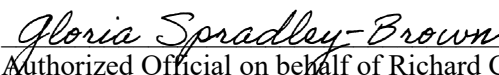




**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Liberty County School District	2 PROJECT NUMBER 390-1612B-2CS01	
3 PROJECT/PROGRAM TITLE Strengthening Career and Technical Education for the 21st Century Act - Perkins V - Secondary Career and Technical Education Programs <p align="right">TAPS 22B004</p>	4 AUTHORITY 84.048 Perkins V, Adv CTE through EET USDE or Appropriate Agency FAIN#: V048A210009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2021 - 06/30/2022 Program Period:07/01/2021 - 06/30/2022	
7 AUTHORIZED FUNDING Current Approved Budget: \$14,763.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$14,763.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2022</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2022</u> • Last date for receipt of proposed budget and program amendments: <u>05/30/2022</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2021</u> 		
10 DOE CONTACTS Program: Daphne Kilpatrick Phone: (850) 245-9042 Email: Daphne.Kilpatrick@fldoe.org Grants Management: Unit B (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 026297721 FEIN#: F596000720001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • Other: Only 25% of the “Current Approved Budget” in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2021 through September 30, 2021. The balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2021 through June 30, 2022. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> 09-20-2021 <hr/> Date of Signing </div> <div style="text-align: right;">  </div> </div>		


**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement Fiscal Year 2021-2022 TAPS NUMBER: 22B004	DOE USE ONLY Date Received 6/30/21 PVW
B) Name and Address of Eligible Applicant: Liberty County School Board 11051 NW State Road 20 Bristol, FL 32321		Project Number (DOE Assigned) 390-1612B-2CS01
C) Total Funds Requested: \$ 14,763.00 <hr style="width: 25%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$ 14,763	D) Applicant Contact & Business Information	
	Contact Name: Gay Lewis Fiscal Contact Name: Sheila Hall	Telephone Numbers: 850-643-2275
	Mailing Address: P. O. Box 429 Bristol, FL 32321	E-mail Addresses: Gay.lewis@lcsb.org
	Physical/Facility Address: 11051 NW State Road 20 Bristol, FL 32321	DUNS number: 026297721 FEIN number: F96000720001
CERTIFICATION		
<p>I, <u>Kyle Peddie</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)  Signature of Agency Head	Superintendent Title	6/29/21 Date



Career Cluster: Manufacturing				CTE Program: Welding Technology Fundamentals (9204400)				
Career Cluster Pathway: Maintenance, Installation & Repair Career				Industry Certification: Secondary—NCCER Welder Level 1 & 2; Postsecondary-- NCCER Welder (Levels 1-3); MSSC Certified Production Technician				
	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS		
	ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)	
HIGH SCHOOL	<ul style="list-style-type: none"> • Students are encouraged to use mycareershines.org to explore careers and postsecondary options. • Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements. • One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program 							
	9 th	English I	Algebra 1 or Liberal Arts Math	Physical Science		HOPE PE Reading Digital Information Technology	Welding Technology Fundamentals I	Music Appreciation or other elective appropriate for student's career and education plan
	10 th	English II	Geometry or Algebra I	Biology	World History		Welding Technology Fundamentals 2	Driver's Education (online) Spanish I or other elective appropriate for student's career and education plan.
	11 th	English III or ENC 1101/1102 (PERT W103/R106 or ACT E17/R19)	Algebra II or Geometry	Chemistry	US History		Welding Technology Fundamentals 3	Spanish II or other elective appropriate for student's career and education plan.
	12 th	English IV or ENC 1101/1102 (PERT W103/R106 or ACT E17/R19)	Math for College Readiness or Algebra II or Liberal Arts or MAC 1114/1140 (PERT 123 or ACT 19)		½ credit-US Government ½ credit Economics with Financial Literacy		Welding Technology Fundamentals 4 Welding Technology Capston or Dual Enrollment Chipola CollegePMT0070 Welder Assistant 1 in Welding Technology (GPA 2.0; Passing Reading Scores on ACT, SAT, or PERT)	4 th Science Chemistry or Physics or Anatomy & Physiology or other elective appropriate for student's career and education plan.
P O S T	Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							

	TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
	Florida Panhandle Technical College Welding Technology 1050 hours/35 weeks Welding Technology-Advanced 750 hours/25 weeks	Chipola College Welding Technology-1170 hours/1 year Welding Technology-Advanced-750 hours Engineering Technology (AS)-60 Credits	Welding Engineering (BS) FAMU Mechanical Engineering (BS) UF Materials Science & Engineering (BS) Hobart Institute of Welding Technology, Ohio Industrial Engineering Technology (BS) Industrial Engineering (MS)
Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)			
CAREER	Welders, Cutters, Solderers, and Brazers - SOC Code 51-4121 Helpers – Production Workers – SOC Code 51-9198 Shipfitter Industrial Maintenance Mechanics Industrial Maintenance Technicians	Welder General and Operations Managers – SOC Code 11-1021 Electrical and Electronic Technicians and Technologists Engineering and Related Technicians and Technologists Engineering Technicians Manufacturing Technicians	Welding Supervisor, Inspector, Instructor, Engineer Mechanical Engineer
Articulation and CTE Dual Enrollment Opportunities			
CREDIT	Secondary to Technical Center (PSAV) (Minimum # of clock hours awarded)	Secondary to College Credit Certificate or Degree (Minimum # of clock or credit hours awarded)	PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here)
	Chipola College Dual Enrollment available in PMT0070 Welder Assistant 1 course in Welding Technology program (requirements: GPA 2.0; Passing Reading Scores on ACT, SAT, or PERT)	Chipola College Students in the secondary Welding Technology Fundamentals program may be awarded both high school credit and college clock hour credits in the college's Welding Technology (PSAV) program after passing a college departmental comprehensive final exam and completion of at least 90 clock hours within the Welding Technology program at the college	The MSSC Certified Production Technician certification articulates to nine (9) college credit hours to the AAS/AS Degree in Manufacturing Technology. The MSSC Certified Production Technician certification articulates to fifteen (15) college credit hours to the AAS/AS Degree in Engineering Technology.
Career and Technical Student Association			
SKILLS USA			
Internship/Work Experience Recommendations			
Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements			

Attachment E
2021-2022 Secondary CTE Assurances

Liberty County School Board, hereby acknowledge and agrees 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 section 2(44) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
- KP 4. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at <http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml>.
- KP 5. To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the Perkins V State Plan requirement that 25 percent (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2021-2022.
- KP 6. To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
- a) career exploration and career development coursework, activities, or services;
 - b) career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
 - c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. (Sec. 134(b)(3))
- KP 7. To incorporate challenging State academic standards, including those adopted by Florida under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
- KP 8. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
- KP 9. To prepare career and technical education participants for non-traditional fields.
- KP 10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.
- KP 11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

- KP 1. To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at <http://fldoe.org/academics/career-adult-edu/Perkins/clna.stm> (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.
- KP 2. To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).
- KP 3. To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.
- KP 4. To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.
- KP 5. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.
- KP 6. To conduct the biennial comprehensive local needs assessment during the 2021-2022 program year.

C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:

- KP 1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
 - a) Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
- KP 2. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure beginning with the data for program year 2020-2021.
- KP 3. To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.
- KP 4. To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
- KP 5. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

D. Grants and Fiscal Management and other Federal and State Administrative Provisions

The Grantee agrees:

- KP 1. To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
- document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c-e)
 - meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's Perkins V State Plan in accordance with Perkins V Section 134(c)(2)(B)(i) and
 - coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135
- KP 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.
- KP 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.
- KP 4. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
- 2 C.F.R. 200 of the Uniform Guidance <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
 - Florida Department of Financial Services **Reference Guide for State Expenditures** (http://www.myfloridacfo.com/aadir/reference_guide/) and guidelines published in the Florida Department of Education's **Green Book** available at: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.
 - The DCAE, **Quality Assurance Policies, Procedures and Protocols Manual** is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
- KP 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.
- KP 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.
- KP 7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local four-year plan.
- KP 8. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FLDOE, Comptroller's Office, by August 22, 2022.
- KP 9. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
- KP 10. To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
- KP 11. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may

deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

E. Data Privacy and Security

The Grantee agrees:

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

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

Kyle Peddie

Print Name of Agency Head

Kyle Peddie

Signature of Agency Head

Gay Lewis

Print Name of Program Contact

Gay Lewis

Signature of Program Contact

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

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

CLNA requirements for the 2021-2022 local continuation grant application:

- Provide updates, if needed, to the 2020-2021 CLNA Size, Scope and Quality and Labor Market Alignment information as well as priority needs indicated in the narrative section of the local continuation grant application to reflect necessary changes for the implementation of program and activities during the 2021-2022 program year.
- Describe the process the eligible recipient will use to conduct the second CLNA during the 2021-2022 program year by responding to the following questions:

Please respond to the following questions:

1. Describe the process your agency will use to conduct the required biennial CLNA during the 2021-2022 program year. The results from this CLNA will guide the updates for your agency's Perkins V high priorities that will be implemented in the 2022-2023 and 2023-2024 program years.

Liberty County's process to complete the biennial Comprehensive Local Needs assessment will begin during the 2021-2022 program year. The LEA will consult with our regions Career and Technical Education directors for the 5 county Chipola region. We will schedule meetings in conjunction with our local workforce development board leadership as well as representatives from Chipola College's Workforce Education department. We will also continue consultation with the director for the Panhandle Career and Technical college in neighboring Washington County, as well as, Mr. Williams, the Executive Director for our local Career source and Opportunity Florida. This partnership will be essential in helping us acquire the occupational data needed for this assessment.

2. Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2021-2022 CLNA, and identify any new stakeholders not previously involved in the process and how they are providing input into the CLNA development in accordance with Section 134(e).

The selection of stakeholders invited to participate will be based on individuals with a vested interest in the success of our Career and Technical programs. Meetings will begin face to face in November 2021 and additional meetings will be scheduled for January and March of 2022. We will continue to consult with local work force stakeholders to include Sandra Shield, Georgia Pacific, Mitch Willis local President of Chamber of Commerce, Rex Lumber representatives, H and H Construction, the Calhoun

Liberty Hospital, Panhandle Rural Health and Primary Care, Fletcher Engineering, and the Apalachee Restaurant. Each of these stakeholders will be invited to participate in the CLNA process via letter of invitation, email, and personal phone conversations.

3. Describe what fiscal resources will be needed to effectively conduct the biennial 2021-2022 CLNA update. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.

The LEA may consider contracting with an outside consultant to facilitate the 2021-2022 CLNA update. This cost of the contract will be negotiated with the outside consultant. Not to exceed \$3,000.00.

Part 1-A – 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 make changes, provide updates and add new SSQ programs to their original four-year local plan.

1. **Review and Update the SSQ Worksheets**
2. **List High-Priority Size, Scope and Quality Needs:** As a result of your CLNA review and updates of size, scope and quality, and additional needs identified during this past program year, provide a list of the high-priority need(s) that will be addressed in the 2021-2022 program year.
 - 1- Develop a more organized and attractive catalog of our programs of study to help our guidance counselors and to help in student recruitment and placement.
 - 2- Work better with our local career resource to establish opportunities teachers as well as students to have business and industry internships
 - 3- develop professional development opportunities for CTE teachers to better connect their content with reading, math and science standards to improve student achievement

Part 1-B – Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to make changes, provide updates and add new Labor Market Alignment programs to their original four-year local plan.

1. Review and Update the LMA Worksheet

2. List High-Priority LMA Needs: As a result of your CLNA review and updates of labor market alignment, and additional needs identified during this past program year, provide a list of the high-priority need(s) that will be addressed in the 2021-2022 program year.

- 1- For needs of our students and to better address LMA, we are adding the program Building Trades and Construction Technology (8722000) at Liberty County High School.

Part 1-C - 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.

1. List High-Priority CTE Programs and Programs of Study Needs: As a result of your CLNA review and updates of SSQ, LMA, and POS criteria, provide a list of the high-priority need(s) that will be addressed in the 2021-2022 program year.

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

Part 1-D - 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 identify high priority needs related to the recruitment, retention and training of CTE personnel.

1. List High-Priority CTE Faculty & Staff Needs: As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2021-2022 program year.

- 1- LCSB will increase its efforts to seek more industry certification pathways for teachers and students. To do this, more specific training to help teachers in passing and teaching the standards for the industry certifications will be sought and offered.
- 2- Work with professional organizations and colleges/universities to develop personal development activities to train and equip teachers and help them to feel more confident in their work.

Part 1-E - Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to Perkins performance data. Eligible recipients may use prior performance data, local level data reports, and/or projected performance data to identify anticipated performance gaps.

1.List High-Priority CTE Performance Needs:

- 1- Recruit Individuals with Disabilities to CTE programs
- 2- Conduct bi-annual meetings with CTE and core teachers to collaborate instruction
- 3- Mitigate barriers that would otherwise limit participation of special populations students in CTSO events or work-based learning opportunities.
- 4- Provide up to date technology and hardware to students in CTE programs.

Part 1-F - Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students

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

1. **List High-Priority Equity and Access Needs:**

1- Training for teachers, administrator, and guidance counselors for student placement in these programs.

2- Training for teachers in meeting the needs of our special population students

Part 1-G - Other Identified Secondary Needs from Comprehensive Local Needs Assessment (if applicable)

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

1. **List Other High-Priority Needs:** N/A

Section 2. Primary Program of Study and CTE Secondary Programs for 2021-2022

Part 2-A – Perkins Fundable Programs

- See Attached Secondary Excel Workbook – Fundable Programs

Part 2-B - 2021-2022 Programs of Study

- See Attached Secondary Excel Workbook – Programs of Study Worksheet

Part 2-C - Template for the Submission of the 2021-2022 Primary Secondary Program of Study

- See Attached Program of Study template

Part 2-D - List of Advisory Council Members Overseeing the Primary Program of Study

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

Part 2-E - Dissemination of Information on CTE Secondary Programs and Programs of Study

Describe how secondary students, including students who are members of special populations, will learn about your agency's CTE course offerings and whether each course is part of a CTE program of study in the 2021-2022 program year.

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

Section 3. Career Exploration and Guidance

Part 3-A - Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Describe how your agency will collaborate with local workforce development boards and other local workforce agencies in the 2021-2022 program year to provide:

- a. career exploration and career development coursework, activities, or services;

The Liberty County Director of Instruction/CTE and CareerSource Chipola director will continue meeting to discuss and develop strategies to share CTE training opportunities available through the school district and their link to a great career.

- 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; and

Teachers share with their student's information from the Regional Demands Occupation List and discuss paths to high-skill, high-wage or in-demand industry sectors and occupations.

- c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

The CTE director routinely shares information with school counselors regarding industry certifications, career certificates and AS degree programs. CTE teachers have been trained on MyCareerShines and strives to incorporate MCS into their class schedule to address necessary soft-skills instruction.

Section 4. Continuous Academic Improvement and Academic Integration

Describe how your agency will:

- a. promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program; and

The LEA will promote continuous improvement of the academic achievement of students in CTE programs. The district will monitor student outcomes including attendance, grades, test scores, and passing rate on industry certifications. Modification to academic and technical skill components of the CTE program will be made as needed. In addition, CTE teacher's collaborate with academic teachers to develop overlapping lessons that require both academic and CTE skills and address curriculum frameworks and course standards. This collaboration will ensure that our students are provided information that provides a link/bridge between the academic and technical content in both secondary and post-secondary programs.

- b. support the integration of academic skills into your CTE secondary programs in the 2021-2022 program year.

The LEA promotes the academic achievement of CTE students through rigorous standards for the academic and technical skill components of the individual program. This integration of academic skills is influenced by the FLDOE CTE curriculum frameworks, which includes the number of standards that include instruction related to core subjects. CTE teachers are directed to teach the standards of the courses they are assigned with fidelity, and by doing so, not only are core subjects shown practical application but students are exposed to information regarding industry certifications in the related area.

Section 5. Equity and Access for Special Populations

Describe how your agency will:

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

The CTE teacher and guidance counselor work with students assisting them to prepare of a successful transition into postsecondary employment and/or training. The guidance counselor works closely with Vocational Rehabilitation to discover student interest and then attempts to math training opportunities with that interest. Vocational Rehabilitation sponsors pre-employment transition services to help students with disabilities prepare for a career, continue their education, work readiness training, and integrated work experiences.

- b. prepare CTE secondary participants for non-traditional fields;

CTE teachers will actively promote their programs and recruit non-traditional students for their program based on observation and recommendation from other teachers. CTE teachers are encouraged to invite speakers specific to non-traditional field so that students can see the success of those individuals and discuss strategies these individuals used to secure employment in the workforce.

- c. provide equal access for special populations to career and technical education courses, programs, and programs of study; and

The Director of Instruction/CTE works with school guidance counselors to promote and encourage participants in non-traditional fields. Informational brochures are available that outlines each program. CTE teachers invite guest speaker working in non-traditional employment fields to visit the classroom and share with students.

- d. ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2021-2022 program year.

Equal access provided to special student populations interested in career and technical education courses, programs, and programs of study.

Section 6. Opportunities for Work-Based Learning

Describe how your agency will:

- a. provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available; and

The CTE Director will work with the school principal and CTE teachers to provide work-based learning opportunities to students participating in CTE secondary programs. Each program will be encouraged to participate in Career and Technical Student Organizations if they do not already do so. This organizations will include FFA, FCCLA, and HOSA.

- b. work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2021-2022 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 area of their program and/or career interest. We are committed to providing CTE programs that will enhance the local workforce and create a career path for our students upon graduation.

Section 7. Opportunities for Postsecondary Credit for Secondary Students

Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2021-2022 program year.

Chipola College offers dual enrollment workforce programs to all eligible students. Dual enrollment students can take up to 540 clock hours. The Chipola College Stem Collegiate High School Program allows eligible students to complete up to 30 credit hours from one of the three academies. Of these programs two offer an AS degree (Engineering and Technology) and CAPE industry certifications

Section 8. Support for CTE personnel

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

- a. teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications; and

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

- b. groups outlined in 8a that are underrepresented in the teaching profession in the 2021-2022 program year.

The Assistant Superintendent serves as the equity officer regarding recruitment for education in general. The CTE Department will further strengthen its partnership with PAEC to provide and promote professional development for teachers. Finally, the district will continue to provide Local Certification to eligible candidates in eligible programs

Section 9. Performance of Special Populations and Subgroups

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 2021-2022 program year.

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

Section 10. Accountability and Program Improvement

Part 10-A – Data Management Information System and Practices

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.

Part 10-B - Identification of Performance Levels

Not available

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

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.
URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

The LEA will focus on Goal 1, Highest Student Achievement and Goal 3, Skilled Workforce and Economic Development. Students will gain a working knowledge of math, reading and science skills through the practical application of content learned in CTE programs. Additionally, district and school administration will continue to place a high emphasis on industry certification. Teachers will review the curriculum alignment associated with their course frameworks and will continue to implement rigorous reading standards as outlined in Just Read Florida academic standards. Students that need additional reading instruction are provided Tier II interventions in an intensive reading class in accordance with the district's reading plan. Funding for reading intervention is provided through the district reading allocation.

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

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.

NA

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

For the fiscal year 2021-2022, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

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. Guidance counselor and principals will ensure that students are afforded opportunities for participation.

Disability – Buildings, facilities, and programs are equally accessible to students with disabilities. All CTE programs provide accommodations and or modifications as dictated by the students IEP, to enable students with disabilities the opportunity to enter and compete placement in a career technical program of their choice.

Age – Age has not been a barrier to placement in CTE programs. Should a problem concerning age be identified, steps will be taken to ensure that proper and legal access on a case-by-case basis be afforded.



LIBERTY COUNTY SCHOOL DISTRICT

KYLE PEDDIE, SUPERINTENDENT

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

June 29, 2021

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

Gloria Spadley Brown
8/6/21

Dear Ms. Spardley-Brown:

Liberty County School District is requesting a waiver for the Secondary allocation under Section 131 (c)(2)(A)(B) of the Perkins Law because it 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 part. The district has been unable to enter into an agreement due to transportation requirements, location and change in time zone resulting in scheduling conflicts.

Sincerely,

Kyle Peddie
Superintendent
Liberty County Schools

District I
James E. Flowers

District II
Jodi Bailey

District III
Darrel "Doobie" Hayes

District IV
Jason Singletary

District V
Charles "Boo" Morris III

CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - Middle Grades Exploratory Courses

MUST INCLUDE ALL PERKINS ELIGIBLE MIDDLE GRADES EXPLORATORY COURSES OFFERED BY THE AGENCY IN 2021-2022

Section 134(c)(2)(B)(i)

PROMPT DIRECTIONS	
<i>District</i>	<i>Name of the District</i>
<i>Data Reporting #</i>	<i>2 digit district number used for data reporting</i>
<i>Project Agency #</i>	<i>3 digit project agency number assigned by Grants Management</i>
<i>COLUMN A</i>	<i>7-digit Middle Grades course offered by the district</i>
<i>COLUMN B</i>	<i>Course Name in Framework associated with Column A</i>
<i>COLUMN C</i>	<i>"YES" if the course introduces students to CTE program(s) available at the high school. If "NO", eligible recipient cannot use Perkins funds to support this course.</i>
<i>COLUMN D</i>	<i>Report the 7-digit Career Preparatory/Technology Education program(s) to which the course in Column A introduces students.</i>
<i>COLUMN E</i>	<i>Report the school number for one school where the programs in Column D will be available in 2021-22.</i>
COLUMN F	For courses reported in last year's template, indicate whether or not the course will be offered again in the 2021-2022 reporting year. (YES/NO)
COLUMN G	For courses reported in last year's template, provide a brief description of changes to any answers in columns C-E.

NOTE: High School programs offered to middle grades students are not reported on this template.

District Name	Liberty
Data Reporting #	39
Project Agency #	390

Size - Intentionally Designed Pathways					For courses reported on the 2020-2021 Template	
A	B	C	D	E	F	G
Middle Grades Course Number (Invalid Entries Struckthrough)	Middle Grades Course Name	Does this Middle Grades Exploratory Course introduce students to CTE programs available at the high school level? If "yes," provide response in next two columns.	Identify all 9-12 Career Preparatory or Technology Education Programs that the middle grades exploratory course introduces students to.	Identify one high school (or other instructional sites including virtual) where the program will be available in 2020-2021.	Will the course be offered in 2021-2022?	Please provide a brief description of any changes to information provided in columns C-E for those courses previously reported.

District Name	Bay
Data Reporting #	03
Project Agency #	030

		Program of Study	Size -Intentionally Designed Pathways			Scope- Experiential Learning					Scope - Business and Industry Workforce Alignment	Quality		For programs reported on the 2020-2021 Template	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Program Number (Invalid Entries Struckthrough)	Program Name	Is there a fully developed Program of Study that meets Perkins V requirements ?	Does the 9-12 CTE program provide an opportunity for students to take at least 3 courses (2 courses for 2 course programs), in all of the high schools or other instructional sites where this program is available?	Identify the high school(s) or other sites (including virtual) where the program offers at least 3 courses (or 2 courses for 2 course programs).	Identify the high school(s) or other sites (including virtual) where the program DOES NOT offer at least 3 courses (or 2 courses for 2 course programs), if applicable.	Does the 9-12 CTE program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate available opportunities using the menu.	If WBL is provided, is it provided cooperatively in the program or in a separate companion WBL framework?	If WBL is provided through a separate framework, identify which WBL program framework is being utilized.	If the program will provide an opportunity for students to participate in a CTSO, identify the applicable CTSO.	If the program provides an opportunity for capstone learning, is it provided cooperatively in the program or in a separate companion capstone learning framework?	Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?	Does the program identified provide an opportunity for students to earn a recognized postsecondary credential?	Indicate the industry recognized credentials that students may earn in the program.	Will the program be offered in 2021-2022?	Please provide a brief description of any changes to information provided in columns C-N for those programs previously reported.
8212500	Administrative Office Specialist	No	Yes	21		None Available					No	Yes	MOS Bundle, Photoshop, Dreamweaver		
8106800	Agritechnology	Yes	Yes	21		CTSO Only			FFA		Yes	Yes	Ag Associates, Agritechnology		
8417130	Allied Health Assisting	Yes	Yes	21 NA		CTSO Only			HOSA		Yes	Yes	Certified Medical Administrative Assistant		
8800500	Culinary Arts	No	Yes	21 NA		None Available					Yes	Yes	ServSafe, SafeStaff		
8754500	Applied Welding Technologies	Yes	Yes	21		CTSO Only			FFA		Yes	Yes	OSHA 10, Welding		
8720300	Building Construction Technologies	No	No	21		None Available					No	No			
8722000	Building Trades and Construction Design Technology	No	Yes	21 NA		CTSO Only					Yes	Yes	OSHA 10, Welding		

**FLORIDA DEPARTMENT OF EDUCATION
2021-2022 Perkins V
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent:

Liberty County School Board

B) DOE Assigned Project Number:

390-1612B-2CS01

C) TAPS Number:

22B004

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
5300	641	<p>Capitalized equipment to support building trades and construction technology to include: 1 Powermatic 2000B table saw.</p> <ul style="list-style-type: none"> •Sec. 134: CLNA Section 1, Part 1-A:2 #4 2,4,5,6 •Program #8722000 •Sec. 135: Requirement for Use of Funds: 1,3,4,5 		\$3,450.00
5300	642	<p>Noncapitalized equipment to support building trades and construction technology to include: 1 25 gall single stage portable air compressor #779, 4 Quiet tech 2 gallon single stage portable air compressors @179, 4 Bostitich 16 gauge pneumatic finish nailers @179, 3 Craftsman 6 gall single stage portable air compressors @199.</p> <ul style="list-style-type: none"> •Sec. 134: CLNA Section 1, Part 1-A:2 #4 •Program Number 8722000 •Section 135: Requirement for the Use of Funds: 1,2,4,5,6 		\$2,808.00

5300	510	<p>Supplies for building trades and construction technology to include hammers, saws, nails, screws, pipes, boards of various sizes, plywood, insulation, drywall, levels, magnetic screwdriver set, joint pliers, tongue groove pliers, paint brushes, pegboard, pegboard hooks, tool box, sand paper, work gloves, angle grinder, and other related building materials.</p> <ul style="list-style-type: none"> •Sec. 134:CLNA Section 1 Part 1-A:2# 4, 5 •Sec. 135: Requirement for Use of Funds: 2,5, 6 •Program #8722000 		<p>\$8,100.00 PVW \$7,766.00</p>
7200	792	<p>Indirect Cost at 5% Section 134: CLNA Section 1, Part 1A-2#4 Sec. 135: Requirement for Use of Funds: 2,5,6 Program #8722000</p>		<p>\$405.00 PVW \$739.00</p>
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**Florida Department of Education
Division of Career and Adult Education
Perkins V
PROJECTED EQUIPMENT PURCHASES FORM**

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

Liberty County School Board

A) _____
Name of Eligible Recipient

390-1612B-2CS01

B) _____
Project Number (DOE USE ONLY)

TAPS NUMBER:22B004

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

PROJECTED EQUIPMENT PURCHASES

(Cells will expand when text is typed.)

ITEM #	FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	SCHOOL / PROGRAM	NUMBER OF ITEMS	ITEM COST (\$)	TOTAL AMOUNT (\$)
	A	B	C	D	E	F	G	H
1	5300	641	Capitalized Equipment	Powermatic tablesaw	0021/8722000	1	\$ 3,450.00	\$ 3,450.00
2	5300	642	Noncapitalized Equipment	Portable air compressor	0021/8722000	1	\$ 779.00	\$ 779.00
3	5300	642	Noncapitalized Equipment	2 gallon portable air compressor	0021/8722000	4	\$ 179.00	\$ 716.00
4	5300	642	Noncapitalized Equipment	16 gauge pneumatic finish nailer	0021/8722000	4	\$ 179.00	\$ 716.00
5	5300	642	Noncapitalized Equipment	Craftsman 6 gallon portable air compressors	0021/8722000	3	\$ 199.00	\$ 597.00
6								
7								
8								
9								
10								

Inventory Guidelines

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

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

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

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

x _____
YES NO

**Florida Department of Education
Division of Career and Adult Education**

PROJECTED EQUIPMENT PURCHASES FORM

Instructions for Completion

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

A. Enter Name of Eligible Recipient.

B. Project Number (**DOE USE ONLY**)

COLUMN A - FUNCTION CODE:

SCHOOL DISTRICTS ONLY: Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COLUMN B - OBJECT CODE:

SCHOOL DISTRICTS: Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.
FLORIDA STATE COLLEGE SYSTEM INSTITUTIONS: Use the first three digits of the object codes listed in the Florida College System Accounting Manual.
UNIVERSITIES AND STATE AGENCIES: Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.
OTHER AGENCIES: Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN C – ACCOUNT TITLE:

Use the account title that applies to the object code listed in the accordance with the agency's accounting system.

COLUMN D – DESCRIPTION:

Provide detailed descriptions/specifications of all equipment items to be purchased that have a projected unit value of \$1000 (State's threshold) or more with a useful life of one year or more.

Note: If the agency has a threshold of less than \$1000 the lower amount is the guiding threshold.

**COLUMN E –
SCHOOL/PROGRAM:**

Provide the name of the school and the name of the program for which the equipment is being purchased.

COLUMN F – NUMBER OF ITEMS:

Provide the total number purchased of this item.

COLUMN G – ITEM COST:

Provide the projected cost for each item.

COLUMN H – TOTAL COST:

Provide the total projected cost of all items.