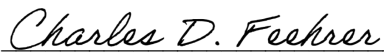



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Liberty County School District	<b>2 PROJECT NUMBER</b> 390-1614S-4CS01
<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 <div style="text-align: right;"><b>TAPS 24B004</b></div>	<b>4 AUTHORITY</b> <b>84.048 Perkins V, Title I; WIA, Sect. 503</b> <b>USDE or Appropriate Agency</b> <b>FAIN#: V048A230009</b>
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2023 - 06/30/2024 Program Period: 07/01/2023 - 06/30/2024
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$14,509.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$14,509.00	<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: <u>06/30/2024</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2024</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>04/30/2024</u></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 : <u>07/01/2023</u></li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Ebonee Dennis <b>Phone:</b> (850) 245-9044 <b>Email:</b> <a href="mailto:Ebonee.Dennis@fldoe.org">Ebonee.Dennis@fldoe.org</a> <b>Grants Management:</b> Unit B (850) 245-0735	<div style="display: flex; justify-content: space-between;"> <div> <b>Comptroller Office</b>  <b>Phone:</b> (850) 245-0401         </div> <div> <b>UEI#:</b> LVN6Y885WAC4  <b>FEIN#:</b> F596000720001         </div> </div>
<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: <b>Only 25% of the "Current Approved Budget" in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2023 through September 30, 2023. The balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2023 through June 30, 2024.</b></li> </ul>	
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">             Authorized Official on behalf of the            Commissioner of Education         </div> <div style="text-align: center;"> <u>9/27/2023</u>            Date of Signing         </div> <div style="text-align: right;">  </div> </div>	

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

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

**DOE-200**  
**Revised 07/15**

**Page 2 of 2**

/wEPDwULLTE2M

BF501248

# 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:</b> <del>32C003</del> 24B004	<b>DOE USE ONLY</b>  Date Received  5/9/2023 PVW								
<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> 390-1614S-4CS01								
<b>C) Total Funds Requested:</b>  14,509  <hr style="width: 20%; margin: 10px auto;"/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b> \$ 14,509 ED	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Mandie Fowler</td> <td>Telephone Numbers:</td> </tr> <tr> <td>Fiscal Contact Name: Melanie King</td> <td>850-643-2275</td> </tr> <tr> <td>Mailing Address: 11051 NW SR 20 Bristol, FL, 32321</td> <td>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></td> </tr> <tr> <td>Physical/Facility Address: 11051 NW SR 20 Bristol, FL, 32321</td> <td>UEI number: LVN6Y885WAC4 FEIN number: F596000720001</td> </tr> </table>		Contact Name: Mandie Fowler	Telephone Numbers:	Fiscal Contact Name: Melanie King	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
Contact Name: Mandie Fowler	Telephone Numbers:									
Fiscal Contact Name: Melanie King	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>  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.  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.										
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <b>E)</b> _____            Signature of Agency Head         </div> <div style="text-align: center;">           Superintendent            _____            Title         </div> <div style="text-align: right;">           5/10/2022            _____            Date         </div> </div>										



# LIBERTY COUNTY SCHOOL DISTRICT

KYLE PEDDIE, SUPERINTENDENT

Post Office Box 429 • 11051 NW SR 20 • Bristol, Florida 32321  
Phone: (850) 643-2275 • Fax: (850) 643-2533 • [www.lcsb.org](http://www.lcsb.org)

May 2, 2023

Mr. Charlie Feehrer, Chief  
Bureau of Grants Administration and 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,

Kyle Peddie  
Superintendent  
Liberty County School District

*Charles D. Feehrer*

8/29/2023

District I  
James E. Flowers

District II  
Jodi Bailey

District III  
Darrel "Doobie" Hayes

District IV  
Jason Singletary

District V  
Charles "Boo" Morris III

*An Equal Opportunity Employer / Drug Free Workplace*



**ATTACHMENT B**  
**Perkins V: 2023–2024 Program of Study**

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

**ATTACHMENT E**  
**2023–2024 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.

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

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

The Grantee agrees:

- KP 1. To use the Florida Career and Technical Education Curriculum Frameworks located at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
- KP 2. To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes [Section 1012.39 \(1\)\(c\), F.S.](#)
- 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.shtml>.
- 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 2022-2023.
- 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 2023–2024 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.
- 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:

- 150 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
- 150 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.
- 150 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.
- 150 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/>.
- 150 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.
- 150 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.
- 150 7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local four-year plan.
- 150 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, 2023.
- 150 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>.
- 150 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 US ED provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

KP

2. To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.

KP

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

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

**Kyle Peddie**

**Print Name of Agency Head**

  
**Signature of Agency Head**

**Mandie Fowler**

**Print Name of Program Contact**

  
**Signature of Program Contact**

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

Question	Response
<p>i. Describe the process your agency will use to conduct the required biennial CLNA during the 2023–2024 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 2024–2025 and 2025–2026 program years.</p>	<p><b>The LCSB will conduct the 2023-24 required biennial CLNA following the same format as years past. The LEA will consult with regional Career and Technical Education directors from the 5 county Chipola region. Additional participants will include the Executive Director for our local Career Source and Opportunity Florida, representatives from Chipola College’s Workforce Education Department and the Panhandle Career and Technical College in neighboring Washington County. This partnership continues to be essential to help us acquire the occupational data needed for this assessment. The regional CLNA meeting will then be followed by a local stakeholder CLNA and will include stakeholder representatives with a vested interest in the success of the LCSB Career and Technical programs.</b></p>
<p>ii. Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2023–2024 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).</p>	<p><b>The LCSB will continue to involve all stakeholder groups for CLNA processes as well as survey the community for new participants via the district ParentSquare platform, school Facebook posts, newspaper advertisements, and fliers in prominent areas (courthouse, post office, etc)</b></p>

<p>iii. Describe what fiscal resources will be needed to effectively conduct the biennial 2023–2024 CLNA update. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.</p>	<p><b>Possible fiscal resources needed to effectively conduct the LCSB 2023-24 CLNA update will be minor, and include basic office supplies (chart paper, copy paper, pens/pencils, folders). Travel to regional CLNA meetings is covered by the district general fund.</b></p>
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## B. 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. **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 2023–2024 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 2023–2024 program year.

Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	Continue to develop and support current programs (Budget line items 1-5).
2	
3	
4	

*Add additional rows, as needed*

### C. 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.

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

Include new programs and update any changes in criteria for program(s) in the columns provided.

### D. 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. **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 2023–2024 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 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Continue to develop and support current programs (Budget line items 1-4).
2	
3	
4	

*Add additional rows, as needed*

## E. 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. **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 2023–2024 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 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Fill vacant CTE teacher position
2	
3	
4	

*Add additional rows, as needed*

## F. 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. **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 2023–2024 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 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Enhance the collegial relationships between local Chamber of Commerce, Economic, CareerSource Chipola and local post-secondary institutions.
2	Enhance POS for programs based on training needs as identified by local Chamber of Commerce, and CareerSource Chipola.
3	
4	

*Add additional rows, as needed*

## G. 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. **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 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Continued training for teachers, administrators, and guidance counselors for student placement in these programs.
2	
3	
4	

*Add additional rows, as needed*

## H. 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 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	N/A
2	
3	
4	

*Add additional rows, as needed*

## **Section 2. Primary Program of Study and CTE Secondary Programs for 2023–2024**

**NOTE:** In accordance with Florida’s *Four-Year Perkins V State Plan*, during the 2023–2024 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 2023–2024 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 2023–2024 [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 2023–2024 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 2023–2024 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 2023–2024 [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 2023–2024 [Perkins V Implementation Guide](#).



## **B. 2023–2024 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 2023–2024 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. For 2022–2023, the percentage is fifty percent.)

**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 2023–2024 [Perkins V Implementation Guide](#) for further instructions on how to complete the Programs of Study Worksheet.

## **C. Template for the Submission of the 2023–2024 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 2023–2024 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 2023–2024 [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.

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

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

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

	Response
Describe how secondary students, including students who are members of special populations, will learn about your agency's CTE course offerings and whether each course is part of a CTE program of study in the 2023–2024 program year.	<b>The LCSB will continue the successful dissemination of information regarding CTE programs beginning at the middle school level with 7<sup>th</sup> and 8<sup>th</sup> grade students participating in career exploration. During the 8<sup>th</sup> grade all students, including the special population, participate in presentations by CTE teachers to expose students 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</b>

	<p>teacher also provides a brochure that highlights 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.</p>
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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 meeting to discuss and develop strategies to share CTE training opportunities available through the school district and their link to a great 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>The LCSB teachers share information from the Regional Demands Occupation List with their students 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 AS degree programs. CTE teachers have been trained on My CareerShines and strive to incorporate MCS into their class schedule to address necessary soft skills instruction.</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 rate on industry certifications. Modification to academic and technical skill components of the CTE program will be made as needed. In addition, CTE teachers collaborate with academic teachers to develop overlapping lessons that require both academic and CTE skills and address curriculum frameworks and course standards. This collaboration will ensure that our students are provided information that provides a link/bridge between the academic and technical content in both secondary and post-secondary programs.</b>
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2023–2024 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 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.</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 interest and then provide training opportunities within that interest. Vocational Rehabilitation sponsors pre-employment transition services to help students with disabilities prepare for a career, continue their education, work readiness training, and integrated work experiences.
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	CTE teachers will actively promote their programs and recruit non-traditional students for their program based on observation and recommendation from other teachers. CTE teachers are encouraged to invite speakers specific to non-traditional 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 outlines each program. CTE teachers invite guest speaker working in non-traditional employment fields to visit the classroom and share with students.
iv. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as	Equal access provided to special student populations interested in career and technical education courses, programs, and programs of study.

members of special populations in the 2023– 2024 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. This organizations will 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 2023–2024 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**

### **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, such as through dual or concurrent enrollment or early college high school in the 2023–2024 program year.	Chipola College offers dual enrollment workforce programs to all eligible students. Dual enrollment students can take up to 540 clock hours. The Chipola College Stem Collegiate High School Program allows eligible students to complete up to 30 credit hours from one of the three academies. Of these programs two offer an AS degree (Engineering and Technology) and CAPE industry certifications. In addition, the LEA will provide tuition, books, and transportation for students participating in CTE dual enrollment, this will be funded through the CTE Dual Enrollment Grant.

## **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>
i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	The LEA collaborates with Chipola College to support the recruitment, preparation, retention, and professional development for teachers, administrators, and other personnel. The district is in close contact with Chipola to recruit newly graduated teacher candidates. The LEA also works with Chipola to provide internships for teacher candidates. In addition, the LEA partners with PAEC to provide and promote professional development for teachers. Finally, the district will continue to provide Local Certification to eligible candidates in eligible programs.
ii. Describe how you will identify and support those underrepresented in the teaching profession.	The Assistant Superintendent serves as the equity officer regarding recruitment for education in general. The CTE Department will further strengthen its partnership with PAEC to provide and promote professional development for teachers. Finally, the district will continue to provide Local Certification to eligible candidates in eligible programs.

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

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

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

	<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 2023–2024 program year.	To mitigate performance disparities in subpopulations, the Director of Instruction/CTE will collaborate with the ESE Director and MIS to disaggregate data and collaborate with content area teachers for the purpose of closing the performance gap. Early warning data to include grades in CTE programs, school/class attendance, FSA, FSAA, EOC, ACT/SAT, number of credits toward graduation, and passing rate on industry certifications will be tracked. Interventions will be adjusted for students that are not making progress in an effort to eliminate disparities

## **Section 10. Accountability and Program Improvement**

All districts must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the 2023–2024 [Perkins V Implementation Guide](#).

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

	<b>Response</b>
A. 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.

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local four-year plan. Eligible recipients 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 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</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 2023–2024, 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> .	<p>In order to minimize barriers, Liberty County will take the following steps to remove barriers that impede equitable access or participation:</p> <p>Gender – Guidance counselors will ensure that students are informed of the possible non-traditional placement in each career/technical program. Students will be made aware of how each program can meet the needs of each gender in career preparation.</p> <p>Race, national origin, or color – CTE programs in Liberty County are open to every student in the district at appropriate grade levels. Guidance counselor and principals will ensure that students are afforded opportunities for participation.</p> <p>Disability – Buildings, facilities, and programs are equally accessible to students with disabilities. All CTE programs provide accommodations and or modifications as dictated by the students IEP, to enable students with disabilities the opportunity to enter and compete placement in a career technical program of their choice.</p> <p>Age – Age has not been a barrier to placement in CTE programs. Should a problem concerning age be identified, steps will be taken to ensure that proper and legal access on a case-by-case basis be afforded.</p>

**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 May 26, 2023.**
- 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	
	Program of Study Template	
	2023–2024 Secondary CTE Assurances Form	
<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	
	Section 2. Primary Program of Study and CTE Secondary Programs for 2023–2024	
	Section 3. Career Exploration and Guidance	
	Section 4. Continuous Academic Improvement and Academic Integration	
	Section 5. Equity and Access for Special Populations	
	Section 6. Opportunities for Work-Based Learning	
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	
	Section 8. Support for CTE personnel	
	Section 9. Performance of Special Populations and Subgroups	
	Section 10. Accountability and Program Improvement	
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	
	Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)	
	Section 13. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	
	Application Checklist – must be last page of the Word Document File	
<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 2023–2024  
District Secondary CLNA and  
Budget Workbook  
Florida Department of Education**

Governor: Ron DeSantis

Commissioner: Manny Diaz, Jr.

2023-2024 CLMA Program Summary	Agency Name Please do NOT forget this step. (Dropdown)	Agency Number (Auto-populates)	WDA (Auto-populates)	Last Update																
District Secondary	Liberty County School District	390	3	08/15/23																
Program (Must 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.)		Labor Market Alignment Fundable: One primary (Column E, F, G, or H) or two secondary sources (Columns I & J). (Red strikethrough if secondary source answers are not different. Auto-populate remains blank if N/A/invalid or "No." Do not copy-and-paste over auto-populate or dropdown fields. May press "delete" or "backspace" to clear a dropdown field if needed.)			SSQ: High School Fundable: Must answer K, M, N, O. Please also respond to Column L. It may be answered with "N/A." You may copy-and-paste over text or text/ID fields only. (SSQ turns green if K-O answered)			Middle School Fundable: Must answer P & Q. (Middle School courses optional but encouraged. Gray if not a middle school program or not Perkins V eligible/no valid program name. Will change to green if both P & Q are answered.)		Program of Study (Columns R&S. Agency must have at least one program of study, meaning that at least one row must be valid/green. In other rows, this set of columns may be completed, partial, or blank as appropriate.)		Fundable/ Nonfundable Programs (Fundable must meet LMA, SSQ requirements. Middle School: Must have answers to P & Q.)								
District secondary: Use Secondary Program Number.		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
Response Line	Secondary Program Number (High School or Middle School, strikethrough for invalid or ineligible entries) (Text/ID 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. (Text/ID Field)	Primary Source Option #1 State Demand Occupation List (Auto-populates, must type SOC Code into Column D)	Primary Source Option #2 Regional Demand Occupation List (Auto-populates, must type SOC Code into Column D)	Primary Source Option #3 Enterprise FL (TechEd) or PDAC (Auto-populates, must type Program Number into Column B)	Primary Source Option #4 Local (Dropdown)	Secondary Source #1 (Leave blank if N/A) (Dropdown)	Secondary Source #2 (Must be Different from #1) (Leave blank if N/A) (Dropdown)	Identify the high school(s) or other sites (including virtual) where the program will offer at least 3 courses (or 2 courses for 2 course programs). (Text/ID Field)	Do not leave blank (answer N/A if this does not apply).  Identify the high school(s) or other sites (including virtual) where the program WILL NOT offer at least 3 courses (or 2 courses for 2 course programs), if applicable. (Text/ID Field)	List one or more experiential learning opportunities. E.g., work-based learning opportunity or capstone experience (if course, include course number), and/or the CTOD students will have access to for this program. (Text Field)	List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	List the industry recognized credential students may earn in the program. (Text Field)	Identify one or more 9-12 Career Preparatory or Technology Education Programs that the middle grades exploratory course introduces students to. (Text Field)	Identify one or more high school (or other instructional sites including virtual) where the program will be available. (Text Field)	If part of a fully compliant Program of Study, list the primary aligned postsecondary program. (Eligible clock-hr, college-credit programs) (Dropdown)	Primary Accelerated Credit Opportunity (Required for Compliant Programs of Study) (Dropdown)	Fundable? (Dropdown)	Optional: Comments (Text Field)
1	8106800	Agritechnology	194011			Yes				21	N/A	FFA	Advisory Board	FLFR001/FLFR007/FLFR008			Agricultural Production Technology	local articulation agreement	Yes	
2	8212500	Administrative Office Specialist	436011		yes					21	N/A	Diversified Education	Advisory Board	TBOOM003			Business Administration	local articulation agreement	Yes	
3	8417130	Allied Health Assisting	319099		yes					21	N/A	HOSA	Advisory Board	NATH003			Health Care Services	local articulation agreement	Yes	
4	8800500	Culinary Arts	119051	Yes	yes					21	N/A	Diversified Education	Advisory Board	NREAF003			Child Care Center Management Specialization	local articulation agreement	Yes	
5	9204400	Welding Technology Fundamentals	514121	Yes	yes					21	N/A	Diversified Education	Advisory Board	FCCER061/NCCER005			Welding Technology	local articulation agreement	Yes	
6	8722000	Building Trades and Construction Design Technology	499071	yes	yes					21	N/A	Diversified Education	Advisory Board	NCCER005/NCCER008			Building Construction Technologies	local articulation agreement	Yes	
7																				

FLORIDA DEPARTMENT OF EDUCATION  
2023–2024 Perkins V Budget Narrative Form

Before completing, please review the Instructions & Example (especially for Column 3).  
Show all amounts in whole dollars only.

TAPS Number

24B004

A) Name of Eligible Recipient/Fiscal Agent

Liberty CSD

B) Project Number (DOE Use Only)

390-1614S-4CS01

(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. <b>CLNA Section 1, Part B (ii) #1,</b> Sec. 135: Requirement for Use of Funds: 1F, 3, 4A, 5A-D, 6 Program #8417130		\$4,243
5300	510	Supplies for building trades and construction technology to include saws, hammers, nails, <b>CLNA Section 1, Part B (ii) #1,</b> Sec. 135: Requirement for Use of Funds: 1F, 2C, 3, 4A, 5A-D, 6 Program #8722000		<del>\$2,500</del> \$2,534 PVW
5300	330	Travel at the state negotiated rate, hotel rooms for HOSA conference competitions. <b>CLNA Section 1, Part B (ii) #1,</b> 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. <b>CLNA Section 1, Part B (ii) #7,</b> Sec. 135 Requirement for Use of Funds: 1F, 3, 4A, 5A-D, 6 Program #8417130		\$3,041
7200	792	Indirect Costs 5%		<del>\$725</del> \$691 PVW
			<b>C) TOTAL</b>	<b>\$14,509</b>

## Perkins V Local Program Improvement Plan 2023 (Program Year 2021–2022)

### Instructions

Agencies that do not achieve 90% of a target for a Perkins V Core Performance Indicator must execute a Program Improvement Plan (PIP). The purpose of the PIP is to help agencies increase their performance and meet their targets. The plan examines contributing factors to the shortfall, sets a path to increase performance, and establishes accountability for the plan. Additional steps may be 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.

Please also note:

- Copy and complete a **separate PIP form for each measure** not meeting the 90% threshold as indicated in the notification email. **Write the agency name and the measure for each PIP.** All secondary PIPs and all postsecondary PIPs may be grouped together into a single document.
- PIPs may be submitted after the RFA, but must be approved by FDOE before a funding letter may be issued. Please submit the RFA no later than June 30 for a July 1 funding date. Submit the PIP on or before **Friday, July 21** to avoid delays in PIP processing.
- Please respond to the following questions. 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 answer, use no more than 2 double-spaced pages. Though optional, you may also add tables or other graphics to, for example, illustrate who will complete specific actions by a specific time.
- Where possible, provide qualitative as well as quantitative information.
- Agencies may request a current copy of FDOE's **non-traditional program lists** from the Perkins Team at [Perkins@fldoe.org](mailto:Perkins@fldoe.org). These lists may have a special format to assist with future program planning. Other resources include FDOE's Perkins V Implementation Guide and State Plan, available on FDOE's online Perkins page.
- For PIPs submitted in the summer of 2023 (regarding performance in the 2021–2022 program year), note that the State of Florida did not meet its target for measure 4S1 due to a change in methodology. The State adopted the program list issued by the US Department of Education Office of Career, Technical, and Technical Education (OCTAE). Some programs previously marked as “non-traditional” were no longer classified as such according to the new list. Agencies may acknowledge this in their PIPs. FDOE is considering plans to allow agencies to negotiate their own 4S1 targets at a later time as part of a separate process. For now, the current policy is for agencies to complete the PIP for 4S1 based on current targets.

**Agency Name: Liberty County School District**

**Program Improvement Plan for Measure: 3S1**

**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>
The district achieved 87.3% of the goal of 90% of “The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.” Because Liberty County is such a small district, this could be the difference of a single student not participating in targeted programs. The district does not receive disaggregated data reflected of individual students, but this would be helpful.

**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>
The district will continue to promote participation in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or employment, with the expectation that this performance indicator will improve as a reflection of economic growth.

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

<b>Response</b>
Mandie Fowler, Director of Curriculum & Instruction

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

<b>Response</b>
<b>May 2024</b>

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

<b>Response</b>
<b>The goal was discussed with all appropriate stakeholders and the plan was written with relevant input.</b>

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

<b>Response</b>
<b>N/A</b>

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

<b>Response</b>
<b>Budget allocations will continue to be utilized to support relevant job skills and applicable CTE programs with the goal of postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or employment.</b>