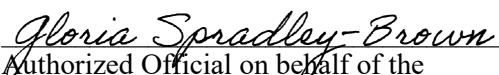



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Liberty County School District	2 PROJECT NUMBER 390-1613B-3CS01	
3 PROJECT/PROGRAM TITLE Strengthening Career & Technical Education for the 21st Century Act - Perkins V - Secondary Career and Technical Education Programs TAPS 23B004	4 AUTHORITY 84.048 Perkins V, Title I; WIA, Sect. 503 USDE or Appropriate Agency FAIN#: V048A220009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2022 - 06/30/2023 Program Period:07/01/2022 - 06/30/2023	
7 AUTHORIZED FUNDING Current Approved Budget: \$14,533.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$14,533.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2023</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2023</u> • Last date for receipt of proposed budget and program amendments: <u>05/30/2023</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2022</u> 		
10 DOE CONTACTS Program: Ebonee Dennis Phone: (850) 245-9044 Email: Ebonee.Dennis@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: LVN6Y885WAC4 FEIN#: F596000720001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: Only 25% of the “Current Approved Budget” in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2022 through September 30, 2023. The balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2022 through June 30, 2023. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> <u>08-26-2022</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return grant application to: Office of Grants Management (OGM) ShareFile System Folder #1 TAPS# 23B004 Telephone: (850) 245-0496	A) Program Name: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement Fiscal Year 2022-2023 TAPS NUMBER: 23B004	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant: Liberty County School Board		Project Number (DOE Assigned) 390-1613B-3CS01
C) Total Funds Requested: \$14,533 <hr style="width: 20%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$ 14,533 ED	D) Applicant Contact & Business Information	
Contact Name: Mandie Fowler Fiscal Contact Name: Melanie King		Telephone Numbers: 850-643-2275
Mailing Address: P. O. Box 429 Bristol, FL 32321		E-mail Addresses: mandie.fowler@lcsb.org
Physical/Facility Address: 11051 NW State Road 20 Bristol, FL 32321		DUNS number: 026297721 FEIN number: F596000720001
CERTIFICATION		
<p>I, <u>Kyle Peddie</u>, 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.</p> <p>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.</p>		
E)  _____ Signature of Agency Head	_____ Superintendent Title	_____ 5/6/2022 Date



LIBERTY COUNTY SCHOOL DISTRICT

KYLE PEDDIE, SUPERINTENDENT

• 11051 NW SR 20 • Bristol, Florida 32321
Phone: (850) 643-2275 • Fax: (850) 643-2533 • www.lcsb.org

July 11, 2022

Ms. Gloria Spadley-Brown, Chief
Bureau of Grants Administration and Compliance
Division of Workforce Education
325 West Gaines Street, Room 730
Tallahassee, FL, 32399-0400

Dear Ms. Spadley-Brown:

Liberty County School District is requesting a waiver for the Secondary Perkins allocation under Section 131 (c)(2)(A)(B) of the Perkins Law, because the LCSD is a district located in a rural and sparsely populated area and has been unable to enter into a consortium for purposes of providing activities under this. The district has been unable to enter into an agreement due to transportation requirements, location, and change in time zones resulting in scheduling conflicts.

Sincerely

A handwritten signature in black ink, appearing to read "K Peddie".

Kyle Peddie
Superintendent
Liberty County School District

A handwritten signature in blue ink, appearing to read "Gloria Spadley-Brown".
7/28/22

District I
James E. Flowers

District II
Jodi Bailey

District III
Darrel "Doobie" Hayes

District IV
Jason Singletary

District V
Charles "Boo" Morris III

ATTACHMENT B
Perkins V: 2022-2023 Program of Study

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	<i>Middle School:</i>	8212500	Hosford School W.R. Tolar School	Yes
	Administrative Office Assistant			
	<i>High school:</i>		Liberty County High School (for all programs)	Yes
	Administrative Office Assistant	436011		
	Agritechnology	194011		
	Allied Health Assisting	319099		
	Building Trades & Construction Design Technology	499071		
	Culinary Arts	119051		
Welding Technology Fundamentals	514121			

Attachment E
2022-2023 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.

I, Kyle Peddie, Liberty County School District Superintendent, hereby acknowledge and agree to the statements below.
Name of Grantee

A. Career and Technical Education Instructional and Programmatic Policies

The Grantee agrees:

- KP 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.
- KP 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.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/)
- KP 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.
- KP 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>.
- KP 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 25 percent (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2021-2022.
- KP 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—
 - a) career exploration and career development coursework, activities, or services;
 - b) career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
 - c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. (Sec. 134(b)(3))
- KP 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.
- KP 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.
- KP 9. To prepare career and technical education participants for non-traditional fields.

- KP 10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.
- KP 11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

- KP 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.
- KP 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)).
- KP 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.
- KP 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.
- KP 5. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.
- KP 6. To conduct the biennial comprehensive local needs assessment during the 2021-2022 program year.

C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:

- KP 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.
 - a) Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
- KP 2. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure beginning with the data for program year 2020-2021.
- KP 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.
- KP 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.
- KP 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.

D. 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:
- document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c-e)
 - 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
 - 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), 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:
- Education Department General Administrative Regulations (EDGAR)
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
 - 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
3. 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.
4. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
- 2 C.F.R. 200 of the Uniform Guidance <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
 - Florida Department of Financial Services **Reference Guide for State Expenditures** <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-procedure.stml>.
 - The DCAE, **Quality Assurance Policies, Procedures and Protocols Manual** is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
5. 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.
6. 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.
7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local four-year plan.
8. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FLDOE, Comptroller's Office, by August 20, 2023.
9. 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>.

- KP 10. 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>
- KP 11. 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.


E. Data Privacy and Security

The Grantee agrees:

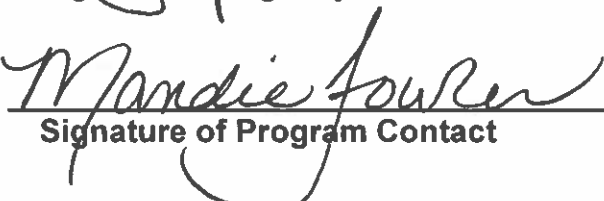
- KP 1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records 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=\(title:20%20section:1232g%20edition:prelim\)](http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)). The USDOE provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- KP 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.
- KP 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.

Kyle Peddie
Print Name of Agency Head


Signature of Agency Head

Mandie Fowler
Print Name of Program Contact


Signature of Program Contact

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years. Local eligible recipients conducted their first CLNA during the 2019-2020 program year, which served to guide the development of activities and programs to meet Perkins V requirements to be implemented during the 2020-2021 and 2021-2022 program years. The second CLNA was conducted by eligible recipients during the 2021-2022 program year to guide the development of activities and programs to meet Perkins V requirements to be implemented during the 2022-2023 and 2023-2024 program years.

A. Please respond to the following question:

Question	Response
<p>i. Describe the process your agency used to conduct the required biennial CLNA during the 2021-2022 program year. The results from this CLNA will guide your agency's Perkins V high priorities that will be implemented in the 2022-2023 and 2023-2024 program years.</p>	<p>Liberty County's process to complete the biennial Comprehensive Local Needs assessment began during the 2021-2022 school year. The LEA consulted with regional Career and Technical Education directors from the 5 county Chipola region. Additional participants included Richard Williams, the Executive Director for our local Career Source and Opportunity Florida, representatives from Chipola College's Workforce Education Department and the Panhandle Career and Technical College in neighboring Washington County. This partnership is essential in helping us acquire the occupational data needed for this assessment.</p> <p>This was followed with a local stakeholder meeting that included representatives with a vested interest in the success of our Career and Technical programs. This meeting was held face to face on April 14, 2022. Participants included teachers from all secondary CTE programs, the District CTE Director, the Superintendent of Liberty County Schools, representatives from Georgia Pacific, REX Lumber, Calhoun Liberty Hospital, Calhoun Liberty Lions Club and local business owner Tim Revell. The selection of stakeholders invited to participate was based on individuals with a vested interest in the success</p>

	<p>of our Career and Technical programs. We will continue to consult with local work force stakeholders on an ongoing basis during the coming school year.</p>
--	--

B. 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:

<p>[A] Stakeholder Category Required by Perkins V Law</p>	<p>[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.</p>	<p>[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.</p>	<p>[D] List the CLNA component(s) for which this category of stakeholder was consulted.</p>
<p>(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and</p>	<p>Gay Lewis – Director of Instruction, Liberty County School District</p> <p>Mandie Fowler – Director of CTE, Liberty County School District</p> <p>Kyle Peddie, - Superintendent, Liberty County School District</p>	<p>Face to Face Meeting</p>	<ul style="list-style-type: none"> • Size, Scope, and Quality • Future Planning

academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	<p>Sam Bass – Building Construction Technology Teacher, Liberty County High School</p> <p>Nancy Dillmore – Digital Design, Liberty County High School</p> <p>Candace Mercer – Allied Health, Liberty County School District</p> <p>Shelley Stafford – Culinary, Liberty County High School</p> <p>Tyler Stoutamire – Agriculture, Liberty County High School</p>		
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	<p>Darwin Gilmore – Chipola – Dean of Workforce Education</p> <p>Matthew Hughes, Chipola College</p>	<p>Face to Face Meeting</p>	<ul style="list-style-type: none"> • Programs of Study • Enrollment in post-secondary
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries	<p>Richard Williams - Executive Director for our local Career Source and Opportunity Florida</p> <p>Marla Whitaker – Washington Holmes Technical School</p>	<p>Face to Face Meeting</p>	<ul style="list-style-type: none"> • Review of Statewide Demand Occupational List, Regional Demand and Local Target Occupations
(iv) parents and students	<p>Allen Curl</p> <p>Albert Strickland</p>	<p>Face to Face Meeting</p>	<ul style="list-style-type: none"> • Programs of study
(v) representatives of special populations	<p>Lara Deason – Exceptional Education Director, Liberty County School District</p>	<p>Face to Face Meeting</p>	<ul style="list-style-type: none"> • Equitable services and access for students with disabilities

<p>(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)</p>	<p>Mandie Fowler – Homeless Liaison Liberty County School District</p>		<ul style="list-style-type: none"> • Barriers to homeless student participation
<p>(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)</p>	<p>NA</p>		<p>NA</p>
<p>(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)</p>	<p>NA</p>		<p>NA</p>

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.

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.	Middle school CTE programs will focus on MOS certification and career pathways exploration
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	Middle grades exploratory courses provide students with the opportunity to see how academics and technical skills apply to jobs through the MyCareerShines portal
(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.	The district provides MyCareerShines program materials for all students and MOS CTE program and testing for students placed into acceleration programs.
(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.	The district provides professional development for CTE instructors at the middle school level and covers costs for all relevant training.
(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.	All students have access to CTE courses and course makeup is reflective of the school demographic.

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.	The district hosts local CLNA workgroup meetings to discuss desired skills for workforce development.

<p>(g) QUALITY: Engaging Instruction</p>	<p>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.</p>	<p>The district CTE program materials provide opportunities to increase academic skills through grade-level content reading and applicable math skills, they also are based on course standards and focus on technical and employability skills.</p>
<p>(h) QUALITY: Appropriate Instructional Supports</p>	<p>Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.</p>	<p>All CTE programs are fully supported by relevant purchases of equipment, technology, and materials in order to best support student learning.</p>
<p>(i) QUALITY: Prepared and Effective Faculty and Staff</p>	<p>Describe how your CTE programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning.</p>	<p>The district provides professional development for CTE instructors at all levels and covers costs for all relevant training.</p>

- iii. **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 2022-2023 program year.

Based on the LCSB CLNA review, the following items were identified:

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 2022-2023 program year.

Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	Continue to develop and support current programs (Budget line items 1-4).
2	Pursue an articulation agreement with Lively Vocational Technical College in order to expand vocational dual enrollment course options (no cost)
3	Investigate viability of additional courses: Medical Transcription, CDL, specific construction certifications (roofing, etc)(no cost)
4	Make sure students are aware of Ag qualifications for science course credits (no cost).
5	Address pre-requisite courses for vocational A.S. degrees (RN, etc) (no cost)
6	Revise the master schedule at LCHS to better accommodate dual enrollment student schedules (no cost).

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.

- i. **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 years from 2020-2024. If your district has identified these programs, please complete the appropriate table.

iii. **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 2022-2023 program year.

Based on the LCSB CLNA review, the following items were identified:

- ~~1. Revise the master schedule at LCHS to better accommodate dual enrollment student schedules (no cost).~~
- ~~2. What are the options for providing CTE courses for adult learners (no cost)?~~
- ~~3. How can we better meet pre-requisite courses for vocational A.S. degrees (RN, etc) (no cost)?~~
- ~~4. Make sure students are aware of Ag qualifications for science course credits (no cost).~~
- ~~5. Investigate viability of additional courses: Medical Transcription, ODL, specific construction certifications (roofing, etc)(no cost).~~
- ~~6. Pursue an articulation agreement with Lively Vocational Technical College in order to expand vocational dual enrollment course options(no cost).~~
- ~~7. Continue to develop and support current programs (Budget line items 1-4).~~

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 2022-2023 program year.

Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	N/A
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.

i. **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 years from 2020-2024. If your district has identified these programs, please complete the appropriate table.

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

Program Number	Program Name	# of 21-22 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered
N/A				

Add additional rows, as needed

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

Program Number	Program Name	Documentation of Local Need
N/A		

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.

i.

		RESPONSE
a.	Alignment: Which of your district’s locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	Allied Health
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?	Construction program
c.	Coordination: Which program areas are un- or underrepresented on your advisory council(s)?	Digital Design
d.	Percent Enrollment: Per Florida’s Perkins V State Plan, all secondary eligible recipients are to have 50% enrollment in fully compliant Programs of Study by 2022-23 (and 75% enrollment for 2023-24). Estimate your	100%

	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 2022-23 to meet the 50% enrollment in programs of study goal.	
--	--	--

ii. **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 2022-2023 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 2022-2023 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Enhance the collegial relationships between local Chamber of Commerce, Economic, CareerSource Chipola and local post-secondary institutions.
2	Develop POS for all current CTE programs.
3	Develop POS for new programs based on training needs as identified by local Chamber of Commerce, and CareerSource Chipola.
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.

i. **Complete the following narrative summary.**

Faculty and Staff:

	RESPONSE
a. 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.	District leadership meets to evaluate teacher recruitment/retention/training of career and technical teachers. The district realized that the construction teacher needed welding certifications in order to teach those CTE courses and the district is paying for all college courses for the teacher.
b. Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	The district actively recruits underrepresented populations for employment by participating in local college job fairs, local newspapers, Facebook and word of mouth.
c. 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.	The district is currently fully staffed in all available positions and programs.

ii. **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 2022-2023 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 2022-2023 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	LCSD will increase its efforts to seek more industry certification pathways for teachers and students. To do this, more specific training to help teachers in passing and teaching the standards for the industry certifications will be sought and offered.
2	Work with professional organizations and colleges/universities to develop personal development activities to train and equip teachers and help them to feel more confident in their work.
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. Eligible recipients may use previously provided baseline data to identify anticipated performance gaps.

i. **Complete the following narrative summary.**

Performance Review:

	RESPONSE
a. 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.	Academic Proficiency, Reading/Language Arts Academic Proficiency, Mathematics Academic Proficiency, Science Post-Program Placements Non-traditional Program Concentration
b. Gaps: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	Males, females, black, Hispanic, white, ESE, Economically Disadvantaged, individuals preparing for non-traditional fields, homeless, and youth in foster care.
c. Trends: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	Data has been skewed by a small population size (102 total students) and Covid interruptions.
d. Root Causes: Based on root cause analysis, list factors that likely	Many of the subgroups overlap and are represented in multiple areas. All district

contributed to the identified underperformance, gaps, and trends.	students who do not dual enroll for college credit work towards CTE certification.
---	--

ii. **List High-Priority CTE Performance Needs:** As a result of reviewing the baseline 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 2022-2023 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 2022-2023 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Recruit Individuals with Disabilities to CTE programs
2	Conduct bi-annual meetings with CTE and core teachers to collaborate on instructional programs.
3	Mitigate barriers that would otherwise limit the participation of special populations students in CTSO events or work-based learning opportunities.
4	Provide up-to-date technology and hardware to students in CTE programs.

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.

i. **Complete the following narrative summary.**

Equal Access:

	RESPONSE
a. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic	The district is in the process of hiring a new ESE inclusion teacher who will improve co-teaching and support in the CTE programs.

support that certain students need to succeed in school.	
b. 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.	The district has retrofitted the construction technology space to be ADA compliant.
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	The district is increasing ESE inclusion support for students with an IEP in order to increase their level of performance, this should also affect other subgroup data as well.
d. 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.	The district actively provides students opportunities to attend local job fairs and works closely with transition planning as part of the student IEP.

ii. **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 2022-2023 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Training for teachers, administrators, and guidance counselors for student placement in these programs.
2	Additional training for teachers in meeting the needs of our special population students.
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.

Reference Number	Need (Use for Planning and Budgeting)
1	NA
2	
3	
4	

Add additional rows, as needed

Section 2. Primary Program of Study and CTE Secondary Programs for 2022-2023

A – Perkins Fundable Programs

- See attached Secondary Excel Workbook – Fundable Programs.

B - 2022-2023 Programs of Study

- See attached Secondary Excel Workbook – Programs of Study Worksheet

C - Template for the Submission of the 2021-2022 Primary Secondary Program of Study

- See attached Program of Study template

D - List of Advisory Council Members Overseeing the Primary Program of Study

Secondary Program of Study Advisory Council Member List		
Name	Organization	Representation Category (Secondary, Postsecondary, Business and Industry, Other)
Mandie Fowler	Director of Instruction/CTE Liberty County Schools	Secondary
Darwin K. Gilmore, Dean, Workforce and Economic Development	Chipola College	Post-Secondary
Donna Summers, Guidance	Liberty County High School	Secondary

Tom Myers	REX Lumber	Industry
-----------	------------	----------

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 2022-2023 program year.	Dissemination of Information on CTE programs begins at the middle school level with 7 th and 8 th grade students participating in career exploration. During the 8 th grade all students, including special population participate in presentations by CTE teachers to expose student to secondary programs that are offered at the high school level. Teachers recruit by sharing program information as well as career and postsecondary opportunities. Each teacher also provides a brochure that high lights their program, the courses associated with the program, industry certification that are available and club opportunities. Guidance Counselors are also trained and given programs of study to counsel all students in choosing the right CTE program for them. When Programs are revised, they will be available on the district and school's websites as well as printed in professionally prepared recruitment materials.

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
i. 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.	The Liberty County Director of Instruction/CTE and Career Source Chipola director will continue meeting to discuss and develop strategies to share CTE training opportunities available through the school district and their link to a great career.
ii. 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.	Teachers share with their students' information from the Regional Demands Occupation List and discuss paths to high-skill, high-wage, or in-demand industry sectors and occupations.
iii. 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.	The CTE director routinely shares information with school counselors regarding industry certifications, career certificates, and AS degree programs. CTE teachers have been trained on My CareerShines and strive to incorporate MCS into their class schedule to address necessary soft skills instruction.

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
i. 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.	The LEA will promote continuous improvement of the academic achievement of students in CTE programs. The district will monitor student outcomes including attendance, grades, test scores, and passing rate on industry certifications. Modification to academic and technical skill components of the CTE program will be made as needed. In addition, CTE teachers collaborate with academic teachers to develop overlapping lessons that require both academic and CTE skills and address curriculum frameworks and course standards. This collaboration will ensure that our students are provided information that provides a link/bridge between the academic and technical content in both secondary and post-secondary programs.
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2022-2023 program year.	The LEA promotes the academic achievement of CTE students through rigorous standards for the academic and technical skill components of the individual program. This integration of academic skills is influenced by the FLDOE CTE curriculum frameworks, which includes the number of standards that include instruction related to core subjects. CTE teachers are directed to teach the standards of the courses they are assigned with fidelity, and by doing so, not only are core subjects shown practical application but students are exposed to information regarding industry certifications in the related area.

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
i. 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.	The CTE teacher and guidance counselor work with students assisting them to prepare of a successful transition into postsecondary employment and/or training. The guidance counselor works closely with Vocational Rehabilitation to discover student interest and then attempts to math training opportunities with that interest. Vocational Rehabilitation sponsors pre-employment transition services to help students with disabilities prepare for a career, continue their education, work readiness training, and integrated work experiences.
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	CTE teachers will actively promote their programs and recruit non-traditional students for their program based on observation and recommendation from other teachers. CTE teachers are encouraged to invite speakers specific to non-traditional field so that students can see the success of those individuals and discuss strategies these individuals used to secure employment in the workforce.
iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	The Director of Instruction/CTE works with school guidance counselors to promote and encourage participants in non-traditional fields. Informational brochures are available that outlines each program. CTE teachers invite guest speaker working in non-traditional employment fields to visit the classroom and share with students.
iv. 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 2022-2023 program year.	Equal access provided to special student populations interested in career and technical education courses, programs, and programs of study.

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
<p>i. 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.</p>	<p>The CTE Director will work with the school principal and CTE teachers to provide work-based learning opportunities to students participating in CTE secondary programs. Each program will be encouraged to participate in Career and Technical Student Organizations if they do not already do so. This organizations will include FFA, FCCLA, and HOSA.</p>
<p>ii. 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 2022-2023 program year.</p>	<p>The LEA will partner with the local Chamber of Commerce in an effort to identify businesses and match CTE students to chamber business worksites in the area of their program and/or career interest. We are committed to providing CTE programs that will enhance the local workforce and create a career path for our students upon graduation.</p>

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 2022-2023 program year.	Chipola College offers dual enrollment workforce programs to all eligible students. Dual enrollment students can take up to 540 clock hours. The Chipola College Stem Collegiate High School Program allows eligible students to complete up to 30 credit hours from one of the three academies. Of these programs two offer an AS degree (Engineering and Technology) and CAPE industry certifications. In addition, the LEA will provide tuition, books, and transportation for students participating in CTE dual enrollment, this will be funded through the CTE Dual Enrollment Grant.

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 2022-2023 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
i. 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.	The LEA collaborates with Chipola College to support the recruitment, preparation, retention, and professional development for teachers, administrators, and other personnel. The district is in close contact with Chipola to recruit newly graduated teacher candidates. The LEA also works with Chipola to provide internships for teacher candidates. In addition, the LEA partners with PAEC to provide and promote professional development for teachers. Finally, the district will continue to provide Local Certification to eligible candidates in eligible programs.

ii. Describe how you will identify and support those underrepresented in the teaching profession.	The Assistant Superintendent serves as the equity officer regarding recruitment for education in general. The CTE Department will further strengthen its partnership with PAEC to provide and promote professional development for teachers. Finally, the district will continue to provide Local Certification to eligible candidates in eligible programs.
---	--

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 2022-2023 program year.	To mitigate performance disparities in subpopulations, the Director of Instruction/CTE will collaborate with the ESE Director and MIS to disaggregate data and collaborate with content area teachers for the purpose of closing the performance gap. Early warning data to include grades in CTE programs, school/class attendance, FSA, FSAA, EOC, ACT/SAT, number of credits toward graduation, and passing rate on industry certifications will be tracked. Interventions will be adjusted for students that are not making progress in an effort to eliminate disparities

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 *2022-2023 Perkins V Implementation Guide*.

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

	Response
A. Describe the agency's data management information system and practices related to tracking student	The LEA uses the data management information system, FOCUS. The district MIS department provides data for verification at

<p>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.</p>	<p>various times during the school year. The Director of Instruction/CTE collaborates with the ESE Director and MIS to identify data discrepancies and address performance gaps as identified.</p>
--	--

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 four-year plan. Eligible recipients will be held accountable for these performance targets beginning with the data from the 2020-2021 program year. Program Improvement Plans (PIP) will be 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 (FLDOE 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
<p>Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K-20 Strategic Plan.</p> <p>URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml</p>	<p>The LEA will focus on Goal 1, Highest Student Achievement and Goal 3, Skilled Workforce and Economic Development. Students will gain a working knowledge of math, reading and science skills through the practical application of content learned in CTE programs. Additionally, district and school administration will continue to place a high emphasis on industry certification. Teachers will review the curriculum alignment associated with their course frameworks and will continue to implement rigorous reading standards as outlined in Just Read Florida academic standards. Students that need additional reading instruction are provided Tier II interventions in an intensive reading class in accordance with the district’s reading plan. Funding for</p>

	reading intervention is provided through the district reading allocation
--	--

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

A – Documentation of Automotive Service Technology Program

The LCSB does not currently have any automotive service technology programs.

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.* Automotive 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 2022-2023, 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	<p>In order to minimize barriers, Liberty County will take the following steps to remove barriers that impede equitable access or participation:</p> <p>Gender – Guidance counselors will ensure that students are informed of the possible non-traditional placement in each career/technical program. Students will be made aware of how each program can meet the needs of each gender in career preparation.</p> <p>Race, national origin, or color – CTE programs in Liberty County are open to every student in the district at appropriate grade levels. Guidance counselor and principals will ensure that students are afforded opportunities for participation.</p> <p>Disability – Buildings, facilities, and programs are equally accessible to students with disabilities. All CTE programs provide accommodations and</p>

	<p>or modifications as dictated by the students IEP, to enable students with disabilities the opportunity to enter and compete placement in a career technical program of their choice.</p> <p>Age – Age has not been a barrier to placement in CTE programs. Should a problem concerning age be identified, steps will be taken to ensure that proper and legal access on a case-by-case basis be afforded.</p>
--	--

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: (PY 2020-2024 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 202-2023 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.

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
Secondary, Section 131**

APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below.**
- All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile Folder #1 TAPS# 23B004, on the **due date of Friday, May 13, 2022.**
- 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	
	2022-2023 Secondary CTE Assurances Form	
	Narrative Sections	Page Number(s)
Submit as a Word File 2	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	Secondary Grant Application <u>CLNA</u> 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)	

Agency Name:	Liberty
Agency Number:	39
Career Source Region:	3

																	% enrolled in POS: 71.8%	
LABOR MARKET ALIGNMENT (LMA) To be fundable, must have one (1) Primary Source OR two (2) secondary sources.										HIGH SCHOOL - SIZE, SCOPE, AND QUALITY (SSQ) Program is not fundable if K, M, N, or O are blank.				MIDDLE SCHOOL - SSQ Program is not fundable if P or Q are blank.		PROGRAM OF STUDY		
A	B	C	D	PRIMARY SOURCES			SECONDARY SOURCES		K	L	M	N	O	P	Q	R	S	
Fundable? (That is, meets/is exempt from LMA and SSQ Requirements. Fill out this column after completing LMA and SSQ.) (Dropdown)	Program Number (Invalid Entries Struckthrough) (Number Field)	Program Name (Autopopulates)	Projected Enrollment (# Field)	SOC Code (Must Use Officially Aligned SOCs. All Others Rejected) (Number Field)	Primary Source Option #1: Your Region's Demand Occupation List (DOL) (References 20-21 & 21-22 RDOLs) (Autopopulates)	Primary Source Option #2: On State Demand Occupation List, FL Dept. of Agriculture & Consumer Services List, or FL Enterprise List (References 20-21 & 21-22 SDOL) (Autopopulates)	Primary Source Option #3: Local CareerSource Targeted Occupation List (TOL) or Local WIOA Plan (Dropdown)	Secondary Source #1 (Dropdown)	Secondary Source #2 (Must be Different from #1) (Dropdown)	Identify the high school(s) or other sites (including virtual) where the program will offer at least 3 courses (or 2 courses for 2 course programs). (Text/# Field)	Identify the high school(s) or other sites (including virtual) where the program WILL NOT offer at least 3 courses (or 2 courses for 2 course programs), if applicable. (Text/# Field)	List one or more experiential learning opportunities. E.g., work-based learning opportunity or capstone experience (if course, include course number), and/or CTSO students will have access to for this program. (Text Field)	List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	List the industry recognized credential students may earn in the program. (Text Field)	Identify one or more 9-12 Career Preparatory or Technology Education Programs that the middle grades exploratory course introduces students to. (Text Field)	Identify one or more high school (or other instructional sites including virtual) where the program will be available. (Text Field)	If a part of a fully compliant Program of Study, list the primary aligned postsecondary program. (Dropdown)	Primary Accelerated Credit Opportunity (Required for Compliant Programs of Study) (Dropdown)
Yes	8106800	Agritechnology	106	194011	No	Yes				21	NA	FFA	Advisory Board	FLFBR001/FLFBR007/FLFBR008				
Yes	8212500	Administrative Office Specialist	30	436011	No	Yes				21	NA	Diversified Education	Advisory Board	TBOOM003			Business Administration	Local Articulation Agreement
Yes	8417130	Allied Health Assisting	75	319099	No	No				21	NA	HOSA	Advisory Board	NATHA003			Nursing R.N.	Local Articulation Agreement
Yes	8800500	Culinary Arts	80	119051	Yes	Yes				21	NA	Diversified Education	Advisory Board	NRAEF003			Child Care Center Management Specialization	Local Articulation Agreement
Yes	9204400	Welding Technology Fundamentals	70	514121	Yes	Yes				21	NA	Diversified Education	Advisory Board	NCCER061/NCCER005			Welding Technology	Local Articulation Agreement
Yes	8722000	Building Trades and Construction Design Technology	15	499071	Yes	Yes				21	NA	Construction Core	Advisory Board	NCCER005/NCCER008			Building Construction Technologies	Local Articulation Agreement

**FLORIDA DEPARTMENT OF EDUCATION
2022-2023 Perkins V
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent:

Liberty County School Board

B) DOE Assigned Project Number:

390-1613B-3CS01

C) TAPS Number:

23B004

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
5300	510	Supplies for Allied Health to include consumable medical lab supplies to include blood pressure cuffs, stethoscopes, otoscopes. Sec. 134: CLNA Section 1, Part C (iii) #1, Sec. 135: Requirement for Use of Funds: 1F, 3, 4A, 5A-D, 6 Program #8417130.		3,000
5300	510	Supplies for building trades and construction technology to include saws, hammers, nails, Sec. 134: CLNA Section 1, Part C (iii) #1, Sec. 135: Requirement for Use of Funds: 1F, 2C, 3, 4A, 5A-D, 6 Program #8722000		\$4,800.00
5300	330	Travel at the state negotiated rate, hotel rooms for HOSA conference competitions. Sec. 134: CLNA Section 1, Part C (iii) #1, Sec. 135 Requirement for Use of Funds: 1F, 3, 4A, 5A-D, 6 Program #8417130		\$3,000.00
5300	730	Dues and fees, HOSA conference registration for approximately 87 students at a rate of \$34.95 each. Sec. 134: CLNA Section 1, Part C (iii) #7, Sec. 135 Requirement for Use of Funds: 1F, 3, 4A, 5A-D, 6 Program #8417130		\$3,041.00
7200	792	Indirect Costs 5%		\$692.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
			D) TOTAL	\$14,533.00