlantic Technical College
Arthur Ashe, Jr. Campus
Tuesday, October 29, 2019 - 4pm

PERKINS V PUBLIC WORKSHOP 2019

967 People Reached **36** Engagements [Boost Post](#)

👍 2 4 Shares



Florida Department of Education
Published by Brittany Morgan Clark [?] · October 30 at 7:23 AM · 🌐

Don't forget 📌 **Stop #2** on the #Florida Workforce Education Listening Tour is at Manatee Technical College at 1pm today! Join us & have your voice be heard about how \$73 million of annual funds for CTE should be used throughout #Florida.

More info >>> fldoe.org/perkins
#CTEworks4FL

STOP #2 | MANATEE COUNTY
Manatee Technical College

Wednesday, October 30, 2019 - 1pm



794 People Reached 18 Engagements [Boost Post](#)

Florida Department of Education
Published by Brittany Morgan Clark [?] · October 30 at 6:13 PM · 🌐

Join us tomorrow for stop #3 on the #FL Workforce Education Listening Tour! We want to hear from you. The workshop begins at 10 am at @otcmidflorida. Let us know you're coming- register here! <http://bit.ly/36j0Cbf>

STOP #3 | ORANGE COUNTY
Orange Technical College
Mid Florida Campus

Thursday, October 31, 2019 - 10am



746 People Reached 18 Engagements [Boost Post](#)

PERKINS 3d

What is PERKINS V?

FLDOE is in the process of developing Florida's plan for implementing **The Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V.**



PERKINS 3d

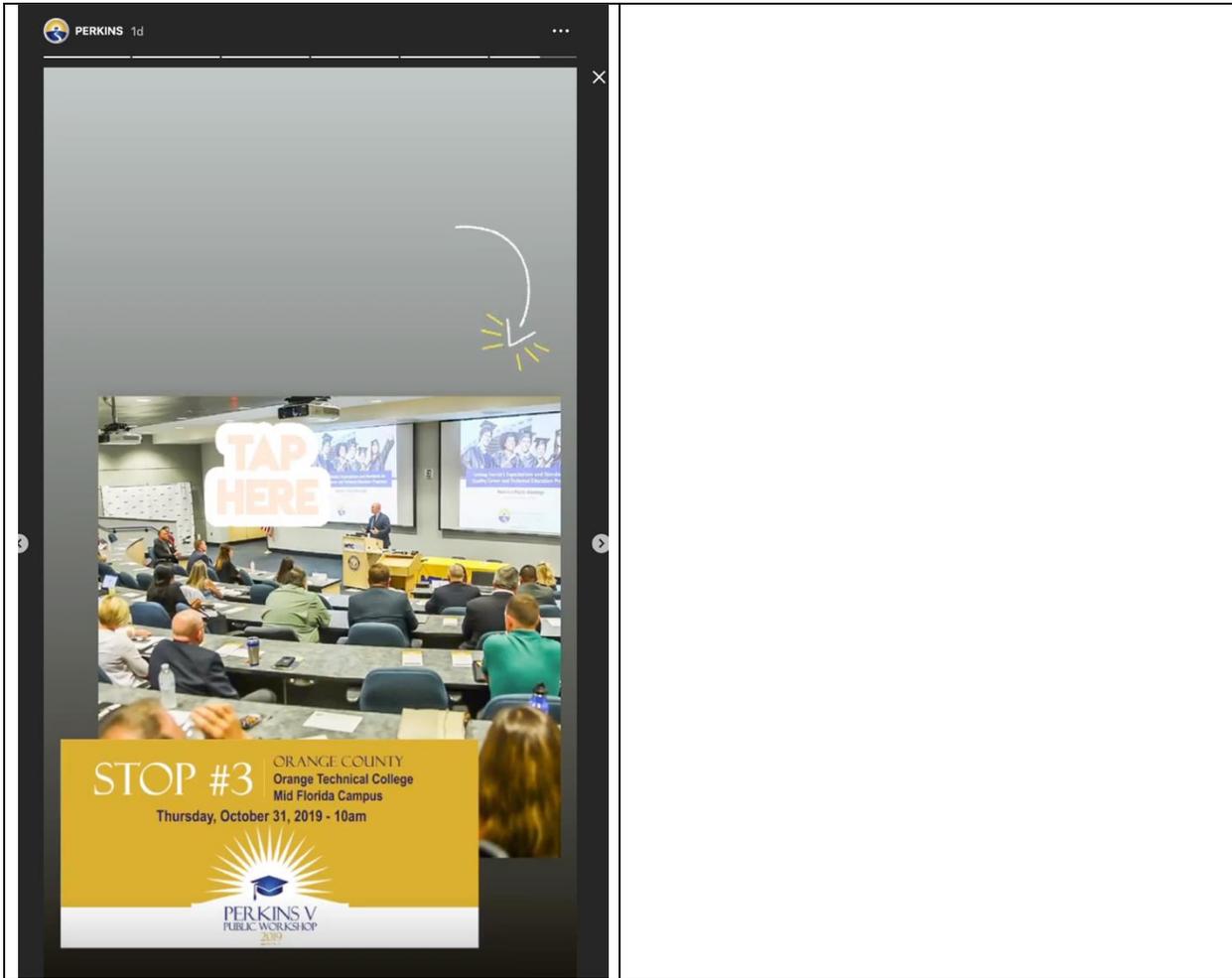
JOIN US TOMORROW AT OUR FIRST STOP

STOP #1 | BROWARD COUNTY
Atlantic Technical College
Arthur Ashe, Jr. Campus

Tuesday, October 29, 2019 - 4pm



[#cteworks4fl](#)
[@atlantictechcollege](#)
[@browardschools](#)
FORT LAUDERDALE, FLORIDA



Instagram



educationfl

Edit Profile



589 posts

1,782 followers

244 following

EducationFL

The official Instagram account for the FL Department of Education. Follow for all photos on FL education! Like/Follow does not equal endorsement.

linktr.ee/educationfl



PERKINS



STANDAR...



Dads at Sc...



CLW, FL!



#Dorian



Teacher F...



About DOE

PERKINS V PUBLIC WORKSHOP 2019

TOUR STOPS

WEEK 1

- 1 Broward County | Atlantic Technical College
- 2 Manatee County | Manatee Technical College
- 3 Orange County | Orange Technical College

WEEK 2

- 4 Leon County | Lively Technical College
- 5 Okaloosa County | Northwest Florida State College
- 6 Duval County | Florida State College at Jacksonville

educationfl

educationfl Reminder: The Florida Workforce Education Listening Tour starts next week, with stops in Broward, Manatee, and Orange counties! #DidYouKnow- #Florida will receive approximately \$73 million annually to expand CTE opportunities for #FIStudents. You can impact how it's used- join us at one or our tour stops and have your voice be heard. More information at the #linkinprofile

diegon.161 Goes well with all the adjuncts trying unionize.

Liked by flearilylearning and 20 others

6 DAYS AGO

Add a comment... Post

PERKINS V PUBLIC WORKSHOP 2019

BROWARD MANATEE ORANGE LEON OKALOOSA DUVAL

educationfl

1w

#florida #CTE #CTEworks #careerandtechnicaleducation #floridaschools #careerspathways #workforceeducation #careersource #perkinsv

1w Reply

ccpsotc See you this morning!

1d Reply

Liked by oneclaycountyschools and 8 others

OCTOBER 22

Add a comment... Post



educationfl Fort Lauderdale, Florida

educationfl Great stop at @atlantitechcollege for the #FL Workforce Education Listening Tour in Broward county yesterday afternoon! Join us today for stop #2 at Manatee Technical College-1pm to 3pm. More info at the #linkinprofile. #PerkinsV

2d

Liked by citrusgovmiddle and 14 others

2 DAYS AGO

Add a comment... Post



educationfl Manatee Technical College

Want to find out more about Perkins V? #linkinprofile

1d

#florida #fl #flschools #cte #workforce #workforcedevelopment #careerdevelopment #apprenticeship #technicaleducation #careertechnicaleducation #floridaschools #floridastudents #floridateachers #floridaparents

1d Reply

9 likes

1 DAY AGO

Add a comment... Post



educationfl Orange Technical College

educationfl "What is YOUR vision for CTE?" Chancellor Dr. Eric Hall opens the 3rd stop on the #FL Workforce Education Listening Tour at @otcmfc.

On Monday we'll be #tallahassee for the 4th stop on the tour at @livelytechcollege-1pm to 3pm. We'd love to see you there! #CTEworks4FL #perkinsv

10m

Be the first to like this

10 MINUTES AGO

Add a comment... Post



Appendix C – Summary of Public Hearing Feedback and Responses

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

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

Additional Guidance Requested

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

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

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

Support for the Plan

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

Funding for Middle Grades

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

Students with Disabilities

Several speakers expressed concern over access to CTE for students with disabilities. The comments included compelling testimony from a parent and a student and the obstacles they faced in accessing CTE and in receiving full benefit of the program. Speakers also pointed to the high level of



unemployment for students with disabilities after graduation. Perkins V places an emphasis on closing gaps in participation and achievement for students who are part of special populations, including students with disabilities. To this end, FDOE has requested special technical assistance from Advance CTE to identify such gaps and to develop a comprehensive approach to addressing them. The technical assistance project was not completed at the time of the writing of the State Plan. However, input received during the comment period, as well as input from stakeholders, clearly demonstrates a need for education of CTE providers concerning the special needs of students with disabilities, as well as increasing awareness among students with disabilities of the opportunities afforded by CTE.

Apprenticeship

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

Program Development

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

Online Application

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

Rural

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

CTSO Participation

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

Branding of CTE

Misconceptions by students, parents, and the general public about the nature and role of CTE were cited as an ongoing problem that needs to be addressed through increased information sharing and re-



branding of CTE. Specifically, there is a persistent belief that CTE is only for students that cannot go to college; that college is the only path to economic success; that CTE is not rigorous; and that CTE does not lead to further postsecondary education. These concerns are consistent with the message received from various stakeholders, and will be considered in the development of promotional material for CTE, including material focused on special populations and sub-groups.



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

(Page intentionally blank and inserted as a placeholder for forthcoming information.)



Appendix D.2. – Perkins Request for Application - Postsecondary

(Page intentionally blank and inserted as a placeholder for forthcoming information.)



Appendix E – Florida's Secondary Allocations

(Page intentionally blank and inserted as a placeholder for forthcoming information.)



Appendix F – Florida’s Postsecondary Allocations

(Page intentionally blank and inserted as a placeholder for forthcoming information.)