

**FLORIDA DEPARTMENT OF EDUCATION**

**2024-2025 Request for Application (RFA Entitlement)**

**Florida School for the Deaf and the Blind, Secondary**

**\*Revised 10/03/2024 – Allocations Updated**

**Bureau/Office**

Division of Career and Adult Education

**TAPS Number**

25B007

**Program Name**

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) **Florida School for the Deaf and the Blind**, 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’s *Perkins V State Plan* for 2020–2024 was approved by the United States Department of Education (US ED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V.” Florida has elected to continue its current State Plan beyond the original four-year period. The State Plan is currently under revision for the 2024-2028 program years.

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

**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 *2024-2025 Florida’s Perkins V Implementation Guide* on the website: <https://www.fldoe.org/academics/career-adult-edu/perkins/>

**Total Funding Amount**

**$343,589 (Allocation is contingent on Florida’s 2024 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) 2024 appropriation in anticipation of the appropriation of funds for Program Year (PY) 2024-2025 Perkins V grants, but we will not obligate any funds for PY 2024-2025 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, 2024 to June 30, 2025

**Target Population(s)**

Secondary career and technical education students (grades 6-12)

**Eligible Applicant(s)**

Florida School for the Deaf and the Blind

**Application Due Date**

**Due on or before Tuesday, April 30, 2024**

The due date refers to the date of receipt in the Office of Grants Management.

For Federal programs, applications received after June 30, 2024, will be effective on 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.

**IMPORTANT INFORMATION:**

To secure July 1, 2024, Grant Award Notification start date agencies MUST submit all application required documents on or before June 30, 2024.

**Matching Requirement**

None

**Contact Persons**

**Program Contact Grants Management Contact**

Nicholas Key Phyllis White

Program Specialist Operations & Management Consultant I

850-245-9041 850-245-0715

Nicholas.Key@fldoe.org Phyllis.White@fldoe.org

**Assurances**

The 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 Uniform Grants Guidance (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 or DOE 620 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>

**Submit the DOE 610 (if applicable) to the** **FDOERiskAnalysis@fldoe.org** **mailbox; do not include the DOE 610 with the application documents. Indicate the Project Name and TAPS in the subject of the mail**

**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, DOE 101. 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 <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

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, by the date specified on the DOE 200 form, Project Award Notification.

**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.

**Amendment Procedures**

All Funded programs and any amendments are subject to the procedures outlined in the FDOE 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 found at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

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 on the Division of Career and Adult Education Grants website at: https://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.

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

**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: Federal and State**

Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of the Department, and shall promptly notify the Department in the event that an agent, employee or representative of the Department attempts to solicit the same.

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.

* Proposal preparation including the costs to develop, prepare or write the proposal
* Pre-award costs
* Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
* Meals, refreshments or snacks
* End-of-year celebrations, parties or socials
* Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
* Out-of-state travel without FDOE pre-approval
* Overnight field trips (e.g. retreats, lock-ins)
* Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
* Gift cards
* Decorations
* Advertisement
* Promotional or marketing items (e.g., flags, banners)
* Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
* Land acquisition
* Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
* Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
* Dues to organizations, federations or societies for personal benefit
* Clothing or uniforms
* Costs for items/services already covered by indirect costs allocation
* Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the [Reference Guide for State Expenditures](https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf)

**Shall Supplement, Not Supplant**

**Federal Requirement**

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 found at <http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>  or the *[Reference Guide for State Expenditures.](https://www.djj.state.fl.us/content/download/51004/primary_file/fdjj1410-attachment2-102019-dfs_referenceguideforstateexpenditures.pdf)*

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 at: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

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 $5,000 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**

In accordance to UGG, Section 200.302 (b)(4) Internal Controls, regardless of cost, the agencies must maintain effective control and “safeguard all assets and assure that they are used solely for authorized purposes.”

In order for FDOE to monitor effective internal controls, DCAE requires agencies to maintain adequate records of all single items $1,000 to $4,999. Items over $5,000, must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.

To ensure the Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of $5,000 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).

Administrative Costs including Indirect Costs: Federal

In accordance with the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), administrative and indirect are shared costs that cannot exceed 5% of the award amount. The administrative cost must apply to an administrative function.

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.

This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities.

Administrative costs are costs that cannot be identified with any single program, but are indispensable to conducting agency activities and to the organization's survival. The Florida Department of Education recognizes that allowable general and administrative costs are essential and legitimate costs of provider agencies.

The administrative costs of the provider represent costs which are incurred for common or joint objectives in providing services. Such costs are distributed to all provider programs on an allocation basis; that is, a fair share of expenses is distributed to each service program. G & A costs may include:

* Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties;
* Audit costs;
* Legal fees;
* Equipment associated with administrative tasks or positions;
* Office supplies, postage, communications, travel and other general office costs associated with administrative tasks;
* Maintenance and housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices;
* Facility costs, such as depreciation, rental of space, maintenance and repair, utilities, and property insurance if approved by FDOE;
* Liability insurance; and
* Any other cost associated with administrative activities or tasks.

**Services and Support for Special Populations**

**Federal Requirement**

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.)

**Executive Order 11-116**

**State Requirement**

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>.

**State of Florida, Executive Order 20-44**

**State Requirement**

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the department an annual report in the format required by the department. This report shall detail the total compensation for the entities’ executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990.  This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link:

<https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf>

**Intellectual Property**

**State Requirement**

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.

**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 is available at: <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf> 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>.

## PERKINS V REQUIREMENTS

## Secondary, Section 131

The Florida Department of Education’s *Perkins V State Plan* for was approved by the United States Department of Education (US ED or USDE) in 2020. The *State Plan* is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V.” The State Plan is currently under revisions for the 2024-2028 program years. To view Florida’s ***Perkins V 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 State Plan*, the Florida Department of Education (FDOE) [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/) 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 2024–2025 is contingent upon the final federal Perkins V allocation from the U.S. Department of Education.

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

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

As part of the 2020–2021 local application process, local agencies agreed to four years of Perkins V Performance measure targets. Agencies were held accountable for performance targets beginning with data from the 2020–2021 program year. Those eligible recipients that fail to achieve at least 90% on any of their local agreed upon performance levels in the 2022–2023 program year will need to provide a program improvement plan (PIP) as part of their 2024–2025 local continuation application. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

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 take additional steps. They will be asked to provide additional evidence of implementation of specific actions taken to improve agency performance and to address any student performance gaps discussed in Section 113 of the Act. 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.

## Florida School for the Deaf and Blind

## Local 2024–2025 Continuation Grant Application for Perkins V

To receive funds under the Act, eligible recipients completed their local plan application in the 2020–2021 program year. The 2024–2025 application represents a continuation year and the fifth year of the school district’s local plan. Therefore, the 2024–2025 continuation grant application serves as the method to communicate any substantive changes to the district’s local plan. To assist with preparing the 2024–2025 continuation grant application narrative and required attachments, eligible recipients MUST read the accompanying *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 2024–2025 local continuation grant application.

### Instructions for Submitting the Application and Completing the Application Narrative

**IMPORTANT INFORMATION:​**

To secure a July 1, 2024, Grant Award Notification start date agencies **MUST** submit all application required files on or before June 30, 2024.

* Before inserting any text or information into the application narrative, forms, and tables, save a blank application form in a separate Word document on your computer.
* Use size 12-point font.
* Responses should be clear and concise.
* The application and all required forms must be submitted electronically to the Office of Grants Management via ShareFile folder **Agency Number\_AgencyName\_XXB007\_submit**
* How to submit the grant application documents: Submit three separate Files.
	+ (1). PDF File: Submission Naming Convention: XXX-Agency Name-FLSDB. Place the PDF documents in the order listed below.
		- DOE 100A, Project Application Form (signed by the agency head or other authorized person)
		- Attachment Sections
			* Program of Study Template
			* Secondary CTE Assurances Form
			* General Assurance (if applicable)
			* DOE 610 Form (if applicable). Please email this form to FDOERiskAnalysis@fldoe.org as a separate document.
	+ (2). Word File: Submission Naming Convention: XXX-Agency Name-FLSDB
		- Application Narrative Sections
		- Application Review Criteria and Checklist
	+ (3). Excel File: Submission Naming Convention: XXX-Agency Name- FLSDB
		- Secondary **CLNA and Budget Excel Workbook**
* Signatures:
	+ All required forms must 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 (do not use signature password protection).
	+ 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.

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

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

## Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years in order to guide activity and program development to meet Perkins V requirements. Local eligible recipients conducted their first CLNA during the 2019–2020 program year for implementation in the 2020–2021 and 2021–2022 program years. The second CLNA was conducted during the 2021–2022 program year for implementation in the 2022–2023 and 2023–2024 program years. The third CLNA was conducted during the 2023–2024 program year for implementation in the 2024–2025 and 2025–2026 program years, pending continuation of the State’s Perkins plan.

CLNA requirements for the 2024–2025 local continuation grant application:

* Provide information from the 2023-2024 CLNA in the CLNA Program Summary form and related narrative questions, as well as priority needs identified during the CLNA process.
* Describe the process the eligible recipient used to conduct the second CLNA during the 2023-2024 program year by responding to the following:

A **Secondary CLNA and Budget Excel Workbook** contains required worksheets, including: CLNA Program Summary, DOE 101 Budget Narrative Form; and Projected Equipment Purchases Form. (NOTE that the size, scope and quality, labor market alignment, programs of study, and fundable programs worksheets have been combined into the CLNA Program Summary form for the 2024–2025 program year.) The Secondary CLNA and Budget Excel Workbook will be provided under separate cover.

* + Use the 2024–2025 Excel Workbook Secondary CLNA and Budget Excel Workbook and submit as **XXX-Agency Name-** **FLSDB**
	+ Each eligible agency is required to populate the CLNA Program Summary worksheet to ensure that the program data reflects current criteria (see Parts 1-A and 1-B below).
	+ DOE 101 Budget Narrative Form must be completed.
	+ Projected Equipment Purchases Form must be completed (if applicable).

### How to Submit the Secondary CLNA and Budget Excel Workbook

Step 1: Directions on how to submit the Secondary **CLNA and Budget Excel Workbook** are in the [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/)*.*

Step 2: The Secondary **CLNA and Budget Excel Workbook** must be submitted in Excel format to the Office of Grant Management (OGM) ShareFile system.

Step 3: Districts must use the naming convention below for uploading the Secondary **CLNA and Budget Excel Workbook.**

Naming Convention: **XXX-Agency Name-** **FLSDB** (the number “XXX” represents your district agency code number).

###### A. Please Respond to the Following Questions:

|  |  |
| --- | --- |
| **Question** | **Response** |
| 1. Describe the process your agency used to conduct the required biennial CLNA during the 2023-2024 program year. The results from this CLNA will guide your agency’s Perkins V high priorities that will be implemented in the 2024–2025 and 2025-2026 program years.
 |  |

1. **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.

**CLNA: Stakeholder Consultation Summary Table:**

|  |  |  |  |
| --- | --- | --- | --- |
| **[A]** **Stakeholder Category Required by Perkins V Law**  | **[B]** **List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.**  | **[C]**  **Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.**  | **[D]** **List the CLNA component(s) for which this category of stakeholder was consulted.**  |
| **(i) 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**   |   |   |   |
| **(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators**  |   |   |   |
| **(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries**  |   |   |   |
| **(iv) parents and students**  |   |   |   |
| **(v) representatives of special populations**  |   |   |   |

|  |  |  |  |
| --- | --- | --- | --- |
| **[A]** **Stakeholder Category Required by Perkins V Law**  | **[B]** **List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.**  | **[C]**  **Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.**  | **[D]** **List the CLNA component(s) for which this category of stakeholder was consulted.**  |
| **(vi) 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)**   |    |   |   |
| **(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)**    |   *NOTE: Provide a response, if applicable; otherwise, enter “N/A”*  |   |   |
| **(viii) 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”*  |   |   |

###### C. Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9–12 Career Preparatory and Technology Education Programs

The purpose of this section is to give local eligible recipients an opportunity to provide information related to size, scope and quality of career and technical education programs.

1. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required SSQ information.** *Report both middle grades and secondary.*
2. Complete the following narrative summaries.

 **Middle Grades Narrative Summary for SSQ**

|  |  |
| --- | --- |
|   | **RESPONSE** |
| **(a) SIZE: Intentionally Designed Pathways** | Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs. |   |
| **(b) SCOPE: Engaging Instruction** | Describe how your district’s middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.  |   |
| **(c) QUALITY: Appropriate Instructional Supports** | Describe how your district’s middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.   |   |
| **(d) 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. |   |
| **(e) 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.  |  |

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

|  |  |
| --- | --- |
|   | **RESPONSE** |
| **(f) SCOPE: Business and Industry Engagement and Workforce Alignment** | Describe 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. |          |
| **(g) QUALITY: Engaging Instruction** | Describe 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. |   |
| **(h) QUALITY: Appropriate Instructional Supports** | Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning. |   |
| **(i**) **QUALITY: Prepared and Effective Faculty and Staff** | Describe how your CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning. |   |

1. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024–2025 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

Add additional rows as necessary.

|  |  |
| --- | --- |
| **Reference Number** | **Need (Use for Planning and Budgeting)** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

*Add additional rows, as needed*

###### D. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to labor market alignment for career and technical education programs.

1. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required LMA information.**

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 year 2024–2025. If your district has identified these programs, please complete the appropriate table.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Number** | **Program Name** | **# of 2022–2023 Enrolled Students** | **# of Schools at which this program is offered** | **Last Year program will be offered** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

 *Add additional rows, as needed*

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

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

 *Add additional rows, as needed*

###### E. Development and Implementation of CTE Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

|  |  |
| --- | --- |
|  | **RESPONSE** |
| a. | **Alignment**: Which of your district’s locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment? |   |
| b. | **Acceleration**: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned academic accelerated credit courses? |   |
| c. | **Coordination**: Which program areas are un- or underrepresented on your advisory council(s)? |   |
| d. | **Percent Enrollment**: Per Florida’s Perkins V State Plan, all secondary eligible recipients are to have 75% enrollment in fully compliant Programs of Study in 2024–2025. Estimate your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs of study will need to be launched in 2024–2025 to meet the 75% enrollment in programs of study goal.  |  |

1. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024–2025 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

|  |  |
| --- | --- |
| **Reference Number** | **Need (Use for Planning and Budgeting)** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

*Add additional rows, as needed*

###### F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to the recruitment, retention and training of CTE personnel.

1. **Complete the following narrative summary**.

 **Faculty and Staff:**

|  |  |
| --- | --- |
|  | **RESPONSE** |
| 1. 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.
 |  |
| 1. Provide an overview of your district’s process and method for evaluating whether the agency has underrepresented individuals in the professions.

  |  |
| 1. 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.
 |  |

1. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

|  |  |
| --- | --- |
| **Reference Number** | **Need (Use for Planning and Budgeting)** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

*Add additional rows, as needed*

###### G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data.

1. **Complete the following narrative summary.**

**Performance Review:**

|  |  |
| --- | --- |
|  | **RESPONSE** |
| 1. **Underperformance**: Using the last three years of available data, list by year the agency’s Perkins performance indicators that performed under 90% of the local agreed upon performance level.
 |  |
| 1. **Gaps**: Using the most recent available data, identify subgroups and special populations that performed below the agency’s total performance level.
 |  |
| 1. **Trends**: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.
 |  |
| 1. **Root Causes**: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.
 |  |

1. **List High-Priority CTE Performance Needs:** As a result of reviewing the data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024–2025 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

|  |  |
| --- | --- |
| **Reference Number**  | **Need (Use for Planning and Budgeting)** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

*Add additional rows, as needed*

###### H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

1. **Complete the following narrative summary.**

**Equal Access:**

|  |  |
| --- | --- |
|  | **RESPONSE** |
| 1. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.
 |  |
| 1. Evaluate the local implementation of 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.
 |  |
| 1. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.
 |  |
| 1. Evaluate the local implementation of 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.
 |  |

1. **List High-Priority Equity and Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students, provide a numbered list of the high-priority need(s) that will be addressed in the current program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

|  |  |
| --- | --- |
| **Reference Number** | **Need (Use for Planning and Budgeting)** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

*Add additional rows, as needed*

###### I. Other Identified 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. Describe the process used to identify these other priority needs.

1. **List Other High-Priority Needs:**  As a result of your CLNA review, provide a **numbered list** or other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

|  |  |
| --- | --- |
| **Reference Number** | **Need (Use for Planning and Budgeting)** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

 *Add additional rows, as needed*

## Section 2. Primary Program of Study and CTE Secondary Programs for 2024–2025

**NOTE:** In accordance with Florida’s *Perkins V State Plan*, during the 2024–2025 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; and
* meet a need identified in the agency’s 2021–2022 Comprehensive Local Needs Assessment.

In addition, for the 2024–2025 program year, eligible secondary recipients must offer a sufficient number of fully compliant programs of study, so at least 75% of the agency’s CTE students are enrolled in these programs of study. A list of the program of study requirements can be found in **Attachment A** of this RFA and in the [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/).

In submitting your primary program of study and listing your compliant programs of study needed to meet the enrollment percentage requirement, your agency is attesting to the fact that the submitted primary program of study and the other required programs of study will meet all state required elements throughout the 2024–2025 program year.

### A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE secondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2024–2025 program year.

* **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Secondary CLNA and Budget Excel Workbook and indicate the CTE secondary programs that meet all state requirements for funding eligibility.** CTE secondary programs with expenses included on the Budget Narrative Form: DOE 101 must appear as fundable on the Program Needs Assessment worksheet.
* See the [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/)for further instructions on how to complete the Fundable Programs Worksheet.
* Some CTE programs are not Perkins fundable. Please see the Secondary CTE Programs Not Eligible for Perkins Funding list in the [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/).

### B. 2024–2025 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all secondary CTE programs that meet the state’s definition of a Program of Study. (Reminder: For the 2024–2025 project year, it is required that seventy-five percent or more of the agency’s total CTE enrollment be in fully compliant programs of study.)

**Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook and identify all compliant programs of study.**

See the [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/)for further instructions on how to complete the Programs of Study Worksheet.

### C. Template for the Submission of the 2024–2025 Primary Secondary Program of Study

The purpose of this section is for local eligible recipients to submit their annual required primary program of study for the 2024–2025 program year on the Perkins V template located in **Attachment B.** The primary program of study MUST be submitted on the Perkins V template. Programs of study submitted on the prior Perkins IV template will not be accepted. An example program of study and further guidance is included in the [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/) and on the [FDOE Program of Study Page](https://www.fldoe.org/academics/career-adult-edu/perkins/ProgramsofStudy.stml).

**Complete the Primary Program of Study template in Attachment B.**

### D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency’s primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

**Complete the Program of Study Advisory Council Member List Table Below.**

|  |
| --- |
| **Secondary Program of Study Advisory Council Member List** |
| **Name** | **Organization** | **Representation Category** (Secondary, Postsecondary, Business and Industry, Other) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

### E. Dissemination of Information on CTE Secondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

|  |  |
| --- | --- |
|  | **Response** |
| 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 in the 2024–2025 program year.  |  |

## Section 3. Career Exploration and Guidance

### A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

|  |  |
| --- | --- |
|  | **Response** |
| 1. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.
 |  |
| 1. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer 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.
 |  |
| 1. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer 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

### A. Promote and Support the Continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

|  |  |
| --- | --- |
|  | **Response** |
| 1. Describe how your agency will 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.
 |  |
| 1. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2024–2025 program year.
 |  |

## Section 5. Equity and Access for Special Populations

### A. Activities Related to Equity and Access for Special Populations as Defined in the Perkins V Act.

Eligible recipients must respond to the narrative questions in Part 5-A.

Describe how your agency will:

|  |  |
| --- | --- |
|  | **Response** |
| 1. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
 |  |
| 1. Describe how your agency will prepare CTE secondary participants for non-traditional fields.
 |  |
| 1. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.
 |  |
| 1. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2024–2025 program year.
 |  |

## Section 6. Opportunities for Work-Based Learning

### A. Activities Related to Work-Based Learning Opportunities.

Eligible recipients must respond to the narrative questions in Part 6-A.

|  |  |
| --- | --- |
|  | **Response** |
| 1. Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.
 |  |
| 1. Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2024–2025 program year.
 |  |

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

### A. Activities Related to Postsecondary Education

Eligible recipients must respond to the narrative question in Part 7-A.

|  |  |
| --- | --- |
|  | **Response** |
| 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 in the 2024–2025 program year. |  |

## Section 8. Support for CTE personnel

### A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

|  |  |
| --- | --- |
|  | **Response** |
| 1. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.
 |  |
| 1. Describe how you will identify and support those underrepresented in the teaching profession.
 |  |

## Section 9. Performance of Special Populations and Subgroups

### A. Activities Related to Performance of Special Populations and Subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

|  |  |
| --- | --- |
|  | **Response** |
| 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 in the 2024–2025 program year. |  |

## Section 10. Accountability and Program Improvement

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 [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/)*.*

Eligible recipients must respond to the narrative questions in Part 10-A.

|  |  |
| --- | --- |
|  | **Response** |
| 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. |  |

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local plan. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

## Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)

### A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education’s K–20 Strategic Plan

Eligible recipients must respond to the narrative question in Part 11-A.

|  |  |
| --- | --- |
|  | **Response** |
| 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)

### A. Documentation of Automotive Service Technology Program

Eligible recipients must respond to the narrative question in Part 12-A.

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)

### A. Description of Process to Ensure Equitable Access

Eligible recipients must respond to the narrative question in Part 13-A.

|  |  |
| --- | --- |
|  | **Response** |
| For the fiscal year 2024–2025, 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

### A. Complete Budget Narrative DOE 101 Form and Secondary CTE Assurances Form

Eligible recipients must complete both items listed above in Part 14-A.

##### Budget Narrative Guidelines: (Local Plan Applications)

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

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

Therefore, all budget narrative line items must be aligned with the 2024–2025 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 in the attachments section of this RFA.
2. Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101**, located in the Secondary **CLNA and Budget Excel Workbook.**
3. Budget Narrative must align 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 Perkins V, eligible recipients must provide on the DOE 101, Budget Narrative Form under Column (3), **Account Title and Narrative**, the specified CLNA need, requirements for the Uses of Funds and \*Program number or CIP#, for all budgetary line items supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Account Title** | **CLNA Need #** | **\*Program Number**  | **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.

### Contractual Service Agreements (If Applicable)

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 [here](https://www.fldoe.org/core/fileparse.php/7515/urlt/ContGrantManageUG.pdf).

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
2. 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 (do not use signature password protection).
	+ 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 via ShareFile folder

**AgencyNumber\_AgencyName\_XXB007\_submit**.

1. All required forms must have the assigned TAPS Number included on the form.

### 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. **Allocation Chart**
5. **Secondary CTE Assurances Form**
6. **DOE 100A, Project Application Form**
7. **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 labor market alignment criteria
* 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**

Secondary agencies must submit a primary program of study on the Perkins V 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)
	+ FDOE strongly encourages facilitation of early career exploration.
	+ If there is no locally-offered aligned middle school course, 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)
	+ To what course(s)/program(s) the awarded credit applies (e.g., Computer Engineering Technology AS)
	+ What institutions recognize the credit agreements (e.g., Broward College) or if the articulation agreement is statewide
* 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 (AP, IB, AICE, CLEP, etc.) should include the following:
	+ name of the course(s),
	+ where they can be taken, and
	+ any other relevant information

**ATTACHMENT B**

**Perkins V: 2024-2025 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**

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

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.

Local eligible recipients accepted or negotiated local targets for all measures as part of the 2020–2021 application process. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required as part of the 2022–2023 and 2023–2024 local continuation grant application for those measures not meeting at least 90% of the agreed upon performance level. Program Improvement Plans (PIP) will be required as part of the 2024–2025 local continuation grant application for those measures not meeting at least 90% of the agreed-upon performance level. Agencies must complete any required PIPs before a final Grant Award Letter may be issued. Procedures for reviewing performance levels and submitting PIPs will be provided under separate cover.

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.

For more information on Florida’s Perkins V Performance Measures, see the [*Perkins V Implementation Guide*](https://www.fldoe.org/academics/career-adult-edu/perkins/)

**Attachment D - Allocation Chart**

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

 **Florida School for the Deaf and Blind**

**FY 2024-2025**

**\*Revised 10/03/2024**

The **Allocation Chart** is subject to change based on the final federal allocation and local performance data. All agencies will be notified regarding their final allocation prior to the issuance of their 2024-2025, DOE 200, Award Notification.

| **District** | **Allocation** | **Roll Forward Increase** | **New Allocation** |
| --- | --- | --- | --- |
| Florida School for the Deaf and the Blind | $343,589 | $193,589 | $343,589 |
| **TOTAL** | **$343,589** | **$193,589** | **$343,589** |

Attachment E

2024-2025 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 agree 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 Perkins V Section 3(40) 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 undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the *Perkins V State Plan* requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2024-2025.
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)). Newly implemented and in development 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. 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 five (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.

1. 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.
2. **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 that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure. .
3. 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.
4. 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.
5. 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.
6. **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*, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs ([*Green Book*](https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml)), 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 CFR 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*** <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf> 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 plan.
4. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller’s Office, by August 20, 2025.
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 US ED 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 Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber\_AgencyName\_XXB007\_submit** | **A) Program Name:**Perkins V — Florida School for the Deaf and the Blind, Secondary**TAPS NUMBER:**25B007 | *DOE USE ONLY*Date Received       |
| **B) Name and Address of Eligible Applicant:****C) Total Funds Requested:** DOE USE ONLY **Total Approved Project:** $ |
| **Project Number (DOE Assigned)** |
|
|
|  | **D)**Applicant Contact & Business Information |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | UEI 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 June 2022 Page 1 of 2

|  |
| --- |
| **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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DOE 100A

Revised June 2022 Page 2 of 2

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

**Secondary, Section 131**

**Florida School for the Deaf and the Blind**

**TAPS# 25B007**

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.

|  |  |  |
| --- | --- | --- |
| **File # and Type** | **Item** | **Applicant**Provide page #s for items listed |
|  | **Attachments** | **Page Number(s)** |
| **Submit as a PDF file****1** | DOE 100A, Project Application – with original signature or electronic signature |  |
| Program of Study Template |  |
| Secondary CTE Assurances Form |  |
| **Submit as a****Word File****2** | **Narrative Sections** | **Page Number(s)** |
| Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement |  |
| Section 2. Primary Program of Study and CTE Secondary Programs  |  |
| 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 (FLDOE Requirement) |  |
| Section 12 - Notice Regarding Automotive Service Technology Education Programs (State Requirement) |  |
| Section 13 - Federal Programs - General Education Provisions Act (GEPA) (Federal Requirement) |  |
| **Application Checklist - must be last page of the “Word” file.** |
| **Excel Workbook File** | **FL School for the Deaf and the Blind Secondary Grant Application CLNA and Budget Excel Workbook** | **Page Number(s)** |
| **Submit as** **Excel File****3** | Program Needs Assessment  |  |
| DOE 101 Budget Narrative Form (with instructions) |  |
| Projected Equipment Purchases Form (with instructions) |  |