

**FLORIDA DEPARTMENT OF EDUCATION**

**2020-2021 Request for Application (RFA Entitlement)**

**TAPS#21B011**

**Bureau/Office**

Division of Career and Adult Education

**Program Name**

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) **Florida Virtual School, Secondary Career and Technical Education**

**Specific Funding Authority(ies)**

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Title I; Workforce Investment Act, Section 503, CFDA #84.048

The Florida Department of Education submitted a **State Plan for 2020-2024** to the United States Department of Education (USDOE) in April of 2020. Submission of a new State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), herein known as the “Act”.

To view **Florida’s Perkins V Four-Year State Plan**, visit: <http://www.fldoe.org/perkins>

**IMPORTANT: COVID-19 Grant Application Flexibility**

The Department will utilize the authority granted by USDOE and provide local eligible recipients (school districts and FCS institutions) the flexibility to submit the 2020-2021 four-year application/plan no later than August 31, 2020. This will allow agencies additional time to complete the requirements of the Comprehensive Local Needs Assessment (CLNA) and other provisions of the plan. For agencies seeking this flexibility, this will allow for the following:

* Extend the current local 19-20 application/plan through September 30, 2020 and provide a FY2020 operating budget authorized through September 30, 2020, allowing agencies to continue to carry out the activities associated with their approved 19-20 application/plan. This budget will represent one-quarter of the total FY20 award amount.

* Submit the new Perkins V 4-year local application/plan by August 31, 2020 to allow for an approval of the new application by September 30. Agencies are encouraged to submit their Perkins V 4-year application as early as possible to facilitate approval of the local application.  Agencies do not have an approved Perkins V 4-year local application by September 30 will not have access to draw down funds.

All of the requirements related to grant application flexibility is located in **Section 14 - Budget Narrative Requirements**

**Funding Purpose/Priorities**

The purpose is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs.

Section 112 (c)(2) Reserve.-From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in order to –

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare indiiduals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or carerer pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.-

For more information, see the *2020-2021 Florida’s Perkins V Implementation Guide* on the website: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.stml>

**Total Funding Amount**

**$30,000 (Allocation is contingent on Florida’s 2020 Federal Award)**

**Note:**

* The Florida Department of Education is posting this Request for Application (RFA) before the passage of the U.S. Department of Education’s (USDOE) Fiscal Year (FY) 2020 appropriation in anticipation of the appropriation of funds for Program Year (PY) 2020 Perkins V grants, but we will not obligate any funds for PY 2020 grants until federal funds are appropriated and the Florida Department of Education has received its federal award notification from USDOE.
* The allocations posted in this RFA are subject to change, based on Florida’s federal award notification.
* The Commissioner may recommend an amount greater or less than the amount requested in the application.

**Type of Award**

Entitlement

Budget / Program Performance Period

July 1, 2020 to June 30, 2021

Applications received after June 30, 2020, will be effective on the date of receipt in the Office of Grants Management or award of federal funds, whichever is later.

**Target Population(s)**

Secondary career and technical education students enrolled at the Florida Virtual School (grades 5-12)

**Eligible Applicant(s)**

Florida Virtual School

**Application Due Date**

**Due on or before June 30, 2020**

Grant Application Flexibility (see section 14 – Budget Narrative Requirements)

         If your agency select Option One – all documents are due by June 30, 2020, to have an effective date of July 1, 2020.

         If your agency select Option Two – ONLY Step One documents are due June 30, 2020, to have an effective date of July 1, 2020.

For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

**Matching Requirement**

None

**Contact Persons**

**Program Contact Grants Management Contact**

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**Assurances**

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

**School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence, currently on file with the FDOE Comptroller’s Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

**Note:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 form will be required prior to a project award being issued.

**School Districts, State Colleges, and State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

**Funding Method**

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be accessed online at [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements, time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the Florida Department of Education, Comptroller’s Office, by August 20, 2021.

**Allowable Expenses:**

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

**Unallowable Expenses:**

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

* Costs for items or services already covered by indirect costs allocation
* Costs not allowable for federal programs per the USDE General Administration

Regulations (EDGAR), Uniform Grant Guidance (UGG) and the Florida’s Reference Guide for State Expenditures.

**Federal: Strengthening Career and Technical Education for the 21st Century Act: Funding Shall Supplement, Not Supplant**

Section 211 (a) of the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant non-federal funds expended for Career and Technical Education activities.

**Equipment Purchases**

**Federal Requirement**

Any equipment purchased under this program must follow the Uniform Grants Guidance (UGG) or the Reference Guide for State Expenditures.

The UGG document provides all of the required definitions in the following sections: 200.12 Capital Assets, 200.13 Capital Expenditures, 200.2 Acquisition cost, 200.33 Equipment, 200.48 General Purpose Equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies, Post Federal Award Requirements Standards for Financial and Program Management, 200.313 and General Provisions for Selected Items of Cost 200.439.

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book.

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

**State Requirement**

The Florida Administrative Code, Rule, 69I-72.002, Threshold for Recording Tangible Personal Property for Inventory Purposes states: All tangible personal property with a value or cost of $1,000 or more and having a projected useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes. Rule, 69I-72.003, Recording of Property, states: Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody.

**Division of Career and Adult Education Requirement**

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of $1,000 or more on the **DOE 101 Budget Narrative Form** and on the **Projected Equipment Purchases Form** (applicant may use this form or another format that contains the information appearing on this form).

All additional equipment purchases with a unit cost of $1,000 or more not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

**Administrative Costs including Indirect Costs**

**Federal: Strengthening Career and Technical Education for the 21st Century Act: Local Administrative Cost**

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

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

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

**Executive Order 11-116**

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs*.* For details, refer to <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

**Records Retention**

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for five years from the last day of the program or longer if there is an ongoing investigation or audit.

**Intellectual Property**

The awarded agency is subject to the following additional provisions:

A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with this Grant/Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Grantee/Contractor nor any individual employed under this Grant/Contract shall have any proprietary interest in the product.

B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf of the State of Florida.

C. In the event it is determined as a matter of law that any such work is not a "work for hire," grantee shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Grant/Contract and with no additional compensation.

D. The foregoing shall not apply to any pre-existing software, or other work of authorship used by Grantee/Contractor, to create a Deliverable but which exists as a work independent of the Deliverable, unless the pre-existing software or work was developed by Grantee pursuant to a previous Contract/Grant with the Department or a purchase by the Department under a State Term Contract.

E. The Department shall have full and complete ownership of all software developed pursuant to the Grant/Contract including without limitation:

1. The written source code;

2. The source code files;

3. The executable code;

4. The executable code files;

5. The data dictionary;

6. The data flow diagram;

7. The work flow diagram;

8. The entity relationship diagram; and

9. All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.

**Program Accountability: Local Program Improvement Plans (PIPs) and Outcome Reporting**

If applicable, Local Program Improvement Plans must be submitted in order to receive a grant award notification. As required in Section 123 of the Act, local eligible recipients will receive under separate cover, instructions for the development and implementation of local program improvement plans for those eligible recipients that failed to achieve at least 90% on any of their 2020-2021 local agreed upon performance levels.

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.

**Amendment Procedures**

Project amendments may be proposed by the project recipient or by the DOE Program Manager. Program and budget amendments to approved project applications for all programs shall be prepared by project recipients on the Project Amendment Request Form (DOE 150) and the Budget Amendment Narrative Form (DOE 151) available in the [Green Book](http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml) and on the Division of Career and Adult Education Grants website at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/>

A project recipient may not begin to expend or obligate federal funds under a project amendment until the latter of the following two dates: (1) the date the Department receives the amendment in substantially approvable form or (2) the date approved by the Department Program Manager.

**Compliance Monitoring**

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff monitors recipients’ compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by: 2 C.F.R. 200 of the Uniform Guidance, Florida Department of Financial Services *Reference Guide for State Expenditures* and guidelines published in the Florida Department of Education’s *Green Book*.

The Division of Career and Adult Education, *Quality Assurance Policies, Procedures and Protocols Manual* is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance>

**Access and Equity**

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR 635.10 (c)(1), which prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.)

**2020-2024 PERKINS V REQUIREMENTS**

**Florida Virtual School**

The Florida Department of Education submitted a **State Plan for 2020-2024** to the United States Department of Education (USDOE) in April of 2020. Submission of a new State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), herein known as the “Act”. To view **Florida’s Perkins V Four-Year State Plan**, visit: <http://fldoe.org/academics/career-adult-edu/perkins/>.

All eligible recipients using funds under this Act must adhere to all of the provisions included in the Act, Florida’s Perkins V Four-Year State Plan (2020-2024), the Florida Department of Education (FLDOE) 2020-2021 Perkins V Implementation Guide and those listed below. Implementation of this new state plan requires each eligible recipient to submit a local application in compliance with the requirements in Section 134 of the Act.

The application shall cover the same period of time as the state plan. Funding for Perkins projects in fiscal year 2020-21 is contingent upon U.S. Department of Education approval of Florida’s Perkins V Four-Year State Plan (2020-24).

For information regarding the distribution of funds to secondary career and technical education programs, see the Fiscal Responsibilities section of the state plan.

**Florida Virtual School**

 **Local Four-Year Plan Application for Perkins V**

To receive funds under the Act, eligible recipients must complete the new Local Four- Year Plan Application as outlined in this RFA document. To assist with preparing the Local Four-Year Plan Application narrative and required attachments, eligible recipients MUST read the accompanying 2020-2021 Perkins V Implementation Guide, which can be accessed at: <http://fldoe.org/academics/career-adult-edu/perkins/>. This guide details federal, state requirements, and must be used as a resource to prepare the local application.

**Instructions for Completing the Application Narrative**

* Before inserting any text or information into the Application narrative, forms and tables, **save** a blank template in a separate Word document on your computer.
* Use size 12-point font.
* Responses should be brief, clear and concise.
* All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
	+ An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
	+ The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
	+ The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
* Application must be submitted electronically to the Office of Grants Management in the established Department Grants Management SHAREFILE.

Be sure to read the Perkins V information in the **Attachments** section prior to preparing the application package. In accordance with section 134 each eligible recipient must address the nine specific requirements in section 134(b) of Perkins V.

For a list of all items to be included in the application package, see the **Application Review Criteria and Checklist** in the **Attachments** section.

**Section 1. Comprehensive Local Needs Assessment**

**NOTE:** 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.

**Section 1. Overview – Comprehensive Local Needs Assessment and Stakeholder Consultation**

**Overview**

1. Describe your agency’s local process for completion of the comprehensive local needs assessment and complete the **Stakeholder Consultation Summary Table** below.

Instructions:

This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in

conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required

narrative.

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

Column A: Stakeholder category from the law

Column B = Identify in narrative form the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.

Column C = Include narrative for the following:

* Describe the process and methods used for stakeholder consultation for this category of stakeholder.
* Provide a summary of meetings, convening or public meetings held.
* Describe the CLNA component(s) for which this category of stakeholder was consulted.

**CLNA: Stakeholder Consultation Summary Table:**

| **[A]****Stakeholder Category** | **[B]****Stakeholders Consulted by Category** | **[C]****Process and Methods****(Meetings, Surveys, Focus Groups, etc.) of****CLNA Consultation by Category** |
| --- | --- | --- |
| **(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)** |  |  |
| **(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)**  |  *NOTE: Provide a response, if applicable; otherwise, enter “N/A”* |  |
| **(8) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)** |  *NOTE: Provide a response, if applicable; otherwise, enter “N/A”* |  |

2. Describe plans for continued stakeholder consultation during the 2020-2021 program year.

**Part A – Size, Scope and Quality (SSQ) for Middle Grades and Grades 9-12 Career Preparatory and Technology Education Program**

1. As a result of completing the CLNA review, provide the information on all Secondary Career and Technical Education (CTE) programs offered by your agency of sufficient Size, Scope, and Quality.

Complete and submit the Secondary SSQ Templates. Two different templates are required; one for middle grades courses offered in 2020-21 and one for 9-12 Career Preparatory/Technology Education programs offered in 2020-21.

* [CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation -](http://www.fldoe.org/core/fileparse.php/18815/urlt/CLNA-SSQ-DD-MiddleTemp.xlsx) Middle Grades Exploratory Courses Template (Excel)
* [CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education Template](http://www.fldoe.org/core/fileparse.php/18815/urlt/CLNA-SSQ-DD-9-12-CPTETemp.xlsx) (Excel)

**Instructions to submit the Secondary CTE SSQ Template:**

Step 1: Directions for submission of the SSQ template are included in the *2020-2021 Perkins V Implementation Guide**.*

Step 2: Only Excel files may be submitted using the ShareFile transmission system.

Step 3: Districts must use the following naming conventions for uploading the files:

* **Middle Grades SSQ File:** 99.CLNA-SSQ.SEC.MG, where 99 is the district MIS reporting number
* **9-12 Career Preparatory/Technology Education SSQ File**: 99.CLNA-SSQ.SEC.HS, where 99 is the district MIS reporting number.

2a. Middle Grades SSQ - Complete the following table which summarizes the CLNA results of review of middle grades courses:

|  |  |
| --- | --- |
| Total Number of Middle Grades Courses Offered in 2020-2021 - (#)* Enter the total number of unduplicated middle grades courses offered by at least one school in your district -
* **NOTE:**  This total number must match the number of programs listed in the SSQ Template.
 |  |
| Total Number of Middle grades courses which met the SSQ standards - (#)* **NOTE:** This number must match the number of courses identified as meeting SSQ on the template
 |  |
| Percentage of middle grades courses offered which met the SSQ standards - (%) * **NOTE:** This is the number of courses that met the SSQ divided by the total number of middle grades courses.
 |  |

2b. Complete the following narrative summary.

 **Middle Grades Narrative Summary for SSQ**

|  | **RESPONSE** |
| --- | --- |
| **(1)****SIZE: Intentionally Designed Pathways** | Indicate if your district provides an opportunity for middle grades students to earn CTE high school credit. If "yes," describe the CTE high school credit bearing courses and course numbers by school available to middle school students. |  |
| If response above is “no”, then no response is required here. If response above is “yes,” indicate if your district provides an opportunity for interested students to take at least two additional CTE courses in high school in the same program started in middle school. Respond with “Yes” or “No.” *Note: Perkins funds may not be used to support CTE high school credit bearing courses in middle grades unless the LEA can demonstrate additional program coursework is available in high school* |  |
| If response above is “yes,” identify the 9-12 CTE program title(s) and program number(s) by school that students can start in middle school and continue in high school. (Leave blank otherwise) |  |
| **(2)****SCOPE: Engaging Instruction** | Describe how your district’s middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.  |  |
| **(3)****QUALITY: Appropriate Instructional Supports** | Describe how your district’s middle grades exploratory courses provides instruction that incorporates relevant equipment, technology, and materials to support learning. |  |
| **(4)****QUALITY: Prepared and Effective Teachers** | Describe how your district’s middle grades exploratory courses provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning. |  |
| **(5)****QUALITY: Access and Equity** | Describe how your district’s middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE. |  |

3a. 9-12 Career Preparatory/Technology Education SSQ - Complete the following table which summarizes the CLNA results of review of 9-12 Career Preparatory/Technology Education high school programs:

|  |  |
| --- | --- |
| Total Number of high school programs offered in 2020-21 - (#)* Enter the total number of unduplicated high school programs offered by at least one school in your district
* **NOTE:**  This total number must match the number of programs listed in the SSQ Template.
 |  |
| Total Number of high school programs which met the SSQ standards - (#)* **NOTE:** This number must match the number of programs identified as meeting SSQ on the template
 |  |
| Enter the Percentage of total high school programs offered which met the SSQ standards - (%) |  |

3b. Complete the following narrative summary.

**9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ**

|  | **RESPONSE** |
| --- | --- |
| **(1)****SCOPE: Business and Industry Engagement and Workforce Alignment** | Provide a summary description for how your district’s CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment. |  |
| **(2)****QUALITY: Engaging Instruction** | Provide a summary description for how your district’s CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs. |  |
| **(3)****QUALITY: Appropriate Instructional Supports** | Provide a summary description for how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning. |  |
| **(4)****QUALITY: Prepared and Effective Faculty and Staff** | Provide a summary description of how your CTE programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning. |  |

4. As a result of your CLNA review of size, scope and quality, provide a numbered list (1, 2, 3, etc.) of the high priority need(s) that will be addressed in the program years from 2020-2024.

**Part B – Labor Market Alignment**

1. Provide an overview of your agency’s process for evaluating the alignment of current program offerings with current and future employment demand statewide and in your region. Describe the resources that your agency reviewed in your response.

2. Provide an overview of your agency’s process for identifying areas in which your agency is not currently offering programs and for which there is a local demand for training.

3. As a result of completing the CLNA review, provide the summary of Secondary Program Labor Market alignment of programs offered in 2020-21.

Complete and submit the following Excel template:

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

**Instructions to submit the Secondary CTE Labor Market Alignment Template:**

Step 1: Directions for submission of the Labor Market Alignment template are included in the *2020-2021* *Perkins V Implementation Guide**.*

Step 2: Only Excel files may be submitted using the ShareFile transmission system.

Step 3: Districts must use the following naming conventions for uploading the files:

* + 99.CLNA-LMA.SEC, where 99 is the district MIS reporting number

4. Complete the following table which summaries the results of your labor market alignment review of secondary 9-12 Career Preparatory and Technology Education Programs:

|  |  |
| --- | --- |
| Total Number of 9-12 Career Preparatory and Technology Education Programs offered in 2020-21- (#)* *Enter the unduplicated total of 9-12 career preparatory and technology education programs offered by at least one school in your district*
* **NOTE:** This number must match the number of programs listed in the Labor Market Alignment template*.*
 |  |
| Total number of 9-12 programs for which labor market alignment was documented with approved sources - (#) |  |
| Enter the percentage of total programs offered with documented labor market alignment - (%) |  |

5. As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program years from 2020-2024. If your district has identified these programs, please complete the appropriate table.

**Programs to be Phased Out (if applicable)**

| **Program Number** | **Program Name** | **# of 19-20 Enrolled Students** | **# of Schools at which this program is offered** | **Last Year Program will be offered** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

 Insert rows as needed

**Programs Considered for Development (if applicable)**

| **Program Number** | **Program Name** | **Documentation of Local Need** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

 Insert rows as needed

**Part C - Development and Implementation of CTE Programs and Programs of Study (POS)**

1. Complete the following narrative summary.

**Programs of Study and CTE Program Offerings:**

|  | **RESPONSE** |
| --- | --- |
| Enter the number and percentage of CTE programs that have 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.  |  |
| Describe the number of CTE programs under development where full Perkins V compliant programs of study should be developed. |  |

2. As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of the high priority need(s) related to program development, implementation and programs of study that will be addressed in the program years from 2020-2024.

**Part D - Recruitment, retention, and training of teachers, faculty and all other professionals**

1. Complete the following narrative summary.

**Faculty and Staff:**

|  | **RESPONSE** |
| --- | --- |
| Provide an overview of your district’s process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.  |  |
| Provide an overview of your district’s process and method for evaluating whether the agency has underrepresented individuals in the professions.  |  |
| Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.  |  |

2. As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of the high priority need(s) related to recruitment, retention, and training of teachers, faculty and all other professionals that will be addressed in the program years from 2020-2024.

**Part E - Evaluation of performance on Perkins Accountability measures**

1. Complete the following narrative summary.

**Performance Review:**

|  | **RESPONSE** |
| --- | --- |
| For the agency’s Perkins IV core indicators of performance, describe the agency’s history of results on the core indicators of performance, including the history of meeting performance targets for the 2015-16, 2016-17, and 2017-18 years.  |  |
| For the agency’s Perkins IV core indicators of performance, analyze and describe any gaps in performance outcomes for Perkins using the following definition of an achievement gap: any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators. |  |

2. As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of the high prioritystudent performance gaps (including which particular special population, subgroup or all CTE concentrators) that will be addressed in the program years from 2020-2024.

**Part F - Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students**

1. Complete the following narrative summary.

**Equal Access:**

|  | **RESPONSE** |
| --- | --- |
| Provide a narrative response on implementation strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.  |  |
| Provide a narrative response on strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations. |  |
| Provide a narrative response on programs that are designed to enable special populations to meet the local levels of performance; and |  |
| Provide a narrative response on 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. |  |

2. As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of barriers to equal access to high-quality career and technical education courses and programs of study for all students that will be addressed in the program years from 2020-2024.

**Part G - Other Identified Secondary Needs from Comprehensive Local Needs Assessment (if applicable)**

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA.

1. What other priority needs did you identify while you were conducting your CLNA? (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support advisory councils)

2. Describe the process used to identify these other priority needs.

**Section 2. Primary Program of Study and CTE Secondary Programs for 2020-2021**

**NOTE:** In accordance with Florida’s Four-Year Perkins V State Plan, during the 2020-2021 program year, each eligible recipient will be required to use Perkins funds to support only those CTE 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; and
* must offer not less than one CTE program of study that meets all of the state requirements

**Impact of the CLNA results on Career and Technical Education course offering 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.

A list of the program of study requirements can be found in **Attachment A** of this RFA and in the *2020-2021* *Perkins V Implementation Guide*.

During the four-year plan, secondary recipients will be required to increase a certain percentage of programs of study offered. The number of Perkins IV programs of study that were found to meet all of the core requirements during the CLNA process in 2019-2020, will serve as the baseline year as agencies implement their 2020-2024 local four-year plan.

To address these requirements, submit information as requested in Parts A through E:

**Part A - Template for the Submission of the 2020-2021 Secondary Program of Study**

Complete and submit **your program of study** for the 2020-2021 program year on either the new 2020-2021 template located in **Attachment B** or submit the previously approved 2019-2020 program of study template with updated information. A blank 2019-2020 State Template is also available in the *2020-2021* *Perkins V Implementation Guide*.

In submitting your program of study, your 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**

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.

**Part C - CTE Secondary Programs and Programs of Study that meet all state requirements to be funded with Perkins V in 2020-2021**

Complete the table below, list the CTE secondary programs that meet all state requirements, which will be supported using Perkins funds during the 2020-2021 program year. Programs that expenses are included on the Budget Narrative Form; DOE 101 must appear in this table.

Instructions

* The same program(s) offered in multiple schools should only be listed once.
* For those programs that meet all the state requirements for Program of Study, mark “yes” in Column C.
* For programs that do not meet all state requirements, mark “no” in Column C.

**Table 1: 2020-2021 Perkins Funded CTE Programs\***

|  |  |  |
| --- | --- | --- |
| **Program Number****(7-digit)** | **Program Name** | **Meet all State Program of Study Requirements****(yes or no)** |
| **A** | **B** | **C** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

\*Insert additional rows as needed.

**Part D - Use of Perkins Funds to Develop CTE Programs**

Complete the table below, providing information on the CTE programs that will be developed during the 2020-2021 program year using Perkins funds. Section 135 of Perkins V, allows for Perkins funds to be used to develop, coordinate, implement, or improve CTE programs. Develop programs refers to new programs and programs being brought into compliance and have not met all SSQ criteria. FLDOE is aware that there are CTE programs that will require a longer duration to become SSQ compliant.

* Minimum requirements for using Perkins funds to develop CTE programs are:
1. meet a need identified in the agency’s Comprehensive Local Needs Assessment;
2. meet size, scope and quality criteria and
3. enroll students during the 2020-2021 program year.

**Table 2: 2020-2021 CTE Secondary Programs to be Developed (if applicable)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Number (7-digit)** | **Program Name** | **2020-2021** **Projected Student Enrollment** | **Meets Need Identified in the CLNA (Yes/No)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\*Insert additional rows as needed

**Table 3: 2020-2021 New Programs of Study to be developed.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Secondary****Program Name** | **Secondary****Program Number** | **2020-2021****Projected****Student****Enrollment** | **Postsecondary** **Program Name/Number** | **Is this program part of a local/state****Articulation Agreement?** |
|  |  |  |  | **Yes** | **No** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\*Insert additional rows as needed

**Part E -**  **Dissemination of Information on CTE Secondary Programs** **and Programs of Study**

Describe how secondary students, including students who are members of special populations, will learn about your agency’s CTE course offerings and whether each course is part of a CTE program of study.

**Section 3. Career Exploration and Guidance**

Describe how your agency will collaborate with local workforce development boards and other local workforce agencies to provide:

1. career exploration and career development coursework, activities, or services;
2. 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; and
3. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

**Section 4. Continuous Academic Improvement and Academic Integration**

Describe how your agency will:

1. promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program; and
2. support the integration of academic skills into your CTE secondary programs.

**Section 5. Equity and access for special populations**

Describe how your agency will:

1. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
2. prepare CTE secondary participants for non-traditional fields;
3. provide equal access for special populations to career and technical education courses, programs, and programs of study; and
4. ensure that members of special populations will not be discriminated against based on their status as members of special populations.

**Section 6. Opportunities for Work-Based Learning**

Describe how your agency will:

1. provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available; and
2. work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students.

**Section 7. Opportunities for Postsecondary Credit for Secondary Students**

Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school.

**Section 8. Support for CTE personnel**

Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of:

1. teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications; and
2. groups outlined in 8a that are underrepresented in the teaching profession.

**Section 9. Performance of Special Populations and Subgroups**

Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps.

**Section 10 – Accountability and Program Improvement**

Describe the agency’s data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.

**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.

Each local eligible recipients 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**.

All districts 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 **Attachment C** and the *2020-2021* *Perkins V Implementation Guide*.

**Section 11 - Support for Reading/Strategic Imperatives (FLDOE Requirement)**

Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K-20 Strategic Plan.

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

**Section 12 - Notice Regarding Automotive Service Technology Education Programs (State Requirement)**

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education. A*utomotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program.

Eligible recipients must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.

**Section 13 - Federal Programs - General Education Provisions Act (GEPA**) **(Federal Requirement)**

For the fiscal years 2019-2020, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

**Section 14 - Budget Narrative Requirements and Secondary CTE Assurances Form**

FLDOE is aware of the unprecedented challenges that each of you are facing in response to the COVID-19 pandemic. The U.S. Department of Education has authorized FLDOE some flexibility, which will allow local recipient 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 local recipient’s One-Year Local Application, (submitted Program Year (PY) 2019-20), by three months (September 30, 2020). If a local recipient elects to utilize this flexibility, FLDOE may issue a FY 2020 Perkins subgrant on schedule to enable the local recipient to continue the seamlessly administer its Perkins V programs and services.

While FLDOE encourages local recipient that are prepared to meet the original June 30, 2020 application deadline to submit their Local application by the due date, FLDOE recognize that a number of local recipient 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, FLDOE will offer two options for local recipient to submit their PY 2020-24 local application.

**Option One:**

* Local recipient elects to submit their Four-Year Local Application by June 30, 2020. FLDOE 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:**

* Local 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 your agency adhere to the following requirements:

Step 1: Local Recipient must submit this information to FLDOE 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. FLDOE will evaluate and approve the 3-month local application with an effective date of July 1, 2020.

Step 2: Local Recipient must submit the additional information to FLDOE on or before August 31, 2020:

* 1. Submit Budget Amendment Forms DOE 150 and DOE 151 to increase the appropriate budget line items.
	2. Submit Budget Narrative Form (DOE 101) that is aligned with Perkins V requirements for the remaining balance of the PY 2020-21 Allocation
	3. Submit all of the required narrative and attachment for the Four-Year Local Application
	4. FLDOE 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 recipient 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 narrative must be aligned with the 2020-2021 CLNA priorities and needs addressed in the narrative sections of this RFA. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

1. Eligible recipients must complete and submit a signed **Secondary CTE Assurances Form**. This form is located on the attachments section of this RFA.
2. 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 item supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc.

An example of how to complete the budget form is located in the attachments section. The chart below shows all of the information required for each budget line litem (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 **particular 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.stml> and see the 2020- 2021 RFA Applications Program Management Resource Section to access the budget form and the instructions for completing the form.

**Contractual Service Agreements**

Contractual Service Agreements must be in compliance with Florida Statutes, Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133; Rule 60A-1.017, Florida Administrative Code. Applicants proposing fiscal/programmatic agreements should carefully review and follow the guidance of the *State of Florida Contract and Grant User Guide*, Chapter 3, Agreements at URL: <https://www.myfloridacfo.com/sitePages/services/flow.aspx?ut=Grant+Professionals>

All proposed contractual expenditures between the fiscal agent and subcontractors shall be accompanied by a formal, properly executed (agency head or designee’s signature, and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

**Conditions for Acceptance**

The requirements listed below must be met for applications to be considered for review:

1. Application includes required forms: DOE 100A Project Application Form and DOE 101 - Budget Narrative Form
2. All required forms must have the assigned TAPS Number included on the form
3. All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
* **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
	+ An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
	+ The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
	+ The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
1. Application must be submitted electronically to the Office of Grants Management in the established Department Grants Management SHAREFILE.

**Method of Review**

* All eligible recipients’ applications will be evaluated for funding to determine that the eligible recipient plans to utilize the funds in accordance with the provision of Perkins V, including, but not limited to, promoting continuous improvement in academic achievement, technical skills attainment and addressing current or emerging occupations. Further, an eligible recipient shall conduct a CLNA and include its results in the local application submitted to FDOE.
* FDOE will evaluate and approve allowable budget items based on the CLNA results and written narrative in the local application to support direct alignment of the CLNA results to the proposed Budget expenditures.
* All eligible recipients’ local applications will be reviewed for approval by FDOE staff using the criteria specified in the Strengthening Career and Technical Education for the 21st Century Act and Florida’s Perkins V State Plan.
* Eligible recipients may be asked to revise and/or change content stated in their application in order to be approved for funding.
* In addition, fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
* The **Application Review Criteria and Checklist** found in the **Attachments** section will also be used by FDOE staff to review applications.

Attachments

1. **Program of Study Requirements**
2. **Program of Study Template**
3. **Performance Accountability**
4. **Secondary CTE Assurances Form**
5. **DOE 100A, Project Application Form**
6. **Example DOE 101 Budget Narrative Form**
7. **Projected Equipment Purchases Form**
8. **Application Review Criteria and Checklist**

**ATTACHMENT A**

**Program of Study Requirements**

**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

**ATTACHMENT B**

**Program of Study Template Instructions**

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) in Attachment A.

**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)
	+ FLDOE 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 POS 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](http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/) to search for local, existing apprenticeships or to find contact information for your 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, and
	+ any other relevant information

**ATTACHMENT B**

**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:*** |   |   |   |
|   |
|
|

**ATTACHMENT C**

**Performance Accountability Requirements**

For the fiscal years 2020-2024, in the sections below briefly describe how the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Section 113 (Perkins V, Section 134 (c)(2))

Data Collection, Reporting and Analysis

Data reporting is a requirement for implementation of Florida’s Perkins V Four-Year State Plan. There are three important reasons for creating a data-driven accountability system for career and technical programs:

* The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance, particularly with regard to special populations.
* The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
* Establishing program performance targets focuses the attention of Department consultants, program administrators, and other practitioners on program improvement.

Performance Accountability Targets

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

Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

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.

For more information on Florida’s Perkins V Performance Measures, see the *2020-2021 Perkins V Implementation Guide*.

Attachment D

2020-2021 Secondary CTE Assurances

**Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.**

**The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, hereby acknowledge and agrees to the statements below.

 **Name of Grantee**

1. **Career and Technical Education Instructional and Programmatic Policies**

**The Grantee agrees:**

1. To use the Florida Career and Technical Education Curriculum Frameworks located at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
2. To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes [section 1012.39 (1)(c), F.S.](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.39.html)
3. To provide local professional development as defined in section 2(44) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
4. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida’s Programs of Study Standards at <http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml>.
5. To estimate the percent of total district career and technical education enrollment engaged in active programs of study that meet the requirements in Perkins V and undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the Perkins V State Plan goal that 25 percent (or more) of total local career and technical education enrollment have the opportunity to engage in a Perkins V program of study in program year 2021-2022.
6. To collaborate 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 to provide—
	* 1. career exploration and career development coursework, activities, or services;
		2. 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 Local Needs Assessment; and
		3. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. (Sec. 134(b)(3))
7. To incorporate challenging State academic standards, including those adopted by Florida under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
8. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
9. To prepare career and technical education participants for non-traditional fields.
10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.
11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.
12. **Comprehensive Local Needs Assessment (CLNA)**

**The Grantee agrees:**

1. To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida’s Perkins V Secondary Size, Scope and Quality (SSQ) Standards at <http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml> (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Starting in program year 2020-2021, newly implemented programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Newly implemented programs must have students enrolled as a condition to utilize Perkins funds for support.
2. To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).
3. To maintain all relevant documentation relating to need identification and stakeholder engagement for 5 years beyond the time of submission to the FDOE.
4. To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.
5. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.
6. **Program Performance: Program Improvement and Data Reporting**

**The Grantee agrees:**

1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
	* 1. Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. To accept the local agreed upon performance levels for each secondary performance measure identified in Florida’s Perkins V State Plan.
3. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure beginning in program year 2020-21.
4. To accept that performance on the Perkins V measures is based on each recipient’s accurate data submission of student performance information as reported to the state
5. To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.

1. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.
2. **Grants and Fiscal Management and other Federal and State Administrative Provisions**

**The Grantee agrees:**

1. To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient’s grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
	* 1. document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c-e)
		2. meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida’s Perkins V State Plan in accordance with Perkins V Section 134(c)(2)(B)(i) and
		3. coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135
2. To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida‘s Perkins V State Plan, Sections134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs (Green Book), any other relevant statutes, and regulations for guidance.

Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:

* + 1. Education Department General Administrative Regulations (EDGAR) <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
		2. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
1. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.
2. To accept the requirement that the FDOE will monitor grantee’s compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
* 2 C.F.R. 200 of the Uniform Guidance <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
* Florida Department of Financial Services ***Reference Guide for State Expenditures*** (<http://www.myfloridacfo.com/aadir/reference_guide/>) and guidelines published in the Florida Department of Education’s ***Green Book*** available at: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.
* The DCAE, ***Quality Assurance Policies, Procedures and Protocols Manual*** is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
1. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.
2. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
3. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local four-year plan.
4. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FLDOE, Comptroller’s Office, by August 20, 2021.
5. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
6. To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs*.* For details, refer to:<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
7. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.
8. **Data Privacy and Security**

**The Grantee agrees:**

1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students’ education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel’s United States Code Web page at <http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)>. The USDOE provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>
2. To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID’s shall be assigned to users in order to establish each user’s data access authority only to the records or data elements required to complete federal- or state-mandated activities.
3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

**I certify that I have reviewed, understand, and agree to comply with the above assurances.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print Name of Agency Head Signature of Agency Head**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print Name of Program Contact Signature of Program Contact**

# Florida Department of Education

**Project Application**

|  |  |  |
| --- | --- | --- |
| **Please return to:**Florida Department of EducationOffice of Grants ManagementRoom 332 Turlington Building325 West Gaines StreetTallahassee, Florida 32399-0400Telephone: (850) 245-0496 | **A) Program Name:****Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131****Entitlement****Fiscal Year 2020-2021****TAPS NUMBER: 21B011** | **DOE USE ONLY**Date Received  |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
|
|
| **C) Total Funds Requested:** $ DOE USE ONLY **Total Approved Project:** $ | **D)****Applicant Contact & Business Information** |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | DUNS number:FEIN number: |
| **CERTIFICATION** |
|  |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. |
| **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**Signature of Agency Head Title Date |
|  |



DOE 100A

Revised January 2019 Page 1 of 2 Richard Corcoran, Commissioner

|  |
| --- |
| **Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
5. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
* **Note:** **Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
 |
|  |
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|  |
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DOE 100A

Revised January 2019 Page 2 of 2 Richard Corcoran, Commissioner

**EXAMPLE Perkins V Budget Narrative Form (DOE 101 Form)**

**TAPS Number**

**20B004**

# A)

**TAPS Number**

**21B011**

 Name of Eligible Recipient:

**B)**

Project Number: **(DOE USE ONLY)**

**NOTE:** When completing this form under Column (3), **Account Title and Narrative**, for each line item, specify the CLNA need, Requirements for the Uses of Funds and program number/CIP, by number for all budgetary line item supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc. Show amounts in whole dollars only.

* Consortiums that meet the requirements in Section 131 (f) (1) (2) of the Act must submit a separate Budget Narrative Form for each participating member.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** |
| **FUNCTION** | **OBJECT** | **ACCOUNT TITLE, NARRATIVE, AND EXPLANATION** | **FTE** | **AMOUNT****(whole $)** |
| **####** | **###** | **Salaries:** Full-Time: Career Specialist responsible for advisory committees, students scheduling, career specialists work collaboratively with the ESE Department to facilitate academic assistance to further the integration of academic and career and technical components and curriculum modifications and other support services collaborating with business partner.* **Section 134: CLNA Need:** Section 1 - Part A:4; Part C:2; Part D:2
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:** 1A; 2B; 5O; 5D
 | 1.0 | 59,000 |
| **####** | **###** | **Retirement:** |  | 4,425 |
| **#####** | **###** | **FICA:** |  | 1586 |
| **####** | **###** | **Worker’s Comp:** |  | 1054 |
| **####** | **###** | **Salaries:** Part-Time Perkins Project Coordinator to assist with administrative requirements of the Perkins Grant. **(ADMINISTRATIVE COST)*** **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 | .50 | 15,352 |
| **####** | **###** | **Retirement:**  |  | 1,118 |
| **####** | **###** | **FICA:**  |  | 868 |
| **####** | **###** | **Worker’s Comp:**  |  | 115 |
| **####** | **###** | **Salaries:** One-full-time CTE/Student with Disabilities Specialist to provide programmatic assistance to disabled students enrolled in CTE programs and teachers who are teaching CTE student with disabilities.* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 | 1.0 | 85,000 |
| **####** | **###** | **Retirement:**  |  | 7,989 |
| **####** | **###** | **FICA:**  |  | 5,315 |
| **####** | **###** | **Worker’s Comp:**  |  | 2,272 |
| **####** | **###** | **Materials and Supplies:** Consumables for CTE programs to include paper, binders, pens, pencils, instructional and recruiting materials. No item costs $1,000 or more.* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 |  | 28,186 |
| **####** | **###** | **Travel- In-County:** To provide and/or reimburse in-county travel expenses for CTE teachers and project related staff attending local CTSO activities, professional conferences, school site program area reviews, industry/internship visitations* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 |  | 652 |
|  |  | **Travel Out-of-County Travel:** To provide and/or reimburse out-of-county travel expenses, including hotel, meals, mileage, registration fees, and airfare for CTE teachers, students, and project related staff attending skills competitions, industry certification related training, state regional and national CTSO activities and professional development.* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 |  | 15,000 |
| **####** | **###** | **Computer Hardware:** Purchase of 45 desktop computers to be used by CTE students for instructional purposes in the Health Science CTE program. Includes monitors, CPU’s peripheral devices memory, and 50 laptop computers to be assigned to student for virtual instruction. See Equipment Form.* **Section 134: CLNA Need:**
* **Program Number or CIP#:**
* **Section 135: Requirement for the Uses of Funds:**
 |  | 176,600 |
| **####** | **###** | **Indirect Cost\*\*** |  | 3,050 |
|  |  |  | **Total** | **$352,482** |
| **\*** Showing the percentage on benefits is optional.**\*\*** Indirect Cost plus Administrative Cost cannot exceed 5% of the total grant allocation. |

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

Equipment projected to be purchased with funds from this grant **must** be submitted on this form **or** in a format that contains the information appearing on this form.

 **A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TAPS Number**

**21B011**

Name of Eligible Recipient

**B) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Project Number **(DOE USE ONLY)**

Agencies are accountable for all equipment purchased using grant funds including those below the agencies’ thresholds.

**PROJECTED EQUIPMENT PURCHASES**

**(Cells will expand when text is typed.)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM****#** | **FUNCTION CODE** | **OBJECT CODE** | **ACCOUNT TITLE** | **DESCRIPTION** | **SCHOOL /** **PROGRAM** | **NUMBER OF ITEMS** | **ITEM COST****($)** | **TOTAL AMOUNT****($)** |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |

**Inventory Guidelines**

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency’s inventory system contain all required federal and state elements listed above?

 YES NO

**Florida Department of Education**

**Division of Career and Adult Education**

**PROJECTED EQUIPMENT PURCHASES FORM**

**Instructions for Completion**

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA). Use multiple forms as needed.

1. Enter Name of Eligible Recipient.
2. Project Number **(DOE USE ONLY)**

|  |  |
| --- | --- |
| **COLUMN A - FUNCTION CODE:** | **SCHOOL DISTRICTS ONLY:** Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. |
| **COLUMN B - OBJECT CODE:**  | **SCHOOL DISTRICTS:** Use the three-digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. **COMMUNITY/STATE COLLEGES:**Use the first three digits of the object codes listed in the Accounting Manual for Florida’s Public College System.**UNIVERSITIES AND STATE AGENCIES:**Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.**OTHER AGENCIES:** Use theobject codes as required in the agency’s expenditure chart of accounts. |
| **COLUMN C – ACCOUNT TITLE:**  | Use the account title that applies to the object code listed in the accordance with the agency’s accounting system. |
| **COLUMN D – DESCRIPTION:** | Provide detailed descriptions/specifications of all equipment items to be purchased that have a projected unit value of $1000 (State’s threshold) or more with a useful life of one year or more. **Note:** If the agency has a threshold of less than $1000 the lower amount is the guiding threshold. |
| **COLUMN E – SCHOOL/PROGRAM:**  | Providethename of the school and the name of the program for which the equipment is being purchased. |
| **COLUMN F – NUMBER OF ITEMS:** | Provide the total number purchased of this item. |
| **COLUMN G – ITEM COST:** | Provide the projected cost for each item. |
| **COLUMN H – TOTAL COST:** | Provide the total projected cost of all items. |

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

**2020-2021 Florida Virtual School**

APPLICATION REVIEW CRITERIA AND CHECKLIST

* **Place all items requested in the order indicated below**.
* Include only the items requested. (Do not include **Instructions** pages).
* Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
* Place a binder clip on the upper left corner of each complete application package (no spiral bindings, notebooks or cover pages, please).
* Include this form in the application package.

|  |  |  |  |
| --- | --- | --- | --- |
| **Place in the following order** | **Item** | **Applicant**Provide page #s for items listed  | **DOE Staff*** **Check appropriate box below**
 |
|  |  |  | **Complete** | **Incomplete** |
| **1** | DOE 100A, Project Application – with original signature |  |  |  |
| **2** | DOE 101, Budget Narrative FormIf consortium, include an individual form for each of the agencies in the consortium. |  |  |  |
| **3** | Projected Equipment Purchases Form or other equipment documentation |  |  |  |
| **4** | 2020-2021 Secondary CTE Assurances Form |  |  |  |
| **5** |  Narrative Section  |
| Section 1. Overview – CLNA (Part A to Part G) |  |  |  |
| Section 2. Primary Program of Study and CTE Programs 2020-2021 (Part A – Part E) |  |  |  |
| Section 3. Career Exploration and Guidance |  |  |  |
| Section 4. Continuous Academic Improvement and Academic Integration |  |  |  |
| Section 5. Equity and Access for special Populations |  |  |  |
| Section 6. Opportunities for Work-Based Learning |  |  |  |
| Section 7. Opportunities for Postsecondary Credit for Secondary Students |  |  |  |
| Section 8. Support for CTE Personnel |  |  |  |
| Section 9. Performance of Special Populations and Subgroups |  |  |  |
| Section 10. Accountability and Program Improvement |  |  |  |
| Section 11. Support for Reading/Strategic Imperatives  |  |  |  |
| Section 12. Automotive Service Technology |  |  |  |
| Section 13. GEPA |  |  |  |
| Section 14. Budget Narrative Requirements and Secondary CTE Assurance Form |  |  |  |
| **6** | Attachments – if applicable |  |  |  |
| **7** | Application Review Criteria and Checklist Form |  |  |  |