Project Application

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber_AgencyName _XXB010_submit**	**A) Program Name:** Perkins V — Developmental Research Schools, Secondary **TAPS NUMBER:** 24B010	***DOE USE ONLY*** Date Received
B) Name and Address of Eligible Applicant:		**Project Number (DOE Assigned)**

C) **Total Funds Requested:** ――――――――― DOE USE ONLY **Total Approved Project:** $	**D)** ***Applicant Contact & Business Information***	
	Contact Name: Fiscal Contact Name:	Telephone Numbers:
	Mailing Address:	E-mail Addresses:
	Physical/Facility Address:	UEI number: FEIN number:

CERTIFICATION

I, _____, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____   _____   _____

Signature of Agency Head   Title   Date

DOE 100A
Revised June 2022

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	*Middle School:*			
	High school: Digital Media/Multimedia Design	8201600	P.K. Yonge Developmental Research School	ADOBE024
Postsecondary	*Registered Apprenticeship:*			
	Technical College/Center:			
	FCS Institution: Multimedia Artists and Animators	271014	Santa Fe College	Statewide List
	University:			

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.

_____, hereby acknowledge and agree to the statements below.
        Name of Grantee

A. Career and Technical Education Instructional and Programmatic Policies

The Grantee agrees:

_____   1.   To use the Florida Career and Technical Education Curriculum Frameworks located at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/ in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.

_____   2.   To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes Section 1012.39 (1)(c), F.S.

_____   3.   To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.

_____   4.   To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml.

_____   5.   To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the *Perkins V State Plan* requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2022-2023.

_____   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))

_____   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.

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_____ 8. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

_____ 9. To prepare career and technical education participants for non-traditional fields.

_____ 10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.

_____ 11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

_____ 1. To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.

_____ 2. To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).

_____ 3. To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.

_____ 4. To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.

_____ 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.

_____ 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:

_____ 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.

_____ 2. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure. .

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_____ 3.   To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.

_____ 4.   To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.

_____ 5.   To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

D.   <u>Grants and Fiscal Management and other Federal and State Administrative Provisions</u>

The Grantee agrees:

_____ 1.   To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
   i.   document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c −e)
   ii.   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
   iii.   coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135

_____ 2.   To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's *Perkins V State Plan*, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs (*Green Book*), any other relevant statutes, and regulations for guidance.

Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:
   a. Education Department General Administrative Regulations (EDGAR) http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.
   b. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

_____ 3.   To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records <u>must</u> be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

_____ 4.   To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
   • 2 CFR 200 of the Uniform Guidance https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.
   • Florida Department of Financial Services *Reference Guide for State Expenditures* https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf and guidelines published in the Florida Department of Education's *Green Book* available at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.
   • The DCAE, *Quality Assurance Policies, Procedures and Protocols Manual* is available at http://www.fldoe.org/academics/career-adult-edu/compliance/.

_____ 5. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.

_____ 6. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.

_____ 7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local four-year plan.

_____ 8. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2023.

_____ 9. To accept that equipment purchased under this program must follow the Uniform Guidance found at https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.

_____ 10. To ensure equal access to, and participation of students, teachers, and other program beneficiaries with disabilities. For details, refer to: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.

_____ 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:

_____ 1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim) The US ED provided information on FERPA on this site: https://ed.gov/policy/gen/guid/fpco/ferpa/index.html.

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

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

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

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Print Name of Agency Head   **Signature of Agency Head**

Print Name of Program Contact   **Signature of Program Contact**

ATTACHMENT E

2023–2024 Secondary

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A. Please Respond to the Following Questions:

Question		Response
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.	**PK Yonge has advisory boards established to provide feedback to include biennial CLNA feedback with a focus on workforce needs. Alachua County Schools has invited PK Yonge to participate in the advisory boards and community groups already established so that we may partner in order to improve opportunities for all students. PK Yonge DRS is in Alachua County and will collaborate with the Alachua County School District to ensure all feedback from the Workforce Development Committee, Gnv4all, Leadership Gainesville, the Greater Gainesville Area Chamber of Commerce, and CareerSource North Central Florida is utilized in the development of CTE programs. In addition, PK Yonge DRS will continue to participate in these local meetings and include these organizations in our advisory committees. Advisory committees are continually consulted for advice and input.**
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).	**The process that PK Yonge DRS will implement to engage and consult with stakeholders for the required biennial 2023–2024 Comprehensive Local Needs Assessment (CLNA) appears to be thorough and collaborative. The existing advisory boards, which include representatives from organizations such as the Workforce Development Committee, Gnv4all, Leadership Gainesville, the Greater Gainesville Area Chamber of Commerce, and CareerSource North Central Florida, will play a crucial role in providing feedback.** **1. Advisory Boards and Community Groups: PK Yonge has established advisory boards that regularly meet to provide feedback. These boards, which likely include representatives from various stakeholders, will be actively engaged in the CLNA process.**

		2. Partnership with Alachua County Schools: Collaboration with Alachua County Schools indicates a broader community involvement. This partnership suggests joint efforts to engage stakeholders and gather input, enhancing the scope and depth of the CLNA process. **3. Existing Local Meetings: PK Yonge commits to continued participation in local meetings. These meetings likely serve as forums for ongoing discussions with stakeholders, allowing for regular updates and input collection.** **4. Inclusion of New Stakeholders: The mention of engaging with the Alachua County School District and participating in local groups like Leadership Gainesville suggests an openness to involving new stakeholders. These new participants could bring diverse perspectives and contribute valuable insights to the CLNA.** **5. Utilization of Advisory Committees: Advisory committees are continually consulted for advice and input, reinforcing the idea that stakeholders have an ongoing role in shaping and refining the CLNA.**
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.K. Yonge will not use an outside consultant for the biennial 2023-2024 CLNA update. However, there will be some travel expenditures and additional hours for staff to conduct meetings and complete the process.**

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	Funding for Professional Services to support CTE Programs; Articulation Agreements needed; Career Pathways Guidance.
2	Identify additional new and/or replacement technology and/or Program Specific Equipment to ensure CTE programs incorporate relevant equipment, technology, and materials.
3	Fund Professional Development opportunities for CTE Teachers and staff including curriculum development, travel, and substitute coverage, and stipend or hourly pay, and supplies.
4	Fund Supplemental Curriculum Resources and supplies.

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	**Professional Services to support CTE Programs; Advisory Boards, Articulation Agreements, Career Pathways Guidance.**
2	**Update local articulation agreements.**
3	**Increase industry certification opportunities.**
4	**Develop and increase work-based learning opportunities.**

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	**Workshops and professional development opportunities for CTE teachers and staff.**
2	**Professional Services to support CTE Programs; Recruitment and Retention**
3	**Purchase updated instructional materials, supplies, and equipment for CTE classrooms.**
4	**Support teachers, counselors, and staff with professional development opportunities, including curriculum development, travel, substitute coverage, and stipend and hourly rate of pay and supplies.**

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	**Increase marketing and recruitment efforts to increase non-traditional and minority enrollment.**
2	**Support CTE teachers with professional development for marketing and recruitment.**
3	**Professional Development for CTE Teachers**
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 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	**Develop Career Academy Showcase to increase enrollment in programs.**
2	
3	
4	

Add additional rows, as needed

H. Other Identified Needs from Comprehensive Local Needs Assessment (If Applicable)

The following questions are <u>optional</u> 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	**Support Advisory Boards**
2	**Increase CTSO participants, industry certifications, articulations, work-based learning and internship opportunities**
3	**Education of community on Perkins V requirements and program of study**
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 2023–2024program year.

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify <u>all</u> CTE secondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that <u>will be supported</u> with Perkins V funds during the 2023–2024 program year.

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the <u>Secondary CLNA and Budget Excel Workbook</u> 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 <u>all</u> 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 <u>seventy-five percent</u> 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 <u>Secondary CLNA and Budget Excel Workbook</u> 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 <u>will not</u> 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)
Christie McElroy	PK Yonge Developmental Research School	Secondary
Jenn Homard	Santa Fe College	Postsecondary
Christy Gabbard	Director of Secondary Education	Secondary
Leigh Anne Brewster	Eng Pathway Instructor	Secondary
Carl Crane	UF MAE Professor	Postsecondary
Jacqui Knowles	Coldwell Banker	Industry
Mark Robinson	Watson Realty	Industry
Brian Marchman	Director/Superintendent, PK Yonge Developmental Research School	K-12
Carrie Geiger	Principal, PK Yonge Developmental Research School	
Ashley Pennypacker-Hill	Director of Elementary Education	Other
Damien Boada	CS | AI Pathway Instructor	Secondary
Jennifer Bennett	Design & Entrepreneurship Pathway Instructor	Secondary
Eric Flagg	Director/Producer: Coordinator: Digital Media Technology @ Santa Fe College	Postsecondary
Tredina Sheppard	Assistant Principal, PK Yonge Developmental Research School	Secondary

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

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

	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.	**Secondary students will participate in career fairs and registration day/nights which provide information about CTE programs to include courses that are part of CTE programs of study offered. School Counselors will provide information regarding career pathways and utilize online career platforms. Santa Fe College will collaborate to provide students information regarding career dual enrollment provided within these programs as well as industry certifications that articulate to college credit, Gold Seal, and CAPE scholarships.**

Section 3. Career Exploration and Guidance

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

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

	Response
i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.	**PK Yonge will collaborate with CLM Workforce to provide labor market information. Students will learn about in-demand occupations and opportunities through career fairs. PK Yonge will incorporate resume writing and information from Career Source into Advisory classes. CTE coordinator will participate in Career Source meetings to build a relationship with Career Source.**
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.	**CTE Coordinator/secondary counselor will attend the CLM meetings and learn about services that can be offered to students, so they understand the local labor market. CLM will provide insight into the changing directions of the workforce and features careers of the future. All teachers will have access to the State and Regional Demand Occupations List and will share that information with students and parents.**
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.	**Based on information from our Workforce Board the District will work with our Career Pathways College Coordinator to schedule Fall and Spring meetings with CTE students to educate and motivate students to follow the career pathway that leads to articulated college credit. The CTE Coordinator will provide workshops to school counselors and CTE teachers, with support from CLM Workforce on the Career Pathways and resources available to help students. The CTE Coordinator or school counselor will do presentations throughout the year aimed at enrolling students into CTE Program and providing currently enrolled CTE students guidance on articulated college credit, Gold Seal, CAPE, and enrollment.**

Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

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

		Response
i.	Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	In order to strengthen the academic and career and technical skills of students enrolled in career and technical education programs, textbooks and workbooks, software, and reference materials will be purchased to assist career and technical education students in the integration of academic and career and technical education subjects. Curriculum Maps will be aligned to the FLDOE curriculum frameworks and teachers will meet annually to review the frameworks and/or blueprints for End of Course Exams and Industry Certifications.
ii.	Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2023–2024 program year.	Funds will be used to support professional development and planning for CTE teachers to participate in the Florida Association of Career and Technical Educators workshops and conferences relate to academic integration and time for teachers to collaborate and work together with core content teachers. CTE teachers will be trained to use the district data-based system to identify students with multiple warning indicators in order to be able to provide additional support.

Section 5. Services and Support for Special Populations

A. Activities Related to Services and Support for Special Populations as Defined in the Perkins V Act.

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

Describe how your agency will:

		Response
i.	Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	**All CTE activities are designed to prepare all students for high-skills, high-wage, or in-demand occupations. However, we know that our special populations have other challenges that must be addressed. We will work with our ESE/Student Services Department to develop professional development for our CTE teachers especially for special populations. CTE teachers will learn new strategies and work on transition goals.**
ii.	Describe how your agency will prepare CTE secondary participants for non-traditional fields.	**All CTE programs work to feature non-traditional participation in various fields by bringing in guest speakers to represent nontraditional. For example, a female engineer will come and speak to our Engineering Program students. When marketing CTE programs on the website we work to capture and feature non-traditional students.**
iii.	Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	**No student enrolled in PK Yonge shall on the basis of race, religion, age, national background, gender, marital status, disability, homelessness, etc. be excluded from participation in any CTE Program of Study. CTE teachers and school staff will work with the Coordinator Student Services if any students have special needs related to participation in a CTE Program.**
iv.	Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2023–2024 program year.	**As a developmental research school, P.K. Yonge strives to maintain a student population that serves as a representative sample of public-school general education, including gender, race, socioeconomic status, and achievement levels [1002.32(4), F.S.]. All CTE teachers and school counselors are provided with guidance in regard to modified occupational completion points and opportunities to sit on problem solving teams for the purpose of determining how to help students be successful in the courses/programs that are enrolled in during school year.**

Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

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

		Response
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.	CTE courses incorporates work-based learning projects, guest speakers, and real-life learning opportunities for students. Students will have opportunities to shadow professionals and complete capstone projects through experiential learning opportunities.
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.	Advisory boards include professionals from local business and seek to find experiential learning opportunities for students. Students can participate in experiential learning opportunities as well as CTSO events to gain real-life professional experiences.

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

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

	Response
Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2023–2024 program year.	All students are provided the opportunity to participate in Dual Enrollment when they meet the criteria with Santa Fe College. CTE students are encouraged and advised on next steps utilizing Gold Seal and CAPE scholarship opportunities. CTE Coordinator will work with Santa Fe College to develop articulation agreements that provide opportunities to earn postsecondary credit upon completion of programs and/or attainment of industry certifications. The CTE

	Coordinator meets with the school counselor(s) regularly to keep counselors informed on the opportunities to earn postsecondary credit. Santa Fe College provides articulated college credit through exams and/or industry certification. The articulation agreements are reviewed and revised on an annual basis to ensure the School District is maximizing the opportunities for students to earn articulated college credit.

Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

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

	Response
i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	**1. Collaborative Partnerships: PK Yonge DRS could establish collaborative partnerships with local institutions of higher education, such as colleges and universities, to foster a strong relationship for the recruitment and preparation of teachers, faculty, administrators, school counselors, and other educational personnel. This could involve joint initiatives, shared resources, and mutual support.** **2. Input from Advisory Boards: The existing advisory boards, which include representatives from organizations like the Workforce Development Committee and the Greater Gainesville Area Chamber of Commerce, might provide valuable input on the skills and qualifications needed for educators in alignment with workforce demands. This information could be shared with higher education institutions to influence their teacher preparation programs.**

		3. **Professional Development Opportunities: Institutions of higher education could be engaged in providing ongoing professional development opportunities for educators. This might include collaborative workshops, seminars, or courses that address specific needs identified by the advisory boards or the local community.**
		5. **Regular Communication and Feedback: Establishing a system of regular communication and feedback with higher education institutions can ensure that the preparation programs are aligned with the evolving needs of the education sector. This could involve participation in educational forums, joint planning sessions, and ongoing dialogue to address emerging challenges and opportunities.**
ii.	Describe how you will identify and support those underrepresented in the teaching profession.	1. **Diversity in Recruitment: PK Yonge DRS can actively engage in targeted recruitment efforts to attract individuals from underrepresented groups into the teaching profession. This may involve collaborating with local community organizations, attending job fairs at institutions with diverse student populations, and utilizing targeted advertising to reach a broader audience.**
		2. **Networking Opportunities: Facilitating networking opportunities with established educators from underrepresented backgrounds can be beneficial. This may include events, conferences, or seminars that provide a platform for networking, sharing experiences, and building a supportive community.**
		3. **Community Engagement: Actively engaging with the local community and seeking input from underrepresented groups can help tailor recruitment and support initiatives to specific needs and preferences.**

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

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

	Response
Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2023–2024 program year.	**PK Yonge will review the data of special subpopulations and subgroups to identify any discrepancies and take action to eliminate disparities and/or gaps. Advisory boards will monitor performance data and discuss strategies to implement to improve program performance by all populations.**

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.

	Response
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.	**PKY utilizes Skyward to track student data. Teachers and Coordinator pull reports and review data to track and monitor program performance. This data is reported to advisory committees to identify and quantify any disparities or gaps in performance paying close attention to special populations.**

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local 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.

	Response
Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K–20 Strategic Plan. URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.	Goal 3 - Skilled Workforce and Economic Development - #/Percent of Graduates who passed at least one Industry Certification Exam – P.K. Yonge will strive to offer additional opportunities for CTE students to earn Industry Certifications by supporting teachers' efforts to learn new skills and earn the certifications, including stipends, workshops, and professional development opportunities.

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.

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

A. Description of Process to Ensure Equal Access

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

	Response
For the fiscal year 2023–2024, provide a concise, one-page description of the process to ensure equal access to, and participation of students, teachers, and other program beneficiaries with disabilities. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.	**General Education Provisions Act (GEPA) Statement** **P.K. Yonge Developmental Research School as an affiliate Department with The University of Florida adheres to the following.** P.K. Yonge Developmental Research School is committed to nondiscrimination on the basis of race, color, marital or veteran status, gender, sexual orientation, political opinions or affiliations, age religion, creed, national origin, political opinions or affiliations, age, or disability. The policy applies to students, faculty, and staff. P.K. Yonge Developmental Research School believes in equal opportunity practices that conform to both the spirit and the letter of all laws against discrimination. P.K. Yonge Developmental Research School assures each applicant or employee, using both objective and subjective merit principles, without regard to that person's race, color, gender, sexual orientation, religion, creed,

	national origin, marital status, political opinions or affiliations, or age, an equal opportunity in all university practices, programs, policies, and procedures. There is a strong commitment to equal education for all students at P.K. Yonge. P.K. Yonge Developmental Research School strives to be aware of and sensitive to the unique needs of all students. Student needs are addressed through a lens of knowledge, awareness, and sensitivity to cultural, racial, religious, ethnic, and disability diversity. P.K. Yonge provides substantial support services to minority students and students with disabilities to ensure that they are able to successfully participate in all aspects of campus life.
	P.K. Yonge Developmental Research School provides numerous avenues to assist in recruitment and retention of all students. All students also have access to our School Counseling Program, school advisory, and receive support and interventions as needed to be successful.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Secondary, Section 131
University Developmental Research School – TAPS #24B010

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 system folder Agency Number_AgencyName_XXB010_submit**, on the **due date of Tuesday, November 21, 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
	Attachments	**Page Number(s)**
Submit as a PDF file **1**	DOE 100A, Project Application – with original signature or electronic signature	
	Program of Study Template	
	2023-2024 Secondary CTE Assurances Form	
	Narrative Sections	**Page Number(s)**
Submit as a Word File **2**	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	
	Section 2. Primary Program of Study and CTE Secondary Programs	
	Section 3. Career Exploration and Guidance	
	Section 4. Continuous Academic Improvement and Academic Integration	
	Section 5. Services and Support for Special Populations	
	Section 6. Opportunities for Work-Based Learning	
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	
	Section 8. Support for CTE personnel	
	Section 9. Performance of Special Populations and Subgroups	
	Section 10. Accountability and Program Improvement	
	Section 11 - Support for Reading/Strategic Imperatives (FLDOE Requirement)	
	Section 12 - Notice Regarding Automotive Service Technology Education Programs (State Requirement)	
	Section 13 - Federal Programs - General Education Provisions Act (GEPA) (Federal Requirement)	
Application Checklist - must be last page of the "Word" file.		
Excel Workbook File	**DRS Secondary Grant Application CLNA and Budget Excel Workbook**	**Page Number(s)**
Submit as Excel File **3**	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with instructions)	
	Projected Equipment Purchases Form (with instructions)	

DOE 900E May 2022