2017-2018 Perkins Funding Opportunities Webinar – March 30, 2017

Division of Career and Adult Education
Rod Duckworth, Chancellor

2017-2018 Funding Opportunities

Carl D. Perkins

Secondary and Postsecondary

Career and Technical Education

Due May 2, 2017

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

Funding Webinar

March 30, 2017

10:00 AM – 12:00 PM (EDT)

Call number: 1-888-670-3525

Conference Code: 4632608161 then #

www.FLDOE.org

Welcome and Introduction

Gloria Spradley-Brown

Please help minimize background noise during the webinar.

- Please keep your phone on MUTE while listening to the conference call. This prevents background noise and in-office discussions from disrupting the call.

- If you do not have a "Mute" button on your phone, press *6 to mute and *6 to un-mute.

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Carl D. Perkins
Funding Opportunities Webinar Call Agenda

1. Welcome and Introductions – Gloria Spradley-Brown

2. Request for Application Overview – Gloria Spradley-Brown

3. Preparing and Submitting the Application – Gloria Spradley-Brown

4. Perkins Accountability – Bruce Harrington

5. Quality Assurance Tools and Resources – Gloria Spradley-Brown

6. Online Survey – Josué Colorado

7. Participants' Questions

Funding Webinar Goals

- To provide funding opportunities information

- To provide pertinent programmatic information

- To provide performance reporting requirements

- To provide Request for Application (RFA) submission requirements

Carl D. Perkins Projects

- Secondary, Section 131

- Secondary, University Development Research Schools

- Secondary, Florida School for the Deaf and the Blind

- Secondary Department of Juvenile Justice (DJJ)

- Postsecondary, Section 132

- State Correctional Institutions and Institutions that serve individuals with disabilities

- Career and Technical Education Student Organizations

- Rural and Sparsely Populated Areas

Request for Application (RFA)

Request for Proposal (RFP)
(Department of Juvenile Justice – DJJ)

Overview

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Funding Purpose and Priorities

To develop more fully the academic, and career and technical skills of secondary and postsecondary education students who elect to enroll in Career and Technical Education (CTE).

2017-2018 Funding Allocations

Carl D. Perkins Federal Act of 2006

Basic Grant - Title I Estimate $62,867,936

This allocation represents no funding for
Tech Prep (Title II).

2017-2018 Funding Allocations

Perkins IV State Budget Estimate

State Administration $ 1,200,000

State Leadership $ 3,303,810

Aid to Districts $58,364,126

                        Total Allocation $62,867,936

  Secondary $27,835,919

  Postsecondary (College and School District) $27,925,137

  Reserve $ 2,603,070

    Total Aid-to-Districts $55,761,056

Local Secondary Allocations

- Based on population counts (U.S. Census) as prescribed in the law: http://www.census.gov/did/www/saipe/index.html

- 30% based on each school district's proportionate share of the total population of children ages 5 through 17 who reside in the state of Florida (total population)

- 70% based on each school district's proportionate share of the number of children in poverty ages 5 through 17 who reside in the state of Florida (children in poverty)

Local Postsecondary Allocations

- Florida's approved alternate formula

- Based upon criteria relating to the number of individuals enrolled in postsecondary CTE programs within the state of Florida who received need-based postsecondary financial aid

- Drives dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary CTE programs

- Generates a more equitable distribution of the funds

Local Postsecondary Allocations
- Continued -

Florida's alternate criteria for individuals meeting the requirements are listed below:

- Recipients of Food Stamps

- Recipients of Pell Grants

- Participants in the Job Training Partnership Act Program/Welfare Transition

- Recipients of Student Education Opportunity Grants (SEOG)

- Participants in a federal career and technical education work-study program

- Recipients of Temporary Aid to Needy Families (TANF)

- Recipients of Welfare Wages

- Recipients of Florida Student Assistance Grant

Preparing and Submitting the Application

Program Update

- Choose the correct RFA/RFP from the website: http://www.fldoe.org/academics/career-adult-edu/funding-opportunities

- Read the entire RFA/RFP carefully and follow the instructions.

- Applications must contain a series of forms and a narrative

- Use the Checklist (last page of the RFA/RFP) to assure all required items are included and arranged in the proper order.

Program Update
- Continued -

- Save the Application Narrative Section including all pages, charts, and forms in Microsoft Word prior to inserting information.

- Complete the narrative using the same sequence presented in the Application Narrative section.

- Responses should be brief, clear, and concise.

Preparing the Application Narrative
Secondary/Postsecondary

1. Part A (Required) and B (Permissive) Use of Funds

2. A-E Program of Study

3. Professional/Curriculum Development

4. Stakeholders Involvement

5. Size, Scope, and Quality

6. Evaluate and Improve

7. A-C Barriers, Special Populations Levels, Self-sufficiency

8. Special Populations Non-Discrimination

9. Non-traditional Fields

10. Career Guidance and Counseling

Preparing the Application Narrative

Secondary/Postsecondary - Continued -

- A-B Teacher Recruitment, Retention, Transition

- Charter School Support

- Consortium Projects – ONLY

- Support for State Correctional Institutions (postsecondary)

- Sites and Classification of Instructional Programs (CIP) Lists

- Strategic Imperatives Reading, Math, and Science

- Automotive Service Technology

- Local Performance Accountability Information

- Local Program Improvement Plans – if applicable

- General Education Provisions Act (GEPA)

Preparing the Application Narrative
Rural and Sparsely Populated Areas

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

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

1B. Abstract

2. Letter(s) of Agreement

3. Strategic Goals Reading, Math, and Science

4. GEPA

Department of Juvenile Justice (DJJ) Competitive Grant

Purpose:

- The purpose is to develop more fully the academic, career, and technical skills of secondary students by implementing new, or improving existing, career and technical education programs leading to industry certification in Department of Juvenile Justice (DJJ) programs.

- Funding:
  - Total - $414,000
  - Up to $64,400 maximum per project award
  - Limited to one funded project per eligible DJJ site

- Application Due Date: on or before May 2, 2017.

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Preparing the Application Narrative DJJ
Competitive Grant

1. Project Abstract or Summary

2. Project Need

3. Project Design and Implementation (a-h)

4. Evaluation

5. Support for Reading and Math Initiatives/Strategic Goals

6. Dissemination Plan

7. Budget

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

- Expenditures must be:
  - Directly tied to program goals
  - Reasonable, allocable, allowable, and necessary
  - See Example Budget in RFA/RFP

- Line item descriptors – must indicate:
  - For what, who, why, when, where, and quantity

Budget Narrative Form, DOE 101 Applicable to All Perkins Applications
- Continued -

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

Budget Narrative Form, DOE 101 Applicable to All Perkins
- Continued -

- Function Codes are only required for school districts.

- Object Codes (only one per line item) are for:
  - School Districts
  - Colleges

Budget Narrative Form, DOE 101 Applicable to All Perkins Applications
- Continued -

Administrative Costs including Indirect Costs

- Section 3(1) of the Act states that the term 'administration', when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

- Section 135(d), of the Act states that each eligible recipient receiving funds under this part shall not use more than **five percent** of the funds for administrative costs associated with the administration of activities assisted for the proposed project.

- Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Indirect costs are considered administrative costs.

Contractual Service Agreements

- The RFA/P contains a Contractual Service Agreements section for subcontracting services to another entity (sub-recipient).

- The applicant is solely responsible for all programmatic, reporting and fiscal management of the project.

- Additional resource information: State of Florida Contract and Grant User Guide (pages 11 and 12 for a checklist). http://www.myfloridacfo.com/aadir/docs/ContractandGrantManagementUserGuide.pdf

Federal Uniform Guidance

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

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

- Every agency must complete a Risk Analysis DOE 610 form effective July 1, 2015. The DOE 610 form will be required and approval must be gained prior to a project award being issued.

- The DOE 610 shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless there are significant changes to the financial circumstances.

Equipment Purchases

- The RFP contains a section on Equipment Purchases as well as a Project Equipment Purchases Form.

- Any equipment purchased under this program must follow the Uniform Guidance found at: https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards

Equipment Purchases
- Continued -

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

Conditions for Acceptance

- Substantially Approvable
    - Includes required forms:
        - DOE 100A, Application Form bearing the original signature of the Superintendent for the school district or the Agency Head for other agencies.
        - DOE 101, Budget Narrative Form.
        - DOE 101S, Budget Narrative Form for DJJ Applications.

- All required forms must have the assigned TAPS Number included.

- Note: DJJ competitive grants must be received by DOE no later than the close of business on or before May 2, 2017.

Submitting the Proposal

- Submit one application with the original Agency Head. signature and <u>three</u> identical copies of the original proposal.

- DJJ competitive applicants submit one application with the original Agency Head signature and <u>seven</u> identical copies of the original proposal.

- It is the submitting agency's responsibility to ensure that all copies are identical to the original.

  Submit to:
  Office of Grants Management
  Florida Department of Education
  325 West Gaines Street, Room 332, Unit B
  Tallahassee, FL 32399-0400

Perkins Accountability

Bruce Harrington

Perkins Performance Measures

- Perkins IV requires that states develop valid and reliable measures for each core indicator of performance in order to accurately measure the performance of Florida's CTE students. States and local programs must report on separate core indicators of performance for secondary and postsecondary students.

Perkins Performance Measures
- Continued -

- Secondary Performance Measures:
  - 1S1 Academic Attainment in Reading
  - 1S2 Academic Attainment in Math
  - 2S1 Technical Skill Attainment
  - 3S1 School Completion
  - 4S1 Student Graduation Rates
  - 5S1 Placement
  - 6S1 Non-traditional Participation
  - 6S2 Non-traditional Completion

Perkins Performance Measures
- Continued -

- Postsecondary Clock Hour Performance Measures
    - 1A1 Technical Skill Attainment
    - 2A1 Completion
    - 3A1 Student Retention or Transfer
    - 4A1 Student Placement
    - 5A1 Non-traditional Participation
    - 5A2 Non-traditional Completion

Perkins Performance Measures
- Continued -

- Postsecondary College Credit Performance Measures
  - 1P1 Technical Skill Attainment
  - 2P1 Completion
  - 3P1 Student Retention or Transfer
  - 4P1 Student Placement
  - 5P1 Non-traditional Participation
  - 5P2 Non-traditional Completion

Setting Local Targets for Performance

- The state has developed a web-based local accountability system (the Local Agreed Upon Performance Level, or LAUPL, system) that will allow you to do the following:
  - Accept the Division's recommended 2017-2018 local performance targets that have been pre-populated, based on 2015-2016 data
  - Enter the required narrative in order to fulfill the local application requirement
  - Develop a Program Improvement Plan (if applicable)
  - Download and sign an attestation form on agency letterhead

  Local education agencies that choose to negotiate a target will need to contact their FLDOE program manager.

Local Performance Targets

- The state is currently in the negotiation process with the U.S. Department of Education for the state's 2017-2018 Perkins performance targets.

- The 2017-2018 local performance targets and information on how to access the accountability web tool will be sent directly to district CTE directors, technical center directors, and occupational deans as soon as the negotiation process with the USDOE is complete.

Local Performance Targets
-Continued-

- Reference the *Perkins IV RFA Implementation Guide (2017-2018 edition)* for policies and procedures regarding requesting a performance negotiation or for general information on setting performance targets.

http://fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml

Local Program Improvement Plans (PIP)

As required by law…

- The state must annually evaluate the performance of the career and technical education activities of each eligible recipient, using the local agreed-upon levels of performance.

- If **state** or **local** recipient fails to meet at least 90 percent of targeted performance level, agency needs to develop and implement an improvement plan for the following year.

  (Perkins IV, Section 123 (a) (1)-(4) and (b) (1)-(5))

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Local Program Improvement Plans
-Continued-

Process When Agency Doesn't Meet Local Target(s):

Local agency:

- Reviews data and information available related to measure where target not met and identify areas to improve

- Develops a Program Improvement Plan to target identified areas

- Budgets for strategies to address identified areas to improve in upcoming project year

Local Program Improvement Plans
-Continued-

Required Components:

- Information and/or data to help explain why not meeting 90% of target on this measure

- Goals and actions to be taken to address issues

- Lead contacts and timelines for actions

- Description of collaborative process used to develop plan

- Identification of gaps in subpopulations on this measure and how will address

- Budget allocations to support actions

Local Program Improvement Plans
-Continued-

- Local agencies are encouraged to use local level data reports when developing program improvement plans. These can be found on your agency's Sharepoint site.

- Information included on reports:
  - Measures by program (2015-2016)
  - Measures by school (2015-2016)
  - Measures by school and program (2015-2016)
  - Trends over time (2011-2012 to 2015-2016)

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3-Year Program Improvement Plans

In addition to components for 1-Year plans, 3-Year plans require two additional components:

- Describe any data you have collected or would like to collect (quantitative or qualitative), not used in calculation of a measure but demonstrates success.

- Describe any type of technical assistance that would be beneficial to help meet this measure.

3-Year Program Improvement Plans and Required Technical Assistance

- Perkins law stipulates that if, after three consecutive years, an agency is required to do a Program Improvement Plan for the same performance measure, the state is required to provide technical assistance.

Targeted Technical Assistance for Specific Agencies

- To meet Perkins requirements, DCAE developed targeted technical assistance process for local agencies to improve performance levels.

- The goal is to assist local agencies improve performance on specific measures and the state in identifying areas of improvement and guide statewide Perkins Grant goals.

2017-2018 Program of Study Webinar

- The 2017-2018 RFA Program of Study Webinar is scheduled for April 6, 2017 from 10:00 – 12:00 p.m. EDT.

- The webinar will provide participants with in-depth information on the requirements for completing POS forms as well as guidance on responding to the items in the POS section of the RFA.

- If you are interested in attending the POS webinar session, please register at the following link: https://attendee.gotowebinar.com/register/8210838757269229570

- Any questions about the webinar, please contact Cathy Hammond (Cathy.Hammond@fldoe.org or 850-245-9057).

Quality Assurance Tools and Resources

Gloria Spradley-Brown

Common Best Practices Discovered in Onsite Monitoring Visits to Agencies

- Innovative uses of technology

- Varied teaching/instructional practices

- Continued collaboration with business and industry

Common Issues Discovered in Onsite Monitoring Visits to Agencies

- Inadequate data quality issues

- Inappropriate equipment inventory/tagging of equipment

- Lack of inclusion of advisory committees in CTE programs

Quality Assurance Tools and Resources

- Perkins IV Resources
  http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml

- Quality Assurance Policies, Procedures, and Protocols
  http://www.fldoe.org/workforce/compliance.asp

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

Quality Assurance Tools and Resources

- Florida Department of Education "Green Book"
  http://www.fldoe.org/grants/greenbook/

- Grant Award - Terms, Conditions, and Assurances
  http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml

Online Survey

Josué Colorado

Online Survey

Survey for this webinar -

• Please take a few minutes to give us your feedback via this survey:
https://floridadepartmentofeducation.formstack.com/forms/perkinswebinarsurvey

Participants' Questions

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