



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

**Implementation Guide (2020-2021 Edition)
Florida Department of Education
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ABOUT THIS GUIDE

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

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

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

The general timeline for the 2020-2021 program year follows and this timeline is also followed in the outlying years of Perkins V. **It is important to note that the COVID-19 pandemic ushered in increased flexibility for States to extend the duration of an eligible recipient's one-year local application, covering FY 2019-2020, by three months. This extension enables eligible recipients the time necessary to finalize their full four-year plan, including the completion of its comprehensive local needs assessment (CLNA). The timeline that follows is generic and does not account for changes resulting from COVID-19. Detailed information about the adjustments to timelines/requirements during the COVID-19 emergency are found in the section below titled "Adjustments to the Timelines and Requirements Under COVID-19."**

Timeline	Actions
May 2020	FDOE posts Perkins IV Request for Applications (RFA) on the Division of Career and Adult Education's website http://www.fldoe.org/academics/career-adult-edu/funding-opportunities
June 30, 2020	Current 2019-2020 application to receive a three-month extension by submission of required documents, using funds from beginning of 2020-2021 program year
August 31, 2020	Perkins V 2020-2021 application/local plans are due to FDOE (see section below titled "Adjustments to Timelines and Requirements Under COVID-19").

June-September 2020	Local eligible recipients reach agreement on 2020-2021 local performance levels.
July 1-September 30, 2020	FDOE reviews CLNA process and findings, program narrative, program plans and budget alignment with CLNA to ensure statutory components have been addressed.
July 2020	Upon the receipt of the U.S. Department of Education's Office of Career, Technical and Adult Education's official grant award notification to Florida (July 1, 2020– June 30, 2021), FDOE distributes local eligible recipient award letters.

Contact Information for *Implementation Guide*

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

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

Perkins V reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. Perkins V functions as a federal education program that serves as a supplemental source of funding CTE at both the secondary and postsecondary levels across the United States. Florida's State Plan aims to guide the use of funds and establish statewide expectations around the future of CTE for the next four years.

Given the moral imperative to educate for the future wellbeing of all of Florida's residents and the kind of economy Florida has the fortune of enjoying, Florida's state plan emphasizes experiential learning, a tighter and more intentional alignment to industry demand, increased access for special populations, and a more innovative approach to *how* workforce education is structured and delivered. The State Plan (Plan) has the following as its primary goals:

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

6. To provide comprehensive, career-focused counseling that allows students to make informed choices about their future.

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

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

Florida receives approximately \$73 million in Perkins funds annually, with the majority of the funds going directly to school districts and state colleges. The principal purpose of the funds is to expand CTE opportunities for all students and help Florida residents realize the value of CTE for professional success and wellbeing. Research indicates that earlier and more frequent exposure to meaningful career conversations and coursework results in higher persistence and success rates among students, at least compared to those students outside of a career academy or pathway program. Additionally, research indicates that engagement in 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 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. Perkins V also incentivizes the development of new CTE academic programs, advocates for the engagement of CTE faculty in new professional development opportunities and encourages the scaling of entrepreneurship and computer science education, and other meaningful CTE related co-curricular experiences.

Other highlights include:

- Extensive stakeholder engagement to set Florida's CTE priorities, policies and procedures.

- Ensuring the economic alignment of CTE programs through a complete program audit.
- Expanding the strategic use of funds for workforce innovation, entrepreneurship and CTE instructor recruitment, retention and training.
- Clarifying Florida’s vision for CTE quality through new definitions regarding CTE program size, scope and quality, programs of study, work-based learning, Perkins performance indicators and equity.
- Bolstering local stakeholder engagement and data-driven decision making through Florida’s design of the CLNA.
- Setting the performance bar for secondary and postsecondary Perkins indicators.

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

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)

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

Activities for Local Agencies during the 2020-2021 Program Year

Agencies will continue to focus on several new facets outlined in Perkins V:

- Develop a four-year data-driven local plan for spending of Perkins funds, based on findings of the **Comprehensive Local Needs Assessment (CLNA)**.

- Expend Perkins V funds on only those programs that **meet size, scope and quality, labor market alignment**, and programs and activities that **meet a need identified in the CLNA**.
- Continue emphasis on **stakeholder engagement**. Perkins V requires significant consultation with a required group of stakeholders, at both the state and local levels, not only while conducting the CLNA but also in development of the four-year application and in ongoing program planning, implementation, evaluation and required needs assessment updates.
- Increase focus on **serving special populations** and on **closing gaps** in performance and enrollment between these and other student groups, which is why the assessment of the current situation of subpopulations was required in the CLNA. The list of targeted special populations outlined in the Act appears in **Appendix K**.

ADJUSTMENTS TO TIMELINES AND REQUIREMENTS UNDER COVID-19

DCAE is exercising the option provided by the U.S. Department of Education to allow extension of the 2019-20 local transition plan through the first quarter of the 2020-21 fiscal year. Agencies may select the following options for submission of the four-year application plan:

- Option 1: Submission of full application by June 30, 2020
- Option 2: Extension of 2019-20 transition year application with full application by August 31, 2020

OPTION ONE – SUBMISSION OF FULL APPLICATION BY JUNE 30, 2020

Eligible recipient elects to submit their Four-Year Local Application by June 30, 2020. FDOE will evaluate the application submission. Upon approval, a DOE 200 - Award Notification will be issued with an effective date of July 1, 2020.

OPTION TWO – EXTENSION OF 19-20 TRANSITION YEAR APPLICATION

This requires the eligible recipients to follow a two-step process. Under this option, the recipient elects to extend their program year 19-20 One-Year local application by three months. Upon approval, a DOE 200, Award Notification will be issued with an effective date of July 1, 2020, if an agency adheres to the following requirements:

Step 1: Eligible recipient must submit this information to FDOE on or before June 30, 2020:

1. Submit a Letter to extend their program year 2019-20 One-Year local application to September 30, 2020 (signed by agency head or authorized person).
2. Submit the CTE Assurance Form (see application Attachment E – 2020-21 CTE Assurances).

3. Submit a three-month DOE 101 - Budget Narrative Form for no more than 25% of the program year 2020-21 Allocation.
4. Submit DOE 100A Project Application Form (signed by agency head or authorized person).
5. FDOE will evaluate and approve the 3-month local application with an effective date of July 1, 2020.

Step 2: Eligible recipient must submit the additional information to FDOE on or before August 31, 2020:

1. Submit a revised DOE 101 – Budget Narrative Form that is aligned with Perkins V requirements for the remaining balance of the program year 2020-21 Allocation.
2. Submit all of the required narrative and attachment for the Four-Year Local Application.
3. FDOE will evaluate and approve the updated local application and issue a revised DOE 200 Award Notification for the remaining balance.

U.S. DEPARTMENT OF EDUCATION FAQs AND GUIDANCE ON SEVERAL COVID-19 RELATED TOPICS

Please note this federal guidance was issued to address specific topics coinciding with the COVID-19 and the policies may be limited in duration:

- [Fiscal FAQs about grants](#)
- [Perkins V FAQs on State and Local Plans](#)
- [Perkins V FAQs on CLNA](#)
- [Donation or Loan of Medical Supplies \(PPE, etc.\)](#)

On April 27th the Secretary of Education identified some sections of Perkins and recommended waivers be provided under the recommended waiver authority under section 3511(d)(4) of the CARES Act. One of those recommendations pertains to the definition of “professional development,” in Section 3(40) which requires that professional development be “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, [and] to the extent practicable evidence-based...” By waiving this definition, this requirement would be waived which is critical given that the COVID-19 pandemic has presented immediate, unique needs for educators to meet the needs of students whose education has been severely disrupted by school closures. With such a granular and restrictive definition, eligible recipients are not able to conduct time-sensitive, one-time or stand-alone professional development focused on supporting educators to provide effective distance learning.

GENERAL GUIDANCE FOR SECONDARY AND POSTSECONDARY APPLICATIONS

FOUR-YEAR LOCAL APPLICATION AND REVIEW PROCESS

Eligible recipients will incorporate the results of the CLNA into the four-year local application. The proposed CTE programs and activities for the 2020-21 program year must meet the needs identified in the CLNA as described in Section 134(c). Eligible recipients are required to use the funds made available under this Act, to support CTE programs that are of sufficient size, scope and quality as outlined in Section 135(b) and defined by FDOE (see Appendix A).

FDOE will review the CLNA of each eligible recipient to ensure all requirements were addressed. FDOE will ensure that proposed Perkins V funds are aligned with and support the needs identified in the CLNA. FDOE will only approve award letters for those eligible recipients that adhered to the CLNA requirements.

INELIGIBLE SECONDARY CTE PROGRAMS

The Department has reviewed all secondary programs for the size, scope and quality requirements. The secondary programs deemed ineligible for expenditure of Perkins funds are identified in Appendix A. As these programs are ineligible to be supported with Perkins funds, they are not required to be included in the eligible recipients' CLNA.

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

OVERVIEW OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

One of the major changes in Perkins V is the requirement for local agencies to conduct a CLNA (Sec. 134(c)). The needs identified in this process of stakeholder engagement and data analysis will serve as the basis of local agencies' Perkins application and four-year plan development. Agencies are expected to conduct their first CLNA in the 2019-20 program year, with the results incorporated in their 2020-21 application. Thereafter, the CLNA is to be conducted at a minimum of every two years.

MAINTENANCE OF CLNA PROCESS DOCUMENTATION

Perkins eligible recipients are required to maintain documentation related to needs identified during the CLNA process. These are maintained for monitoring and future reference during the next CLNA process. Documentation is to be maintained for 5 years after submission to the FDOE.

Include all information, data sets, analyses and stakeholder engagement documentation that led to the identification of needs addressed in the application and four-year plan.

REQUIREMENTS FOR CONSORTIUM PROJECTS

In order to be eligible to participate in a consortium, each district that is required to receive their postsecondary allocation through participation in a consortium must submit:

1. A separate CLNA section in Attachment A.
2. A separate Program Narrative section with the combined postsecondary application.
3. A program of study template for a program that meets all state-required elements.
4. A signed assurances form.

The attachment sections of the application from the participating district must be submitted along with the partner postsecondary institution's consortium project application and will be reviewed by the DCAE in conjunction with the college's consortium project application.

The consortium project application cannot be moved forward for final approval until all parts of both the postsecondary institution's and the participating district's postsecondary program of study sections are complete and approved.

RESOURCES FOR PLANNING AND BEST PRACTICE

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

- [Advance CTE](#)
- [Association for Career & Technical Education \(ACTE\)](#)
- [National Alliance for Partnerships in Equity \(NAPE\)](#)
- [Perkins Collaborative Resource Network \(PCRN\)](#)
- [Council of Chief State School Officers \(CCSSO\)](#)
- [National Research Center for Career and Technical Education \(NRCCTE\)](#).

LOCAL FOUR-YEAR PLAN- APPLICATION FOR PERKINS V FOR SECONDARY PROGRAMS (SECTIONS 1 AND 2)

Eligible recipients of secondary funds are required to complete a local four-year plan/application for Perkins V. The required narrative and attachments provide information required under the Act and Florida's State Plan. This section provides guidance on how to effectively complete the application.

SECTION 1. OVERVIEW – COMPREHENSIVE LOCAL NEEDS ASSESSMENT AND STAKEHOLDER CONSULTATION

During the 2019-20 program year, local eligible recipients conducted a CLNA to guide the development of activities and programs to meet Perkins V requirements to be implemented during the 2020-21 program year.

All programs and activities to be funded by Perkins funds during the 2020-24 program years must be supported by the high priority needs identified in the CLNA. These high priority needs will be outlined in each section.

Eligible recipients are required to update their CLNA every two years.

GENERAL GUIDANCE

Please note that the required narrative summaries in Parts A-F are all sections of the CLNA Narrative template that can be received/downloaded from the DCAE website to assist in conducting the CLNA. They have been broken up into the topic area sections. If responses have already been completed in that template, simply copy and paste responses from that template into the tables provided in the appropriate part of this section of the application.

The last question in Parts A-G of this section, asks prioritize needs identified in each CLNA topic area. Based on these prioritized needs, agencies will develop strategies and programs to address them. Agencies are requested to number them to reference them for line items on the DOE 100 - Budget Form to make the required connection between identified needs and budgeted expenditures. Every need may not be addressed every year or be addressed in just one year.

FILE SUBMISSION OF REQUIRED EXCEL TEMPLATES

Completion of the application requires the submission of the following Excel file templates:

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

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

1. Email Perkins@fldoe.org with the name and contact information for the individual the agency designates to submit the CLNA Excel templates.
2. DCAE staff will provide access to a ShareFile folder generating an email notification to the agency designee with information about the login process and accessing the file. The designee will submit the CLNA documentation by logging into fldoe.sharefile.com with their email address and password. If the designee cannot find the folder, select “Shared Folders” and look for the correct option “Perkins 2020-21 RFA Repository.”
3. If agencies need assistance with logging into the ShareFile folder or submitting the documents, they can contact Susan Arvin at Susan.Arvin@fldoe.org or Paul Stonecipher at Paul.Stonecipher@fldoe.org.

OVERVIEW - REQUIRED NARRATIVE

The overview section includes three required components that are outlined in the table below.

Narrative	Guidance
<p>Question 1 in this section has two parts:</p> <p>a. Describe the agency’s local process for completion of the CLNA; and</p> <p>b. Complete the <u>Stakeholder Consultation Summary Table</u></p>	<p><u>For 1a:</u></p> <p>Outline the process used to conduct the local or regional CLNA. It is important to provide a comprehensive overview of the major steps taken to conduct the agency’s CLNA to ensure that all required activities for the CLNA were completed.</p> <p>This could include describing the following:</p> <ul style="list-style-type: none"> • Appointing an advisory group to plan and oversee the CLNA process and who oversaw what types of activities. • The timeline for CLNA activities. • Types of data that were collected and sources for these data. • The overall plan for identifying and engaging stakeholders. • The process for analyzing data collected and how the agency searched for root causes and contributing factors for the results of analysis. • How and who prioritized the identified needs. <p><u>For 1b:</u></p> <ul style="list-style-type: none"> • Follow the instructions and fill out the Stakeholder

	<p>Consultation Summary Table.</p> <ul style="list-style-type: none"> • Make sure to include all stakeholders that contributed to the CLNA in the appropriate stakeholder category. • Describe how the agency identified a stakeholder and involved them in the process and on what topic area. For example, the agency may have surveyed high school students and parents about how easy it was for them to get information on and get into CTE programs and the equity of their treatment once in these programs. <p><i>NOTE: Agencies may have already completed this form in the draft template and can copy and paste responses into the template in the application.</i></p>
<p>Question 2 in this section requires agencies to address plans for continued stakeholder consultation during the program year</p>	<ul style="list-style-type: none"> • Outline the agency's plans for engagement with various stakeholders and in what capacity, during the 2020-2021 program year.

Remember: Although extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials and any other form of consultation should not be submitted with the application, **stakeholder engagement documents must be kept by each agency as it may be requested as part of a local Perkins V monitoring and compliance review.** These documents will also serve as an important reference for when the agency conducts its second CLNA during the 2021-22 program year with the results reported in the 2022-23 program year.

PART A – SIZE, SCOPE AND QUALITY (SSQ) FOR MIDDLE GRADES COURSES AND SECONDARY CTE PROGRAMS

This section includes four required components, including two attachments in Excel format.

Narrative/Attachment	Guidance
<p>Excel Template for SSQ Detailed Documentation – Middle Grades Exploratory Courses</p>	<p>This template summarizes the size, scope and quality standards for each middle grades exploratory course offered by the district in the 2020-21 program year. If the district intends to report enrollment in a course at any school during the year, it must be reported in this table.</p> <p><u>How to Complete the Template and Naming Convention for Submission</u></p> <ol style="list-style-type: none"> 1. Save a copy of the template provided with the application and

re-name the file as follows:

- 99.CLNA-SSQ.SEC.MG where 99 is the district agency ID reporting number.
 - The agency ID reporting numbers are included in Appendix E.
2. Select the district # from the dropdown menu. Agency Grant # and Agency Name will automatically populate.
 3. Select or enter Middle Grades Course Number (Column A) from dropdown menu. Middle Grades Course Name (Column B) will automatically populate.
 4. In Column C, select “Yes” from the dropdown menu if the course introduces students to CTE program(s) available at the high school. If “No” is selected, eligible recipient cannot use Perkins funds to support this course.
 5. In Column D, report the 7-digit Career Preparatory/Technology Education program(s) to which the course in Column A introduces students.
 6. In Column E, report the school numbers where the programs in Column D will be available in 2020-21.

Smart Features and Validations

- Auto population of Middle Grades Course Name based on Middle Grades Course Number selected/entered.

File Submission

See details above in section labeled “File Submission of Required Excel Templates.” Files must be submitted in Excel format only. PDFs will not be accepted.

Summary table of total number of middle grades courses offered and number/percent meeting SSQ standards

This table is a numeric summary of information reported on the middle grades SSQ Template. Two numbers and one percentage must be provided in this table as follows:

1. The total number of CTE middle grades courses offered must equal the number reported on the SSQ template.
2. The number of CTE middle grades courses meeting SSQ must match the count of courses with ‘Yes’ in Column C of the Excel SSQ template for middle grades courses.
3. The percent reported must be the number of CTE courses meeting SSQ divided by the total CTE courses offered in 2020-

21. Report to one decimal place.

If the agency has already completed this section of the CLNA Narrative template, cut and paste the responses into the space provided in the narrative summary table. If not, please address each section of the table. Minor modifications may have been made to the table format and narrative prompts.

SIZE: Intentionally Designed Pathways

Questions for analysis and reflection:

- *Early-High-School CTE Alignment:* To what extent does the district allow middle grades students who earn CTE high school credit the opportunity to continue their studies in the very same program in high school? Can students complete the full program? Does the district have gaps?
- *CTE Exploratory Alignment with High School:* Are there any middle grades exploratory CTE courses that are not strategically aligned to a high school career preparatory or technology education program? If so, what schools are currently offering courses that do not align to a pathway? Where can enhancements be made?
- *Career Exploration Offerings:* To what degree are there opportunities for learners to explore careers or participate in CTE programs or programs of study in middle school? How does this vary across programs? Across student groups? Should the agency be offering more middle school CTE programs? If so, which high school programs would most benefit from having additional preparatory middle school programs?

SCOPE: Engaging Instruction

Questions for analysis and reflection:

- *CTE Curriculum Frameworks Fidelity:* Are state CTE curriculum frameworks (academic, technical and employability standards) being taught with fidelity? Does the curriculum used to deliver the standards integrate academic, technical and employability knowledge and skills? What other instructional methods/materials are used to ensure academic and technical integration?
- *Academic Skills Acquisition:* Which programs sufficiently

**Middle Grades
Narrative Summary
Table**

integrate aligned academics (standards, projects, collaboration with academic teachers, etc.)? Where do gaps exist?

- *Employability Skills Acquisition:* Which programs insufficiently integrate employability skills (by omitting standards included in its Curriculum Framework, insufficiently training students, and/or by providing too few opportunities to build employability skills)?

QUALITY: Appropriate Instructional Supports

Question for analysis and reflection:

- *Materials, Equipment and Technology:* Do CTE programs have current instructional materials, equipment and technology? Where are the gaps?

QUALITY: Prepared and Effective Teachers

Questions for analysis and reflection:

- *Faculty and Staff Support:* What are the different types of support and frequency of support provided to CTE teachers and faculty? What enhancements need to be made in order to improve instructor support?
- *Professional Development:* To what degree does the agency offer regular, substantive professional development opportunities for faculty, staff and administrators? How effective are these experiences at improving student outcomes?

QUALITY: Access and Equity

Question for analysis and reflection:

- *Equity Recruitment and Retention:* What efforts have been made to recruit and retain diverse populations of learners into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective? Which ones are under-used?
- *Equity and Access Initiatives:* What mechanisms are currently in place to ensure access and equity for all students in CTE? Are there model programs for replication? Are there CTE programs with perceived shortcomings or barriers? If so how can this be remediated?

- *Barriers:* What barriers (ie scheduling) prevent certain populations of learners from accessing CTE programs? Which student groups are most affected by these barriers?
- *Assessment of Individualization:* What differentiated accommodations, modifications and supportive services does the agency currently provide to ensure the success of special population groups? Which ones have been most and least effective? Which ones are under-used? To what degree do these supports align with student Individualized Education Plans? What additional accommodations, modifications and supportive services would help ensure access and equity for all students within CTE programs?

This template summarizes the size, scope and quality standards for each career preparatory or technology education program offered by the district in the 2020-21 program year. If the district intends to report enrollment in a program at any school during the year, it must be reported in this table. This includes if a school is only offering one course in the program.

How to Complete the Template and Naming Convention for Submission

Excel template for SSQ analysis of career preparatory and technology education programs

1. Save a copy of the template provided with the application and re-name the file as follows:
 - 99.CLNA-SSQ.SEC.HS where 99 is the district agency ID reporting number.
 - The agency ID reporting numbers are included in Appendix E.
2. Select the district # from the dropdown menu. Agency # and District # will automatically populate.
3. Select or enter Program Number (Column A) from dropdown menu. Program Name (Column B) will automatically populate.
4. In Column C, answer "Yes" if the district has a fully developed program of study which meets Perkins V requirements. Otherwise, answer "No."
5. In Column D, answer "ALL" if the district provides an opportunity for students to take at least 3 courses in the program (2 courses if it is a 2 course only program) in ALL high school; "SOME" if the opportunity is available in some of the schools; "NO" if there is no opportunity to earn the 3 courses

- (or 2 courses for those programs).
6. In Column E, if "ALL" or "SOME" was selected in Column D, provide all the 4-digit school site number(s) for the school(s) where students can take at least 3 courses in a program (or 2 courses for 2-course programs).
 7. In Column F, if "SOME" in Column D, provide the 4-digit school site numbers for the school(s) where a student cannot take 3 courses (or 2 courses in a 2-course program).
 8. In Column G, indicate which opportunities are provided to students in this course: "ALL"= WBL, CTSO & Capstone; "WBL only", "CTSO only", "Capstone only"; "WBL/CTSO"; "WBL/Capstone"; "CTSO/Capstone"; "None available."
 9. In Column H, if WBL indicated in Column G, select one of the following: "Cooperative method"; "WBL Framework."
 10. In Column I, if "WBL Framework" in Column H, provide the WBL program number.
 11. In Column J, if CTSO is indicated in Column G, select one of the CTSOs listed in the drop down menu. In Column K, provide a narrative response on the capstone learning opportunities available in the program.
 12. In Column L, select "YES" if the eligible recipient has substantiated labor market demand (answer here must match the response in Column C on the labor market alignment detailed documentation). Otherwise, select "NO."
 13. In Column M, select "YES" if the student has the opportunity to earn a recognized postsecondary credential. Otherwise, select "NO."
 14. In Column N, if "YES" was in Column M, indicate the credentials that students may earn through this program, including any certification codes.

Smart Features and Validations

- Auto population of Program Name when Program Number is selected from dropdown menu or entered.
- Based on selection in Column G, certain fields will be blocked out. For example, if "WBL Only" is selected in Column G, CTSO and Capstone fields will be blocked out.
- If "No" is selected in Column M, then Column N will be blocked out as it is no longer applicable.

	<p><u>File Submission</u></p> <p>See details above in section labeled “File Submission of Required Excel Templates.” Files must be submitted in Excel format only. PDFs will not be accepted.</p>
<p>Summary table of the number of Career Preparatory and Technology Education Programs offered and number/percent meeting SSQ standards</p>	<p>This table is a numeric summary of information reported on the career preparatory/technology education programs SSQ Template. Two numbers and one percentage must be provided in this table as follows:</p> <ol style="list-style-type: none"> 1. The number of Career Prep/Tech Ed programs offered must equal the number reported on the SSQ template. 2. The number meeting SSQ must match the count of courses with “Yes” in Column C of the Excel SSQ template for these programs. 3. The percent reported must be the number of programs meeting SSQ divided by the total programs offered in 2020-21. Report to one decimal place.
<p>Career Preparatory and Technology Education Programs Narrative Summary Table</p>	<p>If the agency has already completed this section of the CLNA Narrative template, cut and paste the responses into the space provided in the narrative summary table. If not, please address each section of the table. Minor modifications may have been made to the table format and narrative prompts.</p> <p><u>SCOPE: Business and Industry Engagement and Workforce Alignment</u></p> <p>Questions for analysis and reflection:</p> <ul style="list-style-type: none"> • <i>Business Engagement:</i> How does the agency currently engage business and industry to ensure workforce alignment? Are there business and industry involvement gaps and what improvements need to be made to close those gaps? • <i>Skill Alignment to Business and Industry:</i> What skills that industry partners need are being incorporating into CTE programs? What skills are lacking in CTE programs? How is the agency validating the skills being taught in CTE programs with business and industry partners? • <i>Work-Based Learning:</i> Which CTE programs currently offer work-based learning, CTSO, or capstone experiences? Which programs do not and why? Which programs offer experiential learning opportunities but have low student participation in those opportunities? Which programs offer experiential learning opportunities but the opportunities insufficiently support learning of technical or employability skills (either

because the opportunities are too brief or because students have performed poorly on technical/employability skill assessments)?

- *Industry-Recognized Credentials:* What credentials (industry certifications, licensure, certificate, degree) are offered within each program? Are there secondary CTE programs that do not offer a recognized postsecondary credential? Which programs offer credentials that are not in demand by employers?

QUALITY: Engaging Instruction

Questions for analysis and reflection:

- *CTE Curriculum Framework Fidelity:* Are state CTE curriculum frameworks (academic, technical and employability standards) being taught with fidelity? Does the curriculum used to deliver the standards integrate academic, technical and employability knowledge and skills? What other instructional methods/materials are used to ensure academic and technical integration?
- *Technical Skills Acquisition:* Which programs insufficiently train students in the technical skills demanded by employers (as assessed by employers or as demonstrated through low examination performance)?
- *Academic Skills Acquisition:* Which programs insufficiently integrate aligned academics (standards, projects, collaboration with academic teachers, etc.)?
- *Employability Skills Acquisition:* Which programs insufficiently integrate employability skills (by omitting standards included in its Curriculum Framework, insufficiently training students, and/or by providing too few opportunities to build employability skills)?

QUALITY: Appropriate Instructional Supports

Question for analysis and reflection:

- *Materials, Equipment and Technology:* Do CTE programs have current instructional materials, equipment and technology? Where are the gaps?

QUALITY: Prepared and Effective Faculty and Staff

Questions for analysis and reflection:

- *Faculty and Staff Support:* What are the different types of

	<p>support and frequency of support provided to CTE teachers and faculty? What enhancements need to be made in order to improve instructor support?</p> <ul style="list-style-type: none"> • <i>Professional Development:</i> To what degree does the agency offer regular, substantive professional development opportunities for faculty, staff and administrators? How effective are these experiences at improving student outcomes?
Identification of High Priority Needs based on SSQ Analysis	<ol style="list-style-type: none"> 1. Provide a numbered list of currently identified priority needs related to the agency's CLNA analysis of SSQ for middle grades exploratory and career preparatory/technology education programs. 2. At least one need should be identified for the 4-year period, although more than one is expected for this topic area. 3. The numbering used here will assist in making connections between these needs and budgeted expenditures for the current year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p>

PART B – LABOR MARKET ALIGNMENT

A primary emphasis in Perkins V is to prepare students to meet local or regional labor market demands, particularly in high-skill, high-wage and/or in-demand occupations in current or emerging professions. This portion of the CLNA analysis was designed to assist agencies in evaluating the alignment of their current program offerings to current and future labor market needs within local areas/regions. The analysis may point to gaps, where new programs could be developed to meet local demand and which of programs are not aligned to labor market demand.

NOTE: Career preparatory and technology education programs that are not aligned to labor market demand will not be eligible for the use of Perkins V funds.

This section includes three required components, including two narrative questions and one attachment in Excel format.

Narrative/Attachment	Guidance
Overview of labor market alignment	Provide an overview of the agency's process for evaluating the alignment of current program offerings with current and future

analysis	employment demand statewide and in the local region. Describe the resources that the agency reviewed in the response.
Identification of areas where the agency is not currently offering programs for which there is local demand	<p>The labor market analysis must include analysis of the gap between program offerings and the local demand. Provide information in this section on any identified gaps.</p> <p>Consider giving priority to opening new programs or expanding existing programs that lead to occupations that are one or more of the following:</p> <ul style="list-style-type: none"> • <u>High-demand</u> – comparatively high number of annual openings – if the occupation is included on the DEO’s State/Regional Demand Occupation List, it meets this criteria. • <u>High-growth</u> – comparatively high regional/State annual percent growth – if the occupation is included on the DEO’s State/Regional Demand Occupation List, it meets this criteria. • <u>High-wage</u> – mean and entry wages exceeding DEO’s State/Regional Demand Occupation List’s High-Skill/High-Wage criteria. <p>Bear in mind that labor market data sources will often underrepresent occupations not well surveyed in their information gathering process. Examples include agriculture, self-employment and emerging occupations. Information on these occupations will need to be gathered through additional means – often through engagement with business and industry representatives. In addition, consult with the local workforce development board. They produce prioritized lists of occupations in their regional Workforce Innovation and Opportunity Act (WIOA) Plan and Targeted Occupation List that are valuable sources of labor market information.</p> <p>Additional guidance on identifying labor market alignment needs is available in the CLNA Toolkit.</p>
Excel Template for Labor Market Alignment for Secondary Career Preparatory and Technology Education Programs	<p>This template summarizes the agency’s labor market review. If the district intends to report enrollment in a program at any school during the year, it must be reported in this table. This includes if a school is only offering one course in the program.</p> <p><u>How to Complete the Template and Naming Convention for Submission</u></p> <ol style="list-style-type: none"> 1. Save a copy of the template provided with the application and re-

name the file as follows:

- 99.CLNA-SSQ.SEC.HS where 99 is the district agency ID reporting number.
 - The agency ID reporting numbers are included in Appendix E.
2. Select District # from dropdown menu. District and Agency # will automatically populate.
 3. Select or enter Program Number (Column A) from dropdown menu. Program Name (Column B) will automatically populate.
 4. In Column C, select "YES" if labor market demand has been substantiated by an approved method. *NOTE: This information will be reported on the Size, Scope and Quality template also.*
 5. In Column D, choose "Primary Source" or "Secondary Sources" from dropdown menu.
 6. In Column E, enter "YES" if an alternative SOC code was used for the labor market alignment (not the final SOC code in the Framework).
 7. In Column F, enter or select from dropdown menu the SOC code used for the labor market demand review; must be primary SOC in the framework unless evidence of placement in the secondary SOC has been documented by the eligible recipient. Report as 6-digit number, no dashes. "N/A" for technology education programs.
 8. Column G will automatically populate based on the SOC code entered.
 9. Column H will automatically populate based on the SOC code entered.
 10. In Column I, if labor market need is substantiated based on a regional list for the service area of the eligible recipient, provide the Workforce Region; otherwise "N/A."
 11. Column J will automatically populate based on the SOC code entered.
 12. Column K will automatically populate based on the SOC code entered.
 13. In Column L, select "YES" if the SOC code in Column E is on the 2019-20 Regional Targeted Occupation List (TOL) for the service area of the eligible recipient.
 14. In Column M, select "YES" if the SOC code in Column E is on the 2018-19 Regional TOL for the service area of the eligible recipient.
 15. In Column N, select "YES" if the SOC code in column E is linked to employment in an Enterprise Florida Target Industry Sector, if applicable.

16. In Column O, select "YES" if the SOC code in Column F is linked to employment in a Targeted Occupation or Sector in the local WIOA plan for the workforce board in the region.
17. In Column P, select "YES" if the program is identified as an Agriculture Occupation, with occupational demand identified by the Department of Agriculture and Consumer Services (DOACS).
18. In Column Q, select "YES" if labor market demand is substantiated through a Job Analytics source for the eligible recipient.
19. In Column R, select "YES" if labor market demand is substantiated by a letter for support from the local CareerSource Board.
20. In Column S, select "YES" if labor market demand is substantiated by a letter for support from an economic development agency.
21. In Column T, select "YES" if labor market demand is substantiated by a letter for support a local chamber of commerce.
22. In Column U, select "YES" if labor market demand is substantiated by other employer or industry association.

Smart Features and Validations

- Program Name (Column B) will auto populate based on Program Number (Column A) selected.
- If program is not aligned with labor market demand based on approved sources (Column C), all subsequent fields (Columns D through U) will be blocked out.
- If Primary Source (Column D) is selected, then secondary source fields will be blocked out. Conversely, if secondary sources (Column D) is selected, then primary source fields will be blocked out.
- A determination of whether an alternative SOC code (Column E) was used must be selected in order to trigger the dropdown menu for SOC codes used for alignment (Column F).
- If SOC code selected is not linked to program number, cell will become struck through.
- Columns G, H, J and K will auto populate based on SOC code entry in Column F.

File Submission

See details above in section labeled "File Submission of Required Excel Templates." Files must be submitted in Excel format only. PDFs will not be accepted.

Summary Table of Labor Market Alignment (LMA) of Programs	<p>This table is a numeric summary of the labor market alignment for all career preparatory and technology education programs offered by the district in the 2020-21 program year.</p> <ol style="list-style-type: none"> 1. The total number of career preparatory and technology education programs offered must equal the number reported on the Labor Market Alignment template. 2. The number meeting labor market alignment standards must match the count of courses with 'Yes' in Column C of the Excel LMA template. 3. The percent reported must be the number of programs meeting LMA standards divided by the total programs offered in 2020-21. Report to one decimal place.
Tables: Programs to be Phased Out and Programs Considered for Development (if applicable)	<p>If the district is phasing out or considering new program development based upon the CLNA, the specific programs should be reported in these tables.</p> <p>Under Perkins V, it is possible to expend funds on the development and/or expansion of CTE programs. <i>NOTE: These programs must still have documentation of local need.</i></p>

PART C - DEVELOPMENT AND IMPLEMENTATION OF CTE PROGRAMS AND PROGRAMS OF STUDY (POS)

The CLNA provided the opportunity to examine agencies' current program offerings and assess whether programs are of sufficient size, scope and quality, meet current and future labor market needs, and have included all of the components necessary to be considered programs of study under the new Perkins V requirements. From this analysis, various needs could be identified and prioritized related to program development, implementation and expansion of programs into programs of study. The highest priority needs identified in these areas can become part of the agency's four-year plan and outlined in the third prompt in this section. Prioritized needs should both be impactful and achievable.

This section includes three prompts outlined below.

Narrative/Attachment	Guidance
Enter the number and percentage of CTE programs that have	<ul style="list-style-type: none"> • To be considered a Perkins V compliant program of study, the program must meet all size, scope and quality requirements as outlined in Appendix A, and meet labor market demand as

fully developed and compliant Perkins V programs of study and the approximate number and percentage of overall CTE students participating in those program(s) of study.

outlined in Appendix B. In addition, all program of study requirements in the Perkins Act itself (see Appendix K), as well as the state program of study requirements (see Appendix C), must be met.

- Report the number of fully implemented Perkins programs of study for the year. Calculate the percentage of programs that are fully implemented programs of study by dividing total programs of study by the number of all Perkins eligible career and technical education programs at the agency. For example, an agency with 10 total Perkins eligible CTE programs, two of which are fully implemented programs of study, would report 20% as the percentage.
- Calculate the percent of enrollment in programs of study by dividing the total CTE enrollment during 2019-20 by the number of students enrolled in career preparatory and technology education programs in 2019-20 that are a part of programs of study that meet all of Florida's Perkins V program of study criteria. See Appendix C for more detail.

Describe the number of CTE programs under development where full Perkins V compliant programs of study should be developed.

- Provide the number of programs currently under development that should be further developed into Perkins-defined programs of study.

Identification of High Priority Needs related to program development, implementation and programs of study

- Provide a numbered list of high priority needs for CTE programs, as evidenced by the CLNA, that will be addressed in the four-year plan. These may include the addition of programs not currently offered, expansion of existing programs to meet local labor market or other need and the development of existing programs into programs of study.
- Provide the program number and name, an estimated timeline for implementation, or the reason that the agency has chosen to not offer or expand the program.
- At least one need should be identified for the 4-year period, although more than one is expected for this topic area.
- The numbering used here will assist in making connections between these needs and budgeted expenditures for the current year.

NOTE: Not all needs listed here must be addressed during the current funding year.

PART D - RECRUITMENT, RETENTION AND TRAINING OF TEACHERS, FACULTY AND ALL OTHER PROFESSIONALS

Hiring, equipping and keeping diverse educational faculty and staff that are able to offer the highest quality CTE to all students is mission-critical to Florida's Career and Technical Education. Perkins Law asks agencies to evaluate deficits in their recruitment, retention and training of a wide variety of educational personnel, including teachers, faculty, specialized instructional support personnel, paraprofessionals and career guidance and academic counselors. Additionally, the Law has agencies analyze if their faculty and staff diversity adequately includes individuals "underrepresented in such professions."

This section includes four required prompts seen below.

Narrative/Attachment	Guidance
Process/methods of evaluating existing efforts for recruitment, retention and training	<ul style="list-style-type: none"> Explaining with enough high-level detail that the agency's processes could be replicated, describe how the agency went about determining faculty and staff needs. This includes analysis of policies, procedures and programs in place to recruit, retain and train; analyses of faculty and staff data sources; and how stakeholders were engaged on this topic. Refer to the CLNA Toolkit for analysis and stakeholder engagement guidance on this topic.
Evaluation of under-represented individuals in professions	<ul style="list-style-type: none"> It is important for role modeling, mentoring and messaging that faculty and staff, to the extent possible, represent the constitution of the student body as well as a diverse workforce. Describe how the agency went about analyzing its student body, faculty and staff, and the relevant professions to determine diversity disparities in terms of gender, race, ethnicity and special population status.
Summary of what was revealed by the evaluations and changes that will be	<ul style="list-style-type: none"> Describe all major findings for each topic - recruitment, retention and training and the agency's initial assessment of what would need to change for these needs to be adequately

made	addressed.
Identification of High Priority Needs related to recruitment, retention and training	<ul style="list-style-type: none"> • List and number the most pressing needs identified that will be addressed in the application and four-year plan. • The numbering used here will assist in making connections between these needs and budgeted expenditures for the current year. • Prioritized needs should both be impactful and achievable.

PART E - EVALUATION OF PERFORMANCE ON PERKINS ACCOUNTABILITY MEASURES

Districts are required to review past performance on accountability measures for Perkins. Due to the lack of information available to recipients during the transition year, districts must evaluate past performance under Perkins V.

Narrative/Attachment	Guidance
District's history of performance on core indicators of performance for secondary programs Program years: 2015-16, 2016-17 and 2017-18	<p>Describe and analyze the agency's past performance on indicators of performance</p> <p>Analysis should include:</p> <ul style="list-style-type: none"> • Multiple years of performance history • Disaggregation of performance by programs or programs of study • Disaggregation by special populations and subpopulations • Examination of achievement gaps in performance
Analyze and describe any gaps in performance outcomes for Perkins	<p>For the analysis, the following definitions must be used:</p> <ul style="list-style-type: none"> ▪ An achievement gap is defined as 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 on closing achievement gaps has been defined as: <ul style="list-style-type: none"> ○ For special populations and subpopulations 10 or less, 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.

Based on an analysis of past performance:

Identification of High Priority Needs related to high priority student performance gaps

- Describe the process used to identify areas with significant achievement gaps.
- List populations with achievement gaps.
- Describe the process for prioritizing needs that will be used to make meaningful progress on closing the gaps.

PART F - PROGRESS TOWARD IMPLEMENTATION OF EQUAL ACCESS TO HIGH-QUALITY CAREER AND TECHNICAL EDUCATION COURSES AND PROGRAMS OF STUDY FOR ALL STUDENTS

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

This section includes the two prompts listed below.

Narrative/Attachment	Guidance
Implementation strategies and policies to provide the resources, social services and academic support that certain students need to succeed in school, to address barriers to access and success of	<ul style="list-style-type: none"> • In the four prompts listed for question 1, describe the major results related to equity and access in CTE programs and activities, including how resource distribution is being used in a way to ensure that all students have access to high-quality instruction, services and support resources based on their diverse needs; strategies used to address existing barriers, whether intentional or unintentional, that are preventing access to these resources by certain student special populations or subgroups; programs designed to enable special populations to meet local targets, and activities; and

special populations and prepare them for high-skill, high-wage or in-demand occupations	programs offered to prepare special populations for high-skill, high-wage and/or in-demand occupations.
Identification of High Priority Needs related to equal access	<ul style="list-style-type: none"> • Provide a numbered list of high priority needs for CTE programs that were identified from examination of equity and access strategies and policies that will be addressed in the four-year plan. • The numbering used here will assist in making connections between these needs and budgeted expenditures for the current year. <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p>

PART G - OTHER IDENTIFIED SECONDARY NEEDS FROM COMPREHENSIVE LOCAL NEEDS ASSESSMENT (IF APPLICABLE)

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

NOTE: This section is optional.

Narrative/Attachment	Guidance
Other priority needs identified in the CLNA	If applicable, provide additional needs, not covered in the above sections, related to the agency's high priority needs for the years 2020-2024.
Process used to identify needs	If response given above, provide a brief overview of how the needs were identified.

SECTION 2. PRIMARY PROGRAM OF STUDY AND CTE SECONDARY PROGRAMS FOR 2020-2021

In accordance with Florida's Four-Year Perkins V State Plan, during the 2020-2021 program year, each eligible recipient will be required to use Perkins funds to support only those career preparatory and technology education programs that:

- Meet size, scope and quality requirements.
- Meet labor market alignment requirements.
- Meet a need identified in the agency's Comprehensive Local Needs Assessment.
- Must offer not less than one CTE program of study that meets all of the state requirements.

A list of the program of study requirements can be found in **Appendix C**.

Narrative/Attachment	Guidance
Impact of the CLNA on CTE course offerings and activities	Describe how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities selected to be funded under Perkins V.

PART A - TEMPLATE FOR THE SUBMISSION OF THE 2020-2021 SECONDARY PROGRAM OF STUDY

Narrative/Attachment	Guidance
Complete and submit the program of study for the 2020-2021 program year on either the new 2020-2021 template located in Appendix D or submit the previously approved 2019-2020 program of study template with updated information. In submitting the	<ul style="list-style-type: none"> • If the agency is submitting a previously approved program of study on the 2018-2019 template as the primary program of study, it must meet all of the new program of study criteria. • If the program of study selected to submit as the primary program of study is a different one than from previous years, then it should be submitted on the new 2020-2021 template that is included in Appendix D. • For Guidance on completing specific sections of the new 2020-2021 program of study template, see Appendix C.

program of study, the agency is attesting to the fact that the submitted program of study will meet all state required elements throughout the 2020-2021 program year.

PART B - LIST OF ADVISORY COUNCIL MEMBERS OVERSEEING THE PRIMARY PROGRAM OF STUDY

One of the new state requirements for programs to be considered complete programs of study is that they are overseen by an advisory council to enhance and ensure sustained relationships between local CTE programs and industry partners. The intention is that the programs of study are developed, implemented and improved through a team of expert stakeholders that are able to offer relevant, up-to-date, in-depth education and experiences that create highly qualified employees on promising career trajectories. These councils play a pivotal role in the coordination between eligible recipient program levels, alignment of academic and technical content, seamless student transitions between program levels and the integration of work-based learning opportunities.

Narrative/Attachment	Guidance
<p>List the members that are involved in the advisory council overseeing this program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary and business and industry.</p>	<ul style="list-style-type: none"> • The advisory council must include, at a minimum, representatives from secondary (e.g., CTE director, counselors, teachers), postsecondary (e.g., faculty, workforce dean, student advisors) and business and industry (the best would be a representative from the industry for which the program prepares students, but it could also be represented by staff from CareerSource or local a Chamber of Commerce). • The council overseeing the program of study may be regional or oversee multiple programs of study.

PART C - CTE SECONDARY PROGRAMS AND PROGRAMS OF STUDY THAT MEET ALL STATE REQUIREMENTS TO BE FUNDED WITH PERKINS V IN 2020-2021

Narrative/Attachment	Guidance
Table 1: 2020-2021 Perkins Funded CTE Programs	<ul style="list-style-type: none"> • Make sure each program listed meets all state requirements: (1) size, scope and quality requirements; (2) labor market alignment requirements; and (3) a need identified in the agency's Comprehensive Local Needs Assessment. • The programs should appear on both the size, scope and quality and labor market alignment templates. • List only those CTE programs that will be supported with Perkins V funds. • Any program funded with Perkins dollars must appear on this list (unless the agency plans to develop or expand it, which will be listed in the next chart in Part D).

PART D - USE OF PERKINS FUNDS TO DEVELOP CTE PROGRAMS

Perkins V allows funds to be used to develop new CTE programs to meet labor market demand and to improve existing programs to meet size, scope and quality compliance. New programs and programs being brought into size, scope and quality compliance should be listed here so that, when combined with the agency's lists of programs that have already met size, scope and quality as well as labor market demand, a complete list of locally fundable programs will be made. Complete this section only if the agency plans to develop or improve a CTE program during the 2020-2021 program year.

Narrative/Attachment	Guidance
Table 2: 2020-2021 CTE Secondary Programs to be Developed (if applicable)	<ul style="list-style-type: none"> • List those programs that will be newly developed due to labor market demand or improved to bring into size, scope and quality compliance during the 2020-2021 program year in this table. • The amount of time the agency has to completely develop a program so that it meets all state requirements for size, scope and quality is a time period less than the duration of the required course sequence. For instance, an agency starting a 900-hour (approximately one year of instruction) career certificate program has one year from the time it enrolls students to comply with size, scope and quality standards. • Estimated enrollment is listed because funds may not be used to develop programs with no anticipated enrollment during

	the 2020-21 program year. All program year funds must benefit students during that program year.
Table 3: 2020-2021 New Programs of Study to be developed (if applicable)	<ul style="list-style-type: none"> • List those programs that will be newly developed into fully implemented programs of study during the 2020-2021 program year in this table. • Include estimated enrollment during the 2020-2021 program year. • Indicate (Yes/No) if the developing program of study includes a local or state articulation agreement. Note that fully implemented programs of study are required to include at least one articulation agreement between secondary and postsecondary institutions.

PART E - DISSEMINATION OF INFORMATION ON CTE SECONDARY PROGRAMS AND PROGRAMS OF STUDY

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

LOCAL FOUR-YEAR PLAN APPLICATION FOR PERKINS V FOR POSTSECONDARY PROGRAMS (SECTIONS 1 AND 2)

SECTION 1. OVERVIEW – COMPREHENSIVE LOCAL NEEDS ASSESSMENT AND STAKEHOLDER CONSULTATION

During the 2019-20 program year, local eligible recipients conducted a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements to be implemented during the 2020-2021 program year.

All programs and activities to be funded by Perkins funds during the 2020-2024 program years must be supported by the high priority needs identified in the CLNA. These high priority needs will be outlined in each section.

Eligible recipients are required to update their CLNA every two years.

GUIDANCE

Note that the required narrative summaries in Parts A-F are all sections of the CLNA Narrative template that can be received/downloaded from our website to assist in conducting the CLNA. They have been broken up into the topic area sections. If the agency already completed responses in that template, the responses can be copied and pasted from the template into the tables provided in the appropriate part of this section of the application.

The last question in Parts A-G of this section, asks the agency to prioritize needs identified in each CLNA topic area. Based on these prioritized needs, the agency will develop strategies and programs to address them. Number the needs so they can be referenced for line items on the DOE 100 – Budget Form to make the required connection between identified needs and budgeted expenditures. Every need may not be addressed every year or be addressed in just one year.

FILE SUBMISSION OF REQUIRED EXCEL TEMPLATES

Completion of the application requires the submission of the Excel templates. There are separate Excel templates for school district postsecondary and Florida College System institutions. Be sure to select the correct template to complete.

School districts with postsecondary programs must submit the following Excel templates:

- CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - District Postsecondary CTE Template
- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – District Postsecondary CTE Template

Florida College System (FCS) institutions must submit the following Excel files:

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

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

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

1. Email Perkins@fldoe.org with the name and contact information for the individual the agency designates to submit the CLNA Excel templates.
2. DCAE staff will provide access to a ShareFile folder generating an email notification to the agency designee with information about the login process and accessing the file. The designee will submit the CLNA documentation by logging into fldoe.sharefile.com with their email address and password. If the designee cannot find the folder, select “Shared Folders” and look for the correct option “Perkins 2020-21 RFA Repository.”
3. If agencies need assistance with logging into the ShareFile folder or submitting the documents, they can contact Susan Arvin at Susan.Arvin@fldoe.org or Paul Stonecipher at Paul.Stonecipher@fldoe.org.

OVERVIEW - REQUIRED NARRATIVE

The overview section includes three required components that are outlined in the table below.

Narrative	Guidance
<p>Question 1 in this section has two parts:</p> <p>Describe the agency’s local process for completion of the CLNA; and</p> <p>Complete the Stakeholder Consultation Summary Table</p>	<p>For 1a:</p> <p>Outline the process used to conduct the local or regional CLNA. It is important to provide a comprehensive overview of the major steps taken to conduct the agency’s CLNA to ensure that all required activities for the CLNA were completed.</p> <p>This could include describing the following:</p> <ul style="list-style-type: none"> • Appointing an advisory group to plan and oversee the CLNA process and who oversaw what types of activities. • The timeline for CLNA activities. • Types of data that collected and sources for these data. • The overall plan for identifying and engaging stakeholders. • The process for analyzing data collected and how the agency searched for root cause and contributing factors for the results of analysis.

- How and who prioritized the identified needs.

For 1b:

- Follow the instructions and fill out the Stakeholder Consultation Summary Table.
- Make sure to include all stakeholders that contributed to the CLNA in the appropriate stakeholder category. Describe how the agency identified a stakeholder and how they were involved in the process and on what topic area. For example, the agency may have surveyed high school students and parents about how easy it was for them to get information on and get into CTE programs and the equity of their treatment once in these programs.

NOTE: The agency may have already completed this form in the draft template and can copy and paste responses into the template in the application.

Question 2 in this section requires the agency to address plans for continued stakeholder consultation during the program year

Outline the agency's plans for engagement with various stakeholders and in what capacity, during the 2020-2021 program year.

Remember: Although extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials and any other form of consultation should not be submitted with the application, these **must be kept by each agency as it may be requested as part of a local Perkins V monitoring and compliance review.** These documents will also serve as an important reference for when the agency conducts its second CLNA during the 2021-2022 program year.

PART A – SIZE, SCOPE AND QUALITY (SSQ) FOR CTE POSTSECONDARY PROGRAMS

This section includes four required components, including two attachments in Excel format.

Two templates are available:

- District Postsecondary
- Florida College System institutions

Narrative/Attachment	Guidance
Excel Template for SSQ analysis of Postsecondary Programs	<p>This template summarizes the size, scope and quality standards for each career preparatory or technology education program offered by the agency in the 2020-21 program year. If the agency intends to report enrollment in a program at any school during the year, it must be reported in this table. This includes if a school is only offering one course in the program.</p>
	<p><u>How to Complete the Template and Naming Convention for Submission</u></p> <ol style="list-style-type: none"> 1. Save a copy of the template provided with the application and re-name the file as follows: <ul style="list-style-type: none"> • For District Postsecondary: SD.99.CLNA-SSQ.PS, where 99 is the WDIS Agency ID reporting number. • For FCS Institutions: FCS.99.CLNA-SSQ.PS, where 99 is the FCS agency ID reporting number. • The agency ID reporting numbers are included in Appendix E. 2. Select District # from dropdown menu. Agency # and District Will autopopulate. 3. Select or enter Program Number (Column A) and Program Name (Column B) will auto populate. 4. In Column C, select "YES" if the district this program is part of a local program of study with a district or FCS institution. Otherwise, "NO." 5. In Column D, select "YES" if the district provides an opportunity for students to become a full program completer (i.e. complete all courses in the program); otherwise, "NO." 6. In Column E, if "YES" in Column D, provide the 4-digit school site numbers for the school(s) where a student can become a full program completer. 7. In Column F, indicate which opportunities are provided to students in this program: "ALL"= WBL, CTSO & Capstone; "WBL only", "CTSO only", "Capstone only"; "WBL/CTSO"; "WBL/Capstone"; "CTSO/Capstone"; "None available" 8. In Column G, if WBL indicated in Column F, describe the method of delivery. 9. In Column H, if CTSO is indicated in Column F, select one CTSO from the drop down menu. 10. In Column I, provide narrative response on the capstone learning opportunities available in the program.

11. In Column J, select "YES" if the eligible recipient has substantiated labor market demand (answer here must match the response in Column C on the labor market alignment detailed documentation). Otherwise, "NO."
12. In Column K, select "YES" if the student has the opportunity to earn a recognized postsecondary credential.
13. In Column L, if "YES" in Column M, indicate the credentials that students may earn through this program, including any certification codes.

Smart Features and Validations

- Program Name (Column B) will auto populate based on program number (Column A) selected or entered.
- Depending on what is selected in Column F, certain fields may or may not be blocked out. For instance, if "WBL Only" is selected in Column F, then CTSO and Capstone fields will be blocked out.
- If "No" is selected in Column K, then subsequent field in Column L will be blocked out as it is no longer relevant.

File Submission

See details above in the section labeled "File Submission of Required Excel Templates." Files must be submitted in Excel format only. PDFs will not be accepted.

CTE Postsecondary Programs Narrative Summary Table

If the agency has already completed this section of the CLNA Narrative template, cut and paste the responses into the space provided in the narrative summary table. If not, please address each section of the table. Minor modifications may have been made to the table format and narrative prompts.

SIZE: Intentionally Designed Pathways

Questions for analysis and reflection:

- *Incomplete Program Assessment:* Does the district technical college or FCS institution offer any partial CTE programs? Where are the gaps and what improvements need to be made to close those gaps?

SCOPE: Business and Industry Engagement and Workforce Alignment

Questions for analysis and reflection:

- *Business Engagement:* How does the agency currently engage business and industry to ensure workforce alignment? Are

there business and industry involvement gaps and what improvements need to be made to close those gaps?

- *Skill Alignment to Business and Industry:* What skills that industry partners need are being incorporating into CTE programs? What skills are lacking in CTE programs? How is the agency validating the skills being taught in CTE programs with business and industry partners?
- *Work-Based Learning:* Which CTE programs currently offer work-based learning, CTSO, or capstone experiences? Which programs do not and why? Which programs offer experiential learning opportunities but have low student participation in those opportunities? Which programs offer experiential learning opportunities but the opportunities insufficiently support learning of technical or employability skills (either because the opportunities are too brief or because students have performed poorly on technical/employability skill assessments)?
- *Industry-Recognized Credentials:* What additional credentials (e.g., industry certifications, licensure) are offered within CTE programs? Which programs offer credentials that are not in demand by employers?

QUALITY: Engaging Instruction

Questions for analysis and reflection:

- *CTE Curriculum Framework Fidelity:* Are state CTE curriculum frameworks (academic, technical and employability standards) being taught with fidelity? Does the curriculum used to deliver the standards integrate academic, technical and employability knowledge and skills? What other instructional methods/materials are used to ensure academic and technical integration?
- *Technical Skills Acquisition:* Which programs insufficiently train students in the technical skills demanded by employers (as assessed by employers or as demonstrated through low examination performance)?
- *Academic Skills Acquisition:* Which programs insufficiently integrate aligned academics (standards, projects, collaboration with academic teachers, etc.)?
- *Employability Skills Acquisition:* Which programs insufficiently integrate employability skills (by omitting standards included in its Curriculum Framework, insufficiently training students,

	<p>and/or by providing too few opportunities to build employability skills)?</p> <p><u>QUALITY: Appropriate Instructional Supports</u></p> <p>Question for analysis and reflection:</p> <ul style="list-style-type: none"> • <i>Materials, Equipment and Technology:</i> Do CTE programs have current instructional materials, equipment and technology? Where are the gaps? <p><u>QUALITY: Prepared and Effective Faculty and Staff</u></p> <p>Questions for analysis and reflection:</p> <ul style="list-style-type: none"> • <i>Faculty and Staff Support:</i> What are the different types of support and frequency of support provided to CTE teachers and faculty? What enhancements need to be made in order to improve instructor support? • <i>Professional Development:</i> To what degree does the agency offer regular, substantive professional development opportunities for faculty, staff and administrators? How effective are these experiences at improving student outcomes?
<p>Identification of High Priority Needs based on SSQ Analysis</p>	<p>Provide a numbered list of currently identified priority needs related to the agency’s CLNA analysis of SSQ for eligible postsecondary CTE programs. At least one need should be identified for the 4-year period, although more than one is expected for this topic area.</p> <p>The numbering used here may assist in making connections between these needs and budgeted expenditures for the current year.</p> <p><i>NOTE: Not all needs listed here must be addressed during the current funding year.</i></p>

PART B – LABOR MARKET ALIGNMENT

A primary emphasis in Perkins V is to prepare students to meet local or regional labor market demands, particularly in high-skill, high-wage and/or in-demand occupations in current or emerging professions. This portion of the CLNA analysis was designed to assist the agency in evaluating the alignment of current program offerings to current and future labor market needs within the local area/region. The analysis may point to gaps, where new programs could be

developed to meet local demand. The agency's analysis will also indicate which programs are not aligned to labor market demand.

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

This section includes three required components, including two narrative questions and one attachment in Excel format.

Narrative/Attachment	Guidance
Overview of labor market alignment analysis	<p>Provide an overview of the agency's process for evaluating the alignment of current program offerings with current and future employment demand statewide and in the local region. Describe the resources that the agency reviewed in the response.</p>
Identification of areas where the agency is not currently offering programs for which there is local demand	<p>The labor market analysis must include analysis of the gap between program offerings and the local demand. Provide information in this section on any identified gaps.</p> <p>Consider giving priority to opening new programs or expanding existing programs that lead to occupations that are one or more of the following:</p> <ul style="list-style-type: none"> • <u>High-demand</u> – comparatively high number of annual openings – if the occupation is included on the DEO's State/Regional Demand Occupation List, it meets this criteria. • <u>High-growth</u> – comparatively high regional/State annual percent growth – if the occupation is included on the DEO's State/Regional Demand Occupation List, it meets this criteria. • <u>High-wage</u> – mean and entry wages exceeding DEO's State/Regional Demand Occupation List's High-Skill/High-Wage criteria. <p>Bear in mind that labor market data sources will often underrepresent occupations not well surveyed in their information gathering process. Examples include agriculture, self-employment and emerging occupations. Information on these occupations will need to be gathered through additional means – often through engagement with business and industry representatives. In addition, consult with the regional Career Source. They produce prioritized lists of occupations in their regional WIOA Plan and Targeted Occupation List that are valuable sources of labor market information.</p>

	<p>Additional guidance on identifying labor market alignment needs is available in the CLNA Toolkit.</p>
<p>Excel Template for Labor Market Alignment for Career and Technical Programs</p>	<p>This template summarizes the agency's labor market review. If the agency intends to report enrollment in a program at any school during the year, it must be reported in this table. This includes if a school is only offering one course in the program.</p> <p><u>How to Complete the Template and Naming Convention for Submission</u></p> <ol style="list-style-type: none"> 1. Save a copy of the template provided with the application and re-name the file as follows: <ul style="list-style-type: none"> • For District Postsecondary: SD.99.CLNA-LMA.PS, where 99 is the WDIS agency ID reporting number. • For FCS Institutions: FCS.99.CLNA-LMA.PS, where 99 is the FCS agency ID reporting number. • The agency ID reporting numbers are included in Appendix E. 2. Select District # from dropdown menu. District and Agency # will automatically populate. 3. Select or enter Program Number (Column A) from dropdown menu. Program Name (Column B) will automatically populate. 4. In Column C, select "YES" if labor market demand has been substantiated by an approved method. <i>NOTE: This information will be reported on the Size, Scope and Quality template also.</i> 5. In Column D, choose "Primary Source" or "Secondary Sources" from dropdown menu. 6. In Column E, enter "YES" if an alternative SOC code was used for the labor market alignment (not the final SOC code in the Framework). 7. In Column F, enter or select from dropdown menu the SOC code used for the labor market demand review; must be primary SOC in the framework unless evidence of placement in the secondary SOC has been documented by the eligible recipient. Report as 6-digit number, no dashes. "N/A" for technology education programs. 8. Column G will automatically populate based on the SOC code entered. 9. Column H will automatically populate based on the SOC code entered. 10. In Column I, if labor market need is substantiated based on a regional list for the service area of the eligible recipient, provide the Workforce Region; otherwise "N/A."

11. Column J will automatically populate based on the SOC code entered.
12. Column K will automatically populate based on the SOC code entered.
13. In Column L, select "YES" if the SOC code in Column E is on the 19-20 Regional Targeted Occupation List (TOL) for the service area of the eligible recipient.
14. In Column M, select "YES" if the SOC code in Column E is on the 18-19 Regional TOL for the service area of the eligible recipient
15. In Column N, select "YES" if the SOC code in column E is linked to employment in an Enterprise Florida Target Industry Sector, if applicable.
16. In Column O, select "YES" if the SOC code in Column F is linked to employment in a Targeted Occupation or Sector in the local WIOA plan for the workforce board in the region.
17. In Column P, select "YES" if the program is identified as an Agriculture Occupation, with occupational demand identified by the Department of Agriculture and Consumer Services (DOACS).
18. In Column Q, select "YES" if labor market demand is substantiated through a Job Analytics source for the eligible recipient.
19. In Column R, select "YES" if labor market demand is substantiated by a letter for support from the local CareerSource Board.
20. In Column S, select "YES" if labor market demand is substantiated by a letter for support from an economic development agency.
21. In Column T, select "YES" if labor market demand is substantiated by a letter for support a local chamber of commerce.
22. In Column U, select "YES" if labor market demand is substantiated by other employer or industry association.

Smart Features and Validations

- Program Name (Column B) will auto populate based on program number (Column A) selected.
- If program is not aligned with labor market demand based on approved sources (Column C), all subsequent fields (Columns D through U) will be blocked out.
- If Primary Source (Column D) is selected, then secondary source fields will be blocked out. Conversely, if secondary sources (Column D) is selected, then primary source fields will be blocked out.
- A determination of whether an alternative SOC code (Column E) was used must be selected in order to trigger the dropdown

	<p>menu for SOC codes used for alignment (Column F).</p> <ul style="list-style-type: none"> • If the SOC code selected is not linked to program number, cell will become struck through. • Columns G, H, J and K will auto populate based on SOC code entry in Column F. <p><u>File Submission</u></p> <p>See details above in section labeled “File Submission of Required Excel Templates.” Files must be submitted in Excel format only. PDFs will not be accepted.</p>
Summary Table of Labor Market Alignment (LMA) of Programs	<p>This table is a numeric summary of the labor market alignment for all career preparatory and technology education programs offered by the agency in the 2020-21 program year.</p> <ol style="list-style-type: none"> 1. The number of programs offered must equal the number reported on the Labor Market Alignment template. 2. The number meeting labor market alignment standards must match the count of programs with Yes in Column C of the Excel template. 3. The percent reported must be the number of programs meeting LMA standards divided by the total programs offered in 2020-21. Report to one decimal place.
Tables: Program to be Phased Out and Programs Considered for Development (if applicable)	<p>If the agency is phasing out or considering new program development based upon the CLNA, the specific programs should be reported in these tables.</p>

PART C - DEVELOPMENT AND IMPLEMENTATION OF CTE PROGRAMS AND PROGRAMS OF STUDY (POS)

The CLNA provided the opportunity to examine the agency’s current program offerings and assess whether all programs are of sufficient size, scope and quality, meet current and future labor market needs and have included all of the components necessary to be considered programs of study under the new Perkins V requirements. From the analysis, various needs could be identified and prioritized related to program development, implementation and expansion of programs into programs of study. The highest priority needs identified in these areas can become part of the four-year plan and outlined in the third prompt in this section. Prioritized needs should be both impactful and achievable.

This section includes three prompts outlined below.

Narrative/Attachment	Guidance
<p>Provide the number and percentage of CTE programs that have a fully developed, Perkins V compliant Program of Study</p>	<ul style="list-style-type: none"> • In order to be considered a Perkins V compliant program of study, the program must meet all size, scope and quality requirements as outlined in Appendix A, and meet labor market demand as outlined in Appendix B. In addition, all program of study requirements in the Perkins Act itself (see Appendix K), as well as the state program of study requirements (see Appendix C), must be met. • Report the number of fully implemented Perkins programs of study for the year. Calculate the percentage of programs that are fully implemented programs of study by dividing total programs of study by the number of all Perkins eligible career and technical education programs at the agency. For example, an agency with 10 total Perkins eligible CTE programs, two of which are fully implemented programs of study, would report 20% as the percentage.
<p>Identify the number of CTE postsecondary programs under development where full Perkins V compliant programs of study should be developed (if applicable).</p>	<ul style="list-style-type: none"> • Provide the number of programs currently under development that should be further developed into Perkins-defined programs of study.
<p>Identification of High Priority Needs related to program development, implementation and programs of study</p>	<ul style="list-style-type: none"> • Provide a numbered list of high priority needs for CTE programs, as evidenced by the CLNA, that will be addressed in the four-year plan. These may include the addition of programs not currently offered, expansion of existing programs to meet local labor market or other need and the development of existing programs into programs of study. • Provide the program number and name, an estimated timeline for implementation, or the reason that the agency has chosen to not offer or expand the program. • At least one need should be identified for the 4-year period, although more than one is expected for this topic area. • The numbering used here will assist in making connections between these needs and budgeted expenditures for the

current year.

NOTE: Not all needs listed here must be addressed during the current funding year.

PART D - RECRUITMENT, RETENTION AND TRAINING OF TEACHERS, FACULTY AND ALL OTHER PROFESSIONALS

Hiring, equipping and keeping diverse educational faculty and staff that are able to offer the highest quality CTE to all students is mission critical to Florida's Career and Technical Education. Perkins Law asks agencies to evaluate deficits in their recruitment, retention and training of a wide variety of educational personnel, including teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors. Additionally, the Law has agencies analyze if their faculty and staff diversity adequately includes individuals "underrepresented in such professions."

This section includes four required prompts seen below.

Narrative/Attachment	Guidance
Process/methods of evaluating existing efforts for recruitment, retention and training	Explaining with enough high-level detail that the processes could be replicated, describe how the agency went about determining faculty and staff needs. This includes analysis of policies, procedures and programs in place to recruit, retain and train; analyses of faculty and staff data sources; and how stakeholders were engaged on this topic. Refer to the CLNA Toolkit for analysis and stakeholder engagement guidance on this topic.
Evaluation of under-represented individuals in professions	It is important for role modeling, mentoring and messaging that faculty and staff, to the extent possible, represent the constitution of the student body as well as a diverse workforce. Describe the process utilized for analysis of the student body, faculty and staff, and the relevant professions to determine diversity disparities in terms of gender, race, ethnicity and special population status.
Summary of what was revealed by the evaluations and changes that will be made	Describe all major findings and the agency's initial assessment of what would need to change for these needs to be adequately addressed.
Identification of High Priority Needs related to recruitment,	List and number the most pressing needs identified that will be addressed in the application and four-year plan. Prioritized needs should be both impactful and achievable.



retention and training

PART E - EVALUATION OF PERFORMANCE ON PERKINS ACCOUNTABILITY MEASURES

Agencies are required to review past performance on accountability measures for Perkins. Due to the lack of information available to recipients during the transition year, agencies must evaluate past performance under Perkins IV.

Narrative/Attachment	Guidance
Agency's history of performance on core indicators of performance for postsecondary programs Program years: 2015-16, 2016-17 and 2017-18	<p>Describe and analyze the agency's past performance on indicators of performance</p> <p>Analysis should include:</p> <ul style="list-style-type: none"> • Multiple years of performance history. • Disaggregation of performance by programs or programs of study. • Disaggregation by special populations and subpopulations. • Examination of achievement gaps in performance.
Analyze and describe any gaps in performance outcomes for Perkins	<p>For the analysis, the following definitions must be used:</p> <ul style="list-style-type: none"> ▪ An achievement gap is defined as 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 on closing achievement gaps has been defined as: <ul style="list-style-type: none"> ○ For special populations and subpopulations 10 or less, the agency should implement strategies related to equity and access to increase the overall number of students included in the cohort. <p>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.</p>
Identification of High Priority Needs related to high priority student performance gaps	<p>Based on an analysis of past performance:</p> <ul style="list-style-type: none"> ▪ Describe the process used to identify areas with significant achievement gaps. ▪ List populations with achievement gaps. <p>Describe the process for prioritizing needs that will be used to make</p>

meaningful progress on closing the gaps.

PART F - PROGRESS TOWARD IMPLEMENTATION OF EQUAL ACCESS TO HIGH-QUALITY CAREER AND TECHNICAL EDUCATION COURSES AND PROGRAMS OF STUDY FOR ALL STUDENTS

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

This section includes the two prompts listed below.

Narrative/Attachment	Guidance
Implementation strategies and policies to provide the resources, social services and academic support that certain students need to succeed in school, to address barriers to access and success of special populations and prepare them for high-skill, high-wage or in-demand occupations	<ul style="list-style-type: none"> • In the four prompts listed for question 1, describe the major results related to equity and access in CTE programs and activities, including how resource distribution is being used in a way to ensure that all students have access to high-quality instruction, services and support resources based on their diverse needs; strategies used to address existing barriers, whether intentional or unintentional, that are preventing access to these resources by certain student special populations or subgroups; programs designed to enable special populations to meet local targets, and activities; and programs offered to prepare special populations for high-skill, high-wage and/or in-demand occupations.
Identification of High Priority Needs related to equal access	<ul style="list-style-type: none"> • Provide a numbered list of high priority needs for CTE programs that were identified from the examination of equity and access strategies and policies that will be addressed in the four-year plan. • The numbering used here will assist in making connections between these needs and budgeted expenditures for the

current year.

NOTE: Not all needs listed here must be addressed during the current funding year.

PART G - OTHER IDENTIFIED NEEDS FROM COMPREHENSIVE LOCAL NEEDS ASSESSMENT (IF APPLICABLE)

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

NOTE: This section is optional.

Narrative/Attachment	Guidance
Other priority needs identified in the CLNA	If applicable, provide additional needs, not covered in the above sections, related to the agency's high priority needs for the years 2020-2024.
Process used to identify needs	If response provided above, provide a brief overview of how the needs were identified.

SECTION 2. PRIMARY PROGRAM OF STUDY AND CTE POSTSECONDARY PROGRAMS FOR 2020-2021

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

- Meet size, scope and quality requirements.
- Meet labor market alignment requirements.
- Meet a need identified in the agency's Comprehensive Local Needs Assessment.
- Must offer not less than one CTE program of study that meets all of the state requirements.

A list of the program of study requirements can be found in **Appendix C**.

Narrative/Attachment	Guidance
Impact of the CLNA on CTE course offerings and activities	Describe how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities selected to be funded under Perkins V.

PART A - TEMPLATE FOR THE SUBMISSION OF THE 2020-2021 POSTSECONDARY PROGRAM OF STUDY

Narrative/Attachment	Guidance
Complete and submit the program of study for the 2020-2021 program year on either the new 2020-2021 template located in Appendix D or submit the previously approved 2019-2020 program of study template with updated information.	<ul style="list-style-type: none"> • If submitting a previously approved program of study on the 2018-2019 template as the agency's primary POS, it must meet all of the new program of study criteria. • If the program of study to be submitted as the primary program of study is a different one than from previous years, then it should be submitted on the new 2020-2021 template that is included in Appendix D. • For Guidance on completing specific sections of the new 2020-2021 program of study template, see Appendix C. • In submitting the primary program of study, the agency is attesting to the fact that the submitted program of study will meet all state required elements throughout the 2020-2021 program year.

PART B - LIST OF ADVISORY COUNCIL MEMBERS OVERSEEING THE PRIMARY PROGRAM OF STUDY

One of the new state requirements for programs to be considered complete programs of study is that they are overseen by an advisory council to enhance and ensure sustained relationships between local CTE programs and industry partners. The intention is that the programs of study are developed, implemented and improved through a team of expert stakeholders that are able to offer relevant, up-to-date, in-depth education and experiences that create highly-qualified employees on promising career trajectories. These councils play a pivotal role in the coordination between eligible recipient program levels, alignment of academic and technical content, seamless student transitions between program levels and the integration of work-based learning opportunities.

Narrative/Attachment	Guidance
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List the members that are involved in the advisory council overseeing this program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary and business and industry.

- The advisory council must include, at a minimum, representatives from secondary (e.g., CTE director, counselors, teachers), postsecondary (e.g., faculty, workforce dean, student advisors) and business and industry (the best would be a representative from the industry for which the program prepares students; but it could also be represented by staff from CareerSource or local Chamber of Commerce).
- The council overseeing the program of study may be regional or oversee multiple programs of study.

PART C - CTE POSTSECONDARY PROGRAMS AND PROGRAMS OF STUDY THAT MEET ALL STATE REQUIREMENTS TO BE FUNDED WITH PERKINS V IN 2020-2021

Narrative/Attachment	Guidance
Table 1: 2020-2021 Perkins Funded CTE Programs	<ul style="list-style-type: none"> • Make sure each program listed meets all state requirement: (1) size, scope and quality requirements; (2) labor market alignment requirements; and (3) a need identified in the agency's Comprehensive Local Needs Assessment. • The programs should appear on both the size, scope and quality and labor market alignment templates. • List only those CTE programs that will be supported with Perkins V funds. • Any program funded with Perkins dollars must appear on this list (unless the agency plans to develop or expand it, which will be listed in the next chart in Part D).

PART D - USE OF PERKINS FUNDS TO DEVELOP CTE PROGRAMS

Perkins V allows for funds to be used to develop new CTE programs to meet labor market demand and to improve existing programs to meet size, scope and quality compliance. New programs and programs being brought into size, scope and quality compliance should be listed here so that, when combined with the agency's lists of programs that have already met size,

scope and quality as well as labor market demand, a complete list of locally fundable programs will be made.

Complete this section only if the agency plans to develop or improve a CTE program during the 2020-2021 program year.

Narrative/Attachment	Guidance
Table 2: 2020-2021 CTE Postsecondary Programs to be Developed (if applicable)	<ul style="list-style-type: none"> List those programs that will be newly developed due to labor market demand or improved to bring into size, scope and quality compliance during the 2020-2021 program year in this table. The amount of time the agency has to completely develop a program so that it meets all state requirements for size, scope and quality is a time period less than the duration of the required course sequence. For instance, an agency starting a 900-hour (approximately one year of instruction) career certificate program has one year from the time it enrolls students to comply with size, scope and quality standards. Estimated enrollment is listed because funds may not be used to develop programs with no anticipated enrollment during the 2020-21 program year. All program year funds must benefit students during that program year.
Table 3: 2020-2021 New Programs of Study to be developed (if applicable)	<ul style="list-style-type: none"> List those programs that will be newly developed into fully implemented programs of study during the 2020-2021 program year in this table. Include estimated enrollment during the 2020-2021 program year. Indicate (Yes/No) if the developing program of study includes a local or state articulation agreement. Note that fully implemented programs of study are required to include at least one articulation agreement between secondary and postsecondary institutions.

PART E - DISSEMINATION OF INFORMATION ON CTE POSTSECONDARY PROGRAMS AND PROGRAMS OF STUDY

Narrative/Attachment	Guidance
Describe how postsecondary	<ul style="list-style-type: none"> Describe the agency's dissemination policies for CTE programs and programs of study. Include all means of dissemination for

students, including students who are members of special populations, will learn about the agency's CTE course offerings and whether each course is part of a CTE program of study

- students and parents – both digital, print and other. Include how faculty, staff and counselors are made aware through professional development and other means of communication.
- Describe ways that the agency will ensure that members of ALL targeted special populations in Perkins V, such as students with disabilities or economically disadvantaged youth, receive information about CTE programs. This includes alternate or additional formats, modalities, channels of communication and accommodations.

SECONDARY AND POSTSECONDARY (SECTIONS 3 – 14)

Questions in sections 3-14 in the application are common to both the secondary and postsecondary applications. Sections 3- 9 are required components of the local application in accordance with section 134 of Perkins V.

SECTIONS 3 TO 13 TABLE SUMMARY

Section	Guidance
Section 3. Career Exploration and Guidance	Must provide a response here as the SSQ secondary and postsecondary policies do not explicitly address career exploration and guidance. This response must describe collaboration efforts with local workforce development boards and agencies.
Section 4. Continuous Academic Improvement and Academic Integration	All secondary and postsecondary CTE programs must meet SSQ policy provisions which include providing instruction that integrates academic, technical and employability skills. The response provided in Part A – Required Narrative for the Comprehensive Local Needs Assessment will serve to satisfy this response for the questions in Section 4. Make sure a response has been provided to related questions in Part A.
Section 5. Equity and access for special populations	All secondary and postsecondary CTE programs must meet SSQ policy provisions which include Implement measures to eliminate barriers and create opportunities for all students to succeed in CTE. Provide a response to the questions in Section 5 (a-d) in addition to the narrative already provided in Part A – Required Narrative for the Comprehensive Local Needs Assessment.
Section 6. Opportunities for Work-Based	The criteria and definition of work-based learning, examples of work-based learning and other guidance can be found on the FDOE CLNA page (http://www.fldoe.org/academics/career-adult-

Learning	edu/Perkins/clna.shtml) under “Experiential Learning Framework.”
Section 7. Opportunities for Postsecondary Credit	All CTE programs must meet SSQ policy provisions which includes providing an opportunity for students to earn a recognized postsecondary credential through articulated mechanisms. For the programs identified in Table # (complete programs to be funded), provide a high-level summary of how students will be provided an opportunity to earn a recognized postsecondary credential. If programs were identified in Table # (programs to be developed), provide a high-level summary of how students will be provided an opportunity to earn a recognized postsecondary credential.
Section 8. Support for CTE personnel	A core component of the CLNA is the evaluation of eligible recipient efforts of recruitment, retention and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals and career guidance and academic counselors, including individuals in groups underrepresented in such professions. In addition to the previous response provided in both Section 1 and Part A, provide a response to the questions in Section 8 (a-b).
Section 9. Performance of Special Populations and Subgroups	A core component of the CLNA is the evaluation of student performance including that of special populations and subgroups. In addition to the response provided in Part A, provide a response here for the question in Section 9.
Section 10 – Accountability and Program Improvement	<p>All agencies must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in Appendix F.</p> <p>Identification of Performance Levels: Each eligible recipient shall identify in the local application under section 134, the agreed upon levels of performance for each of the core indicators of performance for each of the program years covered by the local plan.</p> <p>Each local eligible recipient will receive under separate cover, instructions related to the negotiation and establishment of local targets in relation to state targets, see the overview of accountability requirement found in Attachment C.</p>
Section 11 - Support for Reading/Strategic Imperatives (FDOE Requirement)	Provide a general statement describing how the agency provides support for reading/strategic imperatives.
Section 12 - Notice	If applicable, provide confirmation in the form of a general statement

Regarding Automotive Service Technology Education Programs (State Requirement)	that the program is in compliance with the automotive service technology provisions as provided in Florida statute and State Board of Education rule.
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Section 13 - Federal Programs - General Education Provisions Act (GEPA) (Federal Requirement)	Provide a general statement acknowledging understanding and adherence to GEPA.
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SECTIONS 14. BUDGET NARRATIVE REQUIREMENTS AND SECONDARY AND POSTSECONDARY CTE ASSURANCES

FDOE is aware of the unprecedented challenges agencies are facing in response to the COVID-19 pandemic. The United States Department of Education has authorized FDOE some flexibility, which will allow eligible recipients some additional time to complete their local plan applications, covering the submission and approval of Fiscal Years (FY) 2020-2024.

This flexibility extends the duration of the eligible recipient's One-Year Local Application, (submitted Program Year (PY) 2019-20), by three months (September 30, 2020). If a eligible recipient elects to utilize this flexibility, FDOE may issue a FY 2020 Perkins subgrant on schedule to enable the eligible recipient to continue to seamlessly administer its Perkins V programs and services.

While FDOE encourages eligible recipients that are prepared to meet the original June 30, 2020 application deadline to submit their local application by the due date, FDOE recognizes that a number of eligible recipients may have difficulty submitting their completed local plan application, covering fiscal years (FY) 2020-2024, by the due date.

As a result of the authorization referenced, FDOE will offer two options for eligible recipients to submit their PY 2020-24 local application.

Option One:

- Eligible recipient elects to submit their Four-Year Local Application by June 30, 2020. FDOE will evaluate the application submission. Upon approval, a DOE 200, Award Notification will be issued with an effective date of July 1, 2020.

Option Two: This requires the following two-step process:

- Eligible recipient elects to extend their PY 19-20 One-Year local application by three months. Upon approval, a DOE 200, Award Notification will be issued with an effective date of July 1, 2020. If the agency adheres to the following requirements:

Step 1: Eligible recipient must submit this information to FDOE on or before June 30, 2020:

1. Submit a Letter to extend their PY 2019-20 One-Year local application to September 30, 2020 (signed by agency head or authorized person)
2. Submit the **Secondary CTE Assurances Form** (see **Attachment E**)
3. Submit a three-month DOE 101 - Budget Narrative Form for no more than 25% of the PY 2020-21 Allocation.

4. Submit DOE 100A Project Application Form (signed by agency head or authorized person)
5. FDOE will evaluate and approve the 3-month local application with an effective date of July 1, 2020.

Step 2: Eligible recipient must submit the additional information to FDOE on or before August 31, 2020:

1. Submit a revised Budget Narrative Form (DOE 101) that is aligned with Perkins V requirements for the remaining balance of the PY 2020-21 Allocation
2. Submit all the required narratives and attachments for the Four-Year Local Application
3. FDOE will evaluate and approve the updated local application and issue a revised DOE 200 Award Notification for the remaining balance.

BUDGET NARRATIVE GUIDELINES: (PY 2020-24 LOCAL PLAN APPLICATIONS)

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

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

Therefore, all budget narratives must be aligned with the 2020-2021 CLNA priorities and needs addressed in the narrative sections of this application. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

- a. Eligible recipients must complete and submit a signed **CTE Assurances Form**. This form is located on the attachments section of this application.
- b. Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101**, in detail, and ensure alignment with the following:
 1. (Sec. 134) Comprehensive Local Needs Assessment Results
 2. (Sec. 135) Requirements for Uses of Funds and
 3. (Sec. 135) Size, Scope and Quality to be effective

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

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

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

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

The budget form is a Word document titled Budget Narrative Form, DOE 101. Visit our website at <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.shtml> and see the 2020-2021 RFA Applications Program Management Resource Section to access the budget form and the instructions for completing the form.

SECONDARY AND POSTSECONDARY ASSURANCES

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

APPENDICES

Appendix A: Size, Scope and Quality

Appendix B: Labor Market Alignment

Appendix C: CTE Programs and Programs of Study

Appendix D: Program of Study Template

Appendix E: Agency ID Reporting Numbers

Appendix F: Performance Accountability

Appendix G: Overall Distribution of Funds to Local Agencies

Appendix H: Fiscal Requirements

Appendix I: Relevant Sections of the Perkins V Act

APPENDIX A: SIZE, SCOPE AND QUALITY

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.

Florida's standards for size, scope and quality at the secondary and postsecondary levels are described in the tables below.

FLORIDA'S PERKINS V SIZE, SCOPE AND QUALITY STANDARDS

Secondary

Size
<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).
Scope
<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.
Quality
<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.

FLORIDA'S PERKINS V SIZE, SCOPE AND QUALITY STANDARDS

Postsecondary

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

SECONDARY PROGRAM ALIGNMENT TO SIZE, SCOPE AND QUALITY

The following are secondary programs, due to size, scope and quality criteria, that are not eligible to be funded through Perkins V during the 2020-2021 program year.

Program Code	Program Name
8200110	Business Keyboarding
8200120	Business Leadership Skills
8200130	Business Keyboarding and Career Planning
8207010	Emerging Technology in Business
8300310	Workplace Essentials
8300320	Practical Arts General
8300330	Workplace Technology Applications
8301600	Work Experience
8400320	Medical Skills and Services
8500120	Personal and Family Finance/Personal Financial Literacy
8500140	Career Discovery
8500230	Personal Development
8500300	Parenting Skills
8500310	Child Development
8500345	Family Dynamics
8500355	Nutrition and Wellness
8500365	Family and Consumer Science (FACS) Essentials
8500375	Blueprint for Professional Success
8500380	Fabric Construction
8500390	Principles of Food
8500395	Food Science Safety and Technology
8500430	Personal Development and Career Planning
8502000	Life Management Skills
8700300	Practical, Technical and Industrial Occupations
8809400	Introduction to Nutrition
8812000	Business Ownership
8900330	Principles of Public Service
8918031	Private Security Officer
8960370	Exploring Family and Consumer Sciences (FACS)
9100110	Orientation to Career and Technical Occupations (Diversified) and Career Planning
9100210	Exploration of Career and Technical Occupations
9100310	Orientation to Career and Technical Education Occupations

APPENDIX B: LABOR MARKET ALIGNMENT

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 2020-21 fiscal year, recipients must review and document this alignment.

An overview document is available at the following link: <http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.shtml>. See header for “Labor Market Alignment Templates and Resources.” The following table provide an abbreviated view of all the methods and resources for documentation of labor market alignment.

PRIMARY SOURCES

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

Primary Source Method	Resources
Statewide Demand Occupation List (DOL)	<p>Link to DOL must be made based on an SOC code listed in the framework for that program. This list can be accessed at the following links:</p> <p>Secondary CTE Programs</p> <p>Postsecondary CTE Programs – Clock Hour</p> <p>Postsecondary CTE Programs – College Credit</p> <p>Statewide Demand Occupations list are available through the CareerSource Florida and Department of Economic Opportunity.</p>
Regional Demand Occupation List (for the region of the institution)	<p>Link to DOL must be made based on an SOC code listed in the framework for that program. See information above for SOC code lists for each program.</p> <p>Regional lists are posted on the Florida Department of Economic Opportunity’s web site:</p> <p>19-20 and 18-19 Regional Lists</p>
Regional Targeted Occupation List (for the region of the institution)	<p>Link to DOL must be made based on an SOC code listed in the framework for that program. See information above for SOC code lists for each program.</p> <p>Regional lists are available from each regional workforce board. Currently,</p>

	there is no reliable posting location.
Enterprise Florida Targeted Industry Sector	Enterprise Florida, Inc. (EFI) provides information the targeted sectors on their website. Eligible recipients are responsible for documenting the linkage between their programs and the EFI sectors. Link to EFI Site
Targeted Occupation or Sector identified by local CareerSource Board in current local WIOA Plan	Information on targeted sectors identified in the local CareerSource Board's WIOS plan are not centrally located. Agencies will need to contact the local board for this information.
Agriculture-related Programs	An occupational demand letter from the Florida Department of Agriculture and Consumer Services (FDACS) is available for many secondary and postsecondary agriculture-related programs. See the following resources to determine if a letter of occupational demand is available for a specific agriculture program. Summary of Available FDACS letters

SECONDARY SOURCES

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

Secondary Source Method	Resources
Job Analytics Resources for the region	Several job analytics organizations provide analysis of local labor market demand. Examples include Burning Glass, EMSI and JobsEQ. The documentation used from these sources must address how completers from the program have current employment opportunities associated with the program of completion.
Local CareerSource Board letter of support	The letter provided from the local CareerSource Board must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.
Economic development agency letter of	The economic development agency must be one listed on this Enterprise Florida web page: https://www.enterpriseflorida.com/about-

support	<u>efi/stakeholders/economic-development-partners/</u> The letter provided from the agency must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.
Local Chamber of Commerce letter of support	The letter provided from the agency must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.
Other Employer or Industry Association	One of the secondary sources can be from the following entities: <ul style="list-style-type: none"> ▪ Local employer with a documented history of hiring graduates from the program ▪ Recent employer in an emerging occupational area ▪ State industry associations ▪ Regional industry associations The letter provided from the agency must be specific to the program identified and include information on employment demand for completers of that program. Generic form letters without the information above are not acceptable.

APPENDIX C: CTE PROGRAMS AND PROGRAMS OF STUDY

A. Overview

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

B. Florida's Perkins V Required Program of Study Elements

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

- Meet the requirements of the relevant FDOE 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
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early

C. Progressive Increase Required in Percentage of Students in Secondary POS

- Using a phased approach, FDOE will require secondary eligible recipients to progressively raise student enrollment in programs of study. The below table summarizes the progressive standards by year.
- The 2020-2021 program year 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. Therefore, secondary eligible recipients will be required to have only one fully implemented program of study in place for this program year. But during the CLNA process, eligible secondary agencies will estimate the percent of total CTE enrollment engaged in active programs of study and make plans to undertake the necessary steps to identify, adopt or develop additional programs of study to increase this percentage each program year.

- FDOE is going to assist districts with the development of additional programs of study by developing statewide programs of study that districts can adopt. A [Programs of Study Alignment Matrix](#) (Excel) has already been developed that shows the alignment between related programs at the secondary, clock hour and college credit levels.
- FDOE will review on an annual basis enrollment data for all CTE programs and determine the percentage of CTE students enrolled in programs of study at each eligible recipient. Eligible recipients not meeting the required percentage for the year will receive targeted technical assistance.

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

Program of Study Requirements by Year for Secondary Eligible Recipients

Program Year	Summary of Requirements and Activities
2020-2021	<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. ○ 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.

APPENDIX D: PROGRAM OF STUDY TEMPLATES

For the 2020-2021 application year, only one program of study template is required per agency. Previously approved program of study templates may be submitted in substitution for the below template. See the requirements for a program of study (POS) below.

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

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

Instructions by Column:

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

Secondary:

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

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

- **Registered Apprenticeship:**
 - In collaboration with local employers, registered apprenticeships may be included as a postsecondary program within a program of study. Visit [Florida's Registered Apprenticeship page](#) to search for local, existing apprenticeships or to find contact information for regional Apprenticeship Training Representative.
- **Technical College/Center:**


- List the name of an aligned CTE program offered at a Florida technical college/center.
- **State College:**
 - List the name of an aligned CTE program offered at a Florida College System institution.
- **University:**
 - (optional) The inclusion of university programs and/or higher is included for the benefit of students, NOT as a requirement.
 - If there is no aligned University program, leave this section blank.
 - Perkins funds **cannot** be used to support baccalaureate programs.

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

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

Accelerated Credit Opportunity(ies):

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

Career Cluster:					CTE Program: Secondary: Postsecondary:			
Career Cluster Pathway:					Industry Certification: Secondary: Postsecondary:			
		16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
		ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL	Students are encouraged to begin planning for careers and postsecondary options by exploring resources at mycareershines.org Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements. One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program							
	9th	Include local required courses in all boxes	local required courses	local required courses	local required courses	Physical Education (1credit)) (Not required for ACCEL Program)		Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10th	local required courses	local required courses	local required courses	local required courses			Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	11th	local required courses	local required courses	local required courses	local required courses	Practical Arts or Fine Arts course (1 credit)		Other elective course appropriate for student's career and education plan.
	12th	local required courses	local required courses	local required courses	local required courses			Other elective course appropriate for student's career and education plan.
Based on the Career Cluster								

of interest and identified career and technical education program, the following postsecondary options are available.	TECHNICAL CENTER PROGRAM(S)	STATE COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
CREDIT	Articulation and CTE Dual Enrollment Opportunities		
	Secondary to Technical Center (PSAV) (Minimum # of clock hours awarded)	Secondary to College Credit Certificate or Degree (Minimum # of clock or credit hours awarded)	PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here)
Career and Technical Student Association			
Internship/Work Experience Recommendations			
, sol or district accounting offices, banks, family tax account			
Work, intern, volunteer or shadow, credit unions, school or district accounting offices, banks			

Perkins V: 2020-2021 Program of Study

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

Perkins V: 2020-2021 Program of Study for Nursing

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

APPENDIX E: AGENCY ID REPORTING NUMBERS

For submission of Excel templates, the eligible recipient must use the following reporting numbers for use in naming the files. *NOTE: Agency ID does not refer to the 3-digit grant agency numbers assigned to an agency.*

SCHOOL DISTRICT REPORTING NUMBER OF SECONDARY AND POSTSECONDARY

District	Agency #	District	Agency #	District	Agency #
Alachua	01	Hamilton	24	Okeechobee	47
Baker	02	Hardee	25	Orange	48
Bay	03	Hendry	26	Osceola	49
Bradford	04	Hernando	27	Palm Beach	50
Brevard	05	Highlands	28	Pasco	51
Broward	06	Hillsborough	29	Pinellas	51
Calhoun	07	Holmes	30	Polk	53
Charlotte	08	Indian River	31	Putnam	54
Citrus	09	Jackson	32	Saint Johns	55
Clay	10	Jefferson	33	Saint Lucie	56
Collier	11	Lafayette	34	Santa Rosa	57
Columbia	12	Lake	35	Sarasota	58
Miami-Dade	13	Lee	36	Seminole	59
DeSoto	14	Leon	37	Sumter	60
Dixie	15	Levy	38	Suwannee	61
Duval	16	Liberty	39	Taylor	62
Escambia	17	Madison	40	Union	63
Flagler	18	Manatee	41	Volusia	64
Franklin	19	Marion	42	Wakulla	65
Gadsden	20	Martin	43	Walton	66
Gilchrist	21	Monroe	44	Washington	67
Glades	22	Nassau	45		
Gulf	23	Okaloosa	46		

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

District	Agency #	District	Agency #
FI School Deaf and Blind	68	UF Laboratory School	75
FAU Laboratory School	72	Dept. of Corrections	76
FSU Dev Research School	73	Lake Wales Charter School System	81
FAMU Laboratory School	74	South Tech Academy	82

FLORIDA COLLEGE SYSTEM INSTITUTION REPORTING NUMBERS

FCS Institution	Agency #	FCS Institution	Agency #
Eastern Florida State College	01	Miami Dade College	15
Broward College	02	North Florida College	16
College of Central Florida	03	Northwest Florida State College	17
Chipola College	04	Palm Beach State College	18
Daytona State College	05	Pasco-Hernando State College	19
Florida Southwestern State College	06	Pensacola State College	20
Florida State College at Jacksonville	07	Polk State College	21
The College of The Florida Keys	08	St. Johns River State College	22
Gulf Coast State College	09	St. Petersburg College	23
Hillsborough Community College	10	Santa Fe College	24
Indian River State College	11	Seminole State College of Florida	25
Florida Gateway College	12	South Florida State College	26
Lake-Sumter State College	13	Tallahassee Community College	27
State College of Florida, Manatee-Sarasota	14	Valencia College	28

APPENDIX F: PERFORMANCE ACCOUNTABILITY

DATA COLLECTION, REPORTING AND ANALYSIS

Data reporting is a requirement for implementation of Florida's Perkins V Four-Year State Plan. All agencies must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis and the ability to identify and quantify any disparities or gaps in performance, especially with regard to special populations and subgroups.

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

The tables below provide the numerators and denominators for all secondary and postsecondary core indicators of performance. FDOE developed detailed business rules for each secondary and postsecondary indicator of performance.

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

DEFINITIONS OF SECONDARY AND POSTSECONDARY CTE CONCENTRATORS

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

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

PERKINS V CORE INDICATORS OF PERFORMANCE

SECONDARY CORE INDICATORS OF PERFORMANCE

Indicator	Code	Measure Summary
<i>Four-Year Graduation Rate</i> 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	Numerator: Those students in the denominator who have one of diploma types used for the ESSA calculation by the end of the fourth year of the cohort. Denominator: Students in the district's ESSA graduation cohort who are identified as secondary CTE concentrators.
<i>Academic Proficiency in Reading/Language Arts</i> 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.	2S1	Numerator: Those students from the denominator who scored a Level 3 or above on the FSA/FSAA ELA exam on the most recently taken grade level assessment. Denominator: CTE Concentrators who were enrolled in the reporting year and who took an FSA Exam in English Language Arts (ELA).
<i>Academic Proficiency in Mathematics</i>	2S2	Numerator: Those students from the denominator who scored a

<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</p>	<p>Level 3 or above on the FSA, Algebra 1 EOC, Geometry EOC or alternative assessment.</p>	<p>Denominator: CTE Concentrators who were enrolled in the reporting year and who took a mathematics FSA, high school level mathematic exam (Algebra I EOC or Geometry EOC).</p>
<p><i>Academic Proficiency in Science</i></p>	<p>Numerator: Those students from the denominator who scored a Level 3 or above on the Biology 1 EOC or alternative assessment.</p>	<p>Denominator: CTE Concentrators who were enrolled in the reporting year and who took the Biology I exam.</p>
<p><i>Post-Program Placement</i></p>	<p>Numerator: Those students from the denominator who were found in the 2nd quarter after exiting in the following: Enrolled in Postsecondary Education or Advanced Training, Employed, Other placement types</p>	<p>Denominator:</p>

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.		CTE Concentrators who exited K-12 in the prior year
<i>Non-traditional Program Concentration</i> The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Numerator: Those students from the denominator who were concentrators in a program identified as non-traditional for their gender. Denominator: CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.
<i>Program Quality – Attained Recognized Postsecondary Credential</i> The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Numerator: Those students from the denominator who earned a recognized postsecondary credential by the time of graduation. Denominator: Secondary CTE concentrators who graduated in the reporting year

POSTSECONDARY CORE INDICATORS OF PERFORMANCE

Indicator	Code	Measure Summary
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Post-Program Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

1P1

Numerator:

Those students from the denominator who were found in the 2nd quarter after exiting in the following: Enrolled in Postsecondary Education or Advanced Training, Employed,

Other placement types

Denominator:

CTE Concentrators who completed a program in the prior year.

***Earned
Recognized Postsecondary
Credential***

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

2P1

Numerator:

Those students in the denominator who: Earned a recognized postsecondary credential in the current year or in the prior year

Denominator:

CTE concentrators enrolled in the prior year and exited

***Non-traditional Program
Concentration***

The percentage of CTE concentrators in career and technical

3P1

Numerator:

Those students from the denominator who were concentrators in a program identified as non-traditional for their gender.

education programs and programs of study that lead to non-traditional fields.

Denominator:

CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.

State Determined Secondary Performance Levels (SDPL) for Florida

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

ADDITIONAL INFORMATION REGARDING SDPLS

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.

STATE DETERMINED POSTSECONDARY PERFORMANCE LEVELS (SDPL) FOR FLORIDA

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

LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS

Local eligible recipients will receive under separate cover, instructions related to the negotiation and establishment of local targets in relation to state targets.

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

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

LOCAL PROGRAM IMPROVEMENT PLANS (PIPS) AND OUTCOME REPORTING

As with Perkins IV, local program improvement plans will be required of agencies who fail to meet 90% of their local agreed upon level of performance in any of the core indicators. Year-to-year progress will be monitored through reports on performance indicators and in annual progress reports in local applications. If applicable, local program improvement plans must be submitted in order to receive a grant award notification.

Local program improvement plans will be required beginning in the 2021-2022 program year. Those agencies needing to write plans, based on their 2020-2021 performance data, will be notified, as required in Section 123 of the Act, local eligible recipients will receive under separate cover, instructions for the development and implementation of these plans.

The local program improvement plan must include:

- The targeted performance level
- An analysis of the performance disparities or gaps identified in section 113
- Specific actions that will be taken to improve performance and address such gaps

- Person(s) responsible
- Projected date of completion
- Description of how the local program improvement plan was developed in consultation with appropriate agencies, individuals and local stakeholders

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

APPENDIX G: OVERALL DISTRIBUTION OF FUNDS TO LOCAL AGENCIES

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

- School district secondary CTE programs and courses
- Postsecondary CTE programs delivered by school districts (certificate programs) and FCS institutions (certificate and degree programs)

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

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

Secondary Sector

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

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

Postsecondary Sector

Postsecondary CTE FTE will be used and includes the following:

- The number of Career Certificate and Applied Technology Diploma FTE reported by local educational agencies.
- The number of FTE in courses classified as College Credit Certificate and Associate in

Science or Associate in Applied Science degrees as reported by FCS institutions.

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

Basic Grant Funds will be distributed to the two career and technical sectors, secondary and postsecondary, based on proportionate share of total CTE FTE:

- Secondary: district programs
- Postsecondary: district programs and FCS institution programs

A three-year average FTE will be calculated for categories listed above. Annual sector allocations may change based on changes in reported FTE. 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 (%) =

District Secondary FTE (7-12)

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

Postsecondary – College and District Percentage (%) =

Postsecondary FTE (combined)

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

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

Lower level of participation in the Pell Grant program by school district technical colleges/centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in career and technical postsecondary and adult programs. In addition, Florida has several high quality short-term training programs which do not qualify for the Pell Grant program because their length is not at least 600 clock hours. The alternative formula drives the

dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary CTE programs, thereby generating a more equitable distribution of funds. Under the last calculation, about 20% of the students identified as economically disadvantaged were identified as a result of non-Pell indicators.

Proposed Alternative Formula for Postsecondary

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

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

Postsecondary CTE students will be identified based upon declared programs of study in Perkins-eligible postsecondary CTE programs. For students with a postsecondary CTE program goal who have not yet been enrolled in a CTE program, only students taking coursework associated with a postsecondary CTE program may be classified as such for this formula. Postsecondary CTE students will be matched to the economically disadvantaged factors listed above to identify the student population used for the postsecondary allocation.

Please refer to the secondary allocation chart in the secondary application and to the two postsecondary allocation charts in postsecondary application.

APPENDIX H: FISCAL REQUIREMENTS

LOCAL USE OF FUNDS

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

Funds may be used to support only those programs that are of “sufficient size, scope and quality [as defined by FDOE] to be effective” (section 135(b)).

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

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

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

DISTRIBUTION TO SECONDARY PROGRAMS

1. Minimal Allocation

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

2. Consortia

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

DISTRIBUTION TO POSTSECONDARY PROGRAMS

1. Minimal Allocation

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

2. Consortia

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

Provide services to all postsecondary institutions participating in the consortium (unless the eligible institution is in a rural, sparsely populated area and waives this requirement).

Are of sufficient size, scope and quality to be effective (size, scope and quality definitions will be discussed in Section B of this document).

Funds allocated to consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members of the consortium.

PURPOSE OF ACT - PERKINS V, SECTION 2

SEC. 2. PURPOSE

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

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

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

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

(5) providing technical assistance that--

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

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

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

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

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

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

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

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

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

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

(48) SPECIAL POPULATIONS.--

The term “special populations” means—

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners ;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless

Assistance Act (42 U.S.C. 11434a);

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

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

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

ACCOUNTABILITY – PERKINS V, SECTION 113

SEC. 113. ACCOUNTABILITY.

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

(b) STATE DETERMINED PERFORMANCE MEASURES.—

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

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

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

(2) INDICATORS OF PERFORMANCE.—

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

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

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

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

(ii) CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.

(iii) The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

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

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

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

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

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

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

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

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

(i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

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

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

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

(3) STATE DETERMINED LEVELS OF PERFORMANCE.—

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

(i) IN GENERAL.—

(I) LEVELS DETERMINED BY THE ELIGIBLE AGENCY.—

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

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

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

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

(bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

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

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

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

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

approve those revised levels of performance if those levels meet the requirements described in subclause (III) of clause (i). The State determined adjusted levels of performance identified under this clause shall be considered to be the State determined levels of performance for the State for such years and shall be incorporated into the State plan.

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

(B) PUBLIC COMMENT.—

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

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

(I) meet the requirements of the law;

(II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

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

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

(C) STATE REPORT.—

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

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

(II) the actual levels of performance for all CTE concentrators, and for each of the subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48).

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

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

(aa) for subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48), that are served under this Act; and

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

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

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

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

(bb) Individuals in advanced training.

(cc) Individuals in military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)).

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

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

(iv) INFORMATION DISSEMINATION.—The Secretary shall—

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

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

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

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

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

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

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

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

(4) LOCAL LEVELS OF PERFORMANCE.—

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

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

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

(II) require the eligible recipient to continually make meaningful progress toward improving the performance of all CTE concentrators, including subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and special populations, as described in section 3(48);

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

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

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

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

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

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

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

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

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

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

(B) LOCAL REPORT.—

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

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

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

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

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

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

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

(bb) Individuals in advanced training.

(cc) Individuals in military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)).

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

(iii) NONDUPLICATION.—The eligible agency shall ensure, in a manner that is consistent with the actions of the Secretary under paragraph (3)(C)(iii), that each eligible recipient does not report duplicative information under this section.

(iv) RULES FOR REPORTING OF DATA.—The disaggregation of data under this paragraph shall not be required when the number of

students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.

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

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

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

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

(a) LOCAL APPLICATION REQUIRED.--

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) COMPREHENSIVE NEEDS ASSESSMENT. —

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

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

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

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

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

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

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

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

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

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

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

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

(iii) providing activities to prepare special populations for

high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

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

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

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

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

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

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

(4) parents and students;

(5) representatives of special populations;

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

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

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

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

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

(2) ensure programs of study are—

(A) responsive to community employment needs;

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

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

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

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

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

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

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

SEC. 135. LOCAL USES OF FUNDS.

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

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

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

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

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

(ii) educational requirements;

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

(iv) employment sectors;

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

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

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

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

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

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

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C)); (C) providing teachers, faculty, school leaders, administrators,

specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills,

and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

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

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

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

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of

1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

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

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

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

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