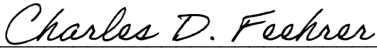



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Jefferson County School District	<b>2 PROJECT NUMBER</b> 330-1614S-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  <p align="center"><b>TAPS 24B004</b></p>	<b>4 AUTHORITY</b> <b>84.048 Perkins V, Title I; WIA, Sect. 503</b> <b>USDE or Appropriate Agency</b>  FAIN#: V048A230009	
<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:                 \$24,638.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:                         \$24,638.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2024</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2024</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>04/30/2024</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <span style="float: right;"><u>07/01/2023</u></span></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Ebonee Dennis Phone: (850) 245-9044 Email: <a href="mailto:Ebonee.Dennis@fldoe.org">Ebonee.Dennis@fldoe.org</a> <b>Grants Management:</b> Unit B (850) 245-0735	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>UEI#:</b> GLT4RMD8GYE8 <b>FEIN#:</b> F596000687004	
<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;">   <hr style="width: 100%;"/>           Authorized Official on behalf of the            Commissioner of Education         </div> <div style="text-align: center;">           11/16/2023  <hr style="width: 100%;"/>           Date of Signing         </div> <div style="text-align: right;">  </div> </div>		

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

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

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<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) 245-0496	<b>A) Program Name:</b>  Perkins V -- Secondary   <b>TAPS NUMBER: 24B004</b>	<b>DOE USE ONLY</b>  Date Received  6/6/2023 PVW
<b>B) Name and Address of Eligible Applicant:</b> Jefferson County School Board 1490 W Washington St Monticello, FL 32344		<b>Project Number (DOE Assigned)</b> 330-1614S-4CS01
<b>C) Total Funds Requested:</b>  24,638.00  <hr style="width: 25%; margin-left: 0;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$ 24,638 ED	<b>D) Applicant Contact &amp; Business Information</b>	
		Telephone Numbers: <b>850-342-0100</b>
		E-mail Addresses: lroderick@jeffersonschools.net
		UEI number: GLT4RMD8GYE8  FEIN number: F311569428010
<b>CERTIFICATION</b>		
<p>I, <u>Eydie Tricquet</u> (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E) <u><i>Eydie Tricquet</i></u> Signature of Agency Head	_____ Superintendent Title	_____ 6/5/2023 Date



**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	<i>Middle School:</i>			
	<i>High school:</i>			
	Digital Design Agritechnology Culinary Arts	271024 194011 119051	Jefferson K-12	NA
Postsecondary	<i>Registered Apprenticeship:</i>			
	<i>Technical College/Center:</i>			
	<i>FCS Institution:</i>			
	<i>University:</i>			

**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.**

Jefferson County School Board hereby acknowledge and agree to the statements below.  
Name of Grantee

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

The Grantee agrees:

- EJ 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.
- EJ 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.](#)
- EJ 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.
- EJ 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>.
- EJ 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.
- EJ 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))
- EJ 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.
- EJ 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.
- EJ 9. To prepare career and technical education participants for non-traditional fields.

- ΕΙ 10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.
- ΕΙ 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:**

- ΕΙ 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.
- ΕΙ 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)).
- ΕΙ 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.
- ΕΙ 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.
- ΕΙ 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.
- ΕΙ 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:**

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

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

- EJ 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>.
- EJ 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:**

- EJ 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>.
- EJ 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.
- EJ 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.**

Eydie Tricquet  
**Print Name of Agency Head**

Eydie Tricquet  
**Signature of Agency Head**

Lisa Roderick  
**Print Name of Program Contact**

Lisa Roderick  
**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>The district has its stakeholder meetings several times a year and the members include all CTE teachers, CareerSource North Florida representative, local CTE Coordinator, school admin, curriculum coordinator, Director of Federal Programs, business leaders, parents, and students. This group of people help to guide the needs for the programs that create the district’s CLNA.</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>The above group will meet in the fall, winter, and spring. These meetings will cover the needs of the programs and businesses in the local community. The team looks at the growth in the various sectors that are in need locally and identifies the ways the programs can meet those needs. Data for the local and regional job market is usually provided by CareerSource North Florida. Data regarding student progress is provided by the school and the CTE teachers.</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>The district conducts the meetings in the school’s library after all classes have concluded. This allows for business leaders, parents, and teachers to be in attendance. The only costs are for some light refreshments, paper to copy the materials, and the additional time that teachers and staff work after hours. These are minimal costs (approximately 2500/year), and may be paid out of the grant.</p>

## 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	Expand the Digital Information Technology Courses to include Adobe cluster certifications
2	Expand Culinary Courses
3	Expand Agrotechnology courses
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	Increase certifications for all secondary students
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	PD specific to the CTE area for teachers
2	Culinary needs access to more supplies
3	AG needs more access to land to build the program and expand programming
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	<b>Culinary Safeserv certification increase</b>
2	<b>Adobe Suite certifications for DIT</b>
3	<b>AG expansion</b>
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	<b>Only able to offer 3 clusters as of now-would like to expand and offer more as we grow</b>
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	<b>We need more engagement from the community in our stakeholder team. We have some (and we are grateful), but we need more community members involved.</b>
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.**

<b>Secondary Program of Study Advisory Council Member List</b>		
<b>Name</b>	<b>Organization</b>	<b>Representation Category</b> (Secondary, Postsecondary, Business and Industry, Other)
Diane Head	Career Source	Business and Industry
Tim Meinsen	Jefferson Schools K-12	Secondary
Jackie Pons	Jefferson Schools K-12	Secondary
Shelbi McCall	Jefferson Schools K-12	Secondary

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

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

	<b>Response</b>
Describe how secondary students, including students who are members of special populations, will learn about your agency’s CTE course offerings and whether each course is part of a CTE program of study in the 2023–2024 program year.	With Jefferson having 1 school to house all PreK-12 students, it is easy to have teachers, guidance and staff discuss the different options students have with them and help them to become more aware of the various offerings they may be interested in pursuing. Guidance works with students to get them involved in CTE courses and CTE teachers will present to middle school the offerings in the spring of 2024.



### **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.	<p>Each course requires students to implement academic skills such as reading, writing, and speaking as well as technical skills in daily lessons. Students learn soft skills needed for future employment through program competitions, guest speakers, and presentations. These programs provide real life learning activities that make application of things learned in school within the specific industry. The Chamber of Commerce, local businesses, and school/community leadership will serve as class speakers/mentors for program competitions. Students will have the opportunity to be a part of job placement within companies/agencies within their CTE track. Career development events and leadership trainings will be provided with affiliated CTE program clubs (i.e. HOSA, FFA, SkillsUSA, etc.)</p> <p>CareerSource assists the district in reviewing CTE programs to ensure that they fall within demand occupation guidelines. They also organize and fund the High School High Tech program for students with disabilities, The Why Try program for students ages 11-15, and the Summer Work Experience program for students ages 16-18. These programs help decrease the drop-out rate and make students aware of options if they were to stay enrolled in high school and CTE programs.</p>
ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities	<p>The CTE programs in Jefferson provide challenging, rigorous, and relevant curriculum nurtured by collaborative partnerships among education, parents, students, and the community which broadens learning opportunities. Jefferson programs meet regional workforce</p>

<p>that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.</p>	<p>demand and support local and regional economic development through developed partnerships between business and educational communities (i.e. CareerSource, Florida Crown, Chamber of Commerce, Rotary Club, etc.)</p> <p>In addition to the High School High Tech, Why Try, and Summer Work Experience programs, Career Source provides Jefferson with labor market data so that students will have up to date wage and demand information.</p>
<p>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.</p>	<p>Personalized student advisement and counseling, including parental involvement, is an integral component of all academic courses. Counselors offer specialized services needed for success in Jefferson County District Schools and beyond, from assessing student skills to identifying career goals and selecting appropriate classes. Collaboration with other educational professional groups to maintain a strong knowledge for implementation of comprehensive counseling for career development courses. Increasing attention on career-focused education has been the objective of Jefferson's programs to strengthen educational relevance among core subjects. Improve students' school and career preparation planning and increasing students' readiness for workplace demands by mentoring through hands-on learning/practical environment.</p>

## **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.	<p>It is imperative that the academic deliver instruction that is relevant to the chosen career field with extensive reading and mathematical reasoning skills, especially reading for information and mathematical reasoning skills. Academics will provide instruction in competency, certification, communication, decision making skills, attendance, and ethics. All students can earn industry recognized certificates and post-secondary college credits through articulation agreements.</p> <p>Jefferson seeks and maintains qualified instructors, provides quality instructional materials that meet the rigorous state standards, and ensure that programs have equipment that matches industry norms. Students are given multiple opportunities to apply skills learned in the classroom.</p>
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2023–2024 program year.	<p>Jefferson’s CTE programs are aimed at providing real-world learning experience to engage students and expose them to opportunities that transfer and apply those skills in an occupational setting. Curriculum integration is a core element of career courses. Jefferson selects programs that meet the standards and provide consistent and clear education for ELA and math. CTE teachers understand the importance if integration and the collaboration planning and implementation by teachers of various subjects with respect to reciprocal teaching and UDL. The technical skills required for all CTE programs matched with AVID strategies of WICOR (writing, inquiry, collaboration, organization, and reading) help to better prepare students for careers and college.</p>

## **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>
<p>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.</p>	<p>The major priority of Jefferson County Schools CTE programs is to provide instruction in demand fields for our community. These careers are deemed high-skill, high-wage, or high-demand according to the state and local Targeted Occupational List. Students are provided the opportunity to earn Florida Bright Futures Scholarships, at the minimum, the Florida Gold Seal Vocational Scholarships. Students are provided instruction on reasoning skills, communication, and decision-making skills.</p> <p>Jefferson incorporates many planned activities to prepare special populations. A few of these include our annual college and career fair, various occupations and education related classroom presentations, various occupations, education related field trips, after – school programs provided by Career Source, and preparation for valuable industry certifications.</p>
<p>ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.</p>	<p>CTE not only prepares students with the knowledge and skills needed to succeed in the workforce, but also the variety of careers that are available to them. Encouraging students to decide on a career or occupation as they should consider all of their opportunities and their strengths while in high school and not if a specific gender is commonly found in the jobs they desire. Young men and women often have preconceived notions of what is common for each gender to choose an occupation, but few jobs have requirements that effectively limit employment to only men and women. The purpose of identifying non-traditional options is to foster interest in and access to these careers with the goal of opening these progressions to the under-represented gender without stereotyping or unjust restraints. Therefore, Jefferson</p>

	<p>County Schools encourage career exploration through exploratory courses at the middle and high school levels.</p> <p>School counselors, teachers, and IEP teams introduce students to the numerous CTE opportunities that are available. There are also a wide variety of marketing strategies to ensure that students and parents are fully aware of available programs. Students are supported and encouraged to enroll in any program that interest them.</p>
<p>iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.</p>	<p>Jefferson County Schools collaborated with Career Source, the Division of Vocational Rehabilitation, and the Jefferson Education Foundation – all of these organizations assist in supporting our special population. In addition, the high school guidance office, district ESE staff, and a team of mental health counselors closely monitor not only the academic needs of students, but also their social emotional needs. As a result, accommodations and modifications can be incorporated to ensure students’ success.</p> <p>Jefferson’s CTE programs are marketed to all students through various means of communication – electronically, classroom guidance, scheduled parents nights, and paper brochures. The guidance office and ESE staff work with students individually to overcome barriers. Career Source and the Division of Vocational Rehabilitation are also excellent resources that are utilized as the need arises.</p> <p>Jefferson does not limit access for special populations to any program. In addition, students with IEPs, 504s and ELL plans are provided accommodations and/or modifications to ensure success in the program of their choosing.</p>
<p>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.</p>	<p>The CTE programs are available to all Jefferson County students regardless of sex, race, creed, national origin disability, sexual orientation, or marital status.</p> <p>Jefferson County strictly prohibits the discrimination and harassment of students.</p>



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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.	Jefferson County Schools provides a work-based learning plan that includes, but not limited to, classroom presentations, guest speakers, annual college and career fairs, field trips, and job placement through Cooperative Diversified Education – OJT and through partnerships with Career Source.
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.	Jefferson will actively engage business partners to develop job placement opportunities that ensure a unique learning environment for students involved in Cooperative Education. The CTE coordinator will work with employers to develop a relevant training plan, evaluation procedures, and regular site visits.

**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>
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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 have the opportunity to earn industry recognized certificates and post-secondary college credit through articulation agreements. All the programs are identified on the Targeted Occupational List as high-skill, high-wage, and/or high-demand.
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**Section 8. Support for CTE personnel**

**A. Activities Related to Support for CTE Personnel**

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

	<b>Response</b>
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.	Principals also communicate with local colleges to recruit recent graduates. The school board has an MOU with North Florida College and they are invited to all stakeholder meetings to be able to coordinate with the school regarding recruitment, prep, retention, training, etc.
ii. Describe how you will identify and support those underrepresented in the teaching profession.	Principals also communicate with local colleges to recruit recent graduates.

**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>
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<p>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.</p>	<p>All Jefferson County students are informed of the Jefferson County Schools CTE opportunities while in middle school and again at the start of high school through presentations and are provided with programs of study for each program to aid in decision making. Students can enroll through the guidance office or CTE Coordinator. Students from special populations are strongly encouraged to enroll in the Career and Technical Education program related to their career interests. According to Florida Crown Career Source, nearly 25 percent of Jefferson County population is living at or below the poverty level compared to the state average of 14 percent which is a significant difference. Information is presented via “handouts,” describing program opportunities, and distributed to all students, teachers, community members, and local businesses. The district and school website contain links to information about all programs and opportunities that are available. Gender and race underrepresentation in non-traditional programs are addressed by emphasizing opportunities in presentations, videos, and brochures. Career and Technical Education teachers and staff members participated in IEP meetings for special needs students.</p> <p>Through regular progress monitoring, school counselors, administration, and ESE staff review data multiple times throughout the school year for individual students, for individual programs, and for the school. Individual students receive accommodations as needed to be successful. If meaningful progress is not achieved, the CTE Coordinator, District Curriculum Coordinator, school administration, and CTE instructional staff will formally collaborate to identify continued deficiencies and brainstorm proven solutions.</p>
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## **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.	<p>Jefferson’s data management system provides multiple data tracking reports as well as the ability to create reports that are customized to fit individual needs. During the period of this grant, performance will be tracked for students subpopulations, programs, and CTE concentrators with the goals of meeting our locally agreed upon levels of performance.</p> <p>To ensure that the data is accurate, data entry clerks will be educated/trained on district goals, when/how to gather data, and where data is collected in the FOCUS system.</p>

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local four-year plan. Eligible recipients 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>
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>Jefferson CTE aims to improve college and career readiness through AVID WICOR strategies. Through continued alignment with college readiness with all CTE course and CTE standards. Reading coaches are provided at the elementary, middle, and high school to assist</p>

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

teachers with classroom reading strategies and give targeted students individualized support. The Accelerated Reading program provides funding for books to increase library circulation and books for literacy engagement. Classroom libraries are included in all integrated classrooms. A technology component has been added to all Jefferson classrooms with a set of Chromebooks so students can utilize the class-link learning management system to monitor their individual progress, while having additional skill practice. A math coach had been added to streamline and vertically integrate math instruction to lead to high student achievement.

Jefferson will support the State Board of Education's Strategic Plan by working to increase student achievement through the incorporation of school-wide AVID strategies and the use of content based informational text.



## **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 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> .	<ol style="list-style-type: none"><li>1. No person shall, on the basis of race, color, religion, sex, age, national ethnic origin, political beliefs, martial status, disability if otherwise qualified, social and family background or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, by excluded from participation in, be denied the benefits of, or be subjected to discrimination and/or harassment under any educational program or activity, in any employment conditions or practices conducted by this School District. Discrimination and harassment in any form whether by an administrator, teacher, any other adult, or any student except as provided by law is prohibited.</li><li>2. The School Board shall comply with the Americans with Disabilities Act of 1990 (ADA). This law makes it unlawful to discriminate against a</li></ol>

qualified individual with a qualified disability who can perform the essential functions of his/her job with reasonable accommodations.

3. The School Board shall admit students to District Schools and programs without regard to race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability if otherwise qualified, or social and family background.

4. Students alleging discrimination and harassment may use grievance procedures provided in the Student Code of Conduct to remedy such alleged discrimination and/or harassment.

5. Personnel or other persons alleging discrimination or harassment may use grievance procedures provided in School Board policy to remedy such alleged discrimination and/or harassment.

Equitable access for participation of students, teachers, and other program beneficiaries with special needs is essential in ensuring a successful learning environment for all. Jefferson County Schools aims to do this as best practices through numerous measures. Students will all receive a presentation of program opportunities and brochures describing opportunities available to parents, students, and community businesses. Another method of accessing information is through our district and school website containing links about all programs and opportunities that are available. All students are informed and encouraged to take advantage of career and technical opportunities offered at the middle and high school levels. Gender underrepresentation in non-traditional programs addressed by emphasizing opportunities in presentations, videos, and brochures. To inform Career and Technical Education faculty and staff on IEP and 504 plans, participation in IEP meetings for special needs students.

In compliance to section 427 of GEPA, all Jefferson Career and Technical Education courses will conduct outreach presentations to all entry students in middle and high school levels. To ensure all students (including special populations) are encouraged to enroll into any of the Career and Technical Education courses. Career and Technical Education program information material will be utilized to promote enthusiasm.

**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.

<b>File # and Type</b>	<b>Item</b>	<b>Applicant Provide page #s for items listed</b>
<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 CLNA Program Summary		Agency Name Please do NOT forget this step. (Dropdown)	Agency Number (Auto-populates)	WDA (Auto-populates)	Last Update									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		Jefferson County Schools	330	6	05/01/23	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/# fields only. (SSQ turns green if K-O answered)										
A	B	C	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/# 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/# 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 FDAC (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/# 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/# 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 CTSO students will have access to for this program. (Text field)	List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	List the industry recognized credential students may earn in the program. (Text Field)	Identify one or more 9–12 Career Preparatory or Technology Education Programs that the middle grades exploratory course introduces students to. (Text Field)	Identify one or more high school (or other instructional sites including virtual) where the program will be available. (Text Field)	If 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	Agrotechnology	194011			Yes	Local WIOA Plan			Jefferson K-12	NA	Capstone experience	Stakeholder meetings held throughout the year	Certifications			Agribusiness Management	Local Articulation Agreement	Yes	
2	8209600	Digital design	151151			Yes	Local WIOA Plan			Jefferson K-12	NA	Capstone experience	Stakeholder meetings held throughout the year	Certifications			Digital Design	Local Articulation Agreement	Yes	
3	8800500	Culinary Arts	119051			Yes	Local WIOA Plan			Jefferson K-12	NA	Capstone experience	Stakeholder meetings held throughout the year	Certifications			Culinary Arts	Local Articulation Agreement	Yes	

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	Jefferson Co. CSD
B) Project Number (DOE Use Only)	330-1614S-4CS01

(1)	(2)	(3)	(4)	(5)
Function	Object	Account Title & Narrative	FTE Position	Amount
5300	510	Supplies: Expenses for consumable supplies for the operation of CTE programs, Culinary, Digital Design, Agritechnology. General instructional materials and supplies including, but not limited to, ink cartridges, photo and vinyl paper, culinary consumables, garden tools.  CLNA Need: Section 1 Part B (ii) #s 1-2 Sec. 135 Uses of Funds: 1A, 5C, 5D, 5M, 5P, 5Q Program numbers 8106800 8209600 8800500		\$10,000
5300	530	Electronic curriculum Virtual job shadow, icEV Electronic Program, livestockjudging.com, Curriculum to support students in understanding fieldwork.  Section 134: CLNA need Section 1 Part F (i) #1-3 Section 135 Requirements for use of funds 3, 4A, 5D Program Numbers 8106800 8209600 8800500		\$4,638
5300	369	Testing materials that are online (Adobe certifications, certiport, safeserv, Word Press)  CLNA Need: Section 1 Part B (ii) #s 1-2 Sec. 135 Uses of Funds: 5C, 5D, 5M, 5P, 5Q, 6 Program numbers 8106800 8209600 8800500		\$10,000
			<b>C) TOTAL</b>	<b>\$24,638</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: Jefferson County School District**

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

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

<b>Response</b>
<b>There are many factors that contributed to minimal participation in CTE programs in 2021-22. This was the first school year after COVID-19 when students were 100% face-to-face since 2020. In addition, the school was run by a charter company that had issues with high teacher turnover, and not having certified staff in the classrooms. Instruction is important and having too much turnover or those with a lack of knowledge in the field could have definitely been the leading factor in the reason for the poor data results.</b>

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

<b>Response</b>
<b>To improve performance for 2S1, CTE teachers are ensuring they are incorporating reading strategies given to them by the reading coach into their lessons. The administrative team will be conducting weekly walkthroughs to ensure the strategies are being used, and that strategies also reflected in teacher lesson plans.</b>

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

<b>Response</b>
<b>Kathy Corder is the reading coach that will assist the CTE teachers with the strategies necessary for the reading strategies to be utilized in the classroom and Jackie Pons, Kristin Wilson, and Beverly Burnett-Faxon will conduct walkthroughs and lesson plan reviews.</b>



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

<b>Response</b>
<b>This is an ongoing action item that will be completed weekly.</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 district meets with all stakeholders so that business and industry leaders can share their needs with the school district and North Florida Career Source. To ensure we are meeting the needs we look in detail at the programs that are offered to ensure they align with the needs of our rural area.</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>Looking at local Perkins data 0% of the female, Hispanic, and individuals with disabilities, were able to pass this indicator. This year by having Kathy Corder, the reading coach, assist the CTE teachers with the strategies necessary for them to plan to include in their instruction. This indicator should resolve itself with monitoring of the implementation.</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>Funding will be allocated to: Supplies for programs Electronic curriculum which will help to expand the program's reach Textbooks to update the programs Equipment for expansion</b>

**Program Improvement Plan for Measure: 2S2**

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

<b>Response</b>
<b>There are many factors that contributed to minimal participation in CTE programs in 2021-22. This was the first school year after COVID-19 when students were 100% face-to-face since 2020. In addition, the school was run by a charter company that had issues with high teacher turnover, and not having certified staff in the classrooms. Instruction is important and having too much turnover or those with a lack of knowledge in the field could have definitely been the leading factor in the reason for the poor data results.</b>

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

<b>Response</b>
<b>To improve performance for 2S2, CTE teachers are ensuring they are incorporating math strategies (when feasible) given to them by the math coach into their lessons. The administrative team will be conducting weekly walkthroughs to ensure the strategies are being used, and that strategies also reflected in teacher lesson plans.</b>

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

<b>Response</b>
<b>The math coach that will assist the CTE teachers with the strategies necessary for the reading strategies to be utilized in the classroom and Jackie Pons, Kritin Wilson, and Beverly Burnett-Faxon will conduct walkthroughs and lesson plan reviews.</b>

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

<b>Response</b>
<b>This is an ongoing action item that will be completed weekly.</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 district meets with all stakeholders so that business and industry leaders can share their needs with the school district and North Florida Career Source. To ensure we are meeting the needs we look in detail at the programs that are offered to ensure they align with the needs of our rural area.</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>Looking at local Perkins data 30% of the male students were able to pass this indicator. Additionally, 0% of the Hispanic and Black or African American population were able to meet the standard of this indicator. This year by having a math coach, assist the CTE teachers with the strategies necessary for them to plan to include in their instruction. This indicator should resolve itself with monitoring of the implementation.</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>Funding will be allocated to: Supplies for programs Electronic curriculum which will help to expand the program's reach Textbooks to update the programs Equipment for expansion</b>

**Program Improvement Plan for Measure: 2S3**

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

<b>Response</b>
<b>There are many factors that contributed to minimal participation in CTE programs in 2021-22. This was the first school year after COVID-19 when students were 100% face-to-face since 2020. In addition, the school was run by a charter company that had issues with high teacher turnover, and not having certified staff in the classrooms. Instruction is important and having too much turnover or those with a lack of knowledge in the field could have definitely been the leading factor in the reason for the poor data results.</b>

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

<b>Response</b>
<b>To improve performance for 2S3, CTE teachers are ensuring they are incorporating science into their lessons. Strategies will be given to them by the science coach to add to their lessons. The administrative team (Jackie Pons, Kristin Wilson, Beverly Burnett-Faxon, will be conducting weekly walkthroughs to ensure the strategies are being used, and that strategies are also reflected in teacher lesson plans.</b>

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

<b>Response</b>
<b>The science coach will assist the CTE teachers with the strategies necessary for the reading strategies to be utilized in the classroom and Jackie Pons, Kristin Wilson, and Beverly Burnett-Faxon will conduct walkthroughs and lesson plan reviews.</b>

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

<b>Response</b>
<b>This is an ongoing action item that will be completed weekly.</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 district meets with all stakeholders so that business and industry leaders can share their needs with the school district and North Florida Career Source. To ensure we are meeting the needs we look in detail at the programs that are offered to ensure they align with the needs of our rural area.</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>Looking at local Perkins data 50% of the female students were able to pass this indicator. 0% of the Hispanic students met this indicator. This year by having the science coach, assist the CTE teachers with the strategies necessary for them to plan to include in their instruction. This indicator should resolve itself with monitoring of the implementation.</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>Funding will be allocated to: Supplies for programs Electronic curriculum which will help to expand the program's reach Textbooks to update the programs Equipment for expansion</b>

**Program Improvement Plan for Measure: 5S1**

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

<b>Response</b>
<b>There are many factors that contributed to minimal participation in CTE programs in 2021-22. This was the first school year after COVID-19 when students were 100% face-to-face since 2020. In addition, the school was run by a charter company that had issues with high teacher turnover, and not having certified staff in the classrooms. Instruction is important and having too much turnover or those with a lack of knowledge in the field could have definitely been the leading factor in the reason for the poor data results.</b>

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

<b>Response</b>
<b>To improve performance for 5S1, guidance is better helping our students to gain postsecondary credentials by connecting them to the local colleges and offering assistance in applying for programs.</b>

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

<b>Response</b>
<b>The guidance office will work with students on obtaining postsecondary credentials.</b>

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

<b>Response</b>
<b>This item will be completed by 6/30/2024.</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 district meets with all stakeholders so that business and industry leaders can share their needs with the school district and North Florida Career Source. To ensure we are meeting the needs we look in detail at the programs that are offered to ensure they align with the needs of our rural area.</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>Looking at local Perkins data 0% of the female, Hispanic, Black, economically disadvantaged students and individuals with disabilities, were able to pass this indicator. This year having guidance connect students with postsecondary institutions that can help them earn credentials will enable these populations to earn the credits needed to be successful.</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>Funding will be allocated to: Supplies for programs Electronic curriculum which will help to expand the program's reach Textbooks to update the programs Equipment for expansion</b>