



2018-2019 Perkins Funding Opportunities Webinar – April 11, 2018

**Division of Career and Adult Education
Rod Duckworth, Chancellor**



www.FLDOE.org

2018-2019 Funding Opportunities

Carl D. Perkins

Career and Technical Education

Secondary Career and Technical Education Programs for Department of
Juvenile Justice

Due April 27, 2018

Secondary and Postsecondary

Due May 9, 2018

Career and Technical Education Student Organizations

Due June 15, 2018

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

Funding Webinar

April 11, 2018

10:00 AM – 12:00 PM (EDT)

Call number: 1-888-670-3525

Conference Code: 4632608161 then #



Welcome and Introduction

Gloria Spradley-Brown

Please help minimize background noise during the webinar.

- We will be placing this call on presentation, which will mute your phones. This prevents background noise and in-office discussions from disrupting the call.
- At the end of the presentation, we will take this call off of presentation mode so that you may ask questions. At that time, please mute your phone by pressing the “Mute” button. If you do not have a “Mute” button, press *6 to mute. Press *6 to un-mute your phone in order to ask a question.
- You may also submit questions during the presentation through the webinar “Chat” feature.

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 – Judieth Taylor
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

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).

2018-2019 Funding Allocations

Carl D. Perkins Federal Act of 2006

Basic Grant - Title I Estimate \$63,208,518

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

2018-2019 Funding Allocations

Perkins IV State Budget Estimate

State Administration	\$ 1,200,000
State Leadership	\$ 3,644,392
Aid to Districts	<u>\$58,364,126</u>
Total Allocation	\$63,208,518
Secondary	\$28,348,921
Postsecondary (College and School District)	\$27,412,135
Reserve	<u>\$ 2,603,070</u>
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
- Reading/Strategic Imperatives
- 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. Support for Reading/Strategic Imperatives
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 DJJ programs.
- Funding:
 - Total - \$414,000
 - Up to \$64,400 maximum per project award
 - Limited to one funded DJJ project per District
- Application Due Date: on or before **April 27, 2018**.

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/Strategic Imperatives
6. Dissemination Plan
7. Budget

Career and Technical Education Student Organizations (CTSO) Grant

Purpose:

- The purpose is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs.
- Funding:
 - Total - \$350,000
 - \$12,500 base-level for each CTSO with additional funds calculated equally on the number of members, chapters and state level competitive events
- Application Due Date: on or before **June 15, 2018**.

Preparing the Application Narrative CTSO

1. Scope of Work and Project Deliverables Form
2. Support for Reading/Strategic Imperatives
3. General Education Provisions Act (GEPA)

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 (signed 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/RFP 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 **April 27, 2018**.

Submitting the Proposal

- All RFA, submit one application with the original Agency Head. signature and three identical copies of the original application.
- RFP DJJ competitive applicants submit one application with the original Agency Head signature and seven 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 2018-2019 local performance targets that have been pre-populated, based on 2016-2017 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 2018-2019 Perkins performance targets.
- The 2018-2019 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 (2018-2019 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-resources.shtml>

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))

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 (2016-2017)
 - Measures by school (2016-2017)
 - Measures by school and program (2016-2017)
 - Trends over time (2012-2013 to 2016-2017)

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 (PIP) and Required Technical Assistance

- Perkins law stipulates that if, after three consecutive years, an agency is required to do a PIP 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.

2018-2019 Program of Study Webinar

- The 2018-2019 RFA Program of Study Webinar is scheduled for April 17, 2018 from 10:00 a.m. – 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://register.gotowebinar.com/register/6182096875493481729>.
- 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
- Integration of academics with career themed curriculum
- Effective use of Advisory Boards
- Increased instructor and administrative trainings
 - Transition from business and industry to classroom
- Effective communication between administrative, program and support staff

Common Issues Discovered in Onsite Monitoring Visits to Agencies

- Data quality issues
 - Submission of inaccurate student data
 - Lack of collaboration between program and data experts
 - Lack of data collection and validation procedures
- Inappropriate equipment inventory/tagging of equipment
- Lack of grant management procedures

Quality Assurance Tools and Resources

- Perkins IV Resources

<http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-resources.shtml>

- 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

Judieth Taylor

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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