

**Florida Department of Education  
Project Award Notification**

REVISED CONTACT NAME  
CHANGED

<b>1 PROJECT RECIPIENT</b> Liberty County School District	<b>2 PROJECT NUMBER</b> 390-1615S-5CS01
<b>3 PROJECT/PROGRAM TITLE</b> Strengthening Career & Technical Education for the 21st Century Act - Perkins V - Career and Technical Education Secondary Programs, Section 131  <p align="center"><b>TAPS 25B004</b></p>	<b>4 AUTHORITY</b> <b>84.048 Title I: Workforce Investment Act, Section 503 USDE or Appropriate Agency</b>  FAIN#: V048A240009
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2024 - 06/30/2025 Program Period:07/01/2024 - 06/30/2025
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:                 \$15,364.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:                         \$15,364.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2025</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2025</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>04/30/2025</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <span style="float: right;"><u>07/01/2024</u></span></li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Rachel Levine Phone: (850) 245-9044 Email: <a href="mailto:Rachel.Levine@fldoe.org">Rachel.Levine@fldoe.org</a> <b>Grants</b> <b>Management:</b> Unit B (850) 245-0735	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>UEI#:</b> LVN6Y885WAC4 <b>FEIN#:</b> F596000720001
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Department’s approval of this contract/grant does not excuse compliance with any law.</li> <li>• Other:</li> </ul>	
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Charles D. Fekrer</u>                      Authorized Official on behalf of the                      Commissioner of Education</p> </div> <div style="width: 45%; text-align: center;"> <p><u>9/24/2024</u>                      Date of Signing</p> </div> <div style="width: 10%; text-align: right;">  <p>FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</p> </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

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	<b>A) Program Name:</b>  Perkins V-Secondary  <b>TAPS NUMBER: 25B004</b>	<b>DOE USE ONLY</b>  Date Received  <span style="color: red; font-weight: bold;">4/12/2024</span>
<b>B) Name and Address of Eligible Applicant:</b> Liberty County School Board 11051 NW SR 20 Bristol, FL, 32321		<b>Project Number (DOE Assigned)</b>  390-1615S-5CS01
<b>C) Total Funds Requested:</b>  \$15,364  <hr style="width: 50%; margin-left: 0;"/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$ 15,364	<b>D) Applicant Contact &amp; Business Information</b>	
Contact Name: Mandie Fowler  Fiscal Contact Name: Melanie King		Telephone Numbers:  850-643-2275
Mailing Address: 11051 NW SR 20 Bristol, FL, 32321		E-mail Addresses: <a href="mailto:Mandie.fowler@lcsb.org">Mandie.fowler@lcsb.org</a> <a href="mailto:Melanie.king@lcsb.org">Melanie.king@lcsb.org</a>
Physical/Facility Address: 11051 NW SR 20 Bristol, FL, 32321		UEI number:LVN6Y885WAC4  FEIN number: F596000720001
<b>CERTIFICATION</b>		
<p>I, <u>Kyle Peddie</u>, (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.</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	_____ 4/12/2024 Date

**ATTACHMENT B**  
**Perkins V: 2024–2025 Program of Study**

Program Name:	Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
<b>Secondary</b> <i>Middle School:</i> Administrative Office Assistant <i>High school:</i> Administrative Office Assistant	8212500	Hosford School W.R. Tolar School	Yes
	8212500	Liberty County High School	Yes
<i>Registered Apprenticeship:</i>			
<i>Technical College/Center:</i>			
<b>Postsecondary</b> <i>FCS Institution:</i>			
	Federal CIP Code: 52.0201		
<i>University:</i> Chipola College			



# LIBERTY COUNTY SCHOOL DISTRICT

KYLE PEDDIE, SUPERINTENDENT

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

April 2, 2024

Mr. Charlie Feehrer, Chief  
Bureau of Grants Administration & Compliance  
Division of Workforce Education  
325 West Gaines Street, Room 730  
Tallahassee, FL, 32399-0400

Dear Mr. Feehrer:

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 blue ink, appearing to read "K. Peddie".

Kyle Peddie  
Superintendent  
Liberty County School District

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 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.

Liberty County School District, 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.](#)
- 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 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.
- 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.

## **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.
- 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:

- 148 1. To accept the Strengthening Career and Technical Education for the 21<sup>st</sup> 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
- 148 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.
- 148 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.
- 148 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 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-procedure.stml>.
  - The DCAE, *Quality Assurance Policies, Procedures and Protocols Manual* is available at <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
- 148 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.
- 148 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.
- 148 7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.
- 148 8. 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.
- 148 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>.

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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>.

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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:

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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 US ED provided information on FERPA on this site: <https://ed.gov/policy/gen/quid/fpco/ferpa/index.html>.

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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.

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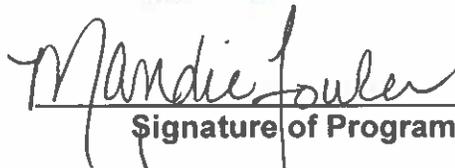
3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

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

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

Question	Response
<p>i. 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.</p>	<p><b>The LCSB conducted the 2024-25 required biennial CLNA following the same format as years past. The LEA consulted with regional Career and Technical Education directors from the five county Chipola region. Additional participants will include the Executive Director for our local Career Source and Opportunity Florida, representatives from the Chipola Colleges Workforce Education Department and the Panhandle Career and Technical College in neighboring Washington County. This partnership continues to be essential to help the LEA acquire the occupational data needed for this assessment. The regional CLNA meeting was then followed by local stakeholder CLNA survey and included stakeholder representatives with a vested interest in the success of the LCSB Career &amp; Technical programs. Priorities identified will be implemented in the 2024-25 &amp; 2025-26 program years.</b></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:

<b>[A]</b> <b>Stakeholder Category Required by Perkins V Law</b>	<b>[B]</b> <b>List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.</b>	<b>[C]</b> <b>Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.</b>	<b>[D]</b> <b>List the CLNA component(s) for which this category of stakeholder was consulted.</b>
<b>(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</b>	Kyle Peddie Liberty County Superintendent Jeff Sewell, Liberty County Assistant Superintendent Mandie Fowler, Liberty County Director of Curriculum & Instruction/CTE Program Director Eric Willis, LCHS Principal Stephanie Davis, Hosford Principal Rob Wheatley, Tolar Principal Lisa O’Bryan, LCHS Guidance Counselor Janessa Edwards, Hosford MS Guidance Brenda Green, Tolar MS Guidance District CTE Teachers: Candace Mercer, Tisha Strickland, Shelly Stafford, Tyler Stoutamire, Jason Shuler, Nancy Dillmore, Jessica Peddie, Audrey Thompson Gen Ed teachers: Lynn Hobby	Advisory Council meetings Surveys Annual program review meetings	~Size, Scope, & Quality ~Future Planning
<b>(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators</b>	Darwin Gilmore, Dean of Workforce & Economic Development	Quarterly regional CTE administrator meetings	~Programs of Study ~Enrollment in post-secondary
<b>(iii) representatives of the State board or local workforce development boards and a</b>	Richard Williams, Director Chipola Regional Workforce Development Board	Quarterly regional CTE administrator meetings	~Programs of Study ~Enrollment in post-secondary

<b>range of local or regional businesses or industries</b>			
<b>(iv) parents and students</b>	Michelle Glisson Stephenie Roberts Monica Welles Christy Glass Sara Staton Auslinn Shuler Tricia Scott Toni Pruneda-Wright Haylee Whitehead Jennifer Fowler Amanda McCoy Amanda Shiver Jamie Johnson Michelle Stausbaugh	Surveys	~Programs of Study
<b>(v) representatives of special populations</b>	Lara Deason, Liberty County Director of Student Services/ESE ESE teachers: Ashlie Waldorff, Katie O'Bryan	Advisory Council meetings Surveys Annual program review meetings	~Equitable services and access for students with disabilities

<b>[A]</b> <b>Stakeholder Category Required by Perkins V Law</b>	<b>[B]</b> <b>List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.</b>	<b>[C]</b> <b>Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.</b>	<b>[D]</b> <b>List the CLNA component(s) for which this category of stakeholder was consulted.</b>
<b>(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)</b>	Mandie Fowler, Liberty County Director of Curriculum & Instruction/McKinney-Vento Program Coordinator All school based guidance counselors	Advisory Council meetings Surveys Annual program review meetings	~Barriers to homeless student participation
<b>(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)</b>	N/A	N/A	N/A
<b>(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)</b>	N/A	N/A	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.

- i. **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.**
- ii. Complete the following narrative summaries.

#### Middle Grades Narrative Summary for SSQ

		RESPONSE
<b>(a) SIZE: Intentionally Designed Pathways</b>	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	The district has continued to focus middle school CTE programs on technology, not only do these programs link to more advanced programs at the high school and postsecondary CTE programs, but they also allow students to develop basic technology skills to be applied to other courses as well.
<b>(b) SCOPE: Engaging Instruction</b>	Describe how your district’s middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	The district’s middle grades exploratory courses utilize Xello to provide instruction that integrates academic, technical, and employability skills.
<b>(c) QUALITY: Appropriate Instructional Supports</b>	Describe how your district’s middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.	All district’s middle grades exploratory courses provide instruction through Xello that incorporates relevant equipment, technology, and materials to support learning.
<b>(d) QUALITY: Prepared and Effective Teachers</b>	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 LEA middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning through building technology skills and exploring future job & education goals.
<b>(e) QUALITY: Access and Equity</b>	Describe how your district’s middle grades exploratory courses implement measures to	All middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to

	eliminate barriers and create opportunities for all students to succeed in CTE.	succeed in CTE through enrolling all students in Xello coursework during an elective course. All 8 <sup>th</sup> grade students are also enrolled in technology courses and provided the opportunity to earn high school acceleration credits through CTE certification exams.
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**9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ**

		<b>RESPONSE</b>
<b>(f) SCOPE: Business and Industry Engagement and Workforce Alignment</b>	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 Liberty County district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment through engagement surveys and meetings.
<b>(g) QUALITY: Engaging Instruction</b>	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.	The Liberty County district's CTE programs provide instruction that integrates academic, technical and employability skills by utilizing the Chipola Regional Workforce Development Job Coach weekly lessons as well as scheduled work-based fieldtrips and shadowing at local businesses and those programs support the integration of academic skills into your CTE programs by providing extension activities for what students are learning in the classroom.
<b>(h) QUALITY: Appropriate Instructional Supports</b>	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	The Liberty County CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning through targeted use of funds based on CTE instructor identified needs.
<b>(i) QUALITY: Prepared and Effective Faculty and Staff</b>	Describe how your CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	The Liberty County CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning by providing reimbursement for post-secondary coursework completions through Title II Part A.

- 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 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	Continue to develop and support current programs (Budget lines ---
2	<b>Continue to encourage student participation in CTE dual enrollment programs through current articulation agreements (no cost to Perkins Secondary).</b>
3	<b>Investigate viability of additional courses based on CLNA (no cost to Perkins Secondary).</b>
4	<b>Address updated legislative updates regarding credits for out of school club participation for HOSA &amp; FFA (no cost to Perkins Secondary).</b>
5	<b>Continue to address pre-requisite skills for vocational post-secondary coursework requirements (no cost to Perkins Secondary).</b>
6	<b>Review the high school master schedule to best accommodate dual enrollment student schedules (no cost to Perkins Secondary).</b>

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

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

<b>Program Number</b>	<b>Program Name</b>	<b># of 2022–2023 Enrolled Students</b>	<b># of Schools at which this program is offered</b>	<b>Last Year program will be offered</b>
	Not applicable			

*Add additional rows, as needed*

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

<b>Program Number</b>	<b>Program Name</b>	<b>Documentation of Local Need</b>
	Not applicable	

*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.	<b>Alignment:</b> Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	The majority of district students currently attend Chipola College for dual enrollment and post-secondary enrollment based on proximity. Based on student enrollment courses, it would be beneficial for district students to have expanded access to nursing program pre-requisite courses
b.	<b>Acceleration:</b> 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?	Based on student surveys, health care programs and construction programs would benefit from additional accelerated credit opportunities.
c.	<b>Coordination:</b> Which program areas are un- or underrepresented on your advisory council(s)?	All program areas are equally represented on the LCSB advisory council.
d.	<b>Percent Enrollment:</b> 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.	95%

- 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 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	Continue to develop and support current programs (Budget lines -----)
2	<b>Continue to enhance the collegial relationship between the local Chamber of Commerce, Economic, CareerSource Chipola, and local post-secondary institutions.</b>
3	<b>Continue to develop POS for all current CTE programs</b>
4	<b>Identify and explore viability of developing POS for potential CTE programs based on needs as identified by local and regional Chamber of Commerce as well as CareerSource Chipola.</b>

*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:**

	<b>RESPONSE</b>
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.	The LEA’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 is part of the district’s annual leadership team systemwide reflection process. The LEA has had minimal turnover in these specific positions, but they are some of the harder positions to fill when they are open. The evaluation revealed the district’s efforts have been effective for them most part but that additional training would be beneficial for this population. Title II funds have been focused on professional learning opportunities for these teachers and counselors through reimbursement of college and technical coursework.
b. Provide an overview of your district’s process and method for evaluating whether the agency has underrepresented individuals in the professions.	The LEA’s process and method for evaluating whether the agency has underrepresented individuals in the professions is the same used for all district positions and is part of the annual hiring reflection process.
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	The LEA evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed that increase professional development needs for recently recruited staff was needed and identification of alternate federal funds to address areas of concern that surfaced from conducting this needs assessment.

that surfaced from conducting this needs assessment.	
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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 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	Continue to develop and support current programs (Budget lines ---) <b>and provide job specific training for current staff</b>
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.

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

**Performance Review:**

	<b>RESPONSE</b>
a. <b>Underperformance:</b> 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.	<b>Graduation rate</b> <b>Academic proficiency, Reading Language Arts</b> <b>Academic proficiency, Mathematics</b> <b>Academic proficiency, Science</b> <b>Post program placement</b> <b>Non-traditional program concentration</b>
b. <b>Gaps:</b> Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	<b>Males, females, black, Hispanic, white, ESE, Economically Disadvantaged, and youth in Foster Care</b>
c. <b>Trends:</b> Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	<b>Trend data is skewed based on small population size (154 total), some subgroups are made up of only one student. Low graduation rates for the Class of 2023 are due to Covid interruptions.</b>
d. <b>Root Causes:</b> Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	<b>Many of the subgroups overlap which contributes to skewed data. All district students who do not dual enroll for college credits are enrolled in CTE certification courses.</b>

- ii. **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	Continue to develop and support current programs (Budget lines ---)
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.

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

### Equal Access:

	<b>RESPONSE</b>
a. 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.	<b>The district has provided training and support for the ESE inclusion teacher who co-teaches in and supports the CTE programs</b>
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.	<b>The district has increased ESE access for students with physical disabilities by building an outside ADA bathroom for the school ag program.</b>
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	<b>The district has increased ESE inclusion supports for students with an IEP and this is reflective of overall improvement of student data.</b>
d. Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in	<b>The district actively provides student opportunities to attend local job fairs and continues to work closely with transitional planning as part of the students' IEP process.</b>

competitive, integrated settings that will lead to self-sufficiency.	
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- 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 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Continue training and support for teachers, administrators, and guidance counselors for student placement in programs.
2	Continue training and support for teachers in best practices for meeting the needs of students with special needs.
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.

- i. **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	Not applicable
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](#).

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](#) 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](#).

## **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](#) 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](#) and on the [FDOE Program of Study Page](#).

**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.**

<b>Secondary Program of Study Advisory Council Member List</b>		
<b>Name</b>	<b>Organization</b>	<b>Representation Category</b> (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
Lisa O’Bryan	Liberty County High School	Secondary

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

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

	<b>Response</b>
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.	<b>Dissemination of information on CTE programs begins at the middle school level with students participation in Xello career exploration programs. As students transition to the high school they tour the CTE programs and meet the CTE teachers to expose them to programs that were not available at the middle school level. During this recruitment process, CTE teachers and the guidance counselor provide brochures that highlight program information, club and competitive opportunities, available program certifications, and post-secondary programs and career</b>

	<b>opportunities. All program information are also available on the school website.</b>
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### **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.

	<b>Response</b>
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.	<b>The Liberty County Director of Instruction/CTE and Career Source Chipola Director will continue to meet and discuss strategies to develop and share CTE training opportunities available through the school district and their link to a greater career.</b>
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.	<b>Teachers share with students information from the Regional Demands Occupation List and discuss paths to high-skill, high-wage, or in-demand industry sectors and occupations.</b>
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.	<b>The CTE Director routinely shares information with school counselors regarding industry certifications, career certificates, and post-secondary degree programs. CTE teachers have been trained on Xello and incorporate lessons that address necessary soft skills.</b>

## **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.

	<b>Response</b>
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.	<b>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 rates on industry certification. Modifications to academic and technical skill components of CTE programs will be made as needed. CTE teachers collaborate with academic teachers to develop overlapping lessons and activities that reflect both academic and CTE skills as well as address the curriculum framework and course standards. Students are provided information that provides a bridge between academic and technical content in both secondary &amp; post-secondary programs.</b>
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2024–2025 program year.	<b>The LEA promotes the academic achievement of CTE students through rigorous standards for the academic and technical skill components of the individual programs. This integration of academic and technical skills 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; by doing so, not only are core subjects shown practical application but students are exposed to information regarding industry certifications in the related areas.</b>

## **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:

	<b>Response</b>
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 for a successful transition into postsecondary employment and/or training. The guidance counselor works closely with Vocational Rehabilitation to discover student interests and then provide training opportunities within that interest area. 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 recommendations from other teachers. CTE teachers are encouraged to invite speakers specific to non-traditional fields 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 outline each program. CTE teachers invite guest speakers working in non-traditional employment fields to visit classrooms and share their work experience with students.
iv. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as	Equal access provided to special student populations interested in career and technical education courses, program, and programs of study.

members of special populations in the 2024-2025 program year.	
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## **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.

	<b>Response</b>
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.	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. These organizations include FFA, FCCLA, and HOSA.
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 2024–2025 program year.	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 areas of their program and/or career interests. The LEA is committed to providing CTE programs that will enhance the local workforce and create a career path for our students upon graduation.

## **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.

	<b>Response</b>
Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school,	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

<p>such as through dual or concurrent enrollment or early college high school in the 2024–2025 program year.</p>	<p>three academies. Of these programs two offer an AS degree (Technology &amp; Engineering) and CAOIE industry certifications. In addition, the LEA provides tuition, books, and transportation for students participating in CTE dual enrollment, funded through the CTE Dual Enrollment Grant.</p>
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**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.

	<b>Response</b>
<p>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.</p>	<p>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 Educator Certification to eligible candidates in eligible programs.</p>
<p>ii. Describe how you will identify and support those underrepresented in the teaching profession.</p>	<p>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 Educator Certification to eligible candidates in eligible programs.</p>

## **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.

	<b>Response</b>
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.	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 gaps. Early warning data to include grades in CTE programs, school/class attendance, FSA, FAA, EOC, ACT/SAT, numbers of credits toward graduation, and passing rates 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 [Perkins V Implementation Guide](#).

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

	<b>Response</b>
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.	The LEA uses the data management information system, FOCUS. The district MIS department provides data for verification at 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.

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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.

	<b>Response</b>
<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: <a href="http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml">http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml</a>.</p>	<p>The LEA will continue to focus on Goal 1, Highest Student Achievement as well as 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 learning in CTE programs. Additionally, district and school administration will continue to place a high emphasis on industry certifications. Teachers will review course curriculum alignment associated with their course frameworks and will continue to implement rigorous reading strategies 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 Comprehensive Evidence-Based Reading Plan. Funding for reading interventions are provided through the district reading allocations.</p>

## **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.* 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.

Liberty County does not currently offer an automotive program.

## **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.

	<b>Response</b>
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: <a href="http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf">http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf</a> .	In order to minimize barriers, Liberty County will take the following steps to remove barriers that impede equitable access or participation: 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. Race, national origin, or color: CTE programs in Liberty County are open to every student in the district at appropriate grade levels.

	<p>Guidance counselors 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/or modifications as dictated by student IEPs, to enable students with disabilities the opportunity to enter and complete placement in a career or 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 legal access on a case-by-case basis would be afforded.</p>
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**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 AgencyNumber\_AgencyName\_XXB004\_submit, on the **due date of Tuesday 30, 2024.**
- 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
<b>PDF File</b>	<b>Attachments</b>	<b>Page Number(s)</b>
Submit as PDF File #1	DOE 100A, Project Application — with original signature or electronic signature	1
	Program of Study Template	40
	2024–2025 Secondary CTE Assurances Form	46-49
<b>Word Document File</b>	<b>Narrative Sections</b>	<b>Page Number(s)</b>
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	2
	Section 2. Primary Program of Study and CTE Secondary Programs for 2024–2025	21
	Section 3. Career Exploration and Guidance	25
	Section 4. Continuous Academic Improvement and Academic Integration	26
	Section 5. Equity and Access for Special Populations	27
	Section 6. Opportunities for Work-Based Learning	29
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	29
	Section 8. Support for CTE personnel	30
	Section 9. Performance of Special Populations and Subgroups	31
	Section 10. Accountability and Program Improvement	31
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	32
	Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)	33
	Section 13. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	33
	Application Checklist – must be last page of the Word Document File	50
<b>Excel File</b>	<b>Postsecondary Grant Application CLNA and Budget Excel Workbook</b>	
Submit as Excel File #3	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with Instructions)	
	Projected Equipment Purchases Form (with Instructions)	



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Perkins V 2024–2025  
District Secondary CLNA and  
Budget Workbook  
Florida Department of Education

Governor: Ron DeSantis  
Commissioner: Manny Diaz, Jr.

2024-2025 CLNA Program Summary		Agency Name Please do NOT forget this step. (Drop-down Menu)	Agency Number (Auto-populated)	WDA (Auto-populated)	Last Update																	
District Secondary		Liberty County School District	390	3	09/13/24																	
Reference Lines		Program				Labor Market Alignment (LMA)				Size, Scope, & Quality (SQZ): High School				Middle School		Program of Study		Fundable/Nonfundable Programs				
Reminder: Please do not modify this worksheet. If needed, contact the Perkins team and use the comments field. Select print area before printing this worksheet.		District Secondary: Use program number. Complete for both funded AND non-funded programs that are eligible for Perkins V funding. Programs not eligible for Perkins V, which are automatically marked with a red strikethrough, may be omitted as they are not relevant to Perkins V.				Fundable: One primary or two secondary sources. Red strikethrough if SOC code not matched to the program number. Auto-populated cells for primary options #1-3 remain blank if SOC code not found for the primary source. Red strikethrough if secondary source answers are not different. Do not copy-and-paste over auto-populate or drop-down fields. May press "delete" or "backspace" to clear a drop-down field if needed. Gray cells do not require a response.				Fundable: Provide a response in each column. Second column may be answered with "N/A." You may copy-and-paste over text or text/# fields only. SQZ turns green if all columns have a response. Gray cells do not require a response.				Fundable: Must respond in both columns. Middle School courses optional but encouraged. Gray cells indicate program is not a Perkins eligible middle school program and, therefore, do not require a response. Cells will turn green if both columns are completed.		Agency must have at least one program of study, meaning that in at least one row, these columns must be valid/green. In other rows, this set of columns may be completed, partial or blank as appropriate.		Required: Agency must answer. FDCI will review whether the row has been correctly completed. Must meet LMA, SQZ requirements to be "Yes." Middle School: Must have answers to both middle school columns.				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
Response Line	Agency Number Select agency name from the drop-down menu at top of PNA. (Auto-populates)	Agency Name Select agency name from the drop-down menu at top of PNA. (Auto-populates)	Secondary Program Number High School or Middle School, strikethrough for invalid or ineligible entries. (Text/# Field)	Standard Program Name (Auto-populates)	SOC Code Strikethrough if no alignment with Program Number. Not all but most programs will have a SOC code. Use Crosswalk sheet. (Text/# Field)	Primary Source Option #1: State Demand Occupation List Must type SOC Code into Column F. (Auto-populates)	Primary Source Option #2: Regional Demand Occupation List Must type SOC Code into Column G. (Auto-populates)	Primary Source Option #3: Enterprise FJ (TechEd) or FDAC Must type Program Number into Column D. (Auto-populates)	Primary Source Option #4: Local (Drop-down Menu)	Secondary Source #1 (Leave blank if N/A) (Drop-down Menu)	Secondary Source #2 Must be Different from #1. Leave Blank if N/A. (Drop-down Menu)	Sites Meeting "Six" Standard 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)	Sites with Fewer Courses Do not leave blank (answer N/A if needed). 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)	Experiential Learning List one or more experiential learning opportunities (e.g., WBL, opportunity or capstone experience) if a course, include course number, if the program provides opportunities for CTSD participation, list the CTSD. (Text Field)	Business, Industry Engagement List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	Industry Credentials List the industry-recognized credential students may earn in the program. (Text Field)	Program Introduction Identify one or more 9-12 Career Preparatory or Technology Education Programs that will be introduced by the middle-grades exploratory course. (Text Field)	Sites Where Available Identify one or more high schools, or other instructional sites including virtual, where the program will be available. (Text Field)	Aligned Program If part of a fully compliant program of study, list the primary aligned postsecondary degree or college credit program. (Drop-down Menu)	Primary Accelerated Credit Opportunity Required for compliant Programs of Study. (Drop-down Menu)	Fundable? Please do not leave blank. (Drop-down Menu)	Optional: Comments (Text Field)
1	390	Liberty County School District	8106800	AgriTechnology	194011			Yes				21		FFA	Advisory Board	FFR001/FLR007/FLR008			Ag/Business Management	Local Articulation Agreement	Yes	
2	390	Liberty County School District	8212500	Administrative Office Specialist	436011					CareerSource Board Letter of Support		21		Diversified Education	Advisory Board	TBOOM03			Business Administration	Local Articulation Agreement	Yes	
3	390	Liberty County School District	8417130	Allied Health Assisting	319099					CareerSource Board Letter of Support		21		HOSA	Advisory Board	NATH03			Health Care Services Specialist	Local Articulation Agreement	Yes	
4	390	Liberty County School District	8800500	Culinary Arts	119051	Yes	Yes					21		Diversified Education	Advisory Board	NBEAF03			Child Care Center Management Specialization	Local Articulation Agreement	Yes	
5	390	Liberty County School District	9204400	Welding Technology Fundamentals	514121	Yes	Yes					21		Diversified Education	Advisory Board	FCCE065/NCCER005			Welding Technology	Local Articulation Agreement	Yes	
6	390	Liberty County School District	8722000	Building Trades and Construction Design Technology	499071					CareerSource Board Letter of Support		21		Diversified Education	Advisory Board	NCCER005/NCCER008			Building Construction Technologies	Local Articulation Agreement	Yes	

FLORIDA DEPARTMENT OF EDUCATION  
2024–2025 Perkins V Budget Narrative Form

Before completing, please review the Instructions & Example,  
especially for the Account Title and Narrative.

Show all amounts in whole dollars only. Amounts should be in agreement with relevant sections of the DOE101.

TAPS Number

25B004

A) Name of Eligible Recipient/Fiscal Agent

Liberty

B) Project Number (DOE Use Only)

390-16155-5CS01

(1)	(2)	(3)	(4)	(5)
Function	Object	Account Title & 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		<del>\$3,778</del> 3,814
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		\$3,777
5300	330	Travel at the state negotiated rate, hotel rooms for HOSA conference competitions. All travel to be completed by June 30, 2025. Sec. 134: CLNA Section 1, Part C (iii) #1, Sec. 135 Requirement for Use of Funds: 1F, 3, 4A, 5A-D, 6 Program #8417130		\$4,000
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) #1, Sec. 135 Requirement for Use of Funds: 1F, 3, 4A, 5A-D, 6 Program #8417130		\$3,041
7200	792	Indirect Costs 5%		<del>\$768</del> 732
			<b>C) TOTAL</b>	<b>\$15,364</b>

DOE 101, Sheet based on the May 2022 Form Update

**Perkins V Local Program Improvement Plan, Program Year 2024–25**  
**Standard Local PIP Form**  
**Instructions**

**Purpose.** According to the Federal Perkins V Act and Florida State Perkins Plan, agencies (Districts, State Colleges) that receive Perkins funds must complete Program Improvement Plans (PIPs) if they do not meet at least ninety percent of the target for a Perkins V performance indicator. The Act and State Plan may be found at <https://www.fldoe.org/academics/career-adult-edu/perkins/>.

**Deadline.** On or before Friday, **July 12** (preferred). In contrast to the main application (RFA), PIPs received after June 30 will not delay the effective date of funds. However, the final steps of review for the Project Award Notification may not proceed until PIPs have been approved.

**Contact Information.** If you anticipate a change in your agency’s Perkins V Grant contact information, please e-mail [Perkins@fldoe.org](mailto:Perkins@fldoe.org).

**Requirements.**

1. It is not necessary to include the instructions in the PIP documents submitted. Submit PIPs directly to [Perkins@fldoe.org](mailto:Perkins@fldoe.org). This year, use the formats below for file names.
  - a. District Secondary (DS): **2425DS\_AgencyName\_PIP** (e.g., for district secondary from Red Hills County Public Schools use the file name 2425DS\_RedHillsCPS\_PIP.docx).
  - b. District Postsecondary (DPS): **2425DPS\_AgencyName\_PIP** (e.g., for district postsecondary from Blue Lake School District, use the file name 2425DS\_BlueLakeSD\_PIP.docx).
  - c. State College (SC): **2425SC\_AgencyName\_PIP** (e.g., for Sunshine State College, use the file name 2425SC\_SunshineSC\_PIP.docx).
  - d. Each District Secondary PIP (standard and three-year) must have its own form, but all may be submitted as a single file. This is also true for District Postsecondary PIPs, and for State College PIPs. Please keep District Secondary, District Postsecondary, and State College PIPs separate. Technical colleges submit under the District name.
2. PIPs that do not meet a basic standard of quality and effort will be returned for revision. See especially “additional instructions” below regarding **Items B and F**.
3. **Please write your agency’s name at the top of each PIP form, as well as the relevant indicator (e.g., 4S1 or 3P1).** Technical colleges should list the name of the District. See the below example.

Agency Name: Sunshine State College  
Program Improvement Plan for Measure: 2P1
4. **PIPs for program year 2024–25 use data from 2022–23.** Use a data report provided by FDOE – FDOE generates these based on data reported by the agencies. You may use the Data Dashboard. From <https://www.fldoe.org/academics/career-adult-edu/> go to “Research and Evaluation,” “Perkins Data Reports and Dashboard,” “Data Dashboards,” then “Perkins.” The Dashboard includes details about Perkins measures, as well as agency performance. Pay careful attention to performance by subpopulation and data trends. The Data Dashboard is a public resource, so small populations will be masked. As in years past, you may use the Local

Level Data Report, obtained through the Local Reports Coordinator at your agency, in addition to or as an alternative to the Dashboard.

5. Complete a **separate** PIP form for **each** required indicator. All secondary PIPs and all postsecondary PIPs may be grouped together into a single document. In other words, if your agency must submit PIPs for 2S1, 2S2, and 2S3, you will submit three forms, but they may be submitted in one combined document. Please do NOT submit as a PDF.
6. In general, use the **Standard Local PIP Form**. If this is the third year your agency is completing a PIP for a Perkins indicator, you must submit the **Three-Year Local PIP Form** for the relevant indicator(s). This is in accordance with the State Plan. For example, if a District required a PIP for 4S1 in program years 2022–23, 2023–24, and 2024–25, it would submit a Three-Year Local PIP Form for 4S1. If it required a PIP for 3S1 in 2024–25, but not for 2022–23 and 2023–24, it would submit a Standard Local PIP form for 3S1.
7. **If completing a Three-Year Local PIP Form, please note** that naming conventions for the **2022–23 program year** were not straightforward. Your records may have files labeled “**2021–22**” that were clearly written for the 2022–23 program year application. (It was intended that these files, using 2020–21 data, were to be written during the end of the 2021–22 year for the 2022–23 program application). This was improved in subsequent years.

#### **Additional Instructions.**

1. The purpose of the PIP is to help agencies increase performance and meet targets. The plan examines contributing factors to the shortfall, sets a path to increase performance, and establishes accountability for the plan. Additional steps are required if an agency is on an improvement plan for a third year. The plan should accurately assess conditions at your agency, and should have discrete, achievable actions. A person should be responsible for each part of the plan, and the actions should have target completion dates.
2. Please provide **answers that are succinct yet complete** with important details. PIPs that do not meet a basic level of quality and effort will be returned for revisions. While there is no minimum length, responses must answer the questions effectively. For each item, use no more than a maximum of 2 double-spaces pages. Though optional, you may also add tables or other graphics to, for example, illustrate who will complete specific actions by a specific time.
3. Where possible, provide qualitative as well as quantitative information.
4. Though **some answers may be similar** to those on a prior PIP, responses must be current and reflect an understanding of the most recent data and circumstances. Some responses may be similar on multiple PIPs for the same year, but see guidance on Items B and F.
5. **Items B and F.** Item B is especially important because this is an opportunity to list specific plan steps. Item F in particular should be written **specifically for the individual PIP measure**. In other words, it is uncommon for the Item F answer to be the same for 2S1 and 4S1 (or, to use a State College example, 1P1 and 3P1). Although uncommon, in certain cases it may not be possible to draw meaningful conclusions (for example, due to population sizes or unusual circumstances). In these cases, be sure to explain your answer.

6. Agencies may want to review which programs are designated as non-traditional programs by consulting the Program and Course Tables. This document is available on The Division of Career and Technical Education's [CTE Program Resources](https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml) page: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>. Other resources include FDOE's Perkins V Implementation Guide and State Plan, available on FDOE's online [Perkins V](https://www.fldoe.org/academics/career-adult-edu/perkins/) page: <https://www.fldoe.org/academics/career-adult-edu/perkins/>. The Data Dashboard and State Plan provide an explanation of each performance measure.
7. **For assistance**, contact the Perkins Team at [Perkins@fldoe.org](mailto:Perkins@fldoe.org).

Data sources and the reviewer comments, in red, have been discussed with the agency. JN, 07/24/24.

Agency Name: Liberty

Program Improvement Plan for Measure: 1S1

Item A. Provide any information or data that may explain why the agency did not meet the 90 percent performance level for this indicator.

Response
<p>1S1 goal was 75.9%</p> <p>This graduation cohort was the group of students who were in 9<sup>th</sup> grade during COVID school shutdowns and many students who chose virtual school options were not a good fit for the program. Students then returned to school and attempted 18 credit programs and were not successful with that either.</p>

Item B. Describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met.

Response
<p>This was an atypical graduation cohort, and the highest percentage of dropouts in district history. Goals to improve performance on this measure include vetting students who wish to enroll in virtual or 18 credit programs, with academic performance and school attendance taken into account.</p>

Item C. Provide the name of the lead contact for each action item identified under response B.

Response
<p>Mandie Fowler, Director of Curriculum &amp; Instruction Eric Willis, Principal, LCHS Lisa O'Bryan, Guidance Counselor, LCHS</p>

Item D. Project a date of completion for each action item identified under response B.

Response
Changes to the Student Progression Plan have already been made and are reflected in improved subsequent cohort school participation.

Item E. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations.

Response
These changes are reflective of ongoing program evaluations as part of the Bureau of School Improvement ATSI process as well as CLNA review.

Item F. Describe any disparities in the performance of different categories of students using the data provided by the Division of Career and Adult Education and how those disparities will be addressed (Perkins V section 113(b)(3)(C)(ii)(II)).

Response
<b>Given especially subpopulation sizes, there were minimal disparities in student racial subgroups. It is difficult to draw meaningful conclusions about special populations given the population sizes.</b> Disparities between performance for male (14.8%) vs female (58.4%) in non-traditional program concentrations can be explained based on the introduction of construction & welding programs this year, with a high concentration of male participation and a low success rate.

Item G. Describe how budget allocations will be utilized to support the improvement goals and identify the funding source(s).

Response
School Improvement funds have been utilized to address this goal.



**Agency Name: Liberty**

**Program Improvement Plan for Measure: 2S1**

**Item A. Provide any information or data that may explain why the agency did not meet the 90 percent performance level for this indicator.**

<b>Response</b>
<b>As indicated in the 1S1 data, this was an atypical graduation cohort. School interruptions are reflective of 59.7% district academic proficiency in Reading in contrast to the statewide 71.5%.</b>

**Item B. Describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met.**

<b>Response</b>
<b>The LEA has utilized Title I Part A funds as well as School Improvement funds to focus on targeted student reading proficiency as reflected on statewide progress monitoring.</b>

**Item C. Provide the name of the lead contact for each action item identified under response B.**

<b>Response</b>
<b>Mandie Fowler, Director of Curriculum &amp; Instruction Eric Willis, Principal, LCHS Lisa O'Bryan, Guidance Counselor, LCHS</b>

Item D. Project a date of completion for each action item identified under response B.

Response
2023-24 graduation cohort data release.

Item E. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations.

Response
These changes are reflective of ongoing program evaluations as part of the Bureau of School Improvement ATSI process as well as CLNA review.

Item F. Describe any disparities in the performance of different categories of students using the data provided by the Division of Career and Adult Education and how those disparities will be addressed (Perkins V section 113(b)(3)(C)(ii)(II)).

Response
Given especially subpopulation sizes, there were minimal disparities in student racial subgroups. It is difficult to draw meaningful conclusions about special populations given the population sizes.

Item G. Describe how budget allocations will be utilized to support the improvement goals and identify the funding source(s).

Response
Title II Part A funds have been utilized to provide funding for teacher Reading Endorsement coursework. Title I Part A & School Improvement funds have been utilized to provide a Reading Interventionist.

**Agency Name: Liberty**

**Program Improvement Plan for Measure: 4S1**

**Item A. Provide any information or data that may explain why the agency did not meet the 90 percent performance level for this indicator.**

<b>Response</b>
<b>The Liberty County School District typically graduates 75-100 students each year, and while program participation is high funding constrains are also high, the district is not able to provide more than programs already offered on campus.</b>

**Item B. Describe the agency's goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met.**

<b>Response</b>
<b>Increase vocational dual enrollment in non-traditional programs.</b>

**Item C. Provide the name of the lead contact for each action item identified under response B.**

<b>Response</b>
<b>Mandie Fowler, Director of Curriculum &amp; Instruction Eric Willis, Principal, LCHS Lisa O'Bryan, Guidance Counselor, LCHS</b>

Item D. Project a date of completion for each action item identified under response B.

Response
2023-24 graduation cohort data release.

Item E. Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations.

Response
These changes are reflective of ongoing program evaluations as part of the Bureau of School Improvement ATSI process as well as CLNA review.

Item F. Describe any disparities in the performance of different categories of students using the data provided by the Division of Career and Adult Education and how those disparities will be addressed (Perkins V section 113(b)(3)(C)(ii)(II)).

Response
Given especially subpopulation sizes, there were minimal disparities in student racial subgroups. It is difficult to draw meaningful conclusions about special populations given the population sizes.

Item G. Describe how budget allocations will be utilized to support the improvement goals and identify the funding source(s).

Response
Vocational dual enrollment fees are paid through the district general fund.