WIOA 2024–2027 Combined Plan

2 Year Modification

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SECTION I. WORKFORCE INNOVATION AND OPPORTUNITY ACT STATE PLAN TYPE AND EXECUTIVE SUMMARY

(a) PLAN TYPE

Florida submits its Combined State Plan which includes the following core and combined partner programs:

- The Adult Program (Title I of Workforce Innovation and Opportunity Act (WIOA)).
- The Dislocated Worker Program (Title I).
- The Youth Program (Title I).
- The Adult Education and Family Literacy Act Program (Title II).
- The Wagner-Peyser Employment Service Program (authorized under the Wagner-Peyser Act, as amended by Title III).
- The Vocational Rehabilitation Program (authorized under Title I of the Rehabilitation Act of 1972, as amended by Title IV) including the Florida Division of Vocational Rehabilitation Program (VR) and the Florida Division of Blind Services (FDBS)

Consistent with multi-partner efforts focused on implementation of Florida's transformational workforce legislation in 2021, the Reimagining Education and Career Help (REACH) Act, and Florida Workforce System Transformation Plan, Florida's Combined State Plan includes the following Combined State Plan partner programs (per WIOA sec. 103(a)(1) and (2)):

- **Temporary Assistance for Needy Families** (under 42 U.S.C. § 601 et seq.). (Florida Department of Children and Families (DCF)).
- Employment and training programs in the **Supplemental Nutrition Assistance Program (SNAP)** authorized under Section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. § 2015(d)(4)). (DCF).
- **Jobs for Veterans State Grants** (JVSG) program authorized under 38 U.S.C. § 4100 et. seq. (FloridaCommerce).
- **Unemployment Insurance (UI)** programs, known as Reemployment Assistance (RA) in Florida, (UI Federal-State programs administered under state unemployment compensation laws in accordance with applicable federal law). (FloridaCommerce).
- **Senior Community Service Employment Program (SCSEP)** authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. § 3056 et seq.) and updated by the OAA Reauthorization Act of 2016, Pub. L. No. 114-144. (Florida Department of Elder Affairs).
- Employment and training activities carried out under the **Community Services Block Grant (CSBG**) Act (42 U.S.C. § 9901 et seq.). (FloridaCommerce).
- Office of Long-Term Resiliency collaborates with the **U.S. Department of Housing and Urban Development** (20 CFR 683) (FloridaCommerce)
- Career and Technical Education programs authorized under the **Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V)** (20 U.S.C. § 2301 et seq.). (Florida Department of Education, Division of Career and Adult Education).

The Florida Workforce Development System continues building on WIOA core and combined partnerships including collaboration with the REACH Office, Florida Department of Agriculture and Consumer Services, Florida College System, Florida Chamber of Commerce, The Able Trust, the Florida Agency for Persons with Disabilities, Florida Economic Development Council, Employment First, and other stakeholders. Florida will collaborate with organizations to identify

opportunities for partnerships and system updates. This approach allows Florida to be deliberate and thorough in its strategic planning efforts across programs.

(b) INTRODUCTION

Florida's workforce system maintains two primary focal points for all coordinated efforts: improving outcomes for job seekers and ensuring the business community has the skilled talent it needs to expand economic self-sufficiency and prosperity. Guided by the principles of industry-driven strategies, worker mobility, integrated systems, accountability, and innovation, Florida's approach aligns with the national vision[1] for building robust talent pipelines and supporting businesses of all sizes in recruiting, training, and retaining skilled workers for in-demand careers.

With the inclusion of Perkins V in the WIOA Combined Plan, Florida strengthens collaboration between education and workforce partners and ensures that CTE programs are closely connected to labor market needs. Aligning secondary and postsecondary CTE with workforce development priorities helps prepare learners for employment in high demand industries and ensures training opportunities lead to meaningful credentials and career advancement. This coordinated approach strengthens Florida's statewide talent development system by improving alignment between education and employment, supporting economic mobility for Floridians, and helping employers meet evolving workforce needs.

Industry-Driven Strategies

Florida's labor market continues to outperform national trends, demonstrating resilience and sustained growth. Under Governor Ron DeSantis' leadership, the state leads the nation in Gross Domestic Product (GDP) growth, business formation, higher education, and talent attraction and development—driving expansion in manufacturing and high-tech industries. From Q1 2019 to Q1 2024, Florida's GDP surged 21.9%, nearly double the national rate of 11.1%. These achievements reflect a commitment to aligning workforce development with the needs of employers, prioritizing sectors vital to economic competitiveness, and fostering public-private partnerships that deliver measurable results.

Worker Mobility

Florida ranks #1 in higher education for affordability, on-time graduation, and minimizing student debt, and holds a top position for the number of public institutions ranked among the nation's best. In Lightcast's 2024 Talent Attraction Scorecard, Florida earned the #1 spot for attracting and developing a skilled workforce for the third consecutive year, leading in job growth and competitive effect. Since 2019, Florida has seen 3.8 million new business formations, including more than 360,700 in 2025 alone, cementing its status as a national leader in economic opportunity. In 2025, Florida's labor force surpassed 11.1 million, with a 1.5% year-over-year increase in private-sector jobs, outpacing the national growth rate for 49 of the past 51 months. Employers have expanded payrolls in 58 of the last 62 months, while unemployment held steady at 3.7%, below the national average for 56 consecutive months.

Integrated Systems

The CareerSource Florida Network has played a pivotal role in these successes, providing more than 1.1 million services, which includes 96,000 online job listings encapsulating 339,000 positions. Over 262,000 Floridians were assisted, with 67,000 securing employment, including nearly 4,400 military veterans, **and** an average annual wage increase of $15,556. Combined efforts across the system also result in over 30,000 individuals transitioning off public assistance. These outcomes underscore Florida's commitment to building a skilled workforce and driving sustained economic growth through coordinated efforts across workforce, economic development, education, state agencies, and partners. Florida's strategy emphasizes

[1] America's Talent Strategy: Building the Workforce for the Golden Age

streamlining services, consolidating programs at locally managed one-stop centers, and enabling universal access to employment services for all residents.

Accountability

Florida is leading the way in workforce innovation through Florida's Reimagining Education and Career Help (REACH) Act - delivering reforms that make every dollar count and every outcome stronger. By reducing Local Workforce Development Boards from 24 to 21, Florida has increased efficiency and cut administrative costs, redirecting those savings into services for Floridians. This means more resources for job seekers, better return on investment for taxpayers, and a system that's easier to monitor and hold accountable.

Recent efforts have also emphasized the role of Chief Elected Officials to ensure local systems meet both compliance and community needs. At the same time, streamlined state-level policies are improving oversight, decision-making, and training - creating a direct link between state workforce policy and accountability measures.

Florida's WIOA Combined Plan exceeds federal requirements, setting bold goals for efficiency, access, and talent development. And with the Two-Year Modification, Florida is doubling down on efficiency, transparency, and performance, introducing letter grades for local boards, acting with urgency to support and transform poor performing local systems and strengthening credential review.

These changes aren't just reforms - they're investments in Floridians, in accountability, and in a workforce system built for results.

Flexibility & Innovation

Building on its successes, Florida is driving innovation through new combined systems like the Florida Workforce Integrated Networking System (Florida WINS) - an online opportunity portal that gives individuals seamless access to state, federal, and local services and tools. This integrated platform simplifies navigation, connects job seekers to resources faster, and strengthens alignment across programs. Included in these efforts are those of Florida's Perkins V program, currently administered by Florida's Department of Education, which is moving towards increased integration with WIOA to strengthen apprenticeships and competency-based education and build upon efforts that have expanded access to Career and Technical Education, increased certifications, and improved alignment with employer needs.

Florida is committed to leveraging all available flexibilities, including those made available through leveraging opportunities for federal waivers as described in TEGL 05-25, to maximize efficiency and enable additional innovations that make the workforce system more streamlined, accountable, and responsive. These efforts ensure Florida can deliver workforce outcomes at a pace that not only meets industry demands but exceeds them - creating a system that is agile, transparent, and focused on results.

Strategic Initiatives and Milestones

Florida's workforce strategy is characterized by ongoing collaboration, co-enrollment opportunities, and standardized services. CareerSource Florida, in partnership with 21 local workforce development boards and 100 career centers, continues to connect employers with qualified talent and Floridians with career development opportunities. The WIOA Combined Plan Two-Year Modification addresses key initiatives and milestones, including workforce partnerships, system performance monitoring, policy revisions, and technology solutions that support customer

service and case management. These efforts reflect Florida's focus on strengthening access, alignment, and accountability across the entire workforce system.

In summary: Florida's workforce system aligns with the strategic pillars outlined in America's Talent Strategy, delivering industry-led solutions, empowering individuals, integrating services, promoting accountability, and fostering innovation to ensure economic prosperity for all Floridians.

SECTION II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system.

The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth.

Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term "populations," these must include individuals with barriers to employment as defined at WIOA, Section 3.

This includes displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families (TANF) program; single parents (including single pregnant women); and long-term unemployed individuals.

Additional populations include veterans, unemployed workers, youth, and others that the State may identify.

(a) Economic, Workforce, and Workforce Development Activities Analysis. The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

(1) Economic and Workforce Analysis

(A) *Economic Analysis*. The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

(i) **Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.**

(ii) **Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.**

(iii) **Employers' Employment Needs with regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.**

Florida's economic and workforce analysis describes labor market information for Florida's economic, industry, and occupational profiles as they pertain to employment and workforce development.

Part A: Economic Analysis provides an overview of Florida's economy, including existing demand industry sectors and occupations, emerging demand industry sectors, and occupations and employers' needs.

Part B: Workforce Analysis is a detailed analysis of Florida's workforce, including data on employment and unemployment, labor market trends, education, and skill levels of the workforce and a comparison of economic and workforce analytical conclusions. This section includes existing demand and projected trends in industries and occupations.

Industry is the type of activity conducted at a person's place of work. **Occupation** is the kind of work a person does. Each worker is part of an industry *and* an occupation. It is important to consider that occupations often cut across industries. For example, maids and housekeepers can be found in accommodation and food service industries, healthcare and social assistance, and administrative and support services, among other industries.

(A) Economic Analysis

(i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

Industry Employment

Programs vary in which feature of industry is most relevant to decision making. To provide useful information to all the programs the Bureau of Workforce Statistics and Economic Research (WSER) supports, this section includes discussions of which industries employ the most workers, which are growing at the fastest annual percent rate, which have the most projected job openings, and which are important to the overall functioning of the economy.

Nonagricultural Employment by Industry

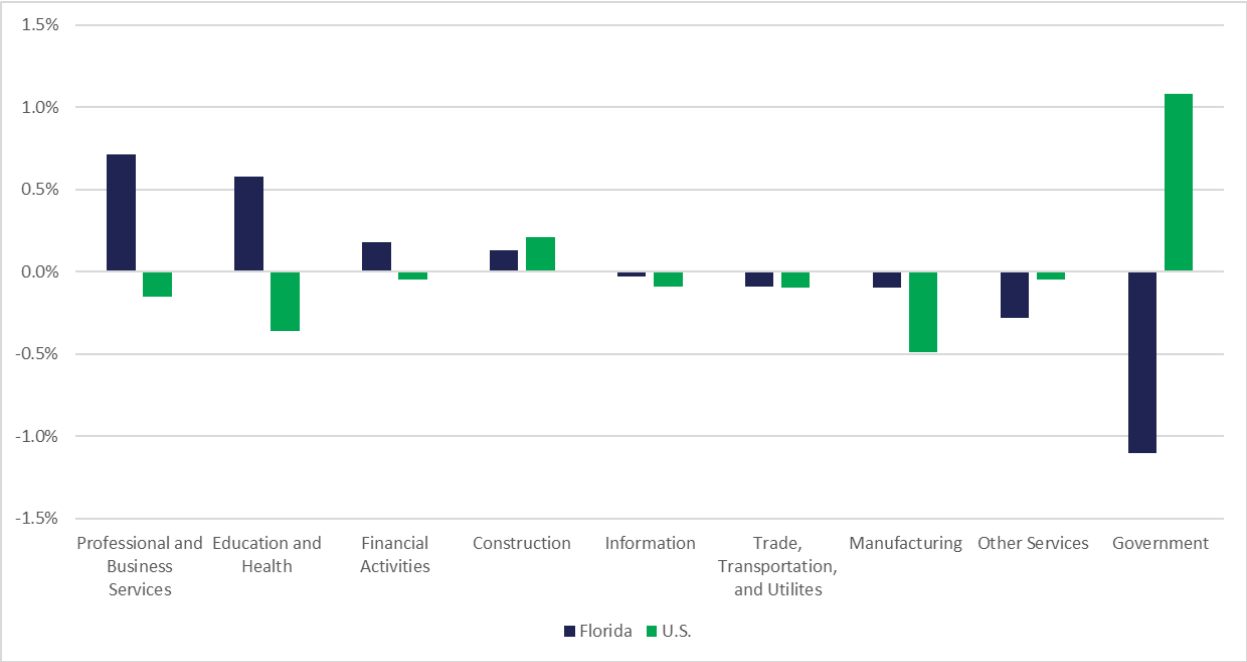
As of December 2024, the industry supersectors employing the most workers were primarily service-providing industries. Trade, Transportation, and Utilities had the largest share of employment (2,008,700 jobs), followed by Professional and Business Services (1,617,500 jobs), Education and Health services (1,555,400 jobs), and Leisure and Hospitality (1,333,900 jobs). Education and Health Services (+ 2.9%) and Construction (+ 2.6%) were the fastest-growing major industries over the year.

In July 2025, Florida had the eleventh-fastest year-over-year growth rate (+1.4%) in total nonagricultural employment among all 50 states.

From February 2020 to July 2025, Florida's employment as a share of total nonagricultural employment shifted toward Professional and Business Services (+0.7%), and Education and Health Services (+0.6%). Florida's Professional and Business Services employment's share of

the U.S. employment in this industry changed little between July 2024 and July 2025, going from 0.1% to 0.1% a less than 0.1% change. Employment shifted away from Government (-1.1%); and Other Services (-0.3%).

Figure 2.01
Change in Industry Composition
Total Florida and United States Nonagricultural Employment
Seasonally Adjusted February 2020 – July 2025

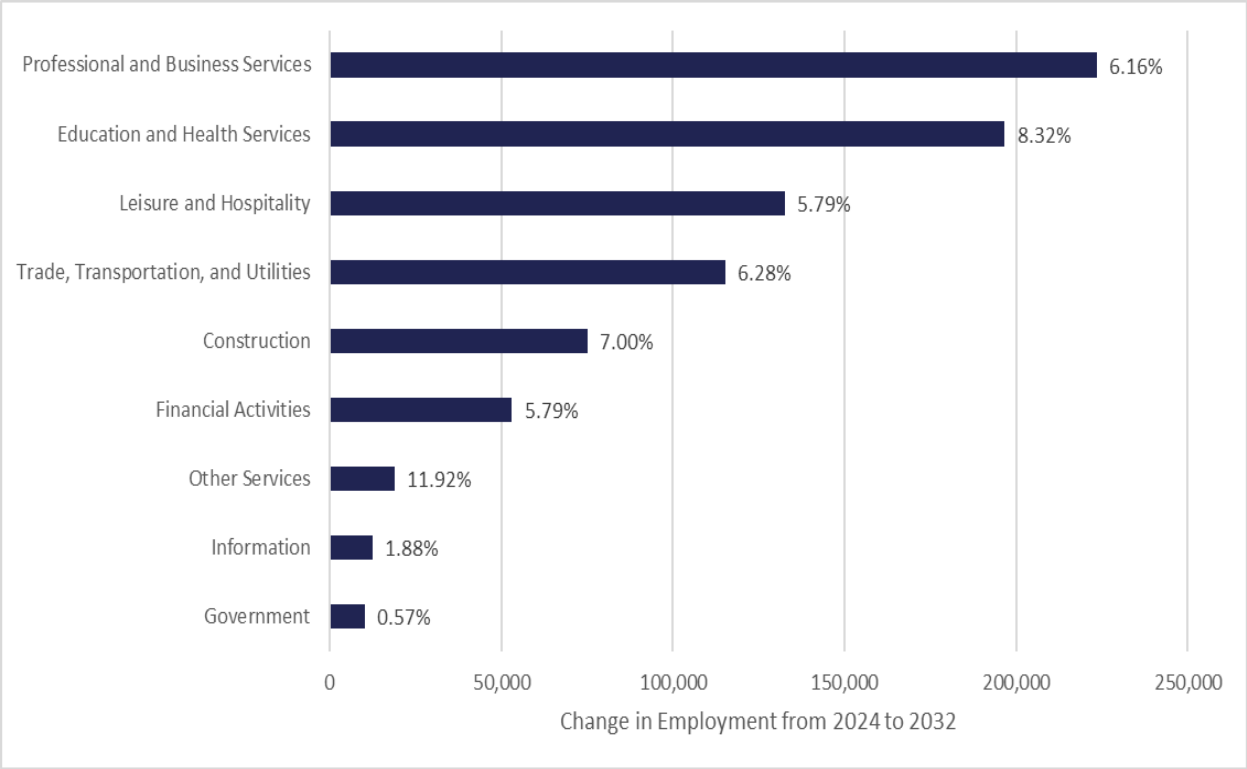


Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Based on WSER's projections, the industry supersectors Professional and Business Services (+223,574; +13.9%), Education and Health Services (+196,678; +9.2%), and Leisure and Hospitality (+132,542; +10.0%) will add the most jobs from now until 2032.

The Education and Health Services sector's projected percent change in employment decreased by 5.9 percentage points from 10.9% in the period 2023 to 2031 to 5.0% in the period 2024 to 2032.The Information sector's projected percent change in employment increased by 3.4 percentage points from 6.6% in the period 2023-2031 to 9.9% in the period 2024-2032.

Figure 2.02
Florida Projected Employment Growth by Industry Supersector



Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032.

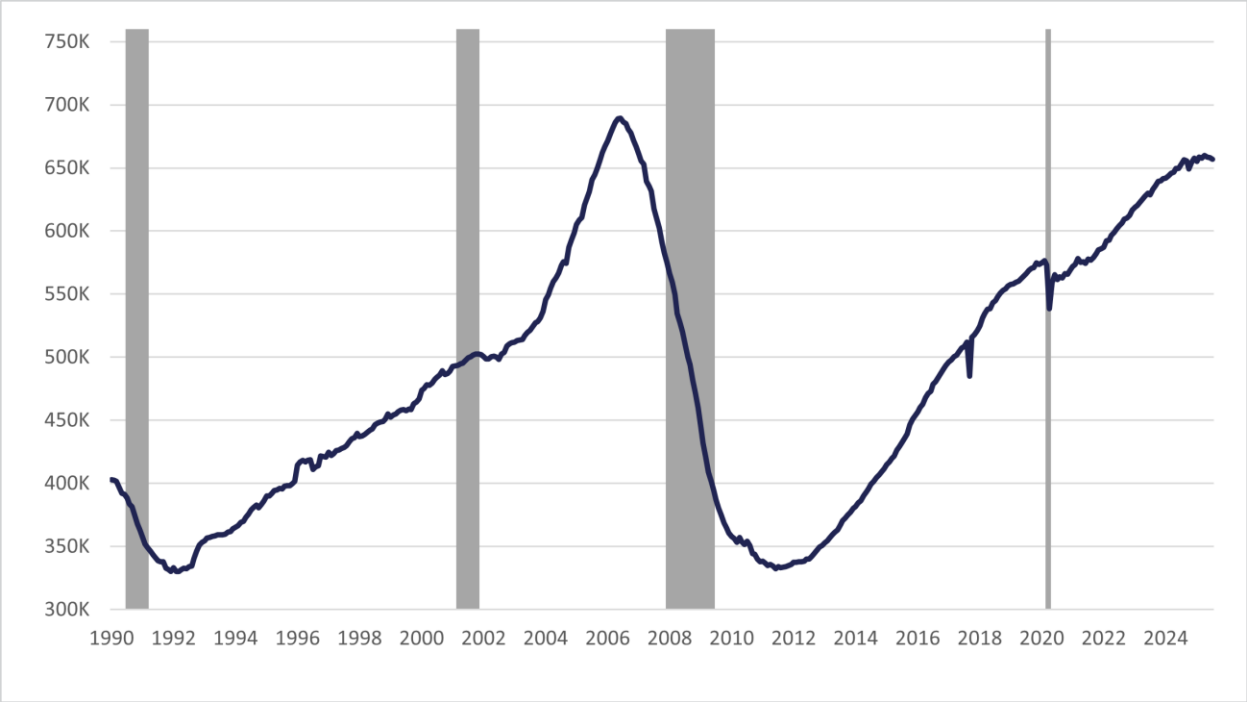
Industry Detail

The Industry Detail section shows employment in the major industry sectors over time. The analyses depict impacts of recessions on each industry and current trends. Recessions are indicated by gray bars in the graphs below. The calculations in this section are all seasonally adjusted.

Construction

Construction employment was 576,300 and had been rising as of February 2020. Florida lost 38,000 Construction jobs from February to April 2020 but recovered those losses by March 2021. As of July 2025, employment in this sector was 657,000, up from 653200 in July of 2024, and 0.6% increase, and 80,700 more jobs than in February 2020 (14%) and a 0.6% over the year growth.

Figure 2.03
Florida Construction Employment, Seasonally Adjusted



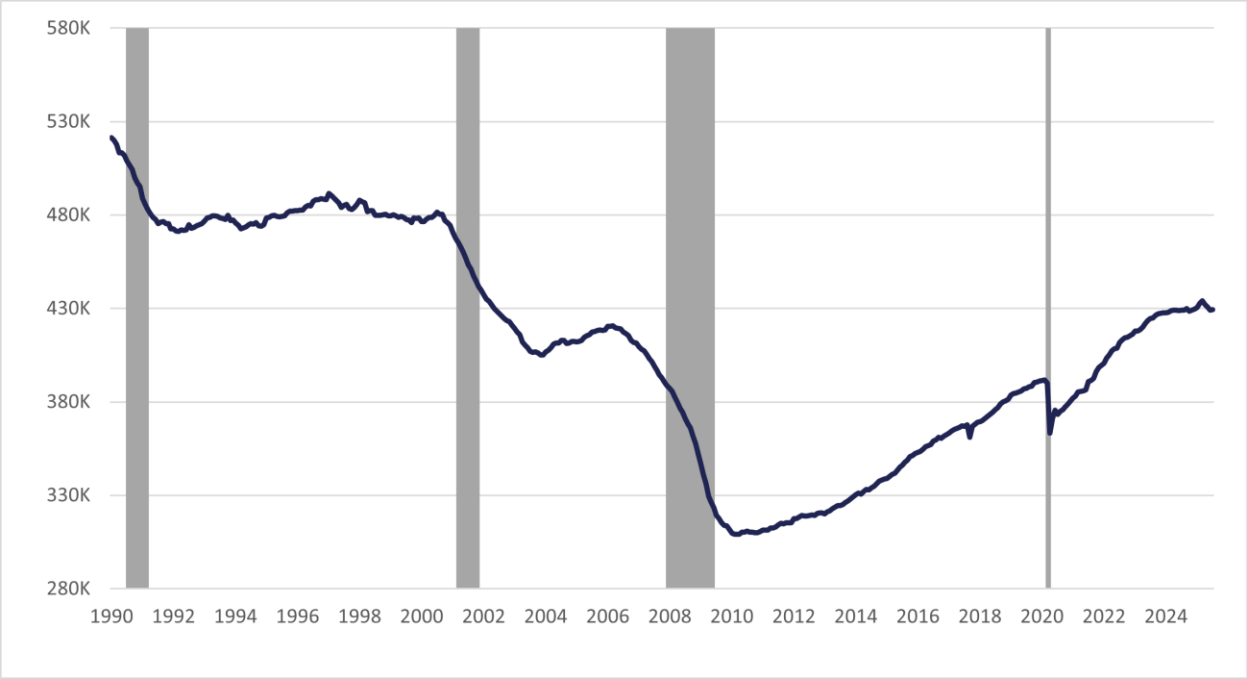
Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Most recessions have affected construction employment in Florida more than in the rest of the U.S. The pandemic was an exception in that Florida's Construction employment remained more stable than the national average. This resilience was likely helped by Florida's less restrictive approach to pandemic response compared to other states. Construction is especially important as a share of employment in Southwest Florida and in particular local workforce development area (LWDA) 24.

Manufacturing

From the low in 2010 until the beginning of the pandemic in February 2020, this industry gained 82,500 jobs, for an annualized growth rate of 2.7% during this period. Florida lost 28,200 Manufacturing jobs from February to April 2020 and recovered those losses by September 2021. This industry's employment was 429,400 in July 2025, which is 66,000 more jobs than the pandemic low point in April 2020 (363,400 jobs). The annualized growth rate since the pandemic low point has been 4.5%, meaning that the upward trend before the pandemic seems to have accelerated post-pandemic. As of July 2025, this industry's employment was 429,400, which is 37,800 (9.7%) more jobs than the pre-pandemic level in February 2020. Florida's manufacturing employment rose from 429,000 to 429,400, a 0.1% increase, between July 2024 and July 2025.

Figure 2.04
Florida Manufacturing Employment, Seasonally Adjusted



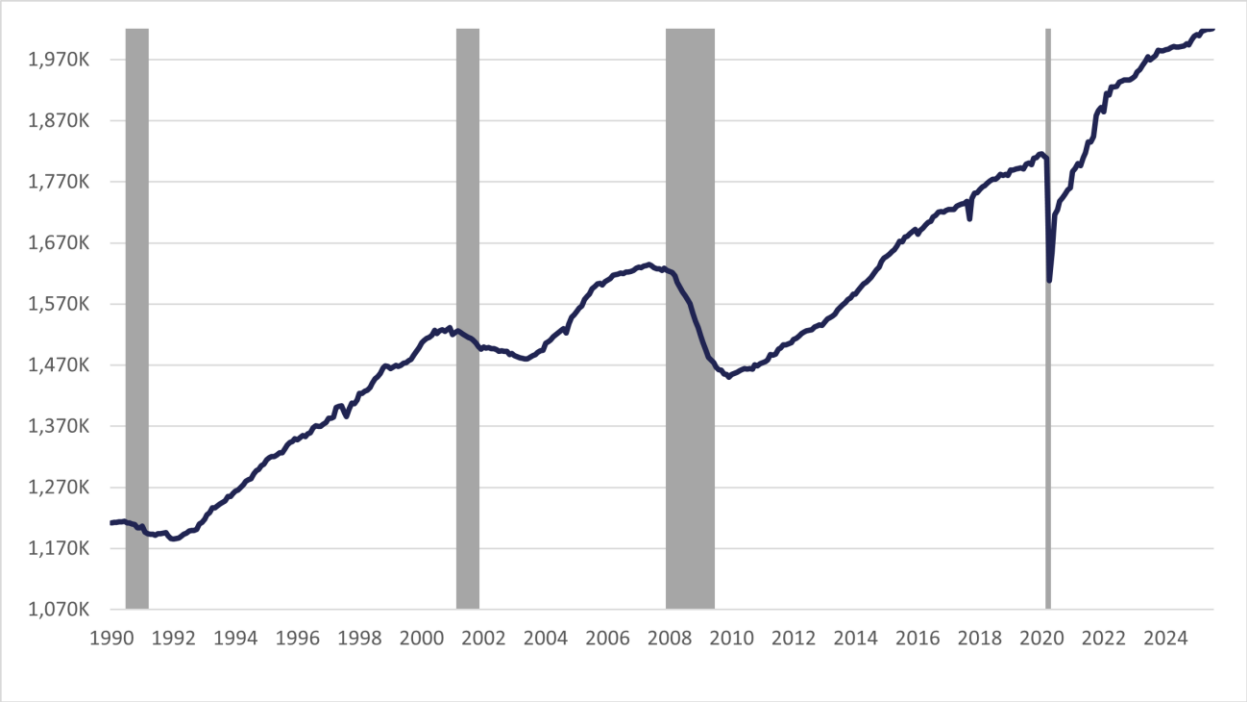
Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Florida's Manufacturing job growth outpaced the national average before the pandemic, and the pandemic affected this sector less in Florida than in the rest of the nation. Manufacturing accounts for a particularly large share of employment in the North Florida (LWDA 6) and Brevard (LWDA 13) regions.

Trade, Transportation, and Utilities

From January 2018 to January 2019 the year-over-year (YoY) growth rate was 1.8 percent and from January 2019 to January2020 the YoY growth rate was 1.8 percent. The Trade, Transportation, and Utilities sector's employment was 1,811,700 in February 2020. Florida lost 203,600 Trade, Transportation, and Utilities jobs from February to April 2020. These jobs were recovered by June 2021. This upward pre-pandemic trend accelerated to 5.5 percent in 2022 and employment in July 2025 was 2,021,100, a 209,400 job increase from February 2020 (11.6%) and an all-time high. Florida's employment in trade, transportation, and utilities increased from 1991500 to 2021100, a 1.5% increase, between July 2024 and July 2025.

Figure 2.05
Florida Trade, Transportation, and Utilities Employment, Seasonally Adjusted



Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Information

The information sector, as defined by the Bureau of Labor Statistics (BLS), includes businesses that process or distribute data, including cultural products. In practice, this means publishers, broadcasters, studio recordings, and telecommunications.

Industry employment remained roughly flat in the ten years from the low point after the Great Recession to the start of the pandemic. In February 2020, Information employment was 143,000. Florida lost 12,900 Information jobs from February to April 2020 and recovered by August 2021. Since the pandemic, Information industry employment has grown sharply. As of July 2025, employment was 157,000, which is 14,000 more jobs than February 2020 (9.8%). As of July 2025, the industry employment was 157,000. In Florida, this sector experienced no change in employment between July 2024 and July 2025, remaining at 157,000.

Figure 2.06
Florida Information Employment, Seasonally Adjusted



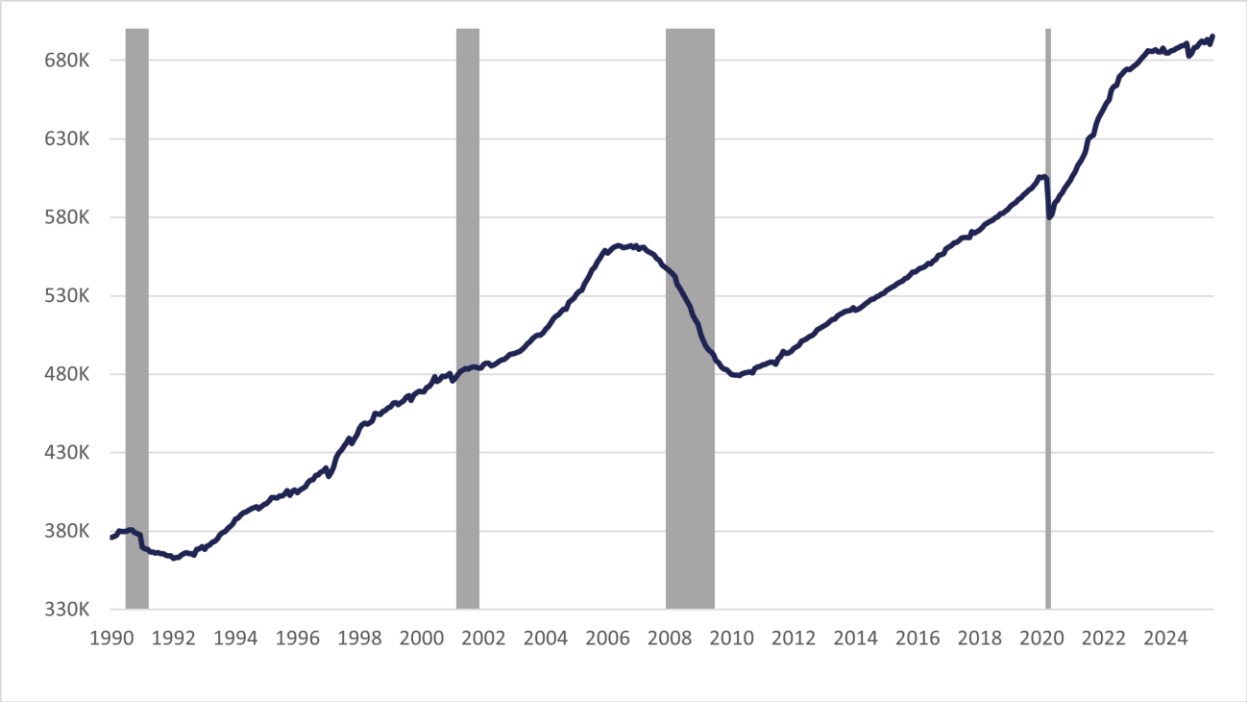
Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Florida's rate of growth in Information employment has been close to the nationwide rate, apart from a post pandemic surge. Florida's average annual growth rate from September 2021 to October 2022 was 8.3%, before it returned to relatively normal growth in late 2022. Information employment is broadly distributed around the state, although more concentrated in metropolitan areas and with film and television concentrated in Central Florida.

Financial Activities

In the decade leading up to the pandemic, Financial Activities employment grew at an average annual rate of 2.6%, with employment at 606,200 in February 2020. Florida lost 26,400 jobs in this industry between February and April 2020 and recovered those job losses by February 2021, faster than most sectors. This industry reached a new all-time high in employment as of July 2025, the employment was 695,400, which is 89,200 more jobs than February 2020 (14.7%). Between July 2024 and July 2025, Florida's employment in financial activities increased from 689,100 to 695,400, a 0.9 % increase.

Figure 2.07
Florida Financial Activities Employment, Seasonally Adjusted



Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

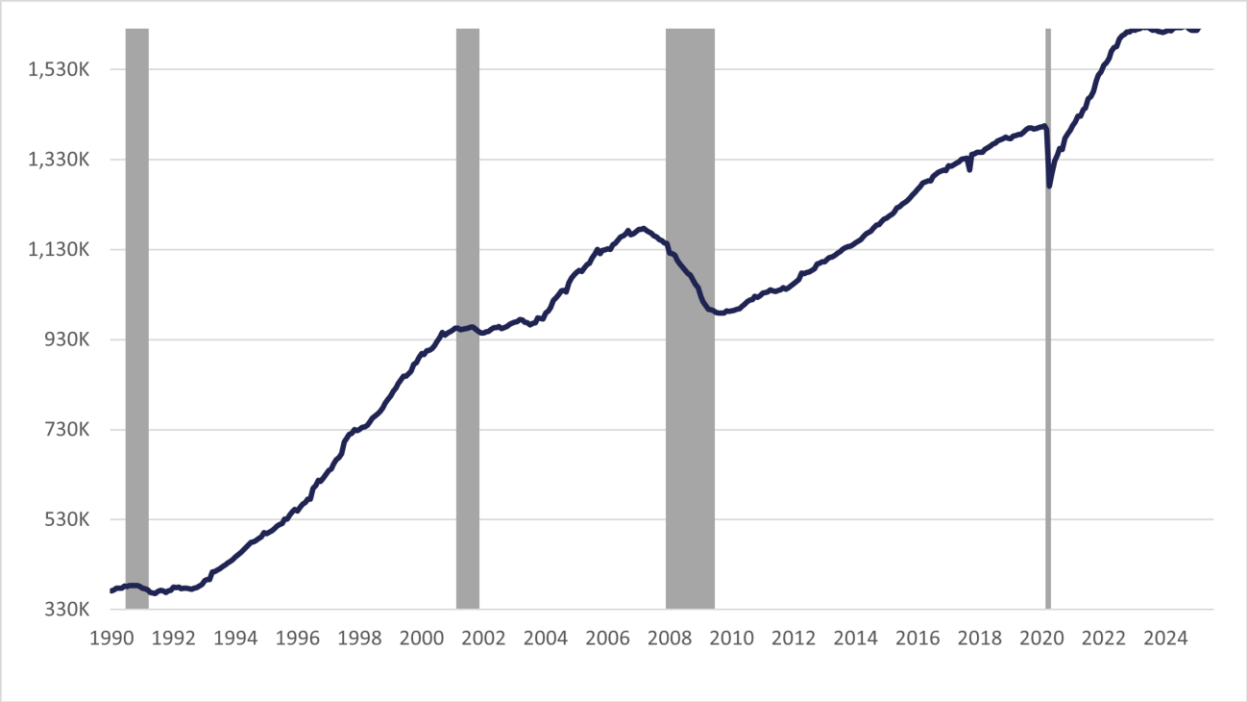
The Financial Activities sector growth in Florida has outpaced the national average. This pattern intensified after the pandemic. Since January 2021, the average yearly job growth rate for Financial Activities in Florida has been 3.3% compared to only 1.9% for the U.S. as a whole. Financial Activities jobs are a particularly significant share of employment in the Tampa Bay (LWDA 15) region, and to a lesser extent in the Northeast Florida (LWDA 8) region.

Professional and Business Services

Years of steady job growth left employment in this sector at 1,405,000 in February 2020. Florida lost 134,700 jobs in this industry by April of that year. The sector recovered these job losses by January 2021. As of July 2025, the employment was 1,635,800, which is 230,800 more jobs than February 2020 (16.4%). Florida's employment in professional and business services grew from 1,623,000 to 1,635,800, a 0.8% increase, between July 2024 and July 2025.

Professional and Business Services employment is broadly distributed around the state, although mostly concentrated in metropolitan areas, especially in central and south Florida.

Figure 2.08
Florida Professional and Business Services Employment, Seasonally Adjusted



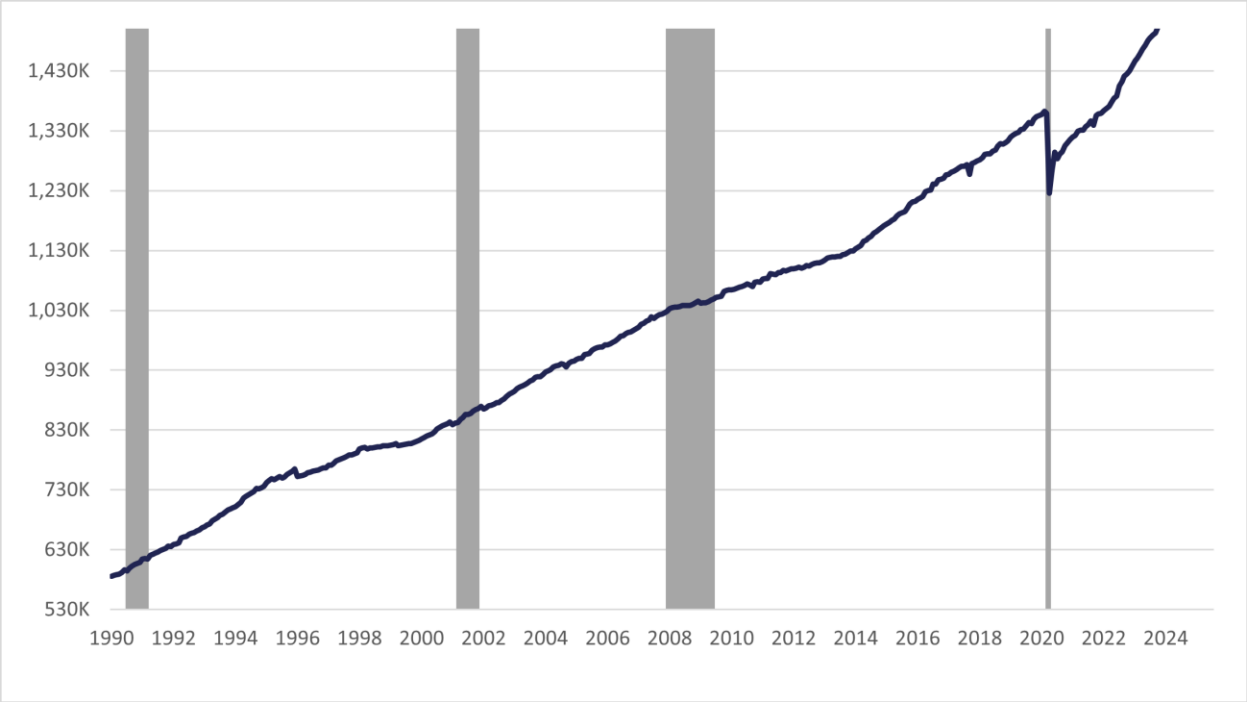
Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Education and Health Services

Florida's Education and Health Services employment is usually robust against recessions, except for the pandemic recession. In the decade preceding the pandemic, job growth averaged 2.8% per year. Sector employment dropped from 1,362,500 in February 2020 to 1,225,400 in April 2020. Education and Health Services employment was slower to recover from the pandemic than most other industries. Employment fully recovered by January 2022 and has since continued to grow with an employment of 1,577,000 in July 2025 (15.7% since February 2020). Between July 2024 and July 2025, Florida's employment in education and health services rose from 1,536,600 to 1,577,000, a 2.6% increase.

Florida's rate of growth in Education and Health Services employment has generally trended with the national rate. Education and Health Services jobs are a particularly large share of employment in the North Central Florida (LWDA 9), Chipola (LWDA 3), and Pasco Hernando (LWDA 16) regions.

Figure 2.09
Florida Education and Health Services Employment, Seasonally Adjusted



Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

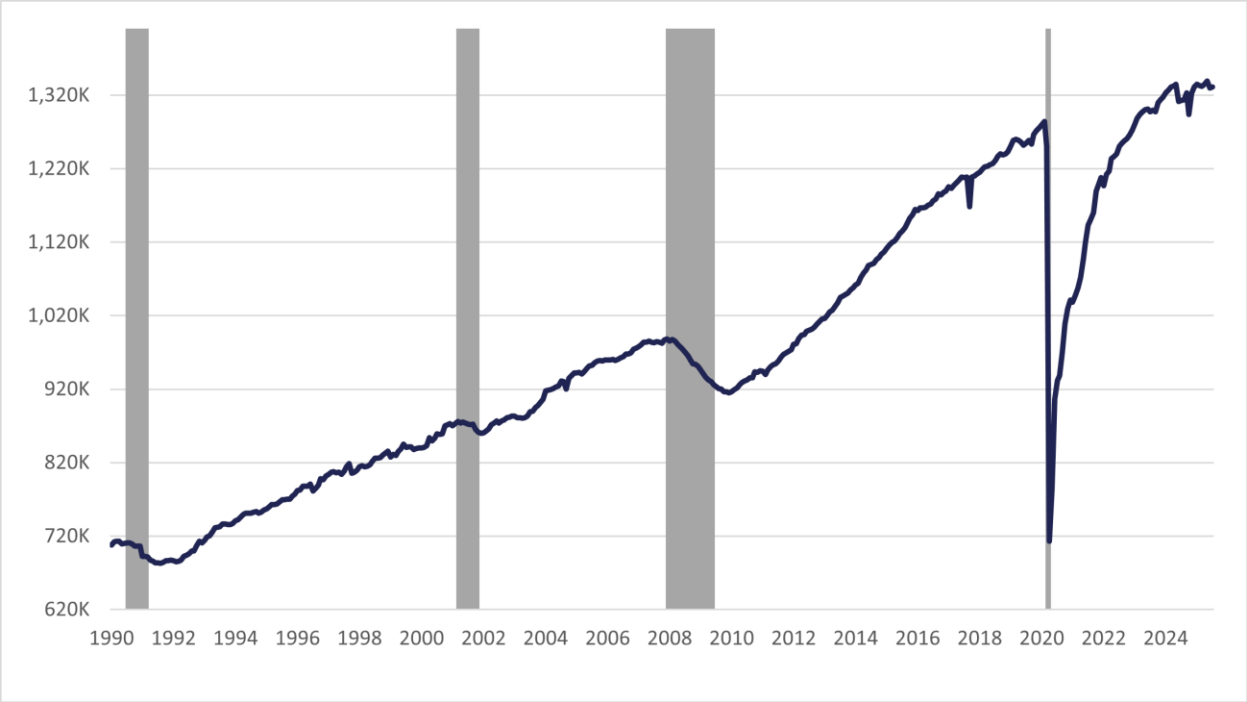
Leisure and Hospitality

The Leisure and Hospitality sector is generally sensitive to recessions. This sector suffered the greatest job loss of any industry during the pandemic and was slower to recover than other industries. Employment in this sector was 1,284,100 in February 2020. Florida lost 571,400 (-44.5%) Leisure and Hospitality jobs from February to April 2020 and did not fully recover until February 2023. Notably, this was a less severe loss than the national average for Leisure and Hospitality job losses. Employment has since continued to grow, reaching an all-time high in employment in May 2025 with 1,339,200 jobs. As of July 2025, the employment in this industry was 1,331,100, which is 47,000 more jobs than February 2020 (3.7%). Between July 2024 and July 2025, Florida's employment in this sector rose from 1,311,400 to 1,331,100, a1.4% increase.

Leisure and Hospitality constitute a disproportionately large share of total employment in the Okaloosa Walton (LWDA 2), Gulf Coast (LWDA 4), and Central Florida (LWDA 12) regions.

Figure 2.10
Florida Leisure and Hospitality Employment, Seasonally Adjusted

2.



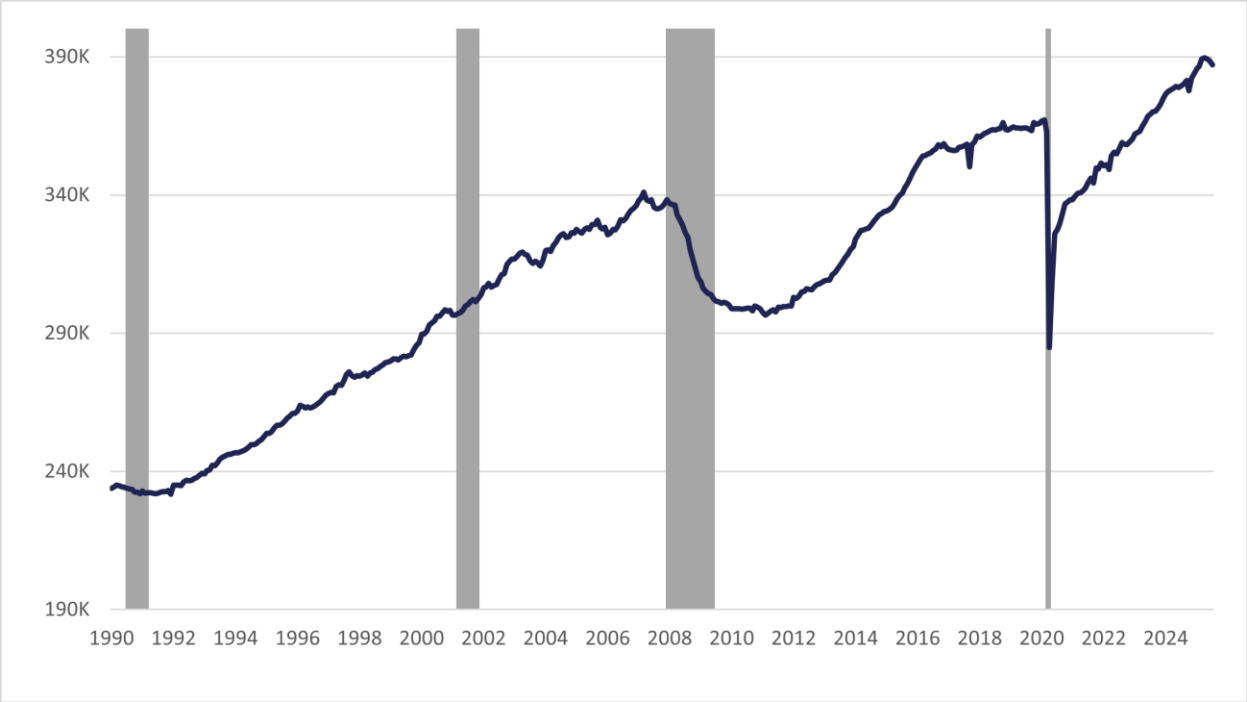
Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Other Services

The Other Services sector comprises establishments engaged in providing services not specifically provided elsewhere in the industry classification system. Examples range from automotive repair and maintenance to environment, conservation, and wildlife organizations. Florida's rate of job growth in Other Services historically tended to outpace the national average. This trend paused from around 2017 to 2020, and growth has been uneven since then. Other Services employment was 367,200 in February 2020. Florida lost 82,400 jobs from this sector from February to April 2020 (-22.4%). This industry recovered to that level as of June 2023 and growth has accelerated. Whether the earlier trend will be reestablished is uncertain. As of July 2025, employment in this industry was 387,100, up from 379,500 in July of 2024, a 2.0% increase.

Other Services jobs are more concentrated as a share of employment in the Research Coast (LWDA 20) region and, to a lesser degree, in the Palm Beach County (LWDA 21) region.

Figure 2.11
Florida Other Services Employment, Seasonally Adjusted

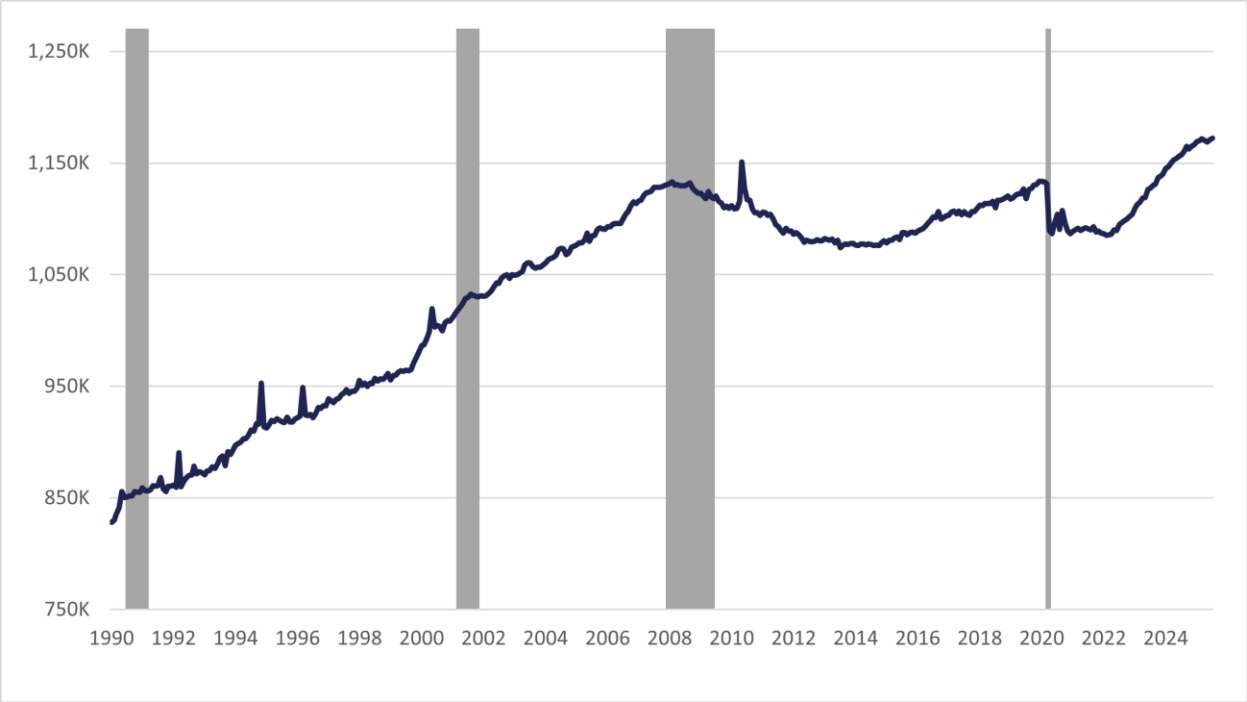


Source: Florida Department of Economic Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Government

As a general policy, Florida operates a lean state government apparatus, with the lowest number of state government employees per capita in the nation. Florida reduced total Government employment from 2008 to 2014. After 2014, the number of jobs in this sector rose to nearly 2008 levels just before February 2020. The employment in this sector, including state, local, and federal employees, was 1,133,000 in February 2020, with local government employees representing the largest share and federal employees representing the smallest share. Florida lost 43,200 Government jobs from February to April 2020. Employment continued to decline until April 2021. As of July 2025, the employment in this industry was 1,172,500, up from 1,157,300 in July 2024, a 1.3% increase, but 39,500 fewer jobs than February 2020. Notably, federal employees use a separate unemployment insurance system than other workers and may respond differently to changes in employment.

Figure 2.12
Florida Government Employment, Seasonally Adjusted



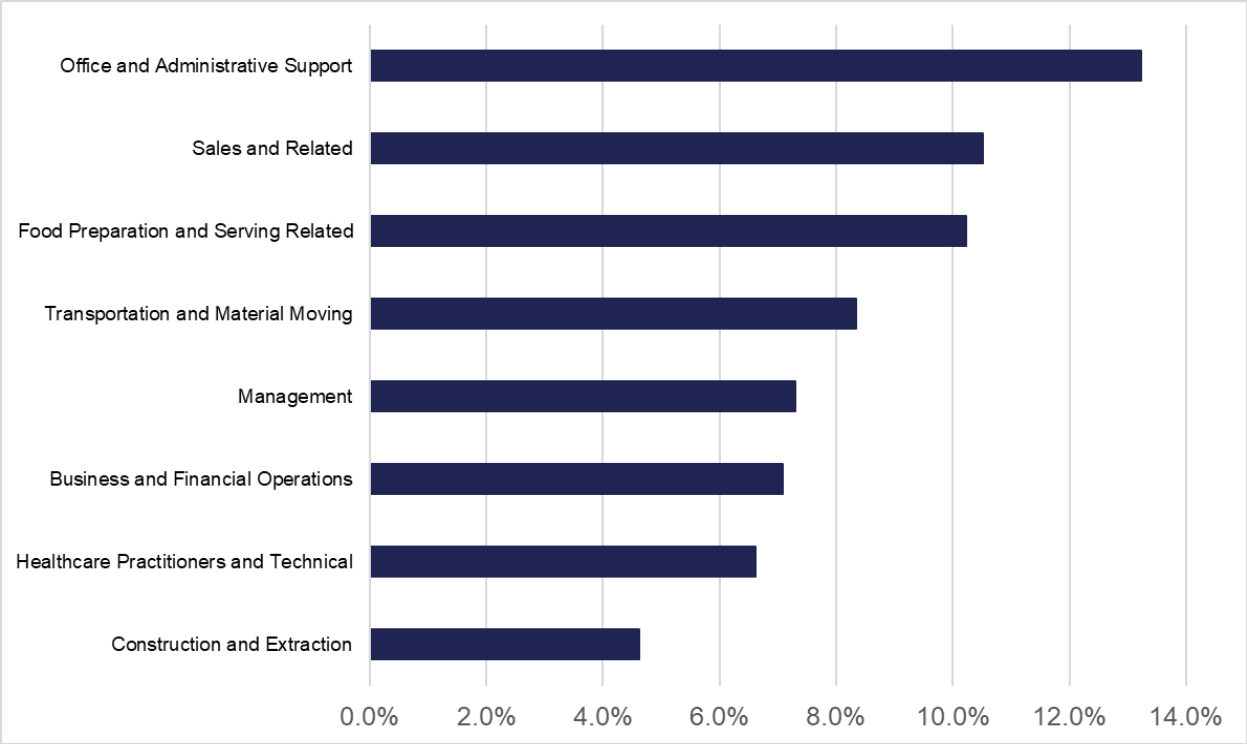
Source: Florida Department of Economic Commerce, Bureau of Workforce Statistics and Economic Research (WSER), Current Employment Statistics, August 2025.

Occupational Groups

For some purposes, analysis by occupation is more relevant than by industry. Examples include programs aimed at developing worker skills and the creation of the Master Credentials List (MCL). The MCL is a comprehensive list of state-approved credentials of value that prepare Floridians for in-demand occupations, as mandated by the REACH Act. Credentials on the MCL satisfy requirements defined in the Framework of Quality, including requirements that credentials prepare workers for specific occupations that are in demand and provide middle- to high-wages.

Occupational Groups represent the most aggregated level of occupations according to the Standard Occupational Classification (SOC) and Coding Structure. Florida's three largest Occupational Groups are Office and Administrative Support, (1,298,460 jobs, 13.2%), Sales and Related (1,032,500 jobs, 10.5%) and Food Preparation and Serving Related (1,003,910 jobs, 10.2%) occupations. Figure 2.28 below shows the eight largest major occupational groups.

Figure 2.13
Percent Distribution of Employment in Florida by Major Occupational Group



Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational Employment and Wage Statistics (OEWS), 2024.

Occupational Groups by LWDA

The following table presents the local workforce development area with the highest concentration of employment for each major occupational group. Local occupational variation results from the range of economic focus and industry mix of Florida's geographic areas and shows that best practices to support employment and growth will necessarily vary by location.

Figure 2.14
Local Workforce Area with Largest Share of Employment, by Occupational Group

Occupational Group	Local Workforce Development Area	Share of Employment
Architecture and Engineering	Brevard Flager Volusia (LWDA 27)	3.4%
Arts, Design, Entertainment, Sports, and Media	Central Florida (LWDA 12)	2.0%
Building and Grounds Cleaning and Maintenance	Southwest Florida (LWDA 24)	5.0%
Business and Financial Operations	Capital Region (LWDA 5)	11.3%
Community and Social Service	Chipola (LWDA 3)	2.8%
Computer and Mathematical	Capital Region (LWDA 5)	4.1%
Construction and Extraction	Southwest Florida (LWDA 24)	8.2%
Educational Instruction and Library	North Central Florida (LWDA 26)	8.2%
Farming, Fishing, and Forestry	Heartland (LWDA 19)	2.2%
Food Preparation and Serving Related	Okaloosa (LWDA 2)	15.0%
Healthcare Practitioners and Technical	North Central Florida (LWDA 26)	10.4%
Healthcare Support	Chipola (LWDA 3)	6.0%
Installation, Maintenance, and Repair	North Florida (LWDA 6)	5.8%
Legal	South Florida (LWDA 23)	1.8%
Life, Physical, and Social Science	Capital Region (LWDA 5)	1.3%
Management	Capital Region (LWDA 5)	8.3%
Office and Administrative Support	South Florida (LWDA 23)	13.8%
Personal Care and Service	Central Florida (LWDA 12)	3.2%
Production	North Florida (LWDA 6)	9.3%
Protective Service	North Florida (LWDA 6)	8.2%
Sales and Related	Gulf Coast (LWDA 4)	11.5%
Transportation and Material Moving	Polk (LWDA 17)	16.3%

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational Employment and Wage Statistics (OEWS), 2024.

Detailed Existing Demand Occupations

Existing demand occupations are occupations that have the highest projected number of total job openings. Since the 2017-2025 projections, WSER has used the separations method to calculate projected job openings. Total job openings reflect (1) job openings resulting from employment growth, (2) job openings resulting from workers permanently exiting an occupation, and (3) job openings resulting from workers transferring to other occupations. For most occupations in most years, replacing exiting workers causes many more job openings than employment growth.

The top five existing demand occupations for Florida statewide are Customer Service and Hospitality related. Retail Salespersons is the top existing demand occupation with 395,614 projected total job openings between 2024 and 2032. Bookkeeping, Accounting and Auditing Clerks, Nursing Assistants, and General and Operations Managers are the only top existing demand occupations that require more than a high school diploma, based on BLS educational requirements.

Figure 2.15 displays the top 15 existing demand occupations (based on estimated 2024-2032 total job openings) for Florida statewide.

Figure 2.15
Top 15 Existing Demand Occupations in Florida

Code	Occupation	2024 Employment	2032 Employment	2024-32 Level Change	2024-32 Percent Change	Total Job Openings	2024 Median Hourly Wage	2024 Entry Wage	2024 Experienced Wage
41-2031	Retail Salespersons	318,542	335,379	16,837	5.3%	395,614	$15.36	$13.16	$19.12
35-3023	Fast Food and Counter Workers	196,267	209,168	12,901	6.6%	383,144	$13.46	$12.62	$15.04
35-3031	Waiters and Waitresses	207,777	223,161	15,384	7.4%	371,976	$14.22	$12.32	$ 21.99
41-2011	Cashiers	230,635	236,285	5,650	2.4%	366,280	$14.10	$12.79	$15.74
53-7065	Stockers and Order Fillers	243,706	260,221	16,515	6.8%	339,250	$17.54	$14.91	$19.44
43-4051	Customer Service Representatives	262,942	278,853	15,911	6.1%	306,985	$18.70	$15.46	$22.70
43-9061	Office Clerks, General	214,290	227,949	13,659	6.4%	224,554	$20.54	$15.28	$25.07
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	143,670	153,492	9,822	6.8%	175,246	$15.16	$13.37	$17.54
35-2014	Cooks, Restaurant	128,394	137,800	9,406	7.3%	168,835	$17.45	$14.19	$19.32
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	129,455	140,361	10,906	8.4%	150,142	$17.78	$14.78	$20.56
11-1021	General and Operations Managers	196,028	208,545	12,517	6.4%	139,730	$48.44	$25.80	$79.85
37-3011	Landscaping and Groundskeeping Workers	117,143	126,580	9,437	8.1%	133,599	$17.32	$14.66	$19.63
43-3031	Bookkeeping, Accounting, and Auditing Clerks	123,796	131,074	7,278	5.9%	125,334	$23.07	$17.26	$28.00
39-3091	Amusement and Recreation Attendants	50,927	55,011	4,084	8.0%	122,408	$13.54	$12.54	$15.50
31-1131	Nursing Assistants	100,769	103,191	2,422	2.4%	117,921	$17.72	$16.14	$19.56

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032, Occupation Employment and Wage Statistics (OEWS) 2024.

FloridaCommerce also identifies existing demand occupations for the state and each LWDA in the state in a published Demand Occupations List. These annual publications identify occupations that exhibit high growth and wages. Occupations must pass three criteria to make it on the Demand Occupation List. They must:

- Be linked to a postsecondary non-degree award, associate's degree, or bachelor's degree.
- Have entry and average wages above an employment cost and price level adjusted Florida wage. In 2025, these thresholds were a mean wage of $19.00/hour and an entry wage of $15.44/hour.
- Meet or exceed a calculated threshold of annual job openings in conjunction with positive projected employment growth. In 2025, these thresholds were 500 annual openings and a growth rate greater than or equal to the statewide average of 0.71%, or 1,200 annual openings with any positive growth.

The detailed Demand Occupations List can be found on the Florida Department of Commerce website, here: Demand Occupation Lists

To better capture emerging demand occupations, two supplemental lists were included: the National Demand supplemental list and the Emerging Demand supplemental list.

National Demand Supplemental List

This additional list is intended to capture high wage occupations that are fast growing nationwide, but do not yet have a sufficient footprint in Florida to qualify for the statewide list. Table 2.16 shows the top ten occupations identified on the national demand supplement. Of these, five occupations are within the Management, Business, and Financial Occupations and two are in Service occupations.

Figure 2.16
Top 10 Occupations by Annual Number of Openings

SOC Code	Occupation title	Percent Growth	Annual Openings	2024 Average Wage
51-4041	Machinists	0.19	32,600	27.59
25-1071	Health Specialties Teachers, Postsecondary	1.91	27,400	66.30
13-2051	Financial and Investment Analysts	0.76	23,000	56.01
11-3012	Administrative Services Managers	0.56	21,100	60.59
17-2141	Mechanical Engineers	1.00	19,200	52.92
39-1022	First-Line Supervisors of Personal Service Workers	0.83	19,100	24.48
25-3099	Teachers and Instructors, All Other	0.19	18,100	34.43
27-2012	Producers and Directors	0.67	16,000	54.94
11-9151	Social and Community Service Managers	0.91	16,000	41.39
11-3071	Transportation, Storage, and Distribution Managers	0.82	15,900	55.77

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032.

Emerging Demand Supplemental List

The Emerging Demand supplemental list is included in the 2025-26 Demand Occupations List and is intended to capture occupations which are closely related to new industries of focus that are critical to the state's economy and are reliable sources of high-skill, high-wage jobs.

Emerging occupations include (1) new occupations in the workforce; (2) traditional occupations with requisite knowledge, skills, and abilities that are currently evolving in response to altered market conditions, new technology, and societal changes; and (3) occupations which are closely aligned with industries where Florida is making active investments and policy initiatives. Some of the factors that cause occupations to emerge are changing technology, laws, demographics, and business practices. In Florida, the top emerging occupations by projected openings are Farmers, Ranchers, and Other Agricultural Managers, Clinical Laboratory Technologists and Technicians, and Substance Abuse, Behavioral Disorder, and Mental Health Counselors.

The most common industry sectors for emerging occupations are healthcare and professional services, due to ongoing advances in medical technology; life, physical and environmental sciences; engineering, mathematics, and computer sciences; and psychology and the social sciences. The growth in healthcare sector emerging occupations reflects an increasing demand for medical services due to population aging and technological innovation.

The Healthcare Practitioners and Technical occupational group is projected to account for five of the top 20 emerging occupations (Clinical Laboratory Technologists and Technicians, Cardiovascular Technologists and Technicians, Dietitians and Nutritionists, Magnetic Resonance

Imaging Technologists, and Healthcare Practitioners and Technical Workers, All Other). Four additional occupations are in the Architecture and Engineering occupational group.

Figure 2.17
Top 20 Emerging Occupations in Florida

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
11-9013	Farmers, Ranchers, and Other Agricultural Managers	48,489	48,404	-85	-0.2%	39,905
29-2010	Clinical Laboratory Technologists and Technicians	28,973	29,849	876	3.0%	15,817
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	18,758	20,786	2,028	10.8%	15,019
25-2032	Career/Technical Education Teachers, Secondary School	12,583	13,328	745	5.9%	7,095
17-2199	Engineers, All Other	10,422	10,904	482	4.6%	5,306
25-2012	Kindergarten Teachers, Except Special Education	9,767	10,305	538	5.5%	8,948
33-1012	First-Line Supervisors of Police and Detectives	8,876	9,052	176	2.0%	4,846
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	8,236	8,463	227	2.8%	5,710
49-9051	Electrical Power-Line Installers and Repairers	7,506	7,368	-138	-1.8%	4,332
29-2031	Cardiovascular Technologists and Technicians	5,979	5,969	-10	-0.2%	2,890
17-2072	Electronics Engineers, Except Computer	5,467	5,810	343	6.3%	2,727
29-1031	Dietitians and Nutritionists	4,983	5,119	136	2.7%	2,683
29-2035	Magnetic Resonance Imaging Technologists	4,587	4,748	161	3.5%	2,125

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
13-2054	Financial Risk Specialists	4,338	4,524	186	4.3%	2,477
13-2041	Credit Analysts	3,944	4,113	169	4.3%	2,388
17-1022	Surveyors	3,782	4,096	314	8.3%	2,281
43-4011	Brokerage Clerks	3,908	4,032	124	3.2%	3,710
21-1091	Health Education Specialists	3,724	3,894	170	4.6%	3,168
29-9099	Healthcare Practitioners and Technical Workers, All Other	3,676	3,804	128	3.5%	1,930
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	3,443	3,703	260	7.6%	2,825

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Regional Demand Occupations List: Emerging Occupations, Occupational and Industry Employment Projections 2024-2032.

The REACH Act established a Labor Market Estimating Conference (LMEC) within the Office of Economic and Demographic Research. The Conference meets regularly to provide long-term strategic direction regarding at-risk areas of Florida's labor market. Occupational areas of concern and critical occupation groups of concern are identified by comparing supply and demand over a 10-year forecast that considers only existing economic structures and identifies foundational imbalances that would persist without intervention.

The 2025 LMEC identified 29 from their current analysis and 85 from previous analyses for the state that are organized by educational attainment in the report linked here. In the most recent convening, the conference identified Healthcare Practitioners and Technical Occupations and Healthcare Support Occupations as critical occupational groups of concern (July 2025).

(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

Emerging Demand Industries

Emerging industries are new or small industries with high projected employment growth. Industries identified as emerging may be subject to alternative standards within some programs, in an effort to support growth in key areas. For example, occupations within these industries may face lower thresholds in terms of job openings counts, for occupational training to qualify for state support. The emerging industries listed below reflect the three-digit North American Industry Classification System (NAICS) industries with the fastest projected growth rates over the next eight years for industries with less than the average employment level. Notably, Trade, Transportation and Utilities industries occupy two of the top five positions and five of the top 20 positions on the list of emerging industries. The complete list

of the fastest-growing industries is in Figure 2.18.

Figure 2.18
Top Emerging Industries

Sector	Code	Industry Title	2024 Employment	2032 Employment	2024–2032 Total Change	2024–2032 Percent Change
Transportation and Warehousing	484	Truck Transportation	64,136	80,205	16,069	25.05%
Transportation and Warehousing	492	Couriers and Messengers	63,493	77,676	14,183	22.34%
Finance and Insurance	525	Funds, Trusts, and Other Financial Vehicles	3,301	4,002	701	21.24%
Professional, Scientific, and Technical Services	541	Professional, Scientific, and Technical Services	758,859	880,853	121,994	16.08%
Management of Companies and Enterprises	551	Management of Companies and Enterprises	137,075	157,776	20,701	15.10%
Health Care and Social Assistance	621	Ambulatory Health Care Services	626,287	719,992	93,705	14.96%
Manufacturing	316	Leather and Allied Product Manufacturing	1,082	1,227	145	13.40%
Transportation and Warehousing	488	Support Activities for Transportation	74,220	83,924	9,704	13.07%
Manufacturing	324	Petroleum and Coal Products Manufacturing	3,794	4,278	484	12.76%
Health Care and Social Assistance	624	Social Assistance	165,914	187,003	21,089	12.71%
Information	519	Web Search Portals, Libraries, Archives, and Other	6,041	6,806	765	12.66%

Sector	Code	Industry Title	2024 Employment	2032 Employment	2024–2032 Total Change	2024–2032 Percent Change
		Information Services				
Construction	237	Heavy and Civil Engineering Construction	83,581	94,136	10,555	12.63%
Manufacturing	336	Transportation Equipment Manufacturing	58,803	66,205	7,402	12.59%
Construction	238	Specialty Trade Contractors	442,140	497,270	55,130	12.47%
Information	518	Computing Infrastructure Providers, Data Processing, Web Hosting, and Related Services	30,851	34,663	3,812	12.36%
Administrative and Support and Waste Management and Remediation Services	562	Waste Management and Remediation Services	33,105	37,099	3,994	12.06%
Transportation and Warehousing	493	Warehousing and Storage	100,421	112,232	11,811	11.76%
Real Estate and Rental and Leasing	531	Real Estate	173,452	193,263	19,811	11.42%
Accommodation and Food Services	722	Food Services and Drinking Places	859,683	957,867	98,184	11.42%
Administrative and Support and Waste Management and Remediation Services	561	Administrative and Support Services	680,190	757,075	76,885	11.30%

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032.

Aviation

As of 2024, the aviation industry cluster (composed of subsectors including passenger and freight air transportation, airport operations and support services, and flight training) has added more than 47,000 jobs statewide since the post financial crisis low point in 2010, an increase of 90%. The aviation sector added 2,986 jobs in 2024 alone, a 3.1% increase above 2023 levels. The average annual wage of employees in the aviation sector was $92,914 in 2024, compared to the statewide average wage of $69,325.

The occupations expected to add the most jobs in the aviation sector that require postsecondary training are Aircraft Mechanics and Service Technicians, Airline pilots, Copilots, and Flight Engineers, Career and Technical Education Teachers, and Avionics Technicians.

Aerospace

As of 2024, the aerospace sector (composed of subsectors including aircraft and aircraft parts manufacturing, search and navigation instrument manufacturing, missile and space vehicle manufacturing, and satellite communications) has added more than 20,000 jobs statewide since reaching a low point in 2014, a 67% increase. Florida's aerospace sector added 3,312 jobs in 2024 alone, an increase of 6.9% over 2023 levels. The average annual wage of employees in the aerospace sector was $121,065 in 2024, compared to the statewide average wage of $69,325.

Emerging Occupations

Emerging occupations comprise (1) new occupations in the workforce and (2) traditional occupations with requisite knowledge, skills, and abilities that are currently evolving in response to altered market conditions, new technology, and societal changes. Some of the factors that cause occupations to emerge are changing technology, laws, demographics, and business practices. In Florida, the fastest growing among the emerging occupations are statisticians, information security analysts, and physician assistants.

The most common industry sectors for emerging occupations are healthcare and professional services, due to ongoing advances in medical technology; life, physical and environmental sciences; engineering, mathematics, and computer sciences; and psychology and the social sciences. The growth in healthcare sector emerging occupations reflects an increasing demand for medical services due to population aging and technological innovation.

The Healthcare Practitioners and Technical occupational group is projected to account for five of the top 20 emerging occupations (Physician Assistants, Veterinary Technologists and Technicians, Respiratory Therapists, Veterinarians, Genetic Counselors).

Figure 2.19 shows the top 20 emerging occupations for Florida statewide. This list is based on the 2024-2032 projected job growth rate for occupations with less than average employment at the occupational level.

Figure 2.19
Top 20 Emerging Occupations in Florida

Code	Occupation	2024 Employment	2032 Employment	2024-20323 Level Change	2024-2032 Percent Change	Total Job Openings
11-9013	Farmers, Ranchers, and Other Agricultural Managers	48,489	48,404	-85	-0.2%	39,905
29-2010	Clinical Laboratory Technologists and Technicians	28,973	29,849	876	3.0%	15,817
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	18,758	20,786	2,028	10.8%	15,019
25-2032	Career/Technical Education Teachers, Secondary School	12,583	13,328	745	5.9%	7,095
17-2199	Engineers, All Other	10,422	10,904	482	4.6%	5,306
25-2012	Kindergarten Teachers, Except Special Education	9,767	10,305	538	5.5%	8,948
33-1012	First-Line Supervisors of Police and Detectives	8,876	9,052	176	2.0%	4,846
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	8,236	8,463	227	2.8%	5,710
49-9051	Electrical Power-Line Installers and Repairers	7,506	7,368	-138	-1.8%	4,332
29-2031	Cardiovascular Technologists and Technicians	5,979	5,969	-10	-0.2%	2,890
17-2072	Electronics Engineers, Except Computer	5,467	5,810	343	6.3%	2,727
29-1031	Dietitians and Nutritionists	4,983	5,119	136	2.7%	2,683
29-2035	Magnetic Resonance Imaging Technologists	4,587	4,748	161	3.5%	2,125

Code	Occupation	2024 Employment	2032 Employment	2024-20323 Level Change	2024-2032 Percent Change	Total Job Openings
13-2054	Financial Risk Specialists	4,338	4,524	186	4.3%	2,477
13-2041	Credit Analysts	3,944	4,113	169	4.3%	2,388
17-1022	Surveyors	3,782	4,096	314	8.3%	2,281
43-4011	Brokerage Clerks	3,908	4,032	124	3.2%	3,710
21-1091	Health Education Specialists	3,724	3,894	170	4.6%	3,168
29-9099	Healthcare Practitioners and Technical Workers, All Other	3,676	3,804	128	3.5%	1,930
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	3,443	3,703	260	7.6%	2,825

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Regional Demand Occupations List: Emerging Occupations, Occupational and Industry Employment Projections 2024-2032.

(iii) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Training

Certifications are issued by a non-governmental certification body and show that an individual has the knowledge or skill to perform a specific job. A license is awarded by a government agency and shows legal authorization to work in an occupation. Possessing a certificate or license usually commands a wage premium, generally ranging from 15% to 35% in Florida. Figure 2.20 displays median weekly earnings for full-time workers over age 25, with and without certifications.

Among all Floridians in this group, 27.1% have a certificate or license, with median weekly earnings of $1,008. This is 30% higher than the same earnings measure for workers without a certification ($774). That difference is reported in the table as the "wage premium." The wage premium from certificates and licenses tends to be higher among older workers, and lower among female or Black workers.

Figure 2.20
Florida Weekly Earnings with Certificates or Licenses (Ages 25 and above)

		Median Weekly Earnings for Full-time Wage & Salary Workers		
	% With Certificate or License	Without Certificate or License	With Certificate or License	Wage Premium
Total Employed (over 25)	27.1%	$774	$1,008	30%
Age				
25 - 34	23.0%	$694	$859	24%
35 - 44	28.7%	$814	$1,010	24%
45 - 54	29.5%	$802	$1,085	35%
55 - 64	26.9%	$859	$1,094	27%
65 +	27.9%	$757	$1,245	64%
Sex				
Male	24.6%	$839	$1,132	35%
Female	30.0%	$708	$917	30%
Education				
Male (non-Degree)	15.8%	$730	$858	18%
Male (Degree)	34.0%	$1,155	$1,378	19%
Female (non-Degree)	16.8%	$599	$666	11%
Female (Degree)	41.2%	$905	$1,045	15%
Race				
White	27.4%	$806	$1,056	31%
Black or African American	25.7%	$657	$755	15%
Asian	28.7%	$944	$1,144	21%
Hispanic or Latino Ethnicity	22.3%	$677	$934	38%

Source: LMI Institute, State Certifications and Licenses Data Tables, 2019.

The MCL, required by the REACH Act, is a comprehensive list of state-approved degree and non-degree credentials of value that prepare Floridians for in-demand occupations. It serves as a public and transparent inventory of state-approved credentials of value, directs the use of federal and state funds for workforce education and training programs that lead to approved credentials of value, and guides workforce education and training programs by informing the public of the credentials that have value in the current or future job market.

Many occupations can be linked to credentials found on the MCL. One of the primary aims of the MCL is to ensure educational programs and certifications lead to gainful employment. These efforts can be seen most clearly by reviewing the credentials that are linked to high wage, in demand occupations. Table 2.21 shows a count of credentials on the MCL that are linked to occupations within each major occupational group. Note, various occupations may rely on similar core skills, and credentials may prepare job seekers for multiple occupations. As a result, each credential may be linked to multiple occupations, and each occupation typically has more than one credential identified on the MCL.

Figure 2.21
Total Credentials on MCL for High Demand Jobs in Major Occupation Groups

Occupation Group	Occupation Group Title	Degree Program of Study	Non-Degree Program of Study	Industry Certification	Apprenticeship	Total[2]
11-0000	Management Occupations	33	91	8	9	141
13-0000	Business and Financial Operations Occupations	27	88	18	11	144
15-0000	Computer and Mathematical Occupations	44	112	149	36	341
17-0000	Architecture and Engineering Occupations	31	73	58	17	179
19-0000	Life, Physical, and Social Science Occupations	11	19	12	0	42
21-0000	Community and Social Service Occupations	5	21	1	8	35
23-0000	Legal Occupations	4	6	1	0	11
25-0000	Educational Instruction and Library Occupations	11	40	2	5	58
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	34	105	20	3	162
29-0000	Healthcare Practitioners and Technical Occupations	75	128	64	28	295
31-0000	Healthcare Support Occupations	31	82	21	15	149

[2] Many credentials are closely aligned with more than one occupation. Credentials are counted in all occupational groupings they are linked to.

Occupation Group	Occupation Group Title	Degree Program of Study	Non-Degree Program of Study	Industry Certification	Apprenticeship	Total[2]
33-0000	Protective Service Occupations	14	42	7	7	70
35-0000	Food Preparation and Serving Related Occupations	8	21	4	4	37
37-0000	Building and Grounds Cleaning and Maintenance Occupations	3	17	4	2	26
39-0000	Personal Care and Service Occupations	6	48	5	13	72
41-0000	Sales and Related Occupations	19	48	1		68
43-0000	Office and Administrative Support Occupations	45	103	17	3	168
45-0000	Farming, Fishing, and Forestry Occupations		10	7	1	18
47-0000	Construction and Extraction Occupations	4	47	37	218	306
49-0000	Installation, Maintenance, and Repair Occupations	30	147	127	158	462
51-0000	Production Occupations	18	92	60	48	218
53-0000	Transportation and Material Moving Occupations	7	25	11	6	49

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Regional Demand Occupation List, 2025.

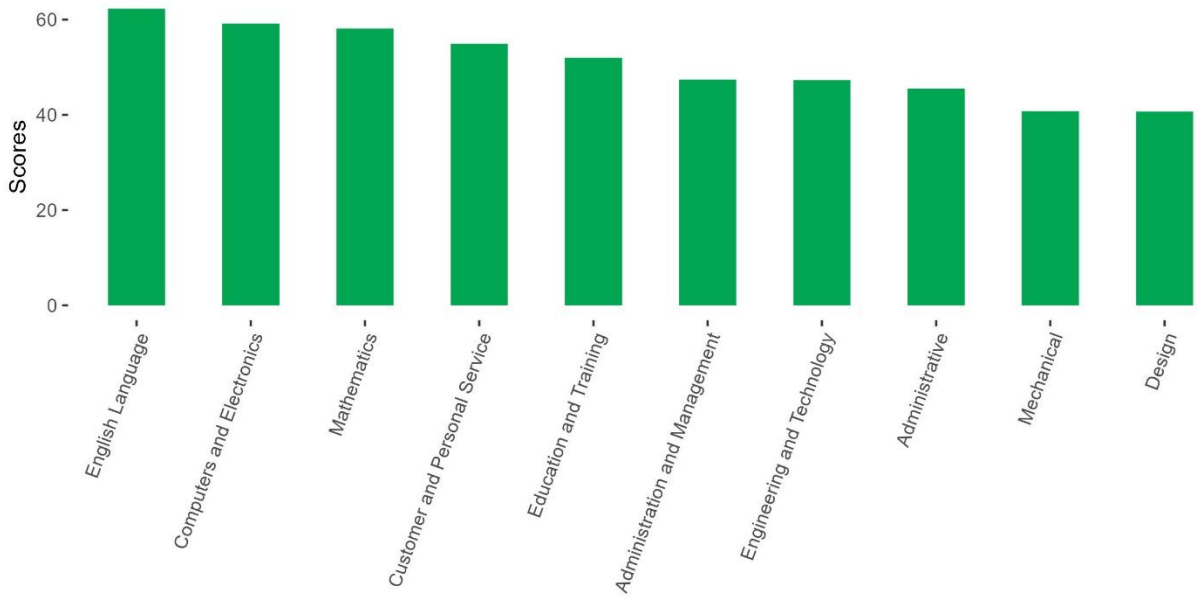
Skill Requirements for In-demand Occupations

The needs of employers with respect to knowledge and technology skills are also available for each occupation in the labor market by the Occupational Information Network (O*Net)

system (see https://www.onetonline.org/). By using the content in the O*NET database, it is possible to analyze the knowledge and technology skills needed for individual occupations, occupational groups, or targeted occupations. The following is an analysis of occupations that are emerging, have rapid growth, and have numerous job openings.

O*NET level and importance scores for the various knowledge topics were matched to the relevant occupational groups. The level and importance scores were added together and standardized to a 100-point scale. Technology requirements that are often included in employer job postings are referred to as hot technologies. These are added across the relevant occupational groups to show the top ten most frequently mentioned hot technologies used to measure technology skills.

Figure 2.22
Emerging Occupations Top Knowledge Scores



*Source: O*NET and Florida Department of Commerce, Prepared by the Bureau of Workforce Statistics and Economic Research, August 2025.*

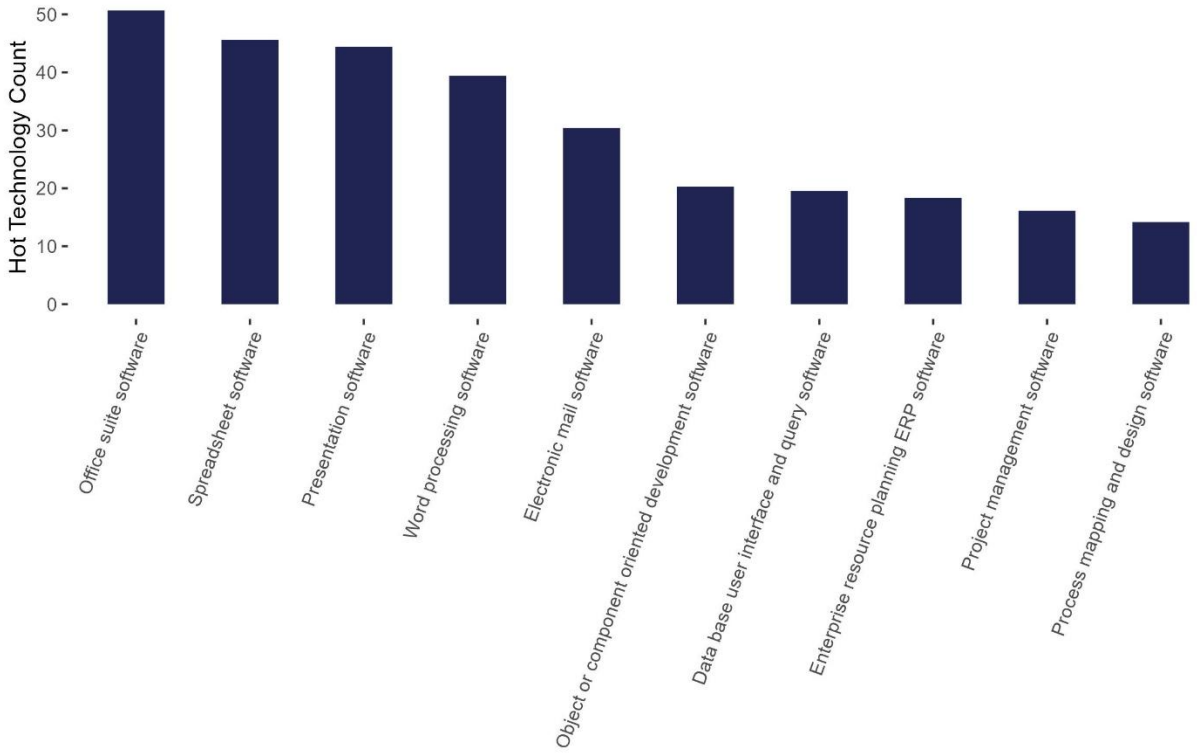
Figure 2.22 shows the top average knowledge scores (O*NET Online) for Florida's 59 emerging occupations as listed in Florida's 2025-2026 Regional Demand Occupation List. These knowledge scores are based on O*NET's Importance scale, which indicates the degree of importance a particular skill is to each occupation. O*NET importance ratings range from "Not Important" (1) to "Extremely Important" (5) but have been standardized to a 1 to 100 scale on this figure to improve interpretability.

Skills for Emerging Occupations

The highest knowledge scores for emerging occupations are English Language, Computer and Electronics, Mathematics, Customer and Personal Service, and Education and Training. (Figure 2.22). Over half of the top emerging occupations list software for Office suites, spreadsheets, presentations, word processing, and email as hot technology skills (Figure 2.23).

According to O*NET Education, Training, and Experience data, six of the top 20 emerging occupations require a High Scholl Diploma or equivalent (Veterinary Assistants and Laboratory Animal Caretakers, Ambulance Drivers and Attendants, Except Emergency Medical Technicians, Textile Bleaching and Dyeing Machine Operators and Tenders, Woodworking Machine Setters, Operators, and Tenders, Except Sawing, Sawing Machine Setters, Operators, and Tenders, Wood, and Machine Feeders and Offbearers), three require a Post-Secondary Certificate (Veterinary Technologists and Technicians, Motorcycle Mechanics, and Recreational Vehicle), and six require a Master's degree (Statisticians, Physician Assistants, Health Specialties Teachers, Postsecondary, Nursing Instructors and Teachers, Postsecondary, Veterinarians, and Genetic Counselors).

Figure 2.23
Emerging Occupations Top Technology Skills



*Source: O*NET and Florida Department of Commerce, Prepared by the Bureau of Workforce Statistics and Economic Research, August 2025.*

According to O*Net Education, Training, and Experience, five of the top 20 occupations that will gain the most new job openings from 2024 to 2032 require the majority to have a bachelor's degree or higher: Registered Nurses, General and Operations Managers, Marketing Research Analysts, Management Analysts, and Accountants and Auditors.

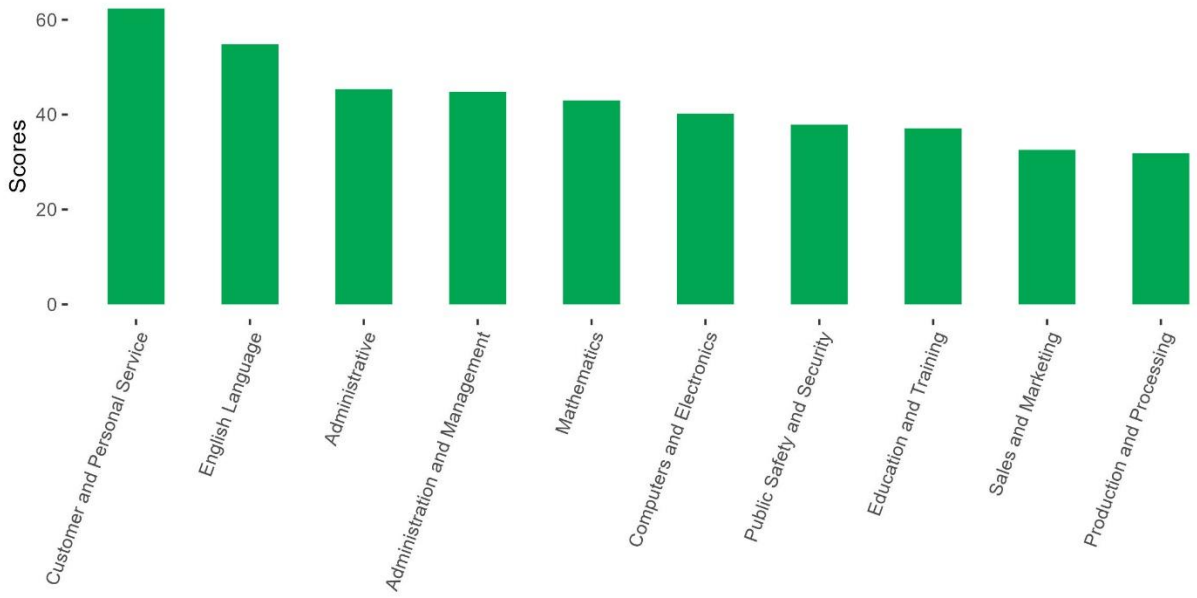
Skills for Occupations with Many Job Openings

The highest knowledge scores for the occupations projected to have the largest number of new job openings from 2024-2032 are Customer and Personal Service, English Language, Administration and Management, Mathematics, and Education and Training. More than 15 of

the 20 occupations have spreadsheet and Office suite software as hot technologies.

According to O*Net Education, Training, and Experience, ten of the top 20 fastest-growing occupations from 2024 to 2032 require the majority to have a bachelor's degree or higher: Nurse Practitioners, Information Security Analysts, Physician Assistants, Postsecondary Health Specialties Teachers, Postsecondary Nursing Instructors and Teachers, Veterinarians, Operations Research Analysts, Market Research Analysts, Speech-Language Pathologists, and Diagnostic Medical Sonographers.

Figure 2.24
Occupations with the Most Job Openings Top Knowledge Scores



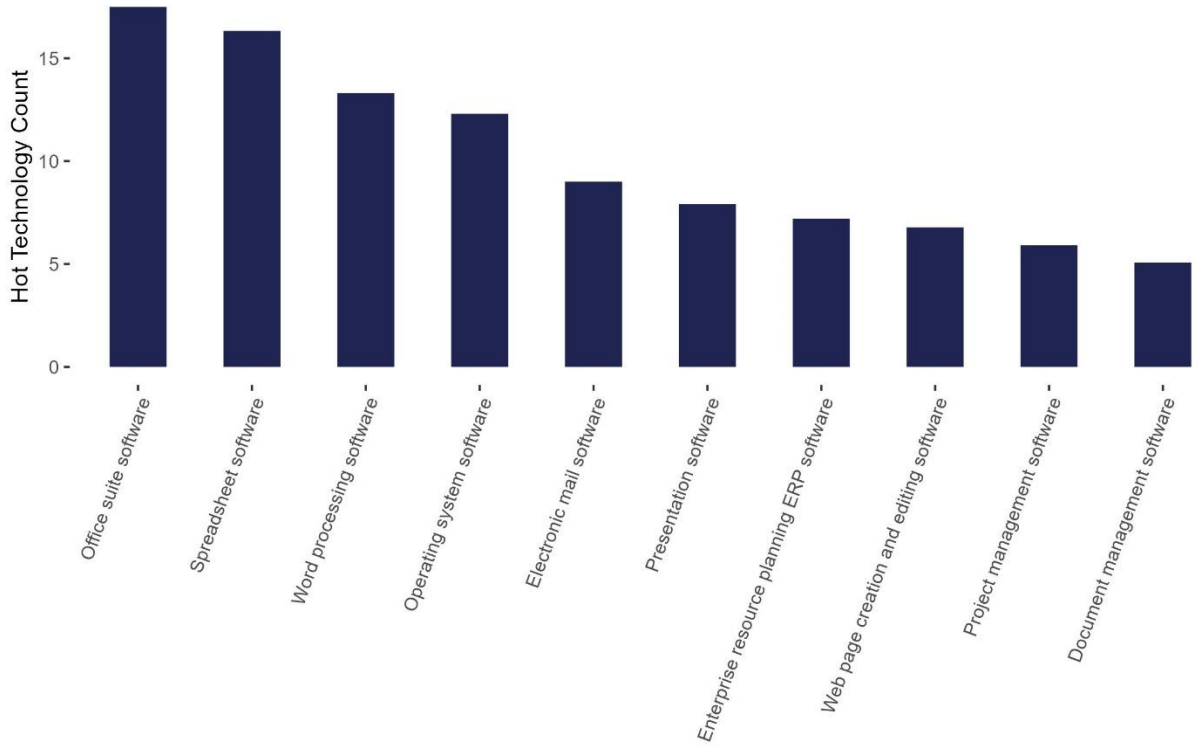
*Source: O*NET and Florida Department of Commerce, Prepared by the Bureau of Workforce Statistics and Economic Research, August 2025.*

Figure 2.24 shows the top average knowledge scores (O*NET Online) for the Top 15 existing demand occupations as listed in Figure 2.32. These knowledge scores are based on O*NET's Importance scale, which indicates the degree of importance a particular skill is to each occupation. O*NET importance ratings range from "Not Important" (1) to "Extremely Important" (5) but have been standardized to a 1 to 100 scale on this figure to improve interpretability.

Skills for Top 15 existing demand occupations

The highest knowledge scores for existing demand are Customer and Personal Service, English Language, Administrative, Administrative and Management, and Mathematics (Figure 2.25).

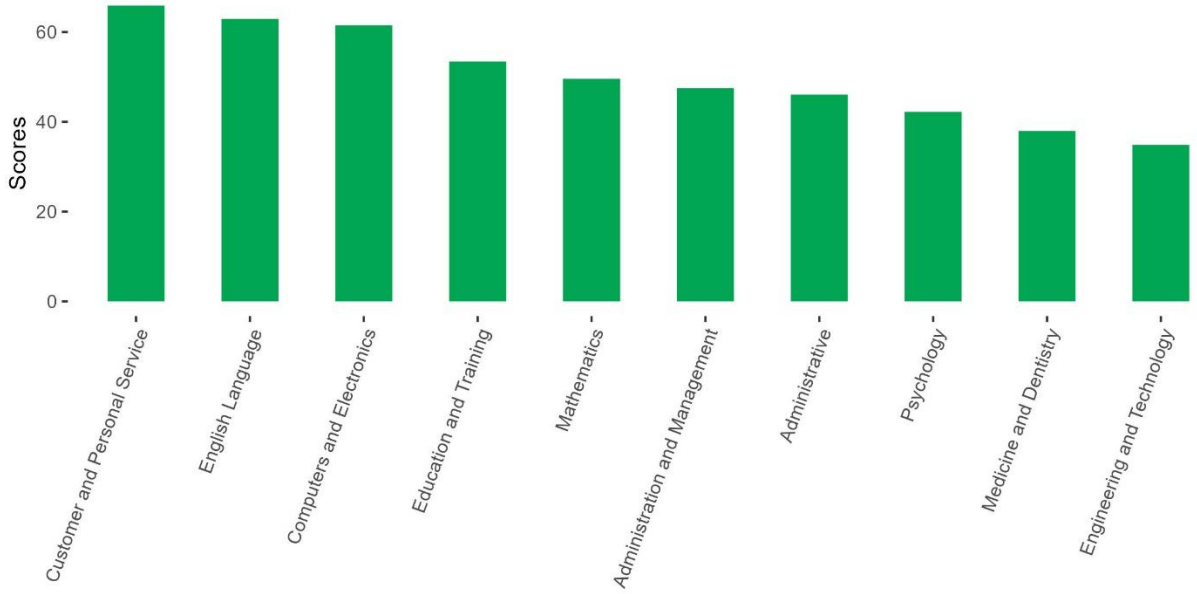
Figure 2.25
Occupations with the Most Job Openings Top Technology Skills



*Source: O*NET and Florida Department of Commerce, Prepared by the Bureau of Workforce Statistics and Economic Research, August 2025.*

Figure 2.25 gives a breakdown of how many of the most common (based on annual openings) occupations are associated with specific technology skills. As may be expected, many of these skills are highly generic, including Office suits, Word Processing, Spreadsheet, Presentation, and Electronic Mail. Other skills emphasized here are largely resource management software, including Project management and Enterprise resource planning. The data here is based on surveys of incumbents from each occupation containing questions about what skills are most relevant to their occupation.

Figure 2.26
Rapid Growth Occupations Top Knowledge Scores

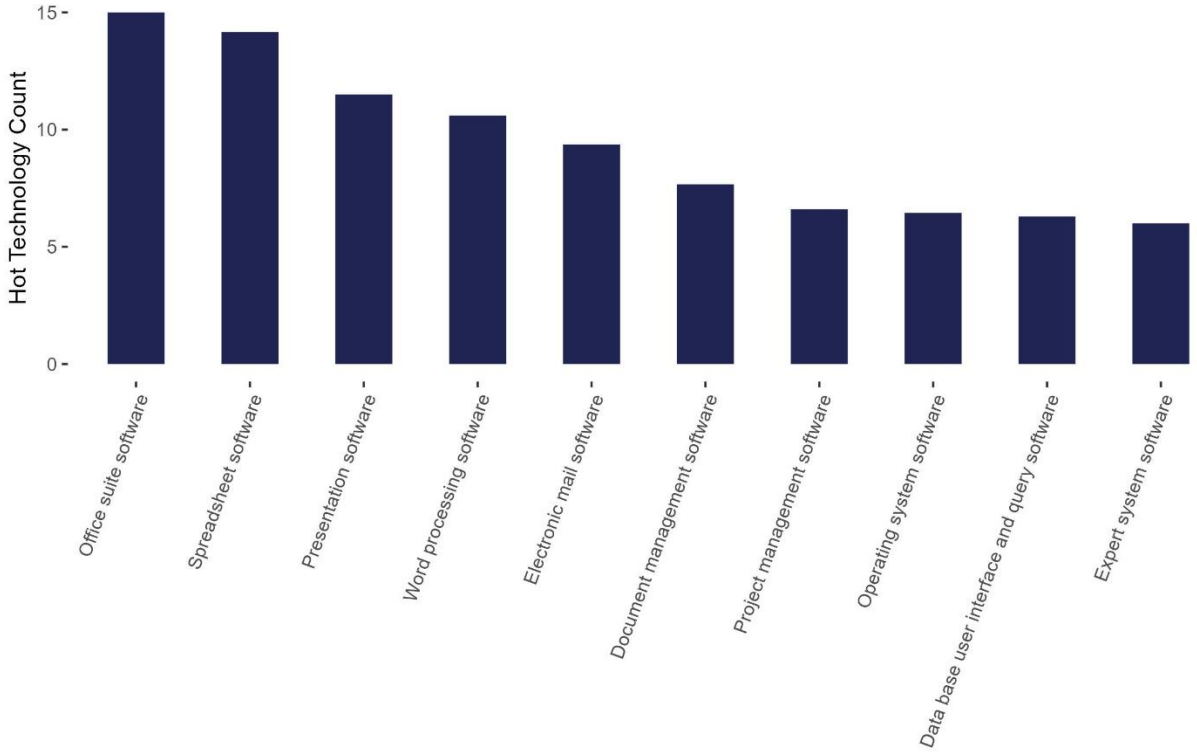


*Source: O*NET and Florida Department of Commerce, Prepared by the Bureau of Workforce Statistics and Economic Research, August 2025.*

Skills for High Growth Occupations

The highest knowledge scores for occupations projected to grow the fastest between 2024 and 2032 are Customer and Personal Service, English Language, Education and Training, Computers and Electronics, and Mathematics (Figure 2.26).

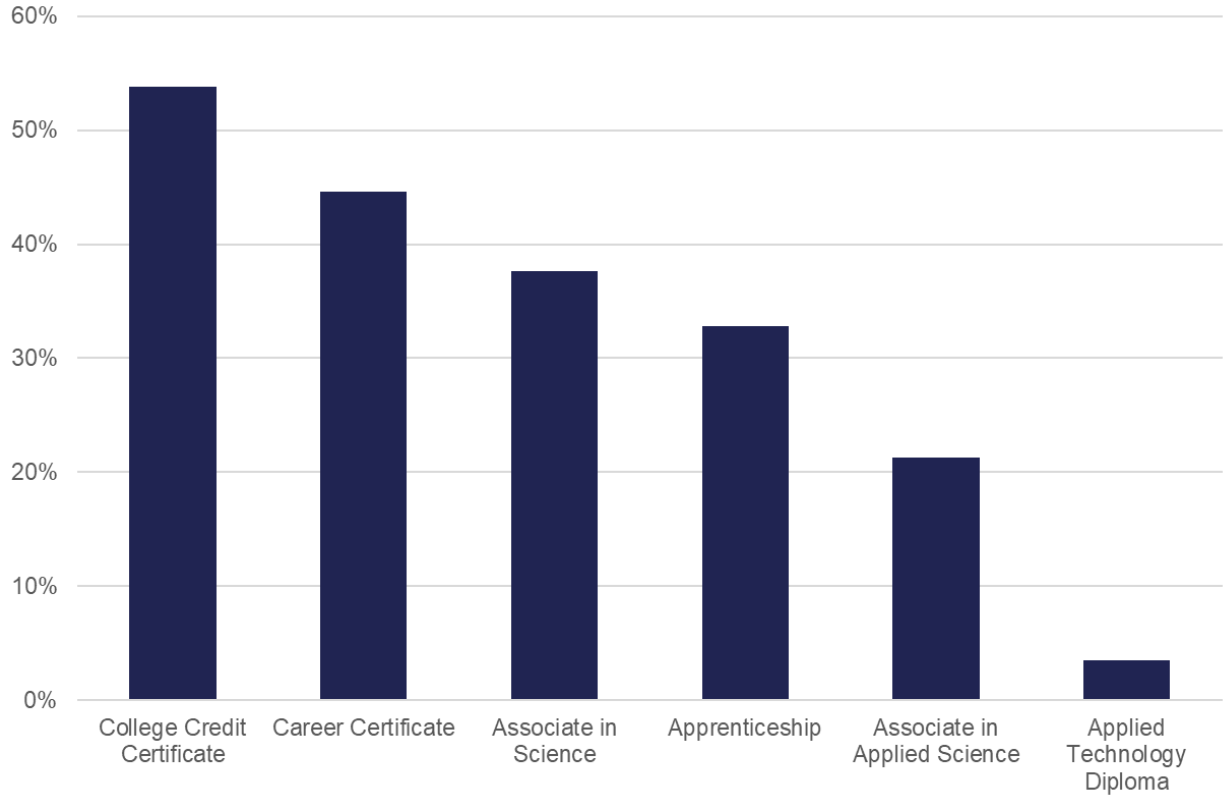
Figure 2.27
Rapid Growth Occupational Top Technology Skills



*Source: O*NET and Florida Department of Commerce, Prepared by the Bureau of Workforce Statistics and Economic Research, August 2025.*

Figure 2.27 shows the top technology skills in the fastest growing occupations in Florida. These are technology requirements frequently included in employer job postings. The list is led by skills such as Office suite software, Spreadsheet software, and presentation software. More than 15 of the 20 occupations have Office suite and spreadsheet software as hot technologies.

Figure 2.28
Percent of 2032 Jobs Linked to Current Credentials of Value

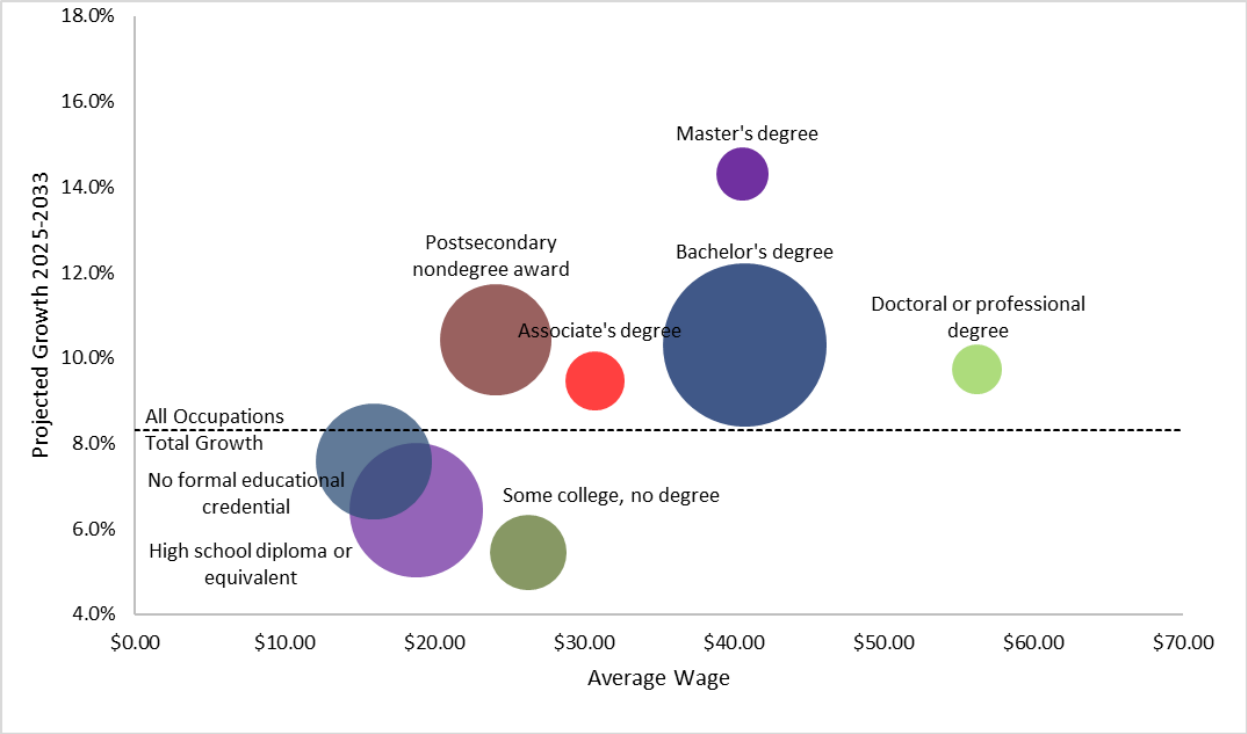


Source: Bureau of Workforce Statistics and Economic Research, Occupational Employment and Wage Statistics (OEWS) and 2024-2032 Employment Projections. CareerSource Florida, 2025-2026 Master Credential List.

Projected Changes in Educational Demand

Variation in growth rates across occupations are likely to lead to changes in the distribution of educational qualifications demanded by Florida's employers.

Figure 2.29
Projected Growth in Labor Demand by Level of Education, 2025-2033

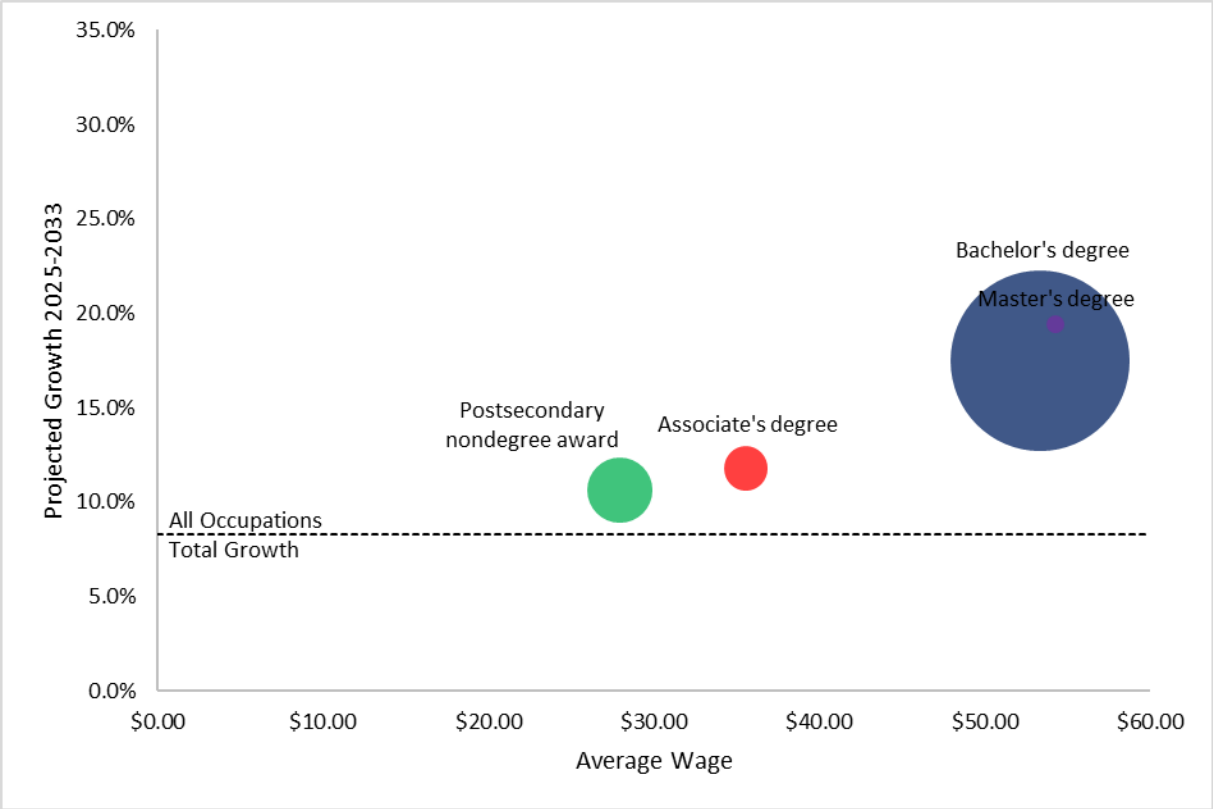


Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2025-2033, Occupational Information Network.

Figure 2.29 shows the projected employment growth rate and average wage level for occupations groups by education requirement. The size of each circle reflects total current employment in each category. Circles centered below the "Total Growth" line indicate that the category is projected to grow more slowly than employment as a whole and therefore shrink as a share of labor demand. Those above the line are projected to grow faster than overall employment, increasing as a share of labor demand.

The projected shift in Florida's educational demand is leaning toward higher education: The greatest rates of increase are in jobs requiring advanced degrees, particularly master's degrees, and in jobs requiring a bachelor's degree. Note that this analysis assumes that the educational requirements for any given occupation will not change over the time period modeled.

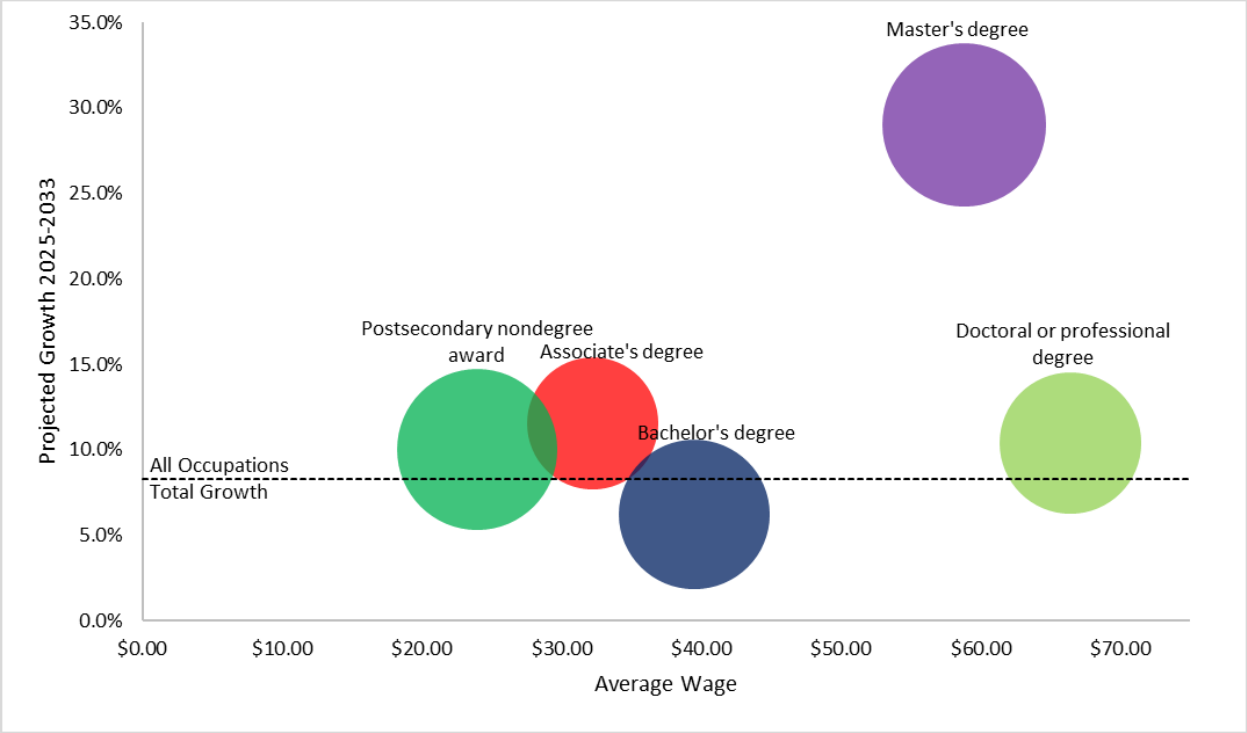
Figure 2.29.b
Projected Growth in Labor Demand by Level of Education, 2025-2033
15-0000 Computer and Mathematical Occupations



Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2025-2033. Occupational Information Network.

The expected shift in educational requirements varies by occupation group. Figure 2.29b shows projected employment growth rates and average wages for Computer and Mathematical occupations by education requirement, with size indicating total projected employment. The size of each circle reflects total current employment in each category. Circles centered below the "Total Growth" line indicate that the category is projected to grow more slowly than employment as a whole and therefore shrink as a share of labor demand. Those above the line are projected to grow faster than overall employment, increasing as a share of labor demand. For these occupations, growth in demand for associate's degrees, bachelor's degrees, master's degrees, and Postsecondary nondegree awards is expected to be larger than the increase averaged over all occupations.

Figure 2.29.c
Projected Growth in Labor Demand by Level of Education, 2025-2033
29-0000 Healthcare Practitioners and Technical Occupations



Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2025-2033. Occupational Information Network.

Figure 2.29c shows projected employment growth rates and average wages for healthcare occupations by education requirement. The size of each circle reflects total current employment in each category. Circles centered below the "Total Growth" line indicate that the category is projected to grow more slowly than employment as a whole and therefore shrink as a share of labor demand. Those above the line are projected to grow faster than overall employment, increasing as a share of labor demand. Overall, growth in demand for master's degrees is expected to be especially high and will continue to offer high wages, while growth in occupations requiring a bachelor's degree is expected to lag in this field.

(B) Workforce Analysis.

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

(ii) Labor Market Trends. Provide and analysis of key labor market trends, including across existing industries and occupations.

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the Workforce.

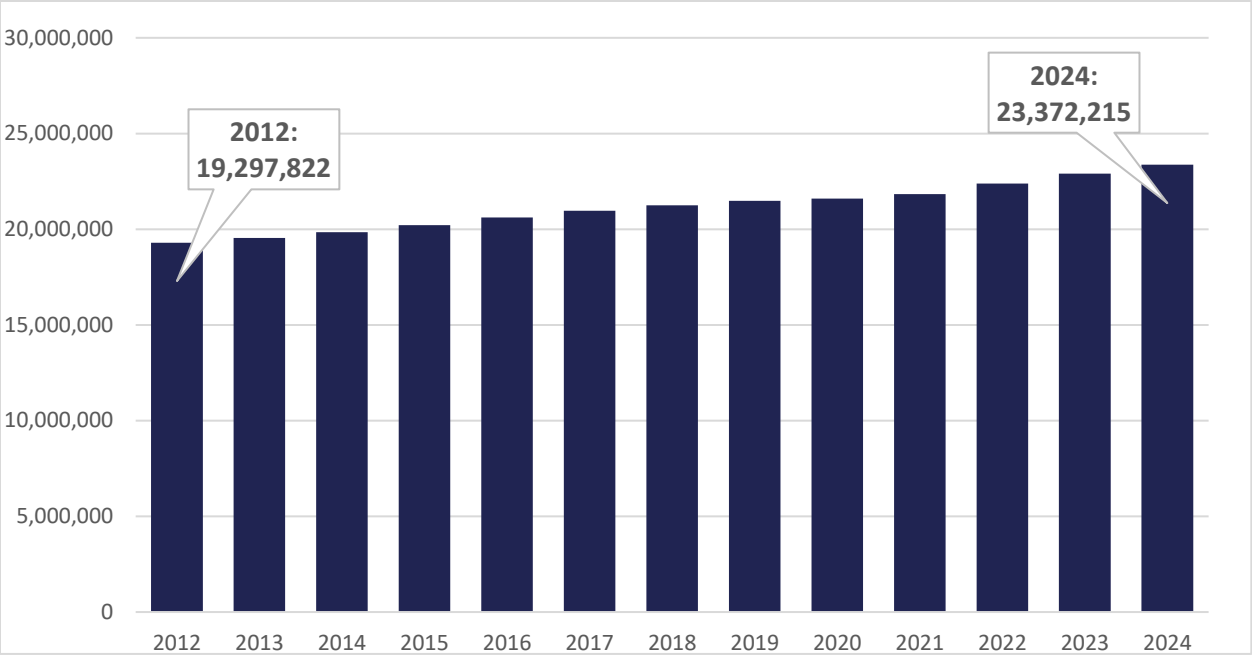
(iv) Comparison of Economic and Workforce Analytical Conclusion. Describe areas of opportunity for meeting hiring, education, and skills needs identified in the economy compared to the assets available in the labor force in the state.

(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data, including labor force participation rates and trends in the state.

Total Population

Florida is the third most populous U.S. state, with 23,372,215 people as of 2024. Florida's population growth rate has been consistently high and as of 2024 was 2.0% per year, due in part to Florida's ability to attract people moving from other states. This factor contributes to increases in both total demand for labor and labor supply over time.

Figure 2.30
Florida – Total Population



Source: U.S. Census Bureau Population Estimates.

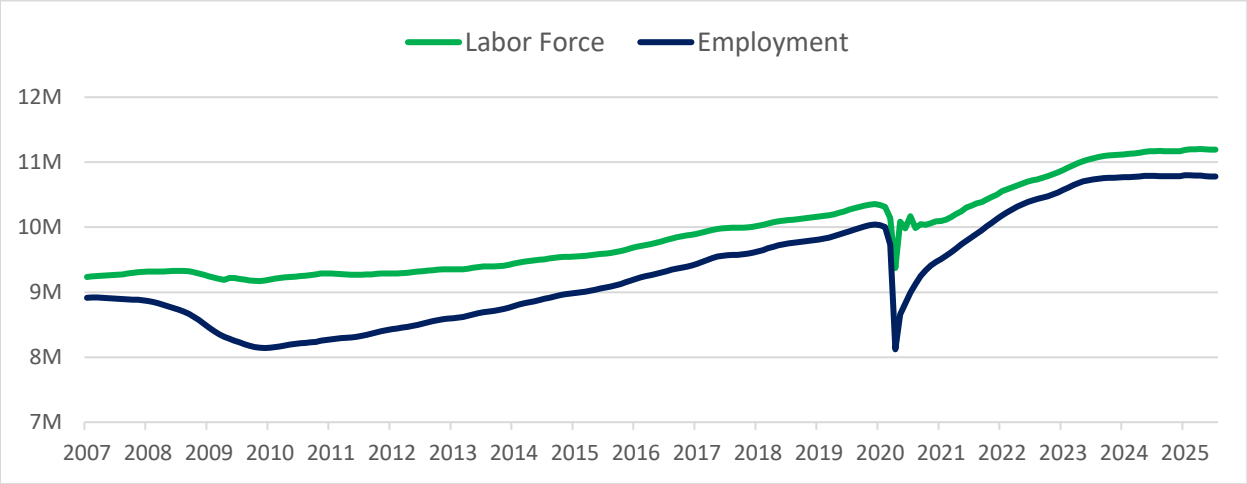
Labor Force and Population

The labor force counts the number of residents who are either currently working or actively seeking and available to work, while employment counts only the number of those who are currently working.

The labor force and total employment were increasing steadily before the start of the pandemic in February 2020. Between February and April 2020, employment declined by 1,880,000. The labor force declined by 939,000 in the same period, as many of those who lost employment left the labor force entirely. Since then, both measures have increased. In July 2021, Florida's labor force surpassed the pre-pandemic labor force of February 2020. As of July 2025, there were 11,196,000 people in the labor force, with 10,779,000 of them employed. This is a 0.1% increase in Florida's employment since July 2024.

Florida's labor force as of July 2025 was 11,196,000, compared to 11,171,000 in July 2024, representing a 0.2% change over the year. Florida's total employment as of July 2025 was 10,779,000, compared to 10,790,000 in July 2024, representing a 0.1% change over the year.

Figure 2.31
Florida's Labor Force and Employment (Seasonally Adjusted)



Source: U.S. Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics Program, in cooperation with the Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, August 2025.

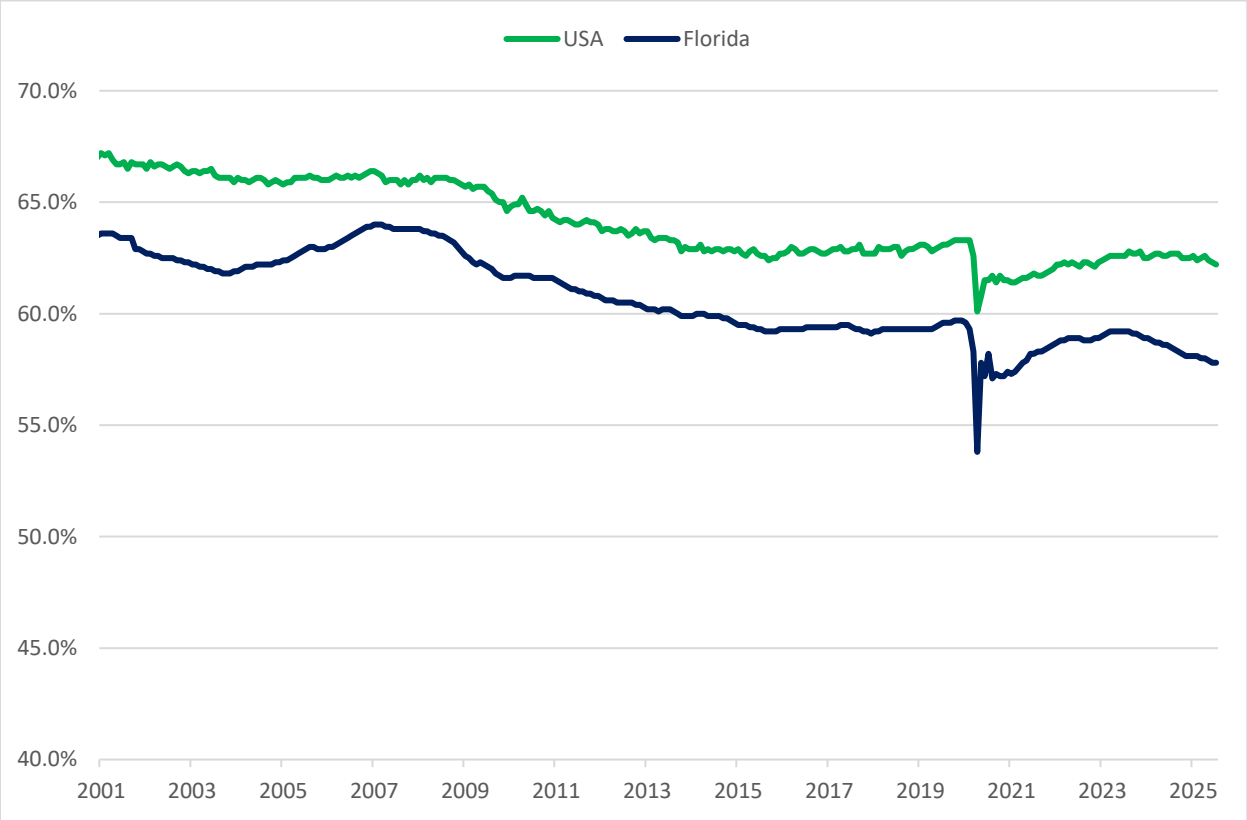
Labor Force Participation

The labor force participation rate is an estimate of the proportion of people in an economy who are contributing to its labor supply. It is calculated as the number of people ages 16 and over who are employed or actively seeking employment divided by the total noninstitutionalized, civilian working-age population.

Figures 2.31 and 2.32 show that both the Florida and national labor force participation rates have been declining for decades. Notably, Florida's participation rate has always been below the national rate. This is primarily due to Florida having a larger fraction of the population being retirees than the nation as a whole. In Florida, the all-time high labor force participation rate of 64.0% was recorded from January 2007 to March 2007, while the national all-time high of 67.3% was recorded from January 2000 to April 2000.

In February 2020, the state and national labor force participation rates were 59.3% and 63.3%, respectively. From February 2020 to April 2020, Florida's labor force participation rate declined by 5.5 percentage points, larger than the national decline of 3.2 percentage points.

Figure 2.32
Labor Force Participation Rate (Seasonally Adjusted)



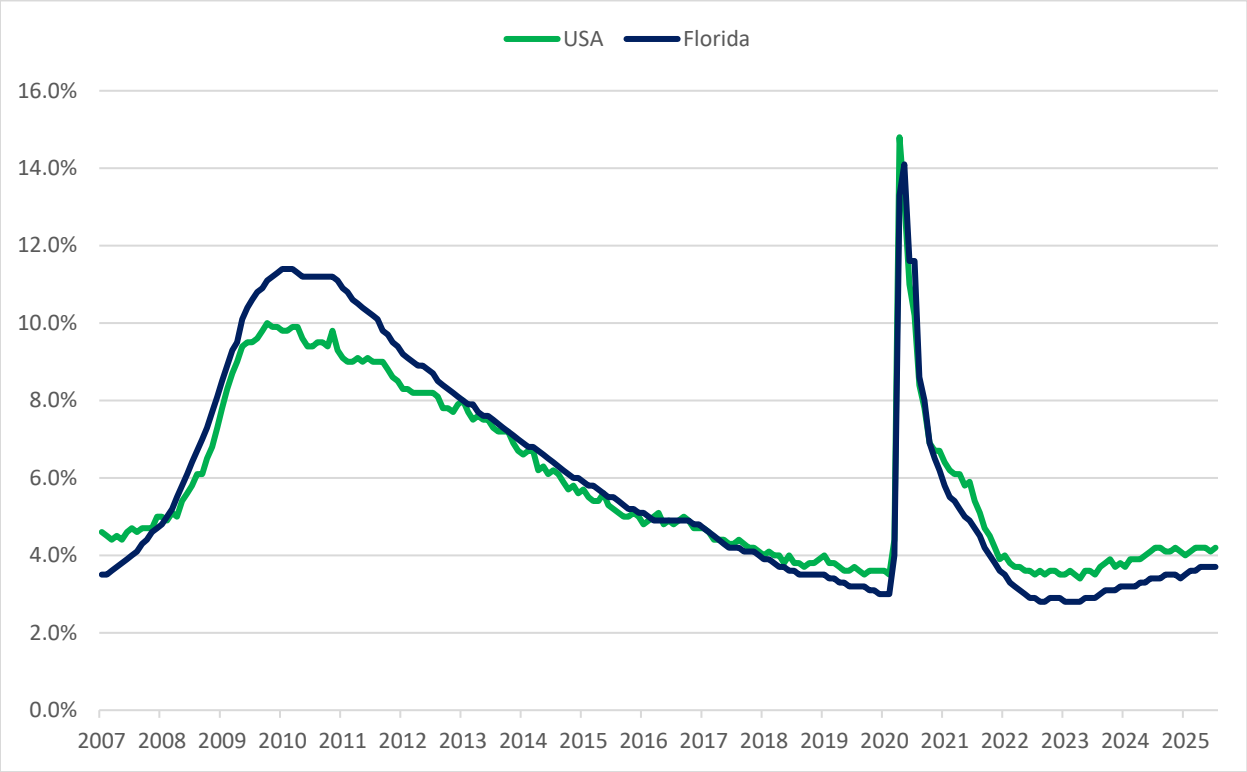
Source: U.S. Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics, in cooperation with the Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, August 2025.

Florida's labor force participation rate as of July 2025 was 57.8%, compared to 58.5% in July 2024, representing an over the year change of –0.7 percentage point. The national labor force participation as of July 2025 was 62.2%, compared to 62.7% in July 2024, representing an over the year change of –0.5 percentage point. As of July 2025, Florida's rate was 57.8% and the national rate was 62.2%. Florida's rate dropped by less than 0.1% since July 2024.

Unemployment

The unemployment rate is the share of the labor force that is jobless and actively seeking work, expressed as a percentage of the total labor force. Florida's unemployment rate has been below the national rate since May 2017, with brief exceptions during the pandemic. For 111 months, from December 2010 to the start of the pandemic, the Year-on-Year percent change in unemployment was negative in every month.

Figure 2.33
Unemployment Rate (Seasonally Adjusted)



Source: U.S. Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics Program, in cooperation with the Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, August 2025.

Florida's unemployment rate as of July 2025 was 3.7%, compared to 3.4% in July 2024, representing an over the year change of 0.3 percentage point. The national unemployment rate as of July 2025 was 4.2%, compared to 4.2% in July 2024, unchanged over the year. As of July 2025, Florida's unemployment rate was 0.5 percent lower than the national unemployment rate and has remained lower for 57 consecutive months since November 2020.

The February 2020 seasonally adjusted unemployment rate was 3.0%. Between February 2020 and May 2020, Florida's unemployment increased by 1,118,000 and the unemployment rate reached a new peak at 14.1%. At the same time, the national unemployment rate peaked at 14.8% in April 2020. Florida's unemployment rate increased from the lowest in over a decade to a record high in just three months. In November 2020, Florida's unemployment rate (6.5%) fell back below the national rate (6.7%) and has remained there since. In July 2025, Florida's unemployment rate was 3.7%, while the national unemployment rate was 4.2%. Florida's unemployment rate increased by 0.3 percentage points since July 2024.

Reasons for Unemployment

An unemployed worker falls into one of four situations: job losers, job leavers, re-entrants, or new entrants. Job losers are people on temporary layoff, people who completed a temporary job, or people who were fired or dismissed. Job leavers are unemployed because they quit their jobs and started looking for new employment. Re-entrants have past work experience but left the labor force temporarily before searching for a new job. New entrants are looking for their first job with no previous work experience.

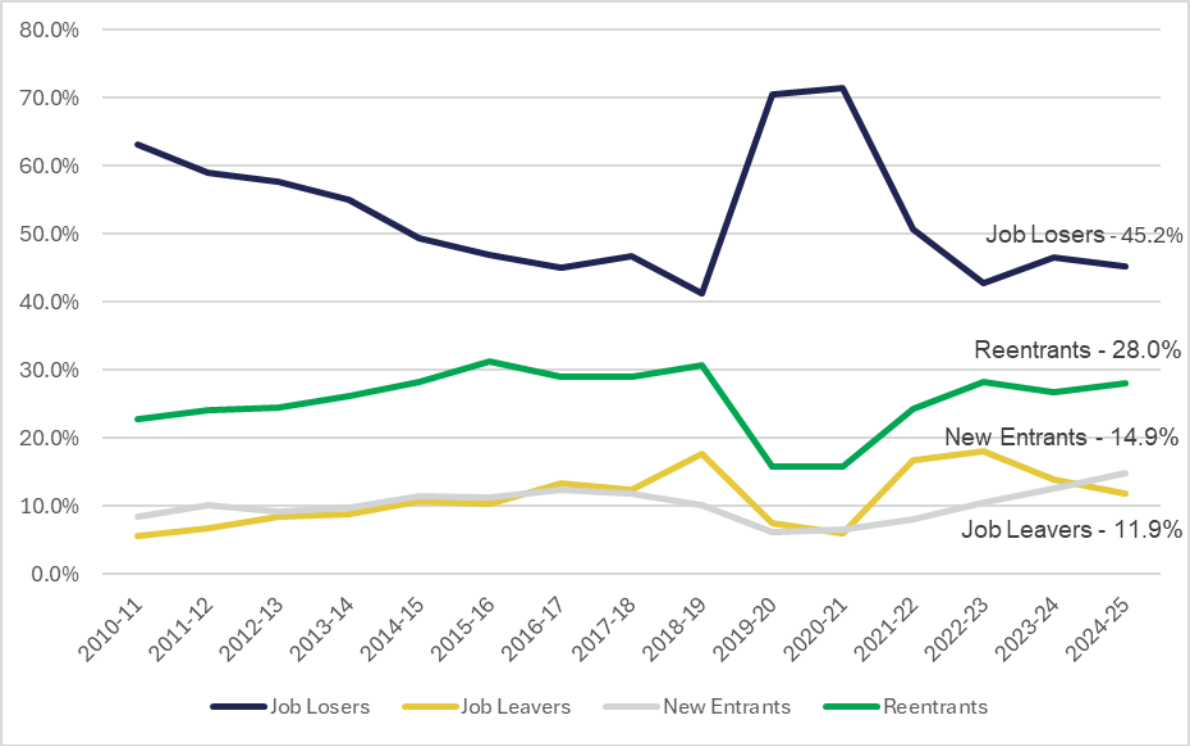
To address these situations, partner agencies including CareerSource Florida engage with business and education stakeholders to understand talent needs of Florida's industries, help businesses find qualified workers and build talent pipelines for a variety of industry sectors. CareerSource Florida's business-led board approves policies and initiatives that promote greater employability for job seekers and those with barriers to employment through upskilling, work-based training, and increased credential attainment. These initiatives facilitate access to education, training, and meaningful employment, while also aiding businesses in identifying, developing and retaining employees through high-impact support.

The two most common reasons for unemployment are those who lost their jobs and re-entrants. In the Program Year (PY) 2024-2025, new entrants increased as a share of total unemployment to the highest level in recent history (Figure 2.34). New entrants also overtook job leavers as a share of total unemployment for the first time since Program Year (PY) 2020-2021. Notably, these types of unemployment respond differently to recessions, with those who lost their jobs rising while job leavers fall as fewer people leave jobs willingly and reentrants fall due to staying out of the labor force longer. This may lead program usage to rise more than the unemployment rate alone would suggest because fewer unemployed workers have deliberately prepared for the job market.

Job leavers and new entrants have seen the most change since Program Year (PY) 2023-2024. Job leavers in Florida have decreased by 15.1% and New Entrants in Florida have increased by 17.4%.

The percentage of unemployed Floridians that are unemployed due to losing their job is 45.2% in Program Year (PY) 2024-2025, the most common reason for unemployment. This percentage is down 1.4 percentage point over the year. The percentage of unemployed Floridians that are unemployed due to reentering unemployment is 28.0%, which represents an over-the-year change of up 1.3 percentage point from PY 2023-2024. The percentage of unemployed Floridians that are new entrants to unemployment is 14.9%, which represents an over-the-year change of up 2.2 percentage points from PY 2023-2024. The percentage of unemployed Floridians that are unemployed due to leaving their job is 11.9%, which represents an over-the-year change of down 2.1 percentage points from PY 2023-2024.

Figure 2.34
Unemployed Persons by Reason for Unemployment
As a Percentage of Total Unemployment in Florida



Source: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey.

Demographic Impacts

Figures 2.35 and 2.36 compare changes in labor force participation and unemployment rates on an annual basis between 2023 and 2024 (latest data available) by age, sex, race, and ethnicity. The unemployment rate for women overall in 2024 was 3.3% compared to 2.9% for men. In general, new entrants to the labor market face higher unemployment rates. Labor market conditions generally improve as workers age, due to a combination of better skills and a longer documented work history. Teenage unemployment is among the highest of all groups, at 11.2% for women and 12.6% for men. Prime age workers have consistently low unemployment. The Labor Force Participation Rates for both men and women aged 25-34 decreased by 0.8 and 1.3 percentage points respectively since 2023. The Unemployment rate of men and women aged 25-34 increased by 1.1 and 0.1 percentage points respectively.

Figure 2.35
Labor Force Participation and Unemployment Rates by Age and Sex

Labor Force Participation Rate				Unemployment Rate		
	2023	2024	Difference	2023	2024	Difference
Female						
Age 16+	54.6%	52.3%	-2.3%	2.9%	3.3%	0.4%
Age 16-19	33.8%	29.2%	-4.6%	8.1%	11.2%	3.1%
Age 20-24	66.9%	64.4%	-2.5%	6.0%	5.5%	-0.5%
Age 25-34	76.0%	74.7%	-1.3%	2.9%	4.0%	1.1%
Age 35-44	76.5%	75.5%	-1.0%	2.1%	2.6%	0.5%
Age 45-54	76.2%	74.2%	-2.0%	2.2%	3.1%	0.9%
Age 55-64	58.2%	59.1%	0.9%	2.2%	2.3%	0.1%
Age 65+	16.6%	15.0%	-1.6%	2.8%	2.7%	-0.1%
Male						
Age 16+	64.6%	63.9%	-0.7%	2.6%	2.9%	0.3%
Age 16-19	30.7%	32.4%	1.7%	9.1%	12.6%	3.5%
Age 20-24	71.2%	70.5%	-0.7%	5.7%	5.7%	0.0%
Age 25-34	86.4%	85.6%	-0.8%	3.3%	3.4%	0.1%
Age 35-44	89.1%	89.4%	0.3%	1.8%	1.9%	0.1%
Age 45-54	87.5%	88.3%	0.8%	1.7%	1.9%	0.2%
Age 55-64	70.3%	69.8%	-0.5%	1.9%	2.1%	0.2%
Age 65+	21.8%	23.1%	1.3%	2.3%	3.0%	0.7%

Source: U.S. Census Bureau, Current Population Survey, Prepared by the Bureau of Workforce Statistics and Economic Research.

The 2024 annual unemployment rate among African Americans was 4.6%, followed by Hispanics at 2.7%, and Whites at 2.3% (Figure 2.36). Unemployment increased by 0.6 percentage point for African Americans from 2023 to 2024, the largest increase among the three groups. Youth unemployment (categorized as ages 16-19) decreased for Whites but increased for African Americans and Hispanics. Hispanic youth unemployment was 17.3%, followed by 15.0% among African Americans, and 9.9% among Whites.

Figure 2.36
Labor Force Participation and Unemployment Rates by Age and Race/Ethnicity

	Labor Force Participation Rate			Unemployment Rate		
	2023	2024	Difference	2023	2024	Difference
Hispanic						
Age 16-19	27.9%	27.9%	0.0%	8.2%	17.3%	9.1%
Age 20+	67.8%	68.4%	0.6%	2.8%	2.7%	-0.1%
Black						
Age 16-19	34.6%	29.1%	-5.5%	10.3%	15.0%	4.7%
Age 20+	68.1%	64.5%	-3.6%	4.0%	4.6%	0.6%
White						
Age 16-19	34.4%	33.7%	-0.7%	11.1%	9.9%	-1.2%
Age 20+	55.8%	53.5%	-2.3%	2.0%	2.3%	0.3%

Source: U.S. Census Bureau, Current Population Survey, Prepared by the Bureau of Workforce Statistics and Economic Research.

Educational Attainment

Many occupations, especially high paying or fast-growing occupations, have an educational requirement for employment. In 2023, an estimated 89.6% of Floridians aged 25 or older had at least a high school diploma or an equivalent, while 33.2% had a bachelor's degree or higher (Figure 2.37), up from an estimated 29.4% in 2022 for a 4.0 percentage point increase.

Figure 2.37
Florida Education Levels (Ages 25 and Above)

Less Than High School Graduate	High School Graduate and Equivalency	Some College or Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
1,643,437	4,346,402	4,596,529	3,285,363	1,978,568
10.4%	27.4%	29.0%	20.7%	12.5%

Source: U.S. Census Bureau, 2019-2023 American Community Survey 5-Year Estimates.

Individuals with Barriers to Employment

In this section, WSER examines labor market indicators for people in groups known to follow distinct trends. This includes those that face distinct obstacles to employment that may require tailored solutions. Relevant group features include education, disability, and veteran status.

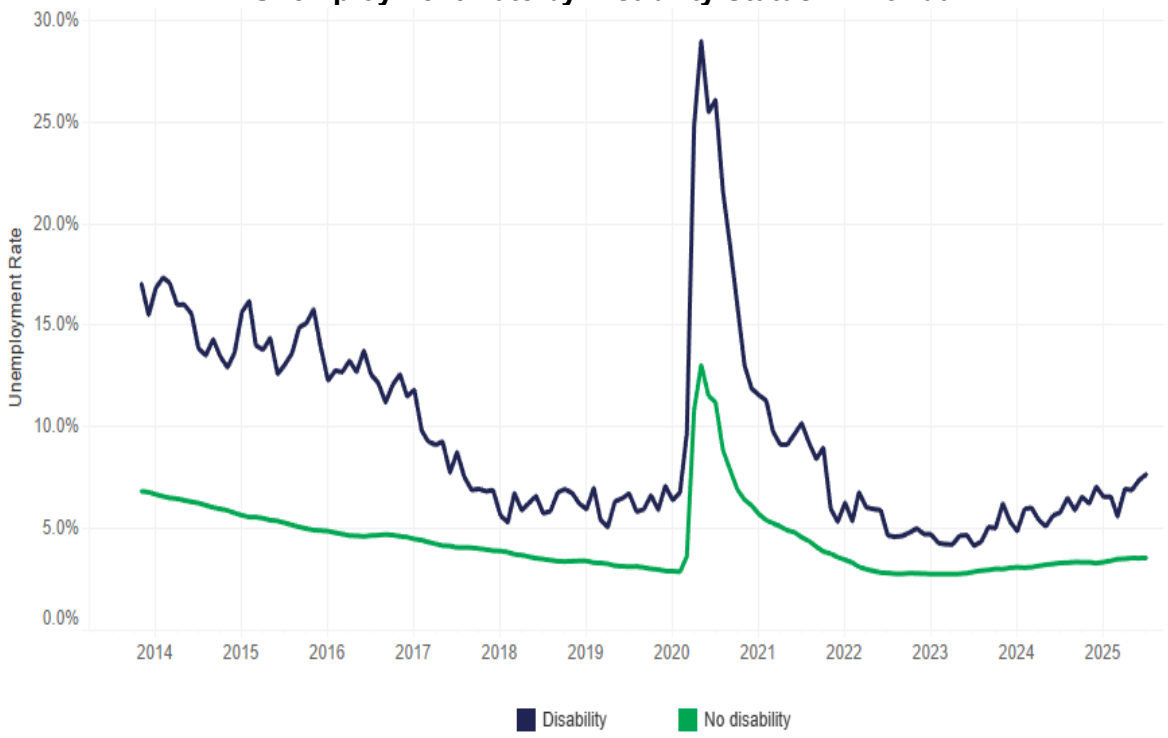
Individuals with Disabilities

According to the American Community Survey (ACS) estimates for 2023, approximately 10.1% (1.32 million) of Florida's total civilian noninstitutional population between the ages of 18 and 64 (13.09 million) has a disability. Many persons with disabilities who reside in Florida are not in the labor force (679,904 not in the labor force compared to 638,832 in the labor force). The employment rate of people with disabilities in the above population was 43.7% in 2023. The estimated Florida unemployment rate for persons with a disability was 9.9% in 2023,

compared to 9.3% for the same population in the U.S. as a whole, and 3.7% for Floridians with no disability. Employment in this group was more affected by the pandemic than other Floridians, but the unemployment gap has since returned to pre-pandemic levels. The Florida unemployment rate for persons with a disability decreased 4.1 percentage points from 2021 to 2022, while unemployment among those with no disability decreased 1.5 percentage points during that period. In the past year, the Florida unemployment rate for persons with a disability increased from 5.9% to 7.4%, a 1.5% increase.

According to the 2023 Census, there are 245,638 visually impaired persons in Florida, 1.9% of the total population. Individuals who are blind or visually impaired have an unemployment rate of 9.1% according to the ACS, compared to 8.1% nationwide. However, only 57.7% of the visually impaired population residing in Florida participated in the labor force in 2023 (Figure 2.38).

Figure 2.38
Unemployment Rate by Disability Status in Florida



Source: Florida Department of Commerce, Experimental Data Series Utilizing Current Population Survey, American Community Survey, and Local Area Unemployment Statistics Data.

Veterans

Florida has the second largest population of veterans in the nation, with almost 1.5 million veterans (8.1% of the state's adult population), according to the 2024 population survey conducted by the United States Census Bureau. According to the U.S. Bureau of Labor Statistics, veterans comprise 6.5% of Florida's 2024 annual average of employed civilian labor force aged 18 years and over.

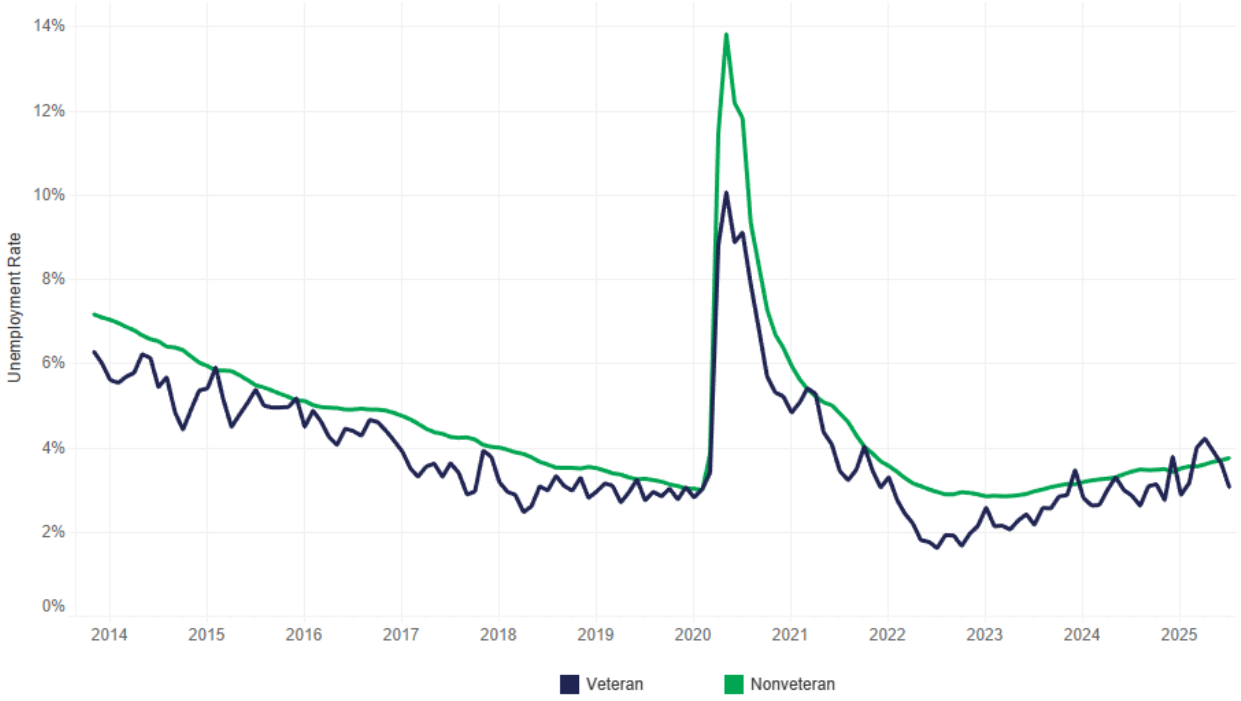
Several policies support veterans that seek employment. The post 9/11 GI Bill, Vocational Rehabilitation & Education Chapter 31 educational programs, and the Transition Assistance

Program provide veterans additional opportunities, which improve and enhance the accreditation process for recently separated veterans in a variety of career fields. In addition, military personnel and their spouses receive waivers for more than 20 professional license fees such as health profession license fees. These waivers can save a veteran thousands of dollars. Recent state legislation also allows military service to stand in lieu of experience or education for state jobs.

Florida's veterans often outperform their civilian counterparts in the labor market. The skills veterans inherently develop during their military service, including leadership, a strong work ethic, teamwork, integrity, problem solving, technical skills, loyalty, and a desire to succeed make them desirable to employers of any industry.

Nationally, veteran unemployment rates (non-seasonally adjusted) have trended lower than unemployment rates for nonveterans. In 2024, the national unemployment rate for veterans was 3.0%. From July 2024 to July 2025, the unemployment rate for Florida's veteran population rose from 3.0% to 3.2%, an increase of 0.2 percentage points.

Figure 2.39
Unemployment Rate by Veteran Status in Florida



Source: Florida Department of Commerce, Experimental Data Series Utilizing Current Population Survey Data.

(ii) Comparison of Economic and Workforce Analytical Conclusion. Describe areas of opportunity for meeting hiring, education, and skills needs identified in the economy compared to the assets available in the labor force in the state.

Individuals Who Lack Education

Education outcomes are critical to employment outcomes, as unemployment and wages increase with education, especially for workers with low levels of education. Based on the Current Population Survey, since January 2025, unemployment for workers with less than a high school degree had unemployment rates that varied between 5.0 and 5.8 percent, while unemployment for workers with only a high school or equivalent degree had unemployment rates between 4.5 and 4.8 percent. For workers with some college but not a four-year degree, unemployment rates were between 3.5 and 4.0 percent. This gap tends to become even wider in times of economic distress, and for younger workers. Florida saw some of the largest increases in unemployment during the pandemic in those with less than a high school diploma, exceeding 20% unemployment in the worst three months based on the Current Population Survey.

Lack of education is especially a barrier to entry for occupations in demand. Of 29 occupations identified as Statewide Areas of Concern by the 2025 Labor Market Estimating Conference (LMEC), only 4 require less than a high school degree, and only 9 do not require at least some college education. These 9 exceptions are also positions with limited opportunities for advancement, including roofers, amusement and recreation attendants, shampooers, and crematory operators. An additional 11 occupations identified by the LMEC are open to those with some college, but not a four-year degree, and these are more likely to pay well and offer opportunities for advancement. These additional occupations include insurance sales agents, licensed nursing assistants, and nuclear medicine technologists. These results are similar for lists of occupational areas of concern within specific workforce regions. For example, in Central Florida (LWDA 12), only 58 of 142 identified occupations require only a high school diploma or less.

To address these concerns, in 2019 Florida established the Sail to 60 goal to increase the percentage of working age Floridians with a high-value post-secondary certificate, degree, or training experience to 60% by 2030. This program is centered around improving the pipeline from high schools to colleges by increasing the number of students that submit at least one college application, address community specific issues related to postsecondary education, and provide the public with better access to government services in support of education, as described in Florida Statute section 1004.013.

Individuals Living in Poverty

In 2019, 14.0% (2.9 million) Floridians were in poverty according to the U.S. Census Bureau, slightly above the national poverty rate of 13.4% at that time. By 2022, the poverty rate in Florida had dropped to 12.9% (2.7 million people) after a pandemic related spike to 13.1% in 2021. Currently, the poverty rate of 12.6% in Florida is above the 2023 national poverty rate of 12.4%. In contrast, 17.3% (279,251) of people 18 to 24 years old were in poverty in Florida, which is lower than the national rate of 18.9% (5,118,439).

Areas of Opportunity

High Growth Industries

High growth industries are those projected to gain the most jobs in total, regardless of the current size of the industry. Figure 2.40 displays the top 20 3-digit NAICS industries by projected job gain, 2024-2032.

Figure 2.40
Industries Gaining the Most Total Jobs

Sector	NAICS Code	Industry Title	2024 Employment	2032 Employment	2024-32 Total Change	2024-32 Percent
Professional, Scientific, and Technical Services	541	Professional, Scientific, and Technical Services	758,859	880,853	121,994	16.08%
Accommodation and Food Services	722	Food Services and Drinking Places	859,683	957,867	98,184	11.42%
Health Care and Social Assistance	621	Ambulatory Health Care Services	626,287	719,992	93,705	14.96%
Administrative and Support and Waste Management and Remediation Services	561	Administrative and Support Services	680,190	757,075	76,885	11.30%
Construction	238	Specialty Trade Contractors	442,140	497,270	55,130	12.47%
Educational Services	611	Educational Services	706,721	753,379	46,658	6.60%
Finance and Insurance	524	Insurance Carriers and Related Activities	221,708	244,694	22,986	10.37%
Health Care and Social Assistance	624	Social Assistance	165,914	187,003	21,089	12.71%
Management of Companies and Enterprises	551	Management of Companies and Enterprises	137,075	157,776	20,701	15.10%

Sector	NAICS Code	Industry Title	2024 Employment	2032 Employment	2024-32 Total Change	2024-32 Percent
Real Estate and Rental and Leasing	531	Real Estate	173,452	193,263	19,811	11.42%
Arts, Entertainment, and Recreation	713	Amusement, Gambling, and Recreation Industries	215,300	233,644	18,344	8.52%
Health Care and Social Assistance	623	Nursing and Residential Care Facilities	200,411	218,055	17,644	8.80%
Health Care and Social Assistance	622	Hospitals	433,250	450,832	17,582	4.06%
Transportation and Warehousing	484	Truck Transportation	64,136	80,205	16,069	25.05%
Wholesale Trade	423	Merchant Wholesalers, Durable Goods	221,017	235,648	14,631	6.62%
Transportation and Warehousing	492	Couriers and Messengers	63,493	77,676	14,183	22.34%
Accommodation and Food Services	721	Accommodation	198,298	210,227	11,929	6.02%
Transportation and Warehousing	493	Warehousing and Storage	100,421	112,232	11,811	11.76%
Retail Trade	444	Building Material and Garden Equipment and Supplies Dealers	99,937	111,075	11,138	11.14%
Wholesale Trade	424	Merchant Wholesalers, Nondurable Goods	156,968	167,790	10,822	6.89%

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032.

Growing Occupations

The fastest growing occupations in the state's labor market can be measured in terms of job counts or job growth rates. Figure 2.41 shows the projected change in job counts (2024–2032) and the job growth rate as a percent change over the timeframe of the latest occupational projections (2024–2032). Note that the number of job openings within these occupations also depends on how many workers exit the labor force or change occupations, so some occupations with moderate growth may see many openings.

Occupations Gaining the Most New Jobs

The occupations gaining the most new jobs represent a mix of occupations needed by tourism, retail, and professional and technical services. Waiters and Waitresses (15,384 new jobs), Fast Food and Counter Workers (12,901 new jobs), and Cooks, Restaurants (9,406 new jobs) are employed in tourism related industries. Retail Salespersons (16,837 new jobs), Stockers and Order Fillers (16,515 new jobs), and Heavy and Tractor-Trailor Truck Drivers (9,673 new jobs) are all in trade and retail trade-related industries. Software Developers (10,665 new jobs) are mostly within the professional and technical services sector, as well as information. Other leading occupations across multiple sectors include Customer Service Representatives (15,911 new jobs), Office Clerks, General (13,659 new jobs), and General and Operations Managers (12,517 new jobs).

Figure 2.41
Occupations Projected to Gain the Most New Jobs in Florida

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
41-2031	Retail Salespersons	318,542	335,379	16,837	5.3%	395,614
53-7065	Stockers and Order Fillers	243,706	260,221	16,515	6.8%	339,250
43-4051	Customer Service Representatives	262,942	278,853	15,911	6.1%	306,985
35-3031	Waiters and Waitresses	207,777	223,161	15,384	7.4%	371,976
43-9061	Office Clerks, General	214,290	227,949	13,659	6.4%	224,554
35-3023	Fast Food and Counter Workers	196,267	209,168	12,901	6.6%	383,144
11-1021	General and Operations Managers	196,028	208,545	12,517	6.4%	139,730
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	129,455	140,361	10,906	8.4%	150,142

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
15-1252	Software Developers	79,709	90,374	10,665	13.4%	46,674
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	143,670	153,492	9,822	6.8%	175,246
53-3032	Heavy and Tractor-Trailer Truck Drivers	113,774	123,447	9,673	8.5%	108,215
37-3011	Landscaping and Groundskeeping Workers	117,143	126,580	9,437	8.1%	133,599
35-2014	Cooks, Restaurant	128,394	137,800	9,406	7.3%	168,835
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	98,239	106,982	8,743	8.9%	85,364
43-3031	Bookkeeping, Accounting, and Auditing Clerks	123,796	131,074	7,278	5.9%	125,334
53-3033	Light Truck Drivers	78,202	85,177	6,975	8.9%	74,843
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	121,567	128,267	6,700	5.5%	117,476
43-4171	Receptionists and Information Clerks	80,069	86,752	6,683	8.3%	95,291
49-9071	Maintenance and Repair Workers, General	111,694	118,082	6,388	5.7%	88,823

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
43-1011	First-Line Supervisors of Office and Administrative Support Workers	105,516	111,747	6,231	5.9%	89,182

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032.

Fastest-Growing Occupations

Nine of the top 20 occupations ranked by job growth rate are in the Computer and Mathematical major occupational group. The fastest growing occupation is Chiropractors (4,862 jobs in 2024, projected 17.1% growth). Software Developers is the largest on the top 20 list with 79,709 jobs in 2024. Some occupations that fall under the Healthcare Practitioners and Technical occupations group include Veterinary Technologists and Technicians (10,845 jobs in 2024, projected 16.4% growth), Veterinarians (5,757 jobs in 2024, projected 15.0% growth), and Ophthalmic Medical Technicians (5,075 jobs in 2024, projected 11.4% growth).

Figure 2.42
Fastest-Growing Occupations in Florida (Minimum 4,000 Jobs in 2022)

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
29-1011	Chiropractors	4,862	5,691	829	17.1%	2,382
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	8,176	9,540	1,364	16.7%	15,028
29-2056	Veterinary Technologists and Technicians	10,845	12,627	1,782	16.4%	10,273
19-3033	Clinical and Counseling Psychologists	4,084	4,753	669	16.4%	2,327
15-1253	Software Quality Assurance Analysts and Testers	12,163	13,996	1,833	15.1%	8,205
29-1131	Veterinarians	5,757	6,623	866	15.0%	2,480
15-1252	Software Developers	79,709	90,374	10,665	13.4%	46,674

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
15-1254	Web Developers	5,658	6,331	673	11.9%	3,619
27-1026	Merchandise Displayers and Window Trimmers	13,429	15,000	1,571	11.7%	14,792
15-2051	Data Scientists	9,002	10,055	1,053	11.7%	5,556
31-2021	Physical Therapist Assistants	8,178	9,129	951	11.6%	10,339
29-2057	Ophthalmic Medical Technicians	5,075	5,654	579	11.4%	5,154
15-1212	Information Security Analysts	11,701	13,020	1,319	11.3%	7,106
15-1251	Computer Programmers	7,096	7,894	798	11.2%	4,410
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	18,758	20,786	2,028	10.8%	15,019
51-7011	Cabinetmakers and Bench Carpenters	4,704	5,211	507	10.8%	4,311
15-1241	Computer Network Architects	8,078	8,946	868	10.7%	4,437
15-1211	Computer Systems Analysts	34,168	37,761	3,593	10.5%	20,358
15-1232	Computer User Support Specialists	49,860	54,975	5,115	10.3%	32,628
29-1123	Physical Therapists	17,498	19,289	1,791	10.2%	7,454

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032.

Projected Changes in Occupational Demand

Occupational employment projections tables for all Florida geographic areas can be found on the FloridaCommerce website (https://floridajobs.org/labor-market-information) and on the Florida Insight website (https://floridajobs.org/economic-data).

Declining or Slow-Growth Occupations

Many declining or slow-growth occupations are being replaced by technological advancement. Since skill development in support of an occupation is a long-term investment, skills that are only required for occupations that will be rare in the future make for poor investments today, even if there are many current openings. Therefore, the State of Florida avoids misdirecting resources by identifying negative and slow growth occupations and not investing in skill development that would only support these occupations. This approach is present in products such as the Regional Demand Occupations List (RDOL) and LMEC's Occupational Areas of Concern. The RDOL requires a higher threshold of annual openings for occupations projected to grow at a rate less than 0.71 percent per year for the statewide list and excludes occupations with negative projected growth from the both the Statewide and Workforce Development Area lists. Note that some exceptions are allowed for the Emerging Demand component of the RDOL.

Examples of declining occupations include Paper Goods Machine Setters, Operators, and Tenders and Postal Service Mail Sorters, Processors, and Processing Machine Operators occupations. Figure 2.43 presents the 20 most steeply declining industries that account for at least a thousand jobs. According to the BLS, 5 of the top 20 declining or slow-growth occupations from 2024 to 2032 typically require a bachelor's degree or higher. Out of the top 20 declining or slow-growth occupations, 6 need only a high school diploma or equivalent.

Figure 2.43
Declining or Slow-Growth Occupations in Florida

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
51-9196	Paper Goods Machine Setters, Operators, and Tenders	1,856	1,702	-154	-8.3%	1,448
23-1023	Judges, Magistrate Judges, and Magistrates	1,495	1,419	-76	-5.1%	370
51-8013	Power Plant Operators	1,782	1,692	-90	-5.1%	1,051
51-5111	Prepress Technicians and Workers	1,374	1,315	-59	-4.3%	1,270
51-5113	Print Binding and Finishing Workers	1,641	1,583	-58	-3.5%	1,125
21-1092	Probation Officers and Correctional Treatment Specialists	4,053	3,915	-138	-3.4%	2,253

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
45-4022	Logging Equipment Operators	1,738	1,679	-59	-3.4%	1,892
21-1015	Rehabilitation Counselors	3,167	3,060	-107	-3.4%	1,802
43-5051	Postal Service Clerks	3,811	3,690	-121	-3.2%	2,417
43-5052	Postal Service Mail Carriers	20,818	20,161	-657	-3.2%	11,575
33-1011	First-Line Supervisors of Correctional Officers	6,760	6,551	-209	-3.1%	4,005
43-5053	Postal Service Mail Sorters, Processors, and Processing Machine Operators	7,545	7,312	-233	-3.1%	4,990
45-2041	Graders and Sorters, Agricultural Products	1,504	1,463	-41	-2.7%	1,663
45-2093	Farmworker, Farm, Ranch, and Aquacultural Animals	3,264	3,185	-79	-2.4%	3,717
53-5011	Sailors and Marine Oilers	1,920	1,879	-41	-2.1%	1,556
49-9051	Electrical Power-Line Installers and Repairers	7,506	7,368	-138	-1.8%	4,332
53-5021	Captains, Mates, and Pilots of Water Vessels	6,219	6,110	-109	-1.8%	4,909
51-6031	Sewing Machine Operators	9,561	9,428	-133	-1.4%	8,388
25-1194	Career/Technical Education Teachers, Postsecondary	7,118	7,032	-86	-1.2%	4,316

Code	Occupation	2024 Employment	2032 Employment	2024-2032 Level Change	2024-2032 Percent Change	Total Job Openings
19-1023	Zoologists and Wildlife Biologists	1,562	1,546	-16	-1.0%	881

Source: Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2024-2032.

Areas of Opportunity

Accurate identification of areas of opportunity for meeting hiring, education, and skills needs in Florida's economy relies on a strong, systematic understanding of current distribution of workforce assets. As a result of Florida's transition to a WIOA Combined Plan, there is increased mutual awareness across core and combined partners of labor market information, activities and resources relevant to the wider partner group. For example, the Florida Department of Education (DOE), Division of Career and Adult Education recently evaluated assets arrayed across the Florida College System.

CareerSource Florida has a long history of convening industry and education partners, and its sector strategies approach is a proven method to strengthen talent pipelines that support regional economies. These strategic partnerships offer opportunities to share relevant data and develop targeted initiatives resulting in successful traditional and online training, apprenticeships, and innovative work-based learning strategies for career pathways. Florida law requires Local Workforce Development Board (LWDB) chairs to appoint an Education and Industry Consortium for each local workforce development area. Consortium members must represent public and private sector education providers from the elementary, secondary, and postsecondary sectors. Industry representatives must be representative of the focused sectors in the area and the largest employers in the area. Representatives must be leaders of their respective organizations. Education and Industry Consortia meet quarterly and discuss the talent needs of the businesses and the related programs offered by education. These consortia provide regular insights into community-based educational programs and industry needs, with quarterly reports that directly inform the LWDB staff. This ensures LWDBs track impactful programs, services, and partnerships that drive educational and workforce opportunities. Education and Industry Reports are published quarterly on LWDB websites and included in each LWDB WIOA local plan, and on CareerSource Florida's website. This process keeps workforce boards updated on effective programs, services, and partnerships that support education and workforce opportunities.

The REACH Act required the establishment of the Florida Credentials Review Committee (CRC) by the CareerSource Florida Board to identify degree and non-degree credentials of value for approval by the state workforce board and inclusion on the MCL. The CRC includes leaders from education, industry, and workforce development. Florida's MCL is a comprehensive roster of state-approved degree and non-degree credentials that prepare Floridians for in-demand occupations—aligning the state's education system with the projected talent needs of various industries. The MCL, which is updated quarterly, serves as a public and transparent inventory of credentials that hold value in the current and future job market, guiding workforce education and training programs by informing the public about these valuable credentials. This list guides federal and state workforce investments and positions Florida to become a national model for using dynamic supply and demand data that best meets the needs of job seekers and employers. The CRC is working to identify emerging industries and the need for credentials specific to those industries for inclusion on the MCL. Combined with labor market data, and business intelligence, this work will inform the workforce development system's goal to expand industry

sectors and build skilled talent pipelines that enhance Florida's productivity and competitiveness.

(2) <u>Workforce Development, Education and Training Activities Analysis</u>. The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above.

This must include an analysis of—

(A) *The State's Workforce Development Activities*. Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required[3] and optional one-stop delivery system partners.[4]

(B) *The Strengths and Weaknesses of Workforce Development Activities*. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

(C) *State Workforce Development Capacity*. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

(A) The State's Workforce Development Activities

An analysis of Florida's workforce development activities demonstrates a broad range of services offered to Florida residents. The state's WIOA core partners – **CareerSource Florida**; **FloridaCommerce**; and **FDOE's Divisions of Blind Services (FDBS)**, **Vocational Rehabilitation (VR)**, and **Career and Adult Education (DCAE)** – provide services that assist the state in delivering workforce, education, and training activities in a cohesive manner.

Combined planning positions Florida's workforce development system to strongly align partner initiatives, while also revealing opportunities to coordinate cross-partner performance objectives, leverage efficiencies and economies, and minimize duplication and gaps in multi-partner efforts aimed at creating stronger customer outcomes. Agency and other partners incorporated into the 2026-2028 WIOA Two-Year Modification include:

- **Temporary Assistance for Needy Families Employment and Training (TANF E&T) – (DCF).**
- **Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T) (DCF).**

[3] Required one-stop partners**:** In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, TANF (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

[4] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

- **Jobs for Veterans State Grants (JVSG) – FloridaCommerce**
- **Reemployment Assistance (RA) – FloridaCommerce**
- **Senior Community Service Employment Program (SCSEP) - Florida Department of Elder Affairs (FDOEA)**
- **Community Services Block Grant Program (CSBG) – FloridaCommerce**
- **National Dislocated Worker Grants (NDWG) – FloridaCommerce**
- **Able Trust – FDOE VR**
- **Florida Department of Agriculture and Consumer Services**
- **Florida Agency for Persons with Disabilities**
- **Office of Long-Term Resiliency (CDBG-DR) – FloridaCommerce**
- **Perkins V – Florida Department of Education, Division of Career and Adult Education**

Career Centers (American Job Centers)
Florida's career centers deliver and provide access to services for employers seeking qualified workers and training for new and existing employees and job seekers. This includes providing services and access to technology to individuals with disabilities and barriers to employment.

Florida's comprehensive career centers provide expanded services and access to core and combined partner programs either through colocation of partners or linkages to partner services. Florida's career centers are positioned to provide services to all individuals, including veterans, TANF recipients, SNAP recipients, and persons with disabilities. In some cases, required partners are collocated within the career center to provide direct services. When not collocated, career centers implement referral systems with partner organizations to ensure that all individuals may be served based on individual needs.

Services are also available to Florida's citizens and businesses through affiliate sites and specialized centers in areas strategically located within other community partners' facilities, such as local chambers, libraries, and community-based organizations. All Florida career centers are easily identified through their use of the CareerSource Florida network brand and the designation as "A proud partner of the American Job Center network."

Several LWDBs deploy mobile career centers to provide services to Florida's businesses, job seekers and workers and support community events such as re-entry fairs and job fairs. This provides assistance in areas with limited access to key resources. Emphasis is placed on providing services directly at employer sites and direct service delivery in rural communities through mobile career centers. Mobile career centers are also deployed in disaster recovery events to set up mobile one-stop service centers alongside other agencies such as the Federal Emergency Management Association (FEMA) and DCF.

WIOA emphasizes the importance of serving business customers. The CareerSource Florida network is a key resource for businesses seeking qualified workers and grants for customized training for new and existing employees. All LWDBs employ dedicated business services teams who partner closely with external business relations teams. Business services teams are organized by industry sector to implement sector strategies. LWDBs also partner closely with economic development partners to provide business services. Examples include CareerSource Broward partnering with the Greater Ft. Lauderdale Alliance to have shared positions and CareerSource Northeast Florida partnering with JaxUSA, which convenes industry partners and collaborates on career pathway alignment.

Career centers throughout Florida leverage remote and virtual career services using a variety of tools such as Microsoft Teams, Zoom, and Career EDGE. These platforms allow the CareerSource Florida network to ensure uninterrupted service delivery and enhance the level of service by meeting the job seeker where it is most convenient. As businesses and job seekers adapt to a new service landscape in every industry, the state board will continue its support of enhanced technology and other opportunities and initiatives that bring services directly to the customer. Infrastructure Funding Agreements (IFAs) are executed to ensure that each partner in the workforce system contributes to the shared costs needed to operate local CareerSource Florida centers.

Communications Tools

Florida's statewide communications and outreach plan aligns with CareerSource Florida's corporate goals:

- Communicate the CareerSource Florida network's vision to implement strategies and policies that strengthen service to Florida businesses, job seekers, and workers.
- Leverage strategic partnerships to cultivate local, regional, and state capacity-building that increases economic opportunity; and
- Emphasize data-driven decisions to keep Florida's workforce system accountable by encouraging performance achievement and boosting talent pipeline alignment.

In February 2025, CareerSource Florida revised Workforce Policy O2 – Florida's Workforce System Statewide Brand to include key objectives, implementation guidance, and adopt an updated Brand Standards Manual. CareerSource Florida uses a variety of communications tools to increase brand awareness and connect Floridians with workforce services. Paid media campaigns reach millions of people across digital and traditional channels. The "You've Got This" campaign is a central outreach effort, running at key times throughout the year to engage job seekers and business decision makers. Campaign messaging is displayed in high-traffic locations and online, encouraging individuals to build their future and businesses to connect with local career centers.

Communications efforts focus on driving impressions, website clicks, and positive brand sentiment. The cost per paid media impression is kept low to maximize efficiency. Earned media amplifies the message further, resulting in nearly 10 million additional impressions. Communications toolkits are distributed to more than 60 partners and stakeholders to extend the campaign's reach.

Brand lift studies measure the impact of outreach. Recent results show a 52% increase above baseline in brand recognition. Young adults ages 25–34 show the highest interest in services such as resume support and skills-building tools. Individuals in this age group with household incomes under $25,000 are most likely to seek services immediately after seeing campaign materials.

Campaign strategy is unified under one brand and includes expanded storylines featuring credentials, training, and industry-specific opportunities such as aviation. Future outreach will highlight apprentices, job seekers, mentors, and business owners. New campaign launches are planned to maintain momentum and broaden impact.

Board members and partners are encouraged to activate the brand by using communications guides, sharing social media content, and promoting monthly articles from CareerSource Florida leadership. Social media guides are available for Workforce Development Month and year-round

engagement. Sharing official content helps amplify the message and connect more Floridians to workforce resources.

Target Audience Research
CareerSource Florida conducted research with more than 175 businesses across Florida to better understand how the network can benefit them and to learn more about hiring needs. Research gauged employers' willingness to hire and work with individuals who have significant employment barriers, such as lack of childcare or transportation. This research revealed that 80% of employers would be likely to hire these individuals.

Additionally, the research showed these businesses are hiring more than in recent years and placing a greater emphasis on training. Businesses are looking for job candidates with the right skill set and 80% are engaged with their local educational institutions to ensure a strong talent pipeline.

The data from this research will inform communications and outreach plans to identify and reach populations who can benefit most from the services provided by Florida's workforce system.

Partnership with FDOE
Beginning in the PY 2022-23, CareerSource Florida and FDOE partnered to provide strategic customer-focused collaborative outreach and public information services related to the Department's CTE courses, postsecondary credentials, and work-based learning programs, as well as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the WIOA Title II - Adult Education and Family Literacy Program.

Apprentice Florida
Apprentice Florida is an outreach campaign launched in 2019 on behalf of the partnership that includes CareerSource Florida, FDOE, and FloridaCommerce. The partnership seeks to expand Registered Apprenticeships to create a fortified talent pipeline in targeted sectors, driving economic development across the state. The Apprentice Florida website features tools and resources in multiple formats designed to help employers, education providers, and job seekers learn more about the many benefits of the apprenticeship model and find assistance to begin the process of developing a Registered Apprenticeship. Other easy-to-share resources include video tutorials, downloadable partner toolkits for businesses, education and workforce boards, and apprenticeship marketing materials.

Outreach campaigns target employers throughout the state using owned and earned media channels, as well as paid channels. Campaign messaging for this past year included a series of creative ads providing facts and statistics about Registered Apprenticeship. A quarterly Apprentice Florida newsletter highlights Registered Apprenticeship programs throughout the state as well as news and information about the CareerSource Florida network's apprenticeship expansion efforts. Apprenticeship Accelerators bring the benefits of Registered Apprenticeships and highlight specific industry sectors to provide employers with a more in-depth understanding of apprenticeships.

Get There/Future of Work Campaigns:
The Future of Work outreach campaign was developed and funded by FDOE and the Florida Chamber of Commerce in partnership with CareerSource Florida. The purpose of the initiative is two-fold:

- To expose middle and high school students to in-demand, high-wage careers available through career and technical education
- To ensure businesses are aware of the work stakeholders are doing to build the talent pipeline to meet their future needs.

Future of Work is a sub-campaign of the Get There outreach campaign, funded by FDOE to raise awareness among high school students and young adults about career possibilities facilitated by Career and Technical Education (CTE) curriculum including professional credentialing programs.

The two campaigns are actively working to amplify their message among students, parents, and businesses. These initiatives aim to highlight CTE as a timely and cost-effective route to kickstart a career with lucrative earning potential. By uniting these campaigns and leveraging FDOE's innovative new Xello tool, an interactive virtual platform, the department can enhance efforts to raise awareness among specific audiences through LWDBs. This tool empowers students to explore post-secondary training opportunities, formulate plans, and evaluate options for skills development. By incorporating the Xello tool, LWDBs can increase awareness about the wide variety of career options and pathways available to high school students.

VR Communications
VR provides all publications in English, Spanish, and Haitian Creole, large and traditional print, and remediates PDF documents and fillable forms for use with screen readers and zoom text. Alternative formats such as Braille can be provided upon request. Additionally, the Division is expanding the use of QR codes on print media to facilitate access to Section 508-compliant digital versions of multi-page print documents. When needed, VR also supports the provision of American Sign Language interpreters and transcription support services to further support communication with all stakeholders.

For businesses interested in how to recruit, hire, and retain individuals with disabilities, VR expanded its social media reach and resources tailored to employers. Included in the expansion is a revised LinkedIn page as well as a business-focused website used to collect the contact information of interested employers and pair them with the appropriate business relations representatives.

FDBS Communications
FDBS uses screen reader/magnification software, such as JAWS and ZoomText, and text size/text contrast toggle controls to make the Division's website accessible to individuals who are blind or visually impaired. Prospective clients can complete online applications in English and Spanish. Clients can request printed materials in large print and Braille.

Through a partnership with CareerSource Florida and other workforce entities, FDBS contracts with Moore, a private communications firm, to support a comprehensive statewide communications plan — consisting of social media, radio, and print ads — to increase outreach to underserved populations and boost awareness of services. This partnership aims to engage businesses to open doors to the talent pipeline of blind and visually impaired individuals.

Employ Florida: Online Workforce Services and Virtual Career Center
Florida's workforce system provides quality customer service to businesses and job seekers 24 hours a day, seven days a week. The Employ Florida website www.employflorida.com is Florida's virtual job-matching tool providing free access to employment opportunities, resume building and

other services. Employ Florida connects employers with talent and provides comprehensive job listings for job seekers looking to grow in their careers.

Launched in 2005, Employ Florida gives businesses access to thousands of current resumes; recruiting and hiring resources; information on training options; and links to labor market information at the state and local levels. Job seekers can search Employ Florida for listings added by businesses and career centers, as well as opportunities posted on external job and corporate websites. Employers and job seekers can access information and assistance with workforce services statewide by calling the toll-free Customer Information Center staffed by FloridaCommerce.

Employ Florida is consistently upgraded to maintain relevance and enhance existing technology. Micro-portals powered by Employ Florida provide specialized and targeted job matching to add value for employers and job seekers with specific interests and needs. CareerSource Florida and FloridaCommerce, in collaboration with LWDBs and other partners, maintain dedicated entry points with customized job search information and resources including web portals for veterans, job seekers age 50 or older, job seekers interested in green jobs, individuals with disabilities, recent college graduates, and those impacted by specific events such as natural disasters and hurricanes.

Florida Abilities Work Portal

The Florida Abilities Work web portal is a comprehensive online resource designed to meet the needs of qualified job seekers with disabilities and Florida employers looking to hire them. The portal was developed in response to the formation of the Governor's Commission on Jobs for Floridians with Disabilities with input from partners including the Agency for Persons with Disabilities (APD), VR, FDBS, and the Florida Developmental Disabilities Council. This micro-portal, housed on the Employ Florida website, features a unique logo identifying the portal for the disability community and mobile application for ease of access. A help desk and hotline are staffed by VR.

The Florida Abilities Work micro-portal provides links to local career centers and state and community partner resources including the APD Resource Directory, the Able Trust, the Brain Injury Association of Florida, the Florida Alliance for Assistive Services and Technology (FAAST), the Florida Association of Rehabilitation Facilities, the Florida Commission for the Transportation Disadvantaged, Florida Department of Veteran's Affairs, the Florida Disabilities Council and the Florida Independent Living Council. While these councils, organizations, and agencies are not direct contributors to Florida's WIOA Combined Plan, most have partnerships or work directly with the core and combined partners. This ensures enhanced access to benefits and services for Floridians with disabilities and those who wish to employ them.

Education and Training Activities for Adult Education

Florida's adult education system encompasses a variety of instructional programs designed to equip adults with the essential skills required to become productive workers and engaged citizens. The primary program areas include Adult Basic Education (ABE), Adult High School (AHS), GED® Preparation, Academic Skills Building (ASB) and English for Speakers of Other Languages (ESOL). These programs place a strong emphasis on fundamental skills such as reading, writing, mathematics, and English language proficiency. Furthermore, adult education programs facilitate the acquisition of knowledge and skills necessary for adult learners to enter and succeed in postsecondary education. With a focus on Integrated Education and Training (IET), adults can follow an accelerated path to acquire the academic and occupational skills essential to transition to high-skill, high-wage careers.

The number of students served in adult education programs are 165,975 in 2019-20; 114,604 in 2020-21; 148,476 in 2021-22; 178,101 in 2022-23; 201,421 in 2023-24; and 207,014 in 2024-25. The state of Florida has aligned its content standards for adult education with FDOE K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) academic standards.

Training activities are provided statewide through face-to-face and online workshops, webinars and conferences. Needs assessments are conducted to determine state professional development priorities. Current initiatives guide training topics including college and career readiness standards, IET models, essential components of reading instruction, career pathways, mathematics instruction and GED® preparation.

Adult education programs collaborate with LWDBs to determine local high-wage, high-demand careers when developing career pathways. Each adult education provider submits an updated Memorandum of Understanding (MOU) annually to FDOE. This MOU aligns with the requirements outlined in 34 CFR §463.500 and WIOA Sec. 121(c)(2).

One-stop career center partners and adult education programs work collaboratively within their local areas, often providing assessment and instructional services onsite. Local CareerSource Florida network staff participate in trainings available throughout the year for assessments approved in Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Programs. Many career centers provide representatives directly to the adult education facility to provide counseling and other services related to awareness of workforce resources. Sharing cross-referral outcomes is a priority of DCAE to support the goals of WIOA and increase student access and achievement.

VR Workforce Development Activities

As Florida's employment landscape evolves, VR's focus remains on improving employment outcomes and independence for Floridians with disabilities. VR's current workforce development activities have resulted in participant outcomes that surpass the state's negotiated target in the indicator for Measurable Skill Gains, a key performance measure. The Division prioritizes relationships, collaboration, and best practices to increase in-demand career opportunities for individuals with disabilities, as evidenced by the over 800 business partners who have been assisted by VR in finding the talent they need. The Division serves thousands of Floridians by assisting them to explore, train for, and enter in-demand careers.

VR engages in workforce development activities by providing services for adults and eligible youth ages 14 to 21 aligned with improving employment outcomes. This includes vocational and other assessments to assist job seekers in defining and aligning goals with identified employment outcomes. Medical and psychological services, if needed, are available to meet participant goals identified on an employment plan. VR assists job seekers in obtaining educational or job readiness training to prepare for meaningful employment. This training includes but is not limited to job search, placement, coaching, supported employment and self-employment services are available. Interpreter, assistive and rehabilitation technology services are also available to support Floridians with disabilities seeking employment. VR maintains a vast network of partners that provide employment services statewide and supports efforts to increase the quality, quantity and variety of services offered.

VR's Business Relations Program seeks to build, improve, and sustain partnerships with Florida businesses and industry through effective services driven by the needs of employers. Strong

partnerships are necessary for competitive integrated employment (CIE) and career exploration opportunities for VR customers. Efforts are underway to further develop and customize services to employers, create strategic partnerships that support workforce needs, and establish an employment-focused culture within the rehabilitation process.

Activities for youth and students with disabilities are designed to assist in developing a concept of work, navigating the community, and obtaining work experience during high school. Pre-Employment Transition Services (Pre-ETS) for students with disabilities or potentially eligible students include career exploration counseling, work readiness and self-advocacy training, and experiential activities such as community-based work experience and On-the-Job Training (OJT).

Support services available to eligible students and youth with disabilities include assistive technology and services, transportation, and uniforms. Intensive services are designed for those who need additional support with appropriate work behavior, those who require repetition to acquire skills, and participants who need to build endurance to work and identify the right fit or environment for work. These services include Discovery, Youth Peer Mentoring, Project SEARCH, services provided under work-based learning experiences with school districts and tuition, books and supplies for postsecondary education programs.

In PY 23, the workforce development services provided through VR have had a significant impact. For example:

- For every $1.00 spent on VR services, $7.61 is returned to the Florida economy.
- 15,470 students with disabilities received pre-ETS.
- 76 schools throughout Florida are providing work-based learning experiences.
- 5,219 students with disabilities received work-based learning experiences.
- 3,621 students received workplace readiness training.
- VR continues to lead the nation with 44 Project SEARCH providers across the state.
- 2,474 students with disabilities received Instruction in Self-Advocacy.
- The VR Measurable Skill Gains rate was 41.7%, surpassing the negotiated rate by over 10 percentage points.

FDBS Workforce Development Activities

FDBS workforce development activities align with Pillar I: Industry-Driven Strategies of Florida's state strategy by assisting blind and visually impaired Floridians build the skills and talents needed to gain and maintain competitive integrated employment.

FDBS' workforce development activities are consistent with the requirements of federal and state laws. Programs under the FDBS provide training in foundational skills, independent living skills, and career development to assist individuals with visual impairments in becoming self-sufficient in their homes and communities. Participating in combined planning provides more opportunities for FDBS and all partner agencies to address the unique needs of job seekers with visual impairments. FDBS offers pre-ETS to students with disabilities who are potentially eligible for services. At the same age, eligible students or youth with disabilities can receive transition services. These services consist of a coordinated set of activities for students that promote movement from school to post-school activities, including post-secondary education, vocational training, CIE, continuing and adult education, adult services, or independent living. Students and youth are given the tools necessary to prepare for employment consistent with their unique strengths, abilities, interests, and informed choice.

Activities for adults served through the employment program assist individuals who are blind or visually impaired to gain, maintain, advance in, or retain employment. Individuals may receive education, vocational training, orientation and mobility, and transportation. Clients may receive training to use assistive technology or other equipment necessary for success. Employment Placement Specialists (EPSs) aid clients in writing resumes, searching for jobs, job coaching, and placement. Adults seeking to become entrepreneurs receive support with their self-employment goal via financial/training assistance or the Business Enterprise Program.

Employment and Training Activities for TANF Recipients
Employment and Training Activities for TANF recipients is a multi-agency initiative to help recipients gain skills for long-term self-sufficiency. This requires strategic planning to ensure recipients can access the various services available across the relevant agencies. The Florida Legislature appropriates TANF funds to FloridaCommerce and charges DCF with providing administrative and programmatic guidance for the merged workforce and TANF/Welfare Transition (WT) program support delivery system.

Section 445.024, Florida Statutes, (F.S.) contains Florida's work activity requirements that ensure work-eligible adults and minor heads of household who receive Temporary Cash Assistance (TCA) (funded by TANF) are engaged in work in accordance with Section 407 of the Social Security Act as amended by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and the Deficit Reduction Act of 2005. Florida's LWDBs provide direct workforce services to TANF recipients through Florida's WT program. The LWDBs are responsible for implementing the state's workforce programs, including WT and other TANF non-assistance programs.

LWDBs offer the following categories of work activities, individually or in combination, to ensure TCA recipients satisfy their work requirements:

- Unsubsidized employment.
- Subsidized private sector employment.
- Subsidized public sector employment.
- OJT.
- Community service programs.
- Work experience.
- Job search and job readiness assistance.
- Vocational educational training.
- Job skills training related to employment.
- Education related to employment.
- Satisfactory attendance at a secondary school or in a course of study leading to a graduate equivalency diploma.

WIOA services are made available to TCA recipients as needed; however, the State has identified an opportunity to expand WIOA services for TCA recipients. By allowing TANF benefit recipients to pre-certify for WIOA training services without having to physically visit a career center, participants are connected to training opportunities that will lead to employment at self-sustaining wages.

Employment and Training Activities for SNAP Employment and Training Recipients
Florida's SNAP Employment & Training (E&T) program is administered by DCF who executes an interagency agreement with FloridaCommerce for the delivery of E&T services through Florida's

workforce development system. As part of the interagency agreement, DCF identifies mandatory E&T participants which includes Able-Bodied Adults Without Dependents (ABAWDs) and mandatory work registrants between the ages of 18 and 59. These individuals are referred to FloridaCommerce for participation in the SNAP E&T program.

Florida's SNAP E&T program is operated statewide and is mandatory to ABAWDs and individuals ages 18-59 who are subject to general, E&T, and ABAWD work requirements, as applicable, to assist them in gaining skills, training, and/or work experience that will increase their ability to directly move into employment. The following SNAP E&T program components are made available to ABAWDs and mandatory work participants through Florida's LWDBs:

- Supervised job search.
- Job search training.
- Work experience.
- Education.
- Vocational training.
- Job retention services.

TAA for Workers
TAA is now under the Sunset Provision and Reversion 2021. Consequently, USDOL is not certifying any petitions. However, workers affected by a previously certified petition remain eligible for certain TAA services. During the Plan period, the TAA program will engage laid-off workers from existing certified petitions to ensure that they are aware of available services.

JVSG
Providing resources and expertise to veterans is a hallmark of Florida's workforce development plan. To that end, Florida's JVSG program provides priority to all veterans and eligible spouses and creates opportunities for them to obtain meaningful and successful careers. Services provided by Disabled Veteran Outreach Program (DVOP) Specialists maximize employment opportunities to veterans with Qualifying Employment Barriers (QEB) through comprehensive services and referrals to community partners to address those barriers. Local Veteran Employment Representatives (LVER) are fully integrated members of the local business services team. LVER staff promote the hiring of veterans to employers, industry associations, and business groups, facilitate employer training, plan and participate in career fairs, and conduct job development contacts on behalf of veterans with employers. The JVSG plan update for 2026-2027 is included in this modification of the WIOA Combined Plan.

National Dislocated Worker Grants
Florida has been involved in one or more FEMA-declared disaster(s) for three of the last four years and is likely to have similar experiences during the planning period. The state workforce development system will continue its efforts to prepare and respond to national emergencies and other disasters through:

- Coordination with state and federal partners (e.g., FEMA, U.S. Department of Labor, U.S. Department of Commerce, Florida Division of Emergency Management, Volunteer Florida, various state and federal agencies), non-governmental agencies (e.g., members of the Feeding Florida network, members of the Florida Volunteer Organizations Active in Disasters) and local governmental agencies.
- Joint Rapid Response and grant activities to address immediate and ongoing needs of business owners, laid-off workers and job seekers, and community recovery.

- Ongoing capacity building for the workforce development system that includes peer-to-peer learning opportunities and presentations from internal and external subject matter experts.
- Use of temporary disaster-relief positions to assist with humanitarian, as well as clean-up and restoration needs.
- Strategic use of career and training activities to help the talent pipeline recover from the disaster.

In 2025, CareerSource Florida revised its Workforce Policy O15 - Emergency Response and Disaster Recovery that outlines the roles and responsibilities of the CareerSource Florida network before, during, and after disasters and states of emergency. This policy provides a framework for coordinating services with federal, state and local partners and establishes guidance for LWDBs to administer Disaster Recovery Dislocated Worker Grants, while ensuring compliance with WIOA, U.S. Department of Labor regulations and state requirements.

Unemployment Insurance Programs (FloridaCommerce)

Reemployment Services and Eligibility Assessment (RESEA) Grant
The RESEA program was launched in Florida in 2016 pursuant to the federal change that replaced the Reemployment Assessment (REA) program with the RESEA program. In partnership with CareerSource Florida, the Reemployment Assistance (RA) program housed under FloridaCommerce provides temporary financial assistance to eligible workers during periods of unemployment. The RESEA program is designed to address the reemployment needs of RA claimants.

Individuals filing RA claims may be selected to participate in the state's RESEA program which provides specific intensive services to these populations and helps detect and prevent erroneous RA payments. The RESEA program uses a one-on-one intensive appointment process, and participants are made aware of and referred to a variety of available reemployment services. If selected for participation, claimants are notified via U.S. mail of a mandatory appointment at their local career center.

Each RESEA participant receives:

- **Orientation** — An orientation about the career center’s services.
- **Initial Assessment** — A one-on-one interview with a career center job counselor that provides an initial analysis of the claimant's strengths, weaknesses, barriers, employment history, education, etc.
- **Labor Market Information** — An analysis of the labor market that is unique to the claimant's desired occupation and location, experiences, and skills. The aim is for the claimant to recognize trends in their desired occupation and determine whether it is worth pursuing based on growth or decline in that area, or if it would be better to seek training for another field with a better occupational outlook.
- **Employability Development Plan (EDP)** — An Employability Development Plan developed jointly by career center staff and the claimant is a step-by-step guide to support the claimant’s rapid return to work.
- **Work Search Activities** — Claimants are referred to any additional activities relevant to the results of their initial assessments such as counseling, resume writing, job search workshop, referrals to education, and/or training.
- Referral to training, if needed.

Consistent with Section 443.091, Florida Statutes, failure to appear as directed for reemployment services at the appointed career center may affect a participant's eligibility for benefits and services.

RA Assistance Adjudication Responsibility
When a RESEA participant fails to report as scheduled for their initial appointment, the process below occurs:

- Review the reason for the participant's failure to report to the career center. If there are no extenuating circumstances (such as moved out of state, returned to work, etc.), issue a determination of ineligibility.
- The determination of ineligibility includes a disqualification for the week in which the claimant failed to report for reemployment services.
- LWDB staff enter the information on the "failure to report" on claimant's record in the Employ Florida (EF) RESEA application.
- An issue denoting the "No Show" will also prompt a Reporting Requirements - Failure to Report Eligibility Review issue to be posted in the Issue Summary in Reconnect.
- The claimant is sent a fact-finding questionnaire to determine why the claimant failed to report.
- If the fact-finding questionnaire uploaded to the claim by the claimant contains incomplete information, the adjudicator must contact the claimant by telephone to conduct a fact-finding interview to obtain the missing information or to resolve any conflicts in the claimant's statement.
- Reasonable attempts criteria must be met when contacting the claimant.
- The law does not provide the department with the authority to give claimants "good cause" for failure to report for reemployment services when they are not otherwise exempt from the work registration requirement. However, if the claimant asserts that they were never notified of the scheduled appointment, there is no issue, and the claim should be released for payment.
- If the claimant does not report for the RESEA interview, the claimant will be held ineligible to receive benefits for the week in which such failure occurred.
- The claimant must also be questioned thoroughly to determine if an able and availability (A & A) issue exists. If it does, the appropriate issue must be added, and a nonmonetary determination will be issued on the claim in addition to the failure to report for the RESEA determination.

In 2025, the CareerSource Florida Board of Directors approved a Workforce Policy P128 - Reemployment Services and Eligibility Assessment (RESEA) Program Design and Framework to provide RESEA program requirements and guidance to LWDBs and program service providers.

SCSEP (FDOEA)
The Florida Department of Elder Affairs (FDOEA), as the state grantee, subgrants SCSEP to the AARP Foundation (AARPF) for statewide program administration. SCSEP actively collaborated on Florida's 2024–2028 WIOA Combined State Plan, aligning with WIOA core and required partner programs to advance statewide workforce development goals while fulfilling federal statutory obligations. Through these partnerships, SCSEP participants gain access to comprehensive wraparound services, including adult education, career counseling, and job placement through the one-stop delivery system. In turn, SCSEP supports successful transitions

into unsubsidized employment, strengthening system performance and contributing to improved regional workforce outcomes.

Florida remains the fastest-growing state in the nation, with adults aged 60 to 69 representing the largest share of new residents relocating from other states. Population growth among older adults is concentrated in six urban counties Miami-Dade (653,263), Broward (497,917), Palm Beach (483,000), Pinellas (343,360), Hillsborough (311,931), and Lee (278,868) which together account for 40% of the state's 60+ population (Bureau of Economic and Business Research [BEBR], 2023). These demographic trends highlight the urgent need for workforce strategies that meet the unique needs of Florida's aging population.

Economic insecurity continues to challenge many older Floridians. According to the U.S. Census Bureau's 1-Year Dataset, 12.1% of adults aged 65 and older in Florida live below the poverty level. Common employment barriers such as age discrimination, outdated skills, and physical or cognitive limitations further complicate reentry into the workforce. SCSEP offers a pathway to economic stability by providing paid, part-time, community service-based training placements in nonprofit and public agencies. These placements help participants acquire current job skills, rebuild confidence, and pursue meaningful employment.

Beyond individual outcomes, SCSEP strengthens Florida's social service infrastructure by placing older workers in roles that support local organizations and address community needs. The program promotes civic engagement, enhances social connection, and fosters healthy aging, all of which help reduce long-term public costs related to healthcare, housing instability, and social isolation.

Florida's expanding economy offers steady demand across industries such as healthcare, retail, construction, logistics, hospitality, and professional services. SCSEP aligns training efforts with these sectors by preparing participants for roles such as personal care aides, administrative assistants, customer service representatives, and food service workers. Host agencies including libraries, senior centers, schools, and government offices serve as training sites that facilitate these career pathways.

To meet the needs of Florida's emerging industries such as elder care, healthcare technology, IT services, renewable energy, and advanced manufacturing SCSEP has broadened its training focus to include caregiving, clerical support, and digital literacy. These targeted efforts ensure that participants, particularly those with limited or outdated work histories, are equipped for entry-level roles in high-growth fields.

Employers across traditional and emerging sectors consistently identify digital literacy, communication skills, adaptability, and industry-recognized credentials as critical workforce needs. SCSEP addresses these priorities through structured, part-time training opportunities tailored to individual learning goals and local labor market demand. Participants also benefit from access to CareerSource Florida for resume building, job search assistance, and credential training in areas such as CPR/first aid, customer service, and computer applications.

In 2020, SCSEP expanded outreach and services to priority populations, including formerly incarcerated individuals. Through coordinated case management and agency partnerships, these participants receive holistic, individualized services that support positive employment outcomes and improved quality of life.

SCSEP is more than a training program, it is a strategic investment in Florida's aging workforce, local communities, and long-term economic resilience. Its evidence-based planning, targeted service delivery, and alignment with state and local labor priorities position SCSEP as an essential component of Florida's workforce development system.

Program Operations and Key Activities

SCSEP maintained full compliance with program policies and procedures, with a focus on participant success and operational integrity. Core activities included:

- Recruitment and eligibility screening
- Participant orientation and recertification
- Development and review of biannual Individual Employment Plans (IEPs)
- Assignment to community service roles and specialized training
- Delivery of supportive services
- Placement into unsubsidized employment
- Ongoing follow-up and post-placement support

Additional Training and Digital Tools

Digital literacy remained a central training component, equipping participants with the tech skills needed to access and maintain quality employment. This emphasis gained even greater importance in preparation for SCSEP's transition to the AARP Foundation's new web-based database system, START, which will be used to track training hours electronically.

To reinforce skill development, participants completed 691 hours of online coursework through Florida Ready to Work. Additional platforms, such as Udemy and GCF Global, were also used to support individualized employment goals outlined in participants' IEPs.

Ongoing partnerships with CareerSource enabled continued access to employability workshops, job fairs, and hiring events further supporting participants' transition into the workforce.

CSBG (FloridaCommerce)

The CSBG Program Model State Plan serves as Florida's application to the U.S. Department of Health and Human Services for CSBG funding and as a guide for the allocation of program funds. These funds assist more than 200,000 individuals across the state, leveraging funds from federal, state, local and private funding sources. The CSBG program is administered by FloridaCommerce, which has primary responsibility for the state's community assistance programs. FloridaCommerce is uniquely positioned to deliver eligible activities under the program in coordination with other state and local partners including the WIOA core and combined planning partners.

The CSBG program provides a wide variety of services designed at the local level to meet specific community needs. These funds provide emergency financial assistance for education, nutrition, housing, health care, and employment. The funds are also used to provide long-term strategies for the state's disadvantaged citizens and low-income communities to achieve higher levels of self-sufficiency and may offer supportive services such as payments for tuition, books, literacy classes, job readiness preparation, child day care, transportation assistance, job counseling, job placement, and training services. The program may help elderly citizens continue to live in their

homes by providing meals, housekeeping services, rent, mortgage assistance, medicine, and transportation assistance.

Through a network of designated local governments and nonprofit CSBG eligible entities called Community Action Agencies, low-income Floridians are provided with assistance to become more self-sufficient, achieve their potential through stronger family and other supportive services, contribute to their communities, and improve the conditions in which they live.

The CSBG program contributes to the state's economy and to the well-being of low-income residents. By alleviating causes and conditions of poverty, individuals and families are enabled to create healthy, thriving communities.

During natural disaster recovery, CSBG funding can be used to alleviate the effects of the disaster to assist with temporary housing, emergency food, and utility restoration.

CSBG customers are often job seekers and those in need of services provided by WIOA core and combined partners. Working together in a combined plan helps CSBG and WIOA core and combined partners achieve the goals of the Workforce Development System as described in this plan and in the program-specific requirements for CSBG.

The Able Trust

The Able Trust, also known as the Florida Endowment Foundation for Vocational Rehabilitation, is a 501(c)(3) public charity established by the Florida Legislature in 1990 as a direct support organization for VR. Its mission is to advance employment for Floridians with disabilities through engagement, investment and collaboration. The Able Trust works to see a Florida where all people with disabilities reach their employment potential. The Able Trust accomplishes this through actions supporting its three major strategic priorities of research, outreach, and youth programs.

The Able Trust's strategic priority to expand its youth programs is enhanced through grant and contract oversight for multiple initiatives throughout the state. These initiatives include youth programs that provide career development and transition services to many students with disabilities annually, helping to reduce the dropout rate, prepare young adults for life beyond high school and connect them to VR. The Able Trust High School High Tech program provides high school students with disabilities the opportunity to explore jobs or postsecondary education leading to in-demand careers. The Futures in Focus program introduces students to career and education pathways available to them in school, services available to them by VR and introduces them to local career opportunities. All programs of The Able Trust undergo formal program evaluation, collecting applicable VR outcomes and aligning outcomes with technical assistance and training of program staff.

The Able Trust annually submits, for review and approval, its budget, annual report, audit, and any changes to the Articles of Incorporation or by-laws to the VR director and FDOE senior leadership.

(B) The Strengths and Weaknesses of Workforce Development Activities

The Florida Workforce Development system is committed to employing strategies that promote collaboration, efficiency, flexibility, and innovation. Promising practices, including collaborative programs and products such as Apprenticeship Florida, Hope Florida, Paychecks for Patriots,

Florida's Master Credential List, and Workforce Training Grant Programs, help adults and potentially dislocated workers overcome barriers to employment, access wrap-around support, obtain necessary credentials or upskilling, and adapt to the needs of businesses. Florida also uses letter grades to provide LWDBs, and stakeholders with increased performance accountability and transparency, identifying the strengths of LWDBs and areas for statewide improvement. Additional promising practices and successes are also discussed in the following section on Addressing State Workforce System Challenges.

Florida employers face challenges in filling job openings as demand for skilled workers outpaces the supply of available job seekers. As more people relocate to Florida, there are still many individuals with barriers to employment who are not fully engaged in the workforce. To address these challenges, the REACH Act of 2021 and Senate Bill 240 (2023) were enacted to help Floridians become self-sufficient by improving access to quality jobs and career pathways. The REACH Office, established within the Executive Office of the Governor, coordinates efforts among key partners such as DOE, FloridaCommerce, CareerSource Florida, and DCF to align strategies and tackle workforce issues statewide.

A key outcome of the REACH Act was the reduction of LWDBs from 24 to 21, streamlining operations and improving consistency across the state. This transformation included the creation of regional planning areas to better align workforce activities with economic development needs and enhance the use of public funds. The Act also established the CRC which developed the MCL of valuable degrees and certifications tied to in-demand, well-paying jobs which directs federal and state funding toward the most needed credentials in the state and provides a transparent list of credentials that changes with the labor market dynamics in the state.

Florida’s workforce system seeks to expand training models that address the skills gap including work-based learning and customized training programs. The larger workforce ecosystem in Florida encompasses not only the CareerSource Florida network, but also agency partners in education, providers of public assistance and child welfare, and those specializing in populations with specific barriers to employment. Florida is working closely with multiple agencies to enhance opportunities for coordinating with partners, creating a more unified system that helps job seekers and businesses obtain access to high-quality services. It is incumbent upon Florida’s core and combined workforce partners to continue finding ways to braid and coordinate funding opportunities that assist Florida’s job seekers and employers.

One hallmark of the REACH Act was the call for a consumer-first, “no wrong door” workforce development system to provide Floridians with improved and streamlined access to workforce and educational programs and services through interoperable systems and shared integrated data. FloridaCommerce is leading this transformational initiative through the FL WINS technology solution, a consumer-first online opportunity portal allowing for common intake across core and combined partners and simplified access to state, federal, and local services and tools. This multi-year endeavor brings together management information systems from DCF, FloridaCommerce, and DOE’s Divisions of Career and Adult Education, VR, and FDBS

FL WINS will incorporate a digital learning experience to help agency staff better serve Floridians through the no-wrong-door approach. This training uses short, scenario-based lessons to teach staff how to guide customers across multiple workforce and educational programs. It focuses on real-world practice, helping staff understand programs beyond their own agency and build

confidence in making referrals. The training is designed to be flexible and easy to use, with interactive simulations that show how the system improves customer outcomes. Staff learn how to navigate other state services that are beneficial to their customers and receive feedback and support as they apply new skills. The training includes lessons about key agencies like DOE, FloridaCommerce, CareerSource Florida, and DCF. Each section offers program knowledge and practice through virtual conversations. Learners help simulated customers with real needs, such as job training, education, or housing support. These activities help staff connect the dots between programs and understand how to use the system to help people more effectively. The goal is to create a consistent, user-friendly experience that supports behavior change and improves service delivery across Florida's workforce and educational systems.

As part of its workforce system modernization efforts and aligned with Pillar II: Integrated Systems and Pillar V: Flexibility and Innovation, Florida is working with a vendor to implement WITS, a centralized case management and reporting platform that will be used across the CareerSource Florida network. This system will support workforce professionals in tracking participant progress, managing services under programs like WIOA, TANF, and SNAP E&T, and recording outcomes such as employment and credential attainment. WITS will include generative AI technology to improve the customer experience by providing AI-powered tools that streamline job searches/matching, resume creation, application processes, job posting, career guidance, and interview preparation. Maintained by FloridaCommerce, WITS will play a vital role in ensuring compliance with federal and state requirements while helping evaluate the effectiveness of workforce initiatives aimed at promoting self-sufficiency and economic mobility. Work on the WITS platform is scheduled to begin in December 2025 with an anticipated completion between January and May 2027.

These initiatives will occur over three to five years and set a foundation for enhanced coordination and service delivery for Floridians. Answers to frequently asked questions about the FL WINS Workforce System Integration effort can be viewed on FloridaCommerce's website.

Waivers

Recapture and Reallocation of WIOA Funds: Florida submitted a request to USDOL for a waiver of the reallocation provisions at WIOA Sections 128(c)(3) and 133(c)(3) to allow the state to develop different criteria than required by statute for the reallocation of recaptured funds among local workforce areas. The Employment and Training Administration (ETA) approved the state's request through June 30, 2028, to waive the reallocation provisions and allow Florida to recapture funds according to state-developed criteria described in Workforce Policy F7 – Recapture and Reallocation of WIOA Funds and Florida's Request to Recapture and Reallocate Funds Among Local Areas.

WIOA Out-of-School Youth Expenditure Requirement: Florida submitted a request to the USDOL for a waiver associated with the requirement at WIOA Section 129(a)(4)(A) and 20 CFR 681.410 that the state and local areas expend 75% of Governor's reserve youth funds and local formula youth funds on out-of-school youth (OSY). The ETA approved the state's request to lower the expenditure requirement of reserve funds to 50% for OSY. This waiver allows the state and local areas to develop strategies that address challenges of at-risk youth whether in school or out and will help address student retention, engagement, and immediate transition to post-secondary

education, meaningful employment, and/or the military. The strategic goals associated with this waiver include:

- Addressing the talent pipeline shortages faced by many employers by ensuring the State's youth have the skills and preparation needed to enter the workforce and become contributing members of the local and state economy.
- Allowing local areas to serve OSY and ISY in a way that best meets the needs of the local workforce area according to populations, resources, and other labor market factors.
- Expanding opportunities at the local level for recruitment and enrollment of at-risk ISY who could benefit from the services of the workforce system.
- Allowing the State to spend its federal WIOA resources with more flexibility.

WIOA In-School Youth Individual Training Accounts: Florida submitted a request to the USDOL for a waiver associated with the requirement 20 CFR 681.410 to allow WIOA individual training accounts for In School Youth. The ETA approved the state's request to waive the requirement limiting Individual Training Accounts to only OSY, ages 16-21, increasing Florida's capacity responding to the training and employment needs of its youth. This waiver request will increase the connection between education and training by providing work-based learning opportunities that include work experiences and will increase access to workforce services for ISY. The State expects to achieve the following outcomes because of the waiver:

- Improve the LWDBs and youth service providers' ability to respond to the workforce needs of ISY.
- Increase the number of youths who utilize an ITA to pursue an industry-recognized post-secondary credential.
- Increase access to, and engagement of, ISY in need of post-secondary education, training, and support to succeed in the labor market and meet current high-growth industry demand in the State through the acquisition of portable credentials, college credit, and a degree.
- Increase the number of prepared youth candidates who are ready to work.

Figure 2.44 provides data demonstrating initial outcomes being tracked.

Figure 2.44
WIOA Youth Participants

PY	Measure	Total OSY Youth Participants (%)	Total ISY Youth Participants (%)	Total Youth Participants
2022	Total Youth Participants	4,322 (83%)	881 (16.9%)	5,203
2023		4,386 (82%)	958 (18%)	5,344
2024		3,672 (82.3%)	788 (17.7%)	4,460

PY*	Program	New OSY* Participants	New ISY* Participants	Total New Youth Participants
2022	New Youth Participants	2,604	421	3,025
2023		2,509	510	3,019
2024		1,991	360	2,351

PY	Program	OSY Enrolled in Education/ Training	OSY w/ MSG*	OSY MSG Rate	ISY enrolled in Education/ Training	ISY w/ MSG	ISY MSG Rate
2022	Youth	2,976	2,254	75.7%	843	707	83.9%
2023		3,911	2,576	69.9%	911	764	83.9%
2024		3,266	2,188	67.0%	744	670	90.1%

PY	OSY Enrolled in Education and Training	Using Individual Training Accounts	ISY Enrolled in Education and Training	Using Individual Training Accounts
2022	2,976	846	843	14
2023	3,911	967	911	18
2024	3,266	577	733	17

* PY or Program Year; OSY or Out-of-School Youth; ISY or In-School Youth; MSG or Measurable Skill Gains

On-the-Job Training Waiver: On May 21, 2025, the CareerSource Florida Board of Directors met, considered, and authorized FloridaCommerce and CareerSource Florida to submit to USDOL a waiver requesting authority to increase the On-the-Job Training wage rate reimbursement to employers statewide up to 90% and up to 100% for businesses or residents residing in designated

Opportunity Zones. Consistent with federal requirements and at the direction of the SWDB, the waiver was posted for public comment on the CareerSource Florida website.

On September 19, 2025, Governor DeSantis received conditional approval through June 30, 2027, from the USDOL's ETA. Florida will utilize the flexibility afforded by this waiver to engage Registered Apprenticeships and increase co-enrollment between WIOA and apprenticeship opportunities. The State must report its waiver outcomes and implementation of the approved waiver in the WIOA Annual Report. The waiver request, public comment, approval and response letters are all posted on CareerSource Florida's website.

Florida requests extension of all waivers through submission of its WIOA Combined Plan Two-Year Modification to be submitted in March 2026. All waiver information is posted on the CareerSource Florida website.

Additional Waivers

Statistical Adjustment Model Waiver
Florida will seek a waiver of WIOA Section 116(b)(3)(A)(v)(II)(bb) and 20 CFR 677.170(c)(2) to remove race, ethnicity and sex from the statistical adjustment model. This waiver will enhance Florida's focus on serving individuals with barriers to work instead of characteristics tied to Diversity, Equity and Inclusion (DEI). This waiver request aligns with TEGL 05-25, which encourages states to identify barriers to modernizing their performance systems and to adopt waivers that improve accountability and outcomes. It also supports Florida's state strategy by placing emphasis on real progress in employment and skills rather than demographic categories. This waiver aligns with state strategy Pillar IV: Accountability by sharpening attention on measurable results that matter for workers and employers.

Supportive Services Waiver
Florida will seek a waiver of WIOA Section 134(d)(2) and 20 CFR 680.910 to offer targeted supportive services within 12 months of exit for employment retention to participants. These services will reduce benefit cliffs and temporarily replace lost benefits so workers can advance into higher-paying jobs. Tied to WIOA performance indicators, Florida expects increases in work-based learning, training, and employment in the 4th quarter after exit. This waiver supports TEGL 05-25 and Pillar II: Worker Mobility and Pillar V: Flexibility and Innovation of Florida state strategy by promoting flexible use of services to improve career pathways and assist workers in moving into better jobs with higher earnings.

American Job Centers Waiver
Florida will seek a waiver of the requirement in WIOA Section 121(e)(1) and 20 CFR 678.300(c) to establish and maintain an American Job Center (AJC) in each of the state's local workforce development areas in circumstances where alternative delivery approaches are sufficient. This will allow alternatives to a physical comprehensive AJCs in areas where service delivery models can or already meet community needs. This waiver will help rural areas avoid burdens associated with acquiring and maintaining a site providing greater flexibility to LWDBs and providing opportunities to invest funds in service delivery for job seekers and businesses instead of maintaining brick and mortar facilities. Florida expects increases in participant numbers as boards increase the provision of AJC services in community spaces. This waiver request aligns with TEGL 05-25 and Pillar III: Integrated Systems and Pillar V: Flexibility and Innovation.

Training Contracts Waiver
Florida will seek a waiver of WIOA Section 134(c)(3)(F)(i) and (G) and 20 CFR 680.320(a) and 680.340(a) to allow all training services through training contracts. This expands use of work-based training, pre-apprenticeships, on-the-job training, and fast-track programs already validated by employers. Florida will pair this waiver with its OJT Training Waiver approved by the Secretary. Outcomes will be tracked using apprenticeship data. This aligns with TEGL 05-25 and Pillar I: Industry-Driven Strategies in Florida's state strategy.

20 Percent Youth Expenditure Waiver
Florida will seek a waiver of WIOA Section 129(c)(4) and 20 CFR 681.590(b) to allow local workforce development areas to count both WIOA local youth formula funds and TANF funds toward the minimum 20 percent expenditure requirement for paid or unpaid work experience. This gives local boards greater flexibility to focus Title I Youth funds on other priorities like expanding pre-apprenticeships. This aligns with TEGL 05-25 by enabling flexible approaches that support work-based learning. This waiver will support Pillar II: Worker Mobility and Pillar V: Flexibility and Innovation as described in Florida's state strategy.

14 Youth Program Elements Waiver
Florida will seek a waiver of WIOA Section 129(c)(2) requiring LWDBs to provide all 14 youth program elements. This will enable LWDBs to focus funds on work-based learning and work-based training such as work experience, pre-apprenticeships, and registered apprenticeships. Boards can make better resource allocations to activities proven to lead directly to jobs. Aligned with TEGL 05-25 encouraging targeted innovation and improved outcomes, this waiver supports Pillar I: Industry-Driven Strategies and Pillar V: Flexibility and Innovation of Florida's state strategy.

Removing Barriers to Alignment
Removing barriers to alignment and coordination among workforce programs is a primary focus for the workforce system. Implementation of the REACH Act requires FloridaCommerce, in coordination with FDOE and DCF, to implement a consumer-first workforce system which effectively combines or aligns data systems among WIOA partners. To avoid redundancy, increase efficiencies and eliminate duplication of customer entry, this consumer-first workforce system integrates information from FloridaCommerce, FDOE, VR, FDBS, and DCF. Additional opportunities for alignment of systems, language, and goals continue to be sought and are reflected throughout this combined plan.

In support of Florida's primary focus of removing barriers to alignment and coordination among workforce programs, VR transitioned to the Aware system in 2023, replacing most of its outdated case management and vendor platforms. VR continues to enhance Aware— including its data collection and analytics tools—to strengthen collaboration, transparency, and accountability with partner agencies.

(C) State Workforce Development Capacity

Florida is well-positioned to deliver exceptional workforce development services to businesses and job seekers. Enhanced collaboration and communication with core and combined partners and policy-specific working groups are a primary focus as partners collectively build capacity and target specific goals and performance outcomes.

Florida's 21 workforce development boards and 100 career centers statewide provide services under WIOA titles I and III; SNAP E&T; TANF; UI; TAA; and JVSG. Many local workforce boards also collocate with partners from WIOA titles II and IV; and SCSEP. This model results in a statewide consistency of services available within the CareerSource Florida network.

Services are also available to Florida's citizens and businesses through affiliate sites or specialized career centers in areas strategically located within other community partners' facilities such as local chambers, libraries, and community-based organizations. Several LWDBs deploy mobile career centers and other remote services to engage Florida's businesses, workers, and job seekers to support special events including community events, disaster recovery efforts and employer onsite hiring events.

Local boards consistently strive to develop innovative methods for delivery of services to job seekers and employers in their local areas. Reducing the number of workforce development boards, expanding regional partnerships, and combined planning all provide opportunities to standardize access to services, streamline customer service delivery, enhance existing partnerships, and develop new relationships with stakeholders with shared goals.

Adult education programs in Florida are offered by school districts, Florida College System Institutions and community-based organizations. Across the state, 62 agencies provide adult education services in their local areas, which include main sites and satellite programs throughout the community. Local eligible providers of adult education collaborate with their LWDB and community stakeholders to establish strategic goals and partnerships that enhance local workforce employment and educational attainment.

VR currently has 878 full-time employee positions. Employment-related services are delivered to job seekers with disabilities by counseling and support staff located at 79 field offices throughout Florida. Eleven of those field offices are private contracted offices opened to increase VR's service capacity and ensure continuity of services. VR leadership uses data projection models to monitor trends and guide decision making regarding fiscal, caseload and Order of Selection (OOS) management.

VR currently partners with 315 fee-for-service employment providers to support the provision of services to VR participants. VR also has several standard contractual agreements with other entities throughout the state to provide additional supports and services. Approximately 48% of VR expenditures are on employment and Supported Employment (SE) services. At least 15% of expenditures are focused on Pre-Employment Transition Services for youth and students, per federal requirements. VR maintains memorandums of agreement with multiple agencies and entities around the state, including core and combined partners, to ensure comprehensive and coordinated services are provided for job seekers with disabilities, including students with disabilities ages 14-21.

FDBS has 290 employees housed between 10 district offices, five satellite offices and headquarters. Staff work together throughout the state to coordinate, implement, and track workforce development activities across multiple programs. FDBS conducts ongoing assessments of training needs to ensure compliance with federal and state mandates. FDBS coordinates with core and combined partners and maintains memorandums of agreement with CareerSource Florida centers around the state to deliver comprehensive and coordinated services to job-seeking individuals who are visually impaired. FDBS has long-established

relationships and executed contracts with Community Rehabilitation Providers (CRPs) that provide direct vocational rehabilitation, transition, SE, and rehabilitation engineering services to clients. FDBS implements workforce development activities using existing staff and CRPs as outlined in Section X: Program Specific Requirements for Core Programs – Florida Division of Blind Services.

TANF (Department of Children and Families)
Hope Florida is a specific initiative funded by the Governor's WIOA Set-Aside and is intended to strengthen the coordination between DCF and Florida's LWDBs to better assist eligible Floridians with overcoming barriers to education, training, and employment. Under the Hope Florida – A Pathway to Prosperity initiative, a referral process involving regional DCF offices and LWDBs was developed, and specialized services and programming is available to help Hope Florida program participants find jobs, enroll in training and launch new career pathways that lead to self-sufficiency and economic prosperity. LWDBs will also be able to refer potential clients in need of immediate support to address barriers and challenges not related to employment, to DCF to access resources that are not funded by WIOA.

DCF employs Hope Navigators throughout the state, as part of the Hope Florida initiative, to deliver client-centered prevention to help government assistance customers in establishing goals and identifying barriers related to the achievement of self-sufficiency. The Navigators assist customers in navigating the state's network of non-profits, faith-based programs, and government programs and refer to applicable services. Hope Navigators team up with customers to provide assessment that identifies goals and barriers, care coordination, and follow-up services. The model also serves government assistance customers statewide, children aging out of foster care, pregnant mothers contending with substance use disorders, parents who need assistance, and families in need of services.

SNAP E&T
DCF and FloridaCommerce work in partnership to explore the expansion of the SNAP third-party partnership program. This opportunity includes partnering with providers, such as community-based organizations, workforce development providers, and community colleges to deliver SNAP E&T services. These providers then use non-federal funding for allowable services and support, which are eligible for a 50% reimbursement through the state's SNAP E&T program. A benefit of this model is the ability to expand the program's reach and improve program outcomes by partnering with existing high-quality providers that serve their community.

TAA
The TAA Program has established partnerships with internal and external partners. During the Plan period, the TAA program will engage laid-off workers from existing certified petitions to ensure that they are aware of the services still available to them through the TAA program.

JVSGs
The JVSG Program continually establishes direct partnerships with a variety of organizations with the ability to positively impact the employability of veterans. It is essential that JVSG staff assist other workforce development providers in increasing their ability to recognize and respond to the employment and training needs of veterans. The JVSG program accomplishes this through training career center staff and service delivery system partners to enhance their knowledge of veterans' employment and training issues. The JVSG program is operated out of the CareerSource Florida network of career centers.

RESEA (FloridaCommerce)
The RESEA program provides intensive services to eligible workers during unemployment. Each RESEA participant receives an orientation about career center services, a one-on-one initial assessment with a job counselor, labor market information tailored to their desired occupation and location, an Employability Development Plan developed jointly with staff, and referrals to work search activities such as counseling, resume writing, job search workshops, or training. These services are designed to help claimants recognize occupational trends and determine if additional training is needed, directly supporting the system's capacity to move individuals toward reemployment. Consistent with Section 443.091, Florida Statutes, failure to appear as directed for reemployment services at the appointed career center may affect a participant's eligibility for benefits and services.

The RESEA program operates under federal regulations and is guided by Workforce Policy - P128 – Reemployment Services and Eligibility Assessment Program Design and Framework, which provides requirements and guidance to LWDBs and service providers. If a participant fails to report for their appointment, staff review the reason, and if there are no extenuating circumstances, a determination of ineligibility is issued for the week of non-attendance. The process includes entering the "failure to report" in the Employ Florida RESEA application, posting a "No Show" issue in Reconnect, and sending a fact-finding questionnaire to the claimant. If information is incomplete, adjudicators must contact the claimant by phone. If the claimant does not report, they are ineligible for benefits for that week, and staff must also determine if an able and availability issue exists, issuing a nonmonetary determination if needed.

SCSEP (FDOEA)
Florida demonstrates strong workforce development capacity through its coordinated infrastructure, strategic planning, and targeted resource deployment, particularly in serving older adults through SCSEP. The program is committed to strengthening alliances with core programs and partner organizations to deliver integrated services through the statewide one-stop system, ensuring consistent access to training, job placement, and supportive services across all regions.

The Florida Department of Elder Affairs demonstrates strong administrative and operational capacity through effective management of complex federal programs, compliance with performance and fiscal standards, and the use of statewide data systems for real-time labor market tracking and analysis. This capacity is further reinforced by robust public–private partnerships, industry engagement, and scalable technical infrastructure that supports credentialing, digital skills training, and employer-aligned workforce initiatives. Through SCSEP, the Department's subgrantee collaborates with host agencies, one-stop centers, and community organizations to deliver participant-centered services for older adults, including individuals with disabilities, limited work histories, or justice involvement, ensuring access to wraparound supports and integration with broader WIOA services.

Capacity challenges persist, particularly as Florida's aging population drives increased demand for services. Rural and underserved areas often lack the infrastructure and employer engagement found in urban centers, resulting in disparities in access and outcomes. SCSEP's limited funding cap further restricts the number of participants served, limiting the state's ability to meet growing needs. Additionally, workforce staff require ongoing professional development to better address the unique barriers older workers face, including ageism, health limitations, and the need for digital upskilling. To fully meet the workforce development goals outlined in the SCSEP and WIOA State plans, continued investment in digital infrastructure, employer partnerships, and targeted supports for older adults is critical.

CSBG (FloridaCommerce)
CSBG provides federal funds to designated local governments and nonprofit agencies called community action agencies, also known as local agency providers, to assist eligible income-qualified households with attaining the skills, knowledge, and motivation necessary to achieve self-sufficiency. The agencies may provide a variety of antipoverty services such as emergency health, food, housing, day care, transportation assistance, housing counseling, placement and training services, and homeless prevention programs.

Of the CSBG program funds, 90% are allocated to the state's existing network of community action agencies. This is a formula-based grant and is not competitive.

FloridaCommerce is the state administrator for CSBG, and FloridaCommerce's roles include:

- Applying for funding from the U.S. Department of Health and Human Services.
- Distributing funding in the form of grants to local agency providers, which are either nonprofit agencies or local governments.
- Monitoring local agency providers to ensure that they administer the funding in compliance with state and federal laws and rules.
- Providing technical assistance to local agency providers to help them comply with state and federal requirements.

Services are provided in each county through local Community Action agencies and other partners receiving CSBG funding. A list of each provider can be found here.

More information about CSBG can be obtained on FloridaCommerce's Website.

Florida Workforce Integrated Networking System (FL WINS)
As described before in Section (B) the Strengths and Weaknesses of Workforce Development Activities, one hallmark of the REACH Act was the call for a consumer-first, "no wrong door" workforce development system that seeks to provide Floridians with improved access to workforce programs and services through interoperable systems and shared integrated data. FloridaCommerce is leading this transformational initiative through the FL WINS technology solution, a consumer-first online opportunity portal allowing for common intake across core and combined partners and simplified access to state, federal, and local services and tools. This multi-year endeavor brings together management information systems from DCF, FloridaCommerce, and the DOE's Divisions of Career and Adult Education, VR, and FDBS that streamlines the process for accessing workforce services:

- **Customer Portal** – Enhances the customer experience through a single shared account that provides a common access point to update personal information, view program information, and submit common intake applications.
- **Common Intake Form** – Provides intake capabilities for applicable programs across the Workforce Partners.
- **Data Integration** – Enables the sharing of data between existing agency systems of record to enhance the user experience, orchestrates the data flow among systems, and enables robust data analytics.

FL WINS will also incorporate a digital learning experience to help agency staff better serve Floridians through a no-wrong-door approach. This training uses short, scenario-based lessons

to teach staff how to guide customers across multiple workforce programs. It focuses on real-world practice, helping staff understand programs beyond their own agency and build confidence in making referrals. The training is designed to be flexible and easy to use, with interactive simulations that show how the system improves customer outcomes. Staff learn how to navigate other state services that are beneficial to their customers and receive feedback and support as they apply new skills.

The training includes lessons about key agencies like DOE, FloridaCommerce, CareerSource Florida, and DCF. Each section offers program knowledge and practice through virtual conversations. Learners help simulated customers with real needs, such as job training, education, or housing support. These activities help staff connect the dots between programs and understand how to use the system to help people more effectively. The goal is to create a consistent, user-friendly experience that supports behavior change and improves service delivery across Florida's workforce system. Partners included in this project include FloridaCommerce, CareerSource Florida and the LWDBs, DCF, and DOE's Divisions of Career and Adult Education, VR, and FDBS. Answers to frequently asked questions about the FL WINS Workforce System Integration effort can be viewed on FloridaCommerce's website.

Answers to frequently asked questions about the FL WINS Workforce System Integration effort can be viewed on FloridaCommerce's website.

Workforce Information Technology Solution (WITS)

As part of its workforce system modernization efforts, Florida is working with a vendor to implement WITS, a centralized case management and reporting platform that will be used across the CareerSource Florida network. This system will support workforce professionals in tracking participant progress, managing services under programs like WIOA, TANF, and SNAP E&T, and recording outcomes such as employment and credential attainment. WITS will include generative AI technology to improve the customer experience by providing AI-powered tools that streamline job searches/matching, resume creation, application processes, job posting, career guidance, and interview preparation. Maintained by FloridaCommerce, WITS will play a vital role in ensuring compliance with federal and state requirements, including reporting, while helping evaluate the effectiveness of workforce initiatives aimed at promoting self-sufficiency and economic mobility. Work on the WITS platform began in 2025 with an anticipated completion between January and May 2027.

These initiatives will take place over three to five years and set a foundation for enhanced coordination and service delivery for Floridians. Answers to frequently asked questions about the FL WINS Workforce System Integration effort can be viewed on FloridaCommerce's website.

(b) State Strategic Vision and Goals. The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision. Describe the State's strategic vision for its workforce development system.

In 2019, Governor Ron DeSantis issued Executive Order 19-31 *Charting a Course for Florida to Become Number 1 in the Nation in Workforce Education by 2030 and Ensuring Florida Students are Prepared for the Jobs of the Future.* Florida achieved this goal eight years early, having been named number one in talent development and recruitment for three consecutive years by Lightcast, a global leader in labor market intelligence used by business, education, and the public sector[5].

- Florida defines the larger workforce development ecosystem to include businesses, education, and economic development entities, along with providers of human services.
- Florida's workforce development system is market-driven and results-oriented, focused on providing services that are customer centered, high quality, and relevant to the labor market to Florida businesses and job seekers.
- Florida aligns goals and strategies across all core and combined partners to ensure resources are maximized toward positively impacting services to Florida businesses and job seekers.

(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[6] and other populations.[7]

(B) Goals for meeting the skilled workforce needs of employers.

Florida's goals for continuing the work in preparing an educated and skilled workforce that meets the needs of Florida's businesses include:

- Continuing to pursue all available opportunities for flexibility to increase efficiency and alignment of its workforce system through activities that promote more streamlined service delivery and reduced overhead through community hubs.
- Increasing the focus on business-centered services to emphasize work-based learning, like apprenticeships, and skill-based hiring.
- Ensuring a strong link between workforce policy and accountability measures and acting with urgency to support, improve and transform continually struggling local workforce systems.
- Developing a comprehensive and integrated education, employment, and training ecosystem centered on the needs of industry stakeholders that streamlines access to high-quality workforce services and increases prosperity for employers and workers.
- Reducing duplication of services and maximizing efficient use of human and financial resources to serve Florida businesses and job seekers through aligning and expanding

[5] 2025 Talent Attraction Scorecard

[6] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 3514); individuals within 2 years of exhausting lifetime eligibility under the TANF Program; single parents (including single pregnant women); and long-term unemployed individuals.

[7] Veterans, unemployed workers, and youth and any other populations identified by the State.

partnerships that leverage and braid funding and coordinate programming to improve outcomes and accountability.
- Reducing welfare dependency and increasing economic self-sufficiency for Floridians by focusing on community collaboration between workforce, education, industry, and other partners to break down community silos and maximize the effectiveness of workforce development efforts.
- Supporting Florida's industry sectors of focus through enhanced, focused engagement with business and education stakeholders to build talent pipelines and enhance Florida's productivity and competitiveness.

(3) Performance Goals. Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Core WIOA program partners continue efforts to refine a process for collecting data and reporting performance. Core programs will assist state and LWDBs to negotiate levels of performance based on the statistical adjustment model. This model takes into consideration state and local economic factors including unemployment rates, industry sectors, and characteristics of participants entering the program (e.g., work history, work experience, educational/occupational skills attainment, literacy levels, disability status, etc.). The core measures include:

- Percentage of participants in unsubsidized employment during second quarter after exit.
- Percentage of participants in unsubsidized employment during fourth quarter after exit.
- Median earnings of participants during second quarter after exit.
- Percentage of participants who obtain a postsecondary credential or secondary school diploma within one year after exit.
- Achievement of measurable skill gains toward credential or employment
- Effectiveness in serving employers.

Negotiated levels of performance are reviewed and approved by the core program senior leadership, the state workforce development board, and the Governor. Data are housed in the Florida Education and Training Placement Information Program (FETPIP) system for quarterly and annual reporting by WIOA core program partners. Tables with updated performance and negotiated performance goals are in Section III of this plan.

Additional Performance Goals
Combined and core partners have collaborated and in addition to the WIOA performance goals addressed in this section, have agreed to focus on the following statewide goals that impact the larger workforce development system in the state:

- Increase state labor force participation to 63%.
- Ensure 60% of Floridians aged 25-70 have a credential of value by 2030.
- Median wages greater than or equal to 75% of the median hourly wage in Florida.
- By 2030, increase the statewide 2nd quarter after exit employment rate by 10% for each of the following populations:
  - Individuals 55 years and older.
  - Youth.
  - Individuals receiving SNAP and TANF benefits.

  - Individuals without a high school Diploma.
  - Individuals with disabilities.
- 50,000 new apprentices by 2030.
- 450 registered apprenticeship programs by 2030.
- 110 registered pre-apprenticeship programs by 2030.
- Increase percentage of 12th grade secondary CTE concentrators to 35% of 12th grade CTE participants by 2030.
- Build talent pipeline for targeted new and emerging industries of focus by assisting 1,000 individuals to earn credentials that directly support the sector.

(4) Assessment. Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment, which may include evaluation findings, and other feedback to make continuous or quality improvements.

Consistent with WIOA, Florida will assess the overall effectiveness of the workforce development system through a variety of approaches. The CareerSource Florida Board of Directors, including representation of all WIOA core partners and other key stakeholders including combined partners, meets regularly throughout the year with an agenda tied to fully implementing the vision and the goals, strategies, and operations described in this plan. These meetings include updates for key strategic initiatives and projects, presentation of best practices demonstrating progress in meeting goals, updates from core partners and other stakeholders, performance reports, and identification of board-led initiatives to further improve performance. Core partners provide performance data to the state workforce development board. Performance is assessed in relation to state and local targets. Elements of the REACH Act are addressed during these regularly scheduled partner meetings.

A new system of assigning letter grades for LWDBs was implemented during PY 2022. Florida is committed to ensuring its federally funded workforce programs deliver measurable results by linking investments to outcomes and program performance information, as well as transparent data. The REACH Act enhances transparency and accountability in the workforce system through several measures including the CareerSource Florida Analytics Website. This publicly available website includes a Board Performance dashboard that provides a visualization of the performance of each LWDB relative to their established goals. A Funding dashboard includes a breakdown of funding for each LWDB in relation to total state funding and is segmented into funding sources for the public and stakeholders to view exactly where funding dollars are allocated. The Barriers to Employment dashboard shows the most common employment barriers for each LWDB. Also required by the REACH Act are letter grades for LWDBs. Letter Grades are released annually to provide greater transparency and accountability in Florida's workforce and education systems. This letter grade system provides a standard, statewide assessment that allows LWDBs and stakeholders to identify areas in which they excel and areas that can be strengthened to improve outcomes for all Floridians.

Gaps in performance are addressed at both the state and local levels. State-level teams provide technical assistance to local boards on complex performance issues. Core program partners share performance reports, and special analyses of performance are conducted and shared across programs.

The state transition to a combined plan provides ongoing opportunities for shared performance targets and the development of new tracking measures that consider participants across all programs. The state is developing necessary dashboards and reports progress to the CareerSource Florida Board of Directors and partners on a quarterly basis.

Assessment of overall effectiveness is considered by the state workforce development board in preparing for annual planning and the state combined plan. Regular interagency meetings of the WIOA core and combined partner programs address aspects of plan implementation and successful strategies for continuous improvement. These meetings include leadership and subject matter experts from each of the combined partners.

(C) State Strategy. The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above.

Include discussion of specific strategies to address the needs of populations provided in Section (a).

(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23).

(2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in regard to weaknesses identified in section II(a)(2).

Florida's workforce strategy, guided by the REACH Act and WIOA, focuses on increasing partnership, alignment, and innovation to meet economic and labor market demands. These strategies strengthen collaboration among education, workforce, and business partners, expand access to training and workforce opportunities for all Floridians. Florida's strategy focuses on:

1. Strategies to Strengthen Workforce System Integration and Partnerships
2. Strategies to Enhance Workforce System Performance and Accountability
3. Strategies to Increase Workforce System Flexibility and Innovation

State Strategy: Achieving Florida's Strategic Vision and Goal

Florida's workforce strategy, guided by the REACH Act and WIOA, is designed to meet economic and labor market demands through partnership, alignment, and innovation. In alignment with the national framework set out in **America's Talent Strategy: Building the Workforce for the Golden Age**, Florida's approach is organized under five strategic pillars:

Pillar I: Industry-Driven Strategies

Objective: Build reliable talent pipelines through a workforce system led by industry and aligned with Florida's economic priorities.

- **REACH Act Implementation:** Modernizes Florida's talent development ecosystem, strengthens collaboration between businesses and education, and expands access to training.
  - The REACH Act calls for customer-focused improvements to break down silos across education, workforce development, and public assistance, aligning policy and performance to enhance the state's talent pipeline. To drive this vision, the REACH Office was established within the Executive Office of the Governor to coordinate efforts among key entities, including CareerSource Florida, local workforce boards, one-stop career centers, FloridaCommerce, FDOE, and Florida Department of Children and Families (DCF).
  - Coordination by the REACH Office with FDOE, FloridaCommerce, and CareerSource Florida to:
    - Expand apprenticeship, pre-apprenticeship, and other work-based learning models.
    - Streamline efforts to recruit and onboard new apprentices, pre-apprentices, students, and employers interested in work-based learning opportunities, including, but not limited to, conducting outreach with business leaders, local governments, and education providers.
    - Ensure eligible apprenticeship sponsors include educational institutions, LWDBs, community, and faith-based organizations and associations.
  - Creation of education and industry consortia including representatives from educational entities and businesses in the designated service delivery area for each LWDB.
    - Consortium members are appointed by each LWDB chair.
    - Each local consortium provides quarterly reports on educational programs and industry needs. LWDBs consider these reports to determine the most effective ways to grow, retain, and attract talent to service delivery areas.

- **Industry-Led Partnerships:** The REACH Office coordinates with FDOE, FloridaCommerce, and CareerSource Florida to expand apprenticeships, pre-apprenticeships, and work-based learning. Outreach includes business leaders, local governments, and education providers.

- **Education and Industry Consortia:** Each LWDB establishes a consortium to align training programs with industry needs, providing quarterly reports to guide talent attraction and retention.
  - Section 445.007(15), Florida Statutes, requires each LWDB to establish an Education and Industry Consortium. These consortia bring together leaders from education and business within each service area to ensure local workforce systems are industry-driven, align training programs with industry needs, and identify innovative talent solutions.
  - This collaboration ensures LWDBs stay informed about workforce demands and available educational offerings while giving businesses a direct role in shaping talent pipelines through strategies such as internships, apprenticeships, on-the-job training, and customized programs. Consortium members include representatives from K-12, postsecondary institutions, and major employers in targeted sectors. They meet quarterly to review talent needs, evaluate programs, and provide actionable insights

to LWDB staff. These meetings are published on individual LWDB and CareerSource Florida's websites, incorporated into local WIOA plans, and shared on CareerSource Florida's website—promoting transparency and driving impactful partnerships that strengthen Florida's workforce system.

- **Targeted Industry Sectors:** Supported by the growth of a robust economy, thriving infrastructure and top-ranked labor force, Florida's major industries of focus are outlined below. Florida recognizes four cross-cutting target industry sectors, and eight sector-specific target industries. As the label suggests, "target" industries and the exemplary lists that follow some of these sectors and industries represent themes or goals for business growth and attraction and are non-exhaustive.
  - **Cross-Cutting Sectors:**
    - **Corporate Headquarters**
    - **Logistics** – including shipping, distribution, packaging, and processing.
      - Florida's Logistics and Distribution sector boasts over 59,000 establishments and is growing with almost 650,000 employees. Over the next five years, Florida will invest approximately $3.3 billion in capital improvements to its seaports. About 26% of those funds will be allocated to berth rehabilitation and repairs, about 20% each to cruise and cargo terminals, and 9% to channel and harbor deepening. Companies like Amazon, Chewy, Fed Ex Ground, AutoZone, and Publix are all experiencing substantial growth in Florida, leading to the need for greater sector partnerships and career pathway development. Coke Florida, Anheuser-Busch, Publix, and the Association of Supply Chain Management are working with the CareerSource Florida network and partners to implement strategies and solutions to meet their growing workforce talent needs.
      - To respond to this growing demand, Florida's workforce development boards work closely with business and education stakeholders to engage in or sponsor the development of registered apprenticeship programs in this important sector. CareerSource Research Coast sponsored a Distribution and Logistics Technician training program in partnership with CVS, Indian River State College, and Valencia College. CareerSource South Florida partnered with the District Board of Trustees of Miami Dade College to develop a Transportation and Logistics Specialist registered apprenticeship program serving the talent needs of multiple south Florida companies.
      - Additional partnerships have been created with local economic development organizations like JAX USA and CareerSource Northeast Florida to develop clear career pathways in targeted sectors through their Earn-Up Initiative. An exemplary model of their Trade and Logistics Pathway can be viewed at https://earnup.org/.

    - **Manufacturing**
      - Florida prioritizes manufacturing as a key industry sector across all 21 Local Workforce Development Boards (LWDBs). Florida is home to more than 27,000 manufacturing establishments, generating over $90 billion in economic output. Manufacturing employs more than 430,000 Floridians, including more than 23,000 jobs in medical technology, where Florida ranks second nationally. The state is also fourth in total revenue for medical manufacturing, with $6.09 billion in 2024.
      - Strategies to strengthen sector partnerships and career pathways include continuous collaboration with FloridaMakes, the state's Manufacturing

Extension Partnership. CareerSource Florida participates in the FloridaMakes Board of Directors and the Advanced Manufacturing Workforce Leadership Council to align workforce initiatives with industry needs. These partnerships drive efforts such as manufacturing job fairs, bootcamps, and the expansion of registered apprenticeships, ensuring a skilled talent pipeline for manufacturers statewide.

- LWDBs work with education and industry partners to develop and expand manufacturing apprenticeships and career pathways. Collaborations with colleges and employers create programs that prepare workers for high-demand roles in advanced manufacturing. Local initiatives, such as partnerships between CareerSource Research Coast, Indian River State College, Valencia College, and Paradigm Precision, demonstrate Florida's commitment to building regional talent pipelines. Economic development organizations like JAX USA and CareerSource Northeast Florida also integrate workforce strategies through initiatives such as Earn-Up, which connects education and industry to strengthen targeted sectors.
- Florida is advancing innovation by designating Agricultural Technology (AgTech) as a targeted industry and supporting Opportunity Zones (OZs), Maritime Prosperity Zones (MPZs), and expanding Maritime Industrial Base (MIBs) activities and initiatives.

- **Research and Development**
    - Research and Development (R&D) in Florida is a powerful engine of innovation that fuels progress across all Target Industries and resilience for communities, job seekers and job creators. R&D serves as the nexus that drives discovery, accelerates commercialization and strengthens Florida's competitive edge. Since the 2022 Target Industry Report, the state's R&D sector has experienced remarkable growth as the number of R&D establishments has reached almost 2,600.2 This expansion reflects not only the strength of the sector itself but also its deep integration into Florida's broader innovation ecosystem.
    - Florida's universities are an integral part of Florida's growth within R&D. Several of the state's public universities engage in research and development with focus areas including aerospace, agriculture, quantum technologies, engineering, medicine, marine science, neuroscience, optics and more. All key drivers of Florida's innovation economy. The University of Florida (UF) in particular has emerged as a national leader in academic research. In 2024, UF reported a record $1.26 billion in research expenditures and ranked 15th among public institutions and 25th overall in total R&D spending in 2022.8 Florida International University, Florida State University, University of Central Florida, University of Florida, University of South Florida all rank in the top 100 in the United States for the number of utility patents granted in 2024. Altogether, these institutions accounted for 364 such patents.
    - With a skilled and educated workforce, world-class research institutions and a growing network of public-private partnerships, Florida's R&D landscape continues to generate high-wage jobs and transformative breakthroughs.

    - **Sector-Specific Industries**

        - **Aviation and Aerospace:** including maintenance, repair, and overhaul (MRO), pilot training, air traffic control, advanced air mobility (AAM), and unmanned aerial systems/unmanned aerial vehicles (UAS/UAV)

- Florida's aerospace industry is experiencing a powerful resurgence, anchored by the Space Coast—a global hub for vehicle assembly and launches. Long recognized as the world's gateway to space, Florida is uniquely positioned to lead this sector. In 2024, the aviation and aerospace cluster included 3,069 establishments, adding 6,233 jobs (+4.4%) from the previous year. Employment has grown 88% since its 2004 low, reaching nearly 150,000 jobs today. Aerospace products and parts account for $11 billion in exports, and veterans play a vital role in this success, supported by Florida's 69,000 active-duty personnel, 32,000 civilian staff, and 1.5 million veterans.
- The Aerospace Consortium—featuring Space Florida, the Economic Development Commission of Florida's Space Coast, and industry leaders like SpaceX, Lockheed Martin, Northrup Grumman, Embraer, and L3Harris—drives education, training, and credentialing programs critical to sector growth. Strategic investments reinforce this momentum: in 2022, Governor DeSantis announced $30 million to build a sustainable technical workforce across aerospace, defense, manufacturing, and IT. This effort includes the Florida Atlantic Workforce Alliance, uniting LWDBs, CareerSource Florida, FloridaCommerce, FDOE, and leading colleges to align talent development with industry needs. In March 2025, $10 million in Job Growth Grant funding supported aerospace-related construction at five colleges.
- Florida is also pioneering next-generation mobility. On October 16, 2025, Governor DeSantis unveiled plans for the nation's first Advanced Air Mobility (AAM) aerial test bed and vertiport at FDOT's SunTrax facility. This initiative integrates electric vertical takeoff and landing (eVTOL) aircraft into urban and regional travel—positioning Florida as a leader in cutting-edge aviation infrastructure, reducing congestion, and driving economic growth.

▪ **AgTech:** including emerging technologies, timber, and aquaculture.
- AgTech strategies focus on leveraging advanced technologies—including AI and data-driven tools—to improve agricultural processes, strengthen supply chains, and enhance resource management. This designation prioritizes AgTech for economic development programs, accelerates research-to-market projects, and expands job opportunities statewide.
- AgTech is rapidly emerging as a key industry in Florida with its emphasis on technology and innovation to strengthen the future of agriculture in the state, provide food security for our national security, and bring resiliency to agricultural communities. As a state with a proud history in Agriculture, including timber production, cattle ranching and farming, Florida recognizes the vast potential of AgTech to preserve our way of life and make significant economic contributions. In consultation with industry, academic and association representatives, AgTech has been designated as a new Target Industry as of 2025.
- The AgTech Industry cluster captures the intersection of traditional agriculture and cutting-edge technology, bringing together NAICS codes that define production, support services, manufacturing, biotechnology, data analytics and precision systems. This cluster reflects how modern agricultural practices utilize digital tools, scientific research and integrated systems to drive productivity, efficiency and innovation. AgTech is composed of four subsectors, each uniquely contributing to the culmination of AgTech-support activities, precision agriculture systems and services, manufacturing and equipment and

research and testing. Florida's AgTech sector is demonstrating growth that far outpaces national averages, particularly in research and development.

- Florida has experienced rapid expansion in research and development in nanotechnology, with employment growing at six percent compared to three percent nationally. Florida also leads in high-tech areas critical to AgTech innovation, including custom computer programming services, computer system design services and software publishing. These industries represent the cutting edge of agricultural technology and serve as primary drivers of efficiency and competitiveness within the sector. Looking ahead, Florida's AgTech sector is projected to achieve employment gains of 12 percent through 2028 – an impressive pace of growth that the state is well-positioned to sustain and promote through its talent pipeline, infrastructure and industry support.
- AgTech strategies focus on leveraging advanced technologies—including AI and data-driven tools—to improve agricultural processes, strengthen supply chains, and enhance resource management. This designation prioritizes AgTech for economic development programs, accelerates research-to-market projects, and expands job opportunities statewide.
- The AgTech industry was responsible for 332,283 jobs in Florida in 2024 and 52,083 establishments. That is 1,337 more establishments than the previous year and 6,151 more jobs.

- **Energy Security:** including semiconductors, superconducting, nuclear, hydrogen, and energy storage.
  - The Energy Security Sector is vital to Florida's economic resilience and infrastructure reliability. Natural gas fuels more than 70% of Florida's electricity generation, making the state the nation's second-largest producer of electricity. In 2023, Florida's residential sector accounted for 54% of the state's electricity consumption—the highest share of any state—driven by widespread use of electricity for air conditioning and heating, with nearly all households relying on electricity for cooling and nine out of ten for heating. To meet industry demand, Florida's targeted sectors include energy security occupations that require core technical skills such as welding, electrical systems, mechanical repair, and instrumentation, along with safety compliance and other specialized competencies. Training programs that lead to credentials of value in these high-wage, high-skill occupations are essential to supporting the continued expansion and reliability of Florida's energy infrastructure.
  - The Energy Security industry was responsible for 13,955 jobs in Florida in 2024 and 816 establishments. That is 38 more establishments than the previous year and 733 fewer jobs.

- **Financial Services:** including insurance, and FinTech
  - Another major industry sector of focus in Florida is financial services, financial technology (or FinTech), insurance, and corporate headquarters. Florida is home to the second-largest cluster of insurance and banking companies in the United States. As of 2024, there were over 202,000 business establishments in the state in this sector employing more than 1.3 million employees with an average wage of $117,375.
  - Recognizable institutions in the FinTech industry that call Florida home include Depository Trust and Clearing Corporation, USAA, Citigroup, Navy Federal Credit Union, Blackstone, Deutsche Bank, Fidelity, Raymond James, Paysafe, and others. Many of these firms have established large operations in Florida to

take advantage of the state's global connectivity, especially to Latin America. Degree production of this sector included 39,582 awards ranging from certificates to bachelor's and postgraduate degrees.
    - To further develop the talent pipeline for this sector, Gov. Ron DeSantis awarded more than $3.6 million through the Florida Job Growth Grant Fund to Florida State College at Jacksonville and St. Johns River State College in February 2020 to create the Northeast Florida FinTech Initiative. This initiative represents a partnership between both colleges, regional schools, nonprofits, and numerous financial services companies to provide new financial technology training and certification opportunities. Florida State College enrolled 1,224 students in the program from time of contract execution through June 30, 2025. The funding was utilized for equipment, software, marketing and student enrollment. The college is currently working towards the required completer goal of 1,136 by 2030.
    - During the Governor's November 2025 Mission to Bermuda, the Governor discussed Florida's insurance industry advancements and positive finance/insurance industry outlook. The Governor held a roundtable with reinsurers, presented during the reinsurers conference, and met with industry and government leaders. Discussions pertaining to tort and legal reforms, as well as their results, were held, in addition to Florida's resiliency (economic and natural disaster), and traction in growing the number of insurers present in Florida. In addition, opportunities for collaboration and industry growth were discussed, as was workforce development and training, and continuous industry improvements.

- **Information Technology:** including emerging technologies and cybersecurity.
    - As the nation's third-largest tech industry, more than 47,000 high-tech companies are in Florida, employing more than 329,000 Floridians. Florida ranks number four for high-tech employment in the US. Throughout Florida, multiple technology associations focus on increasing employment in this industry. LWDBs increase exposure into IT-related activities. Cybersecurity is a major focus, with 22,000 unfilled jobs and a projected 31% growth rate by 2029. Programs like CommHIT's Technology & Health Apprenticeship Program help rural and small businesses build digital security talent through entry-level apprenticeships. CareerSource South Florida launched a Women in IT Boot Camp, and CareerSource Research Coast sponsored three IT apprenticeship programs, helping employers grow a skilled talent pipeline. LWDBs and technology associations across Florida work to increase exposure to IT careers and support work-based training. The REACH Office and CRC lead efforts to identify and expand access to in-demand credentials. WIOA partners target opportunity populations through apprenticeships and other training.
    - VR partners with Brevard Achievement Center's LaunchIT program to help individuals with disabilities gain IT skills and pursue tech careers. These combined efforts support Florida's goal to meet employer needs and build a strong technology workforce.

- **Life Sciences:** including pharmaceuticals, medical device technology, and digital health.
    - Florida's healthcare industry includes more than 63,000 establishments employing over 1 million people, with an average annual wage of $78,000—

well above the statewide average. Employment continues to grow, and nurse vacancy and turnover rates have improved, with the 2024 vacancy rate at 7.8% and turnover at 17.6%. Despite these gains, Florida still faces about 17,000 nursing vacancies annually. The state prioritizes strategies to strengthen the healthcare workforce and meet rising demand.

- Florida has invested in key initiatives like the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE), Linking Industry to Nursing Education (LINE) funds, and the Florida Reimbursement Assistance for Medical Education (FRAME). These initiatives expand nursing education and reduce workforce shortages. CareerSource Florida supports these efforts with strategic funding, registered apprenticeships, and incumbent worker training grants for hospitals and healthcare facilities. Nearly $1 million in WIOA state set-aside funds and expanded IWT grants provide training for nursing and allied health roles, while partnerships with organizations like the Florida Center for Nursing and the Florida Hospital Association connect employers with workforce resources. Local boards collaborate with education and nonprofit partners to deliver no-cost CNA training and scholarships for career advancement, ensuring job seekers access opportunities and employers maintain a skilled talent pipeline.

- **Maritime:** including commercial and industrial base shipbuilding and MRO.
  - The Maritime Industrial Base Program was created by the Navy to strengthen U.S. shipbuilding. It focuses on supplier development, workforce development, and advanced manufacturing. Demand for ships is rising. Supply chains are slow. The workforce is aging. The program works with large contractors and small firms. It supports makers of steel, welding, electronics, and cybersecurity.
  - Florida leads in yacht building and ranks high in ship and boat production. Florida has major naval bases and ports for repair and assembly. Global shipyards like BAE Systems and Fincantieri operate in Jacksonville. Florida has strong inland transport networks and ready sites for expansion. Its universities and colleges provide top talent for skilled trades. The state has experience with public-private partnerships and tools for financing large projects.
  - Florida's infrastructure is vast including 16 deepwater seaports.
  - Florida collaborates with federal and state partners to prospectively identify OZs and MPZs that have the potential to leverage multiple existing and new funding streams, existing robust public infrastructure, and opportunities to strategically invest in new public infrastructure, with the desired goal of scaling public and private investment to create jobs and strengthen communities. Florida is also investing in port communities to further national security goals of revitalizing the maritime industrial base while bringing critical manufacturing operations to Florida. These initiatives aim to attract investment, create high-paying jobs, and strengthen national security through modernized shipbuilding and maritime operations.
  - The Maritime industry was responsible for 44,230 jobs in Florida in 2024 and 1,547 establishments. This is 116 more establishments and 1,590 jobs more than the previous year.

- **Military and Defense:** including Dual Use, Law Enforcement Tech, Modeling, Simulation.

- Under Governor DeSantis' leadership, Florida remains the nation's most military- and veteran-friendly state, home to more than 21 major installations, three combatant commands, and numerous military-focused universities and industry partners. Through programs like the Defense Infrastructure Grant, Florida strengthens military communities and supports workforce development by funding projects that enhance installation value and community resilience. Since 2019, the state has invested over $21 million—including $7 million in 2025—for initiatives such as encroachment protection near Homestead Air Reserve Base, resilience hubs in Key West, affordable housing near NAS Pensacola, and security upgrades across multiple counties. These projects boost military readiness, safeguard critical assets, and create jobs in construction, engineering, and related fields.
- FloridaCommerce also administers the Defense Reinvestment Grant and Defense Support Commission Grant programs, which protect bases, diversify defense-dependent economies, and grow STEM-related industries. In 2025, $2.6 million was awarded to support planning, research, and infrastructure improvements that preserve installations and expand workforce opportunities. These grants fund strategies for STEM growth, simulation technology, drone manufacturing, and cyber infrastructure—creating high-demand jobs while sustaining local economies. Together, these investments protect 21 major installations supporting nearly 900,000 Florida jobs and reinforce Florida's position as a military-friendly state committed to economic resilience and talent development.

- **Sector Strategies:** Florida's workforce development system uses sector strategies and partnerships to align education, training, and business needs. These strategies are regional, and industry driven, focused on Florida's identified targeted industry sectors. Sector strategies help employers find skilled workers, create career pathways for job seekers, and strengthen industry competitiveness.
  - CareerSource Florida leads these efforts in collaboration with education, workforce, and economic development partners. LWDBs implement sector strategies through industry-led approaches such as sector roundtables and regional forums. These strategies attract and expand businesses offering high-demand, high-wage jobs.
  - Effective sector strategies depend on strong partnerships among businesses, education, training, labor, and community organizations. Sector strategies are guided by industry and built on shared regional vision and high-quality data, transforming how services are delivered and are measured, improved, and sustained. CareerSource Florida Workforce Policy O3 – Sector Strategies provides the framework for these efforts. Key objectives include:

    - Align Workforce Solutions with Industry Needs: Develop and implement customized workforce strategies that directly address the specific challenges and needs of target industries.
    - Foster Strong Partnerships: Create and sustain collaborative relationships between businesses, workforce agencies, educational institutions, community and economic development partners to drive shared goals.
    - Leverage Data for Informed Decision-Making: Utilize comprehensive data analysis to understand industry trends, identify workforce gaps, and develop targeted solutions.

        - Ensure Accountability and Continuous Improvement: Establish clear metrics, track progress, and regularly evaluate strategies to ensure they remain relevant and impactful for both businesses and workers.
        - Sustain and Scale Efforts: Develop sustainable plans and processes to maintain the effectiveness of sector strategies over time, with the flexibility to scale and adapt as industry needs evolve.

    - Additional supports for LWDBs in implementing these strategies is provided through the CareerSource Florida Sector Strategies Toolkit. Local Workforce Development Boards (LWDBs) must outline their approach in WIOA local plans, identify key partners, and conduct self-assessments to evaluate progress.

- **Career Pathways:** Integrate education, training, and support services regionally, ensuring opportunities for all skill levels and providing businesses with qualified talent.

    - Florida reinforces this strategy through significant investments and policy leadership. CareerSource Florida advances Career Pathways through WIOA state and local plans and workforce policies focused on targeted occupations, sector strategies, apprenticeships, and work-based training. Workforce Policy P10 – Comprehensive Employment, Education, and Training, integrates workforce, education, and economic development strategies statewide. Governor DeSantis allocated $100 million in the 2024–2025 Focus on Florida's Future Budget for the Workforce Capitalization Incentive Grant Program, building on the previous year's $100 million investment. The program funds school districts and Florida College System institutions to create or expand career and technical education programs leading to industry certifications on the Career and Professional Education (CAPE) Industry Certification Funding List. Regional partnerships ensure individuals gain meaningful employment and businesses access skilled talent for long-term economic growth.
    - Perkins V supported programs of study play a critical role in Florida's career pathways strategy under WIOA. These programs are developed through a process that considers labor market demand and are structured to allow learners to progress through clearly defined pathways that include multiple entry and exit points, stackable credentials, and opportunities to advance into postsecondary education and employment. Collaboration between Perkins V and WIOA programs helps ensure career pathways are consistently aligned for youth, adults, and dislocated workers. Ongoing coordination includes aligning programs of study with priority industry sectors and regional workforce needs identified through labor market analysis conducted by FloridaCommerce.

- **Community Planning and Technical Assistance:** Community Planning and Technical Assistance (CPTA) helps communities create plans to attract businesses and expand workforce opportunities. It focuses on building partnerships, improving community design, and supporting a viable economy through strategic planning.

    - These programs and awarded funds stimulate local and state economies by enabling communities to prepare for industrial reshoring, tourism expansion, and infrastructure improvements. They support revitalization projects, housing analysis, and emergency preparedness, which increase investment potential and job creation. On November 3, 2025 FloridaCommerce announced the award of more than $1.5 million through the Community Planning Technical Assistance Grant (CPTA) and Competitive Florida Partnership Program. The funding will support 26 Florida communities—including 24

small and rural communities—in developing and implementing plans to drive local economic growth. Together, these programs help businesses by improving site readiness, infrastructure, and market strategies, making Florida communities more competitive for investment. They help jobseekers by creating workforce opportunities through economic growth, revitalization projects, and expanded industries. This targeted planning ensures sustainable development and resilience, driving long-term prosperity across Florida.

- **Driving Employer Partnerships for In-Demand Skills**

    - SCSEP's goal is to advance industry-driven strategies by partnering directly with employers and host agencies to align training, community service assignments, and skill development with local labor market needs. This ensures participants build the competencies required for in-demand jobs and are better positioned for long-term employment success.

Pillar II: Worker Mobility

Objective: Bring more Floridians into the labor force and help them advance, leveraging technology and labor market data.

- **Expanding Access:** Florida's strategy includes outreach to disconnected populations, including veterans, individuals with disabilities, and those receiving SNAP/TANF benefits. These efforts are coordinated by multiple agencies, all of whom are involved in the WIOA State Plan Implementation team.
- **Apprenticeship Expansion:** Florida's apprenticeship activities promote registered apprenticeship participation and sponsorship, with bold goals for growth and expansion for this career pathway.
    - In 2024–2025, Florida—through collaborative initiatives like Apprentice Florida—achieved a 9% increase in registered and pre-apprenticeship programs, adding 32 new apprenticeships and 11 pre-apprenticeships. New apprentices grew by 21% to 6,043, while 2,167 completed programs, earning an average exit wage of $27.81/hour ($57,837 annually)—up $4,376 from the prior year.
    - Regionally, workforce boards actively facilitate the expansion of registered apprenticeship programs by delivering education, resources, and funding support. These local boards leverage WIOA to offer financial backing for apprentices' related instruction, OJT, and supportive services, thus assisting apprentices in overcoming any barriers to program completion. The strategy is to ensure that all LWDBs utilize apprenticeships as a talent development strategy, support apprenticeships with WIOA funding, and work locally to expand apprenticeships by partnering with business and education entities. The state board revised its workforce policy governing apprenticeships and established state goals for expansion.
    - Apprentice Florida is a statewide education and communications initiative designed to promote and support registered apprenticeships within Florida. Apprentice Florida's website contains valuable information and resources for both employers and apprentices, including video tutorials, in-depth guides on how to build and launch an apprenticeship program, and how to reach state apprenticeship experts. The Apprentice Florida initiative also includes social media and communications to raise awareness of the benefits of apprenticeships, geared specifically over the years to help employers understand and utilize the tried-and-true model of registered apprenticeship to build their talent pipeline. The goal of Apprentice Florida is to support

the growth of registered apprenticeships to meet the state's workforce needs and provide opportunities for individuals to gain valuable skills and enter rewarding career pathways.

- Consistent with issued federal joint agency guidance setting the national goal for new apprentices at 1,000,000 annually beginning in 2026, Florida has revised its 2030 goal from 7,000 new registered apprentices to 50,000. This increase reflects Florida's proportion of the national goal,[8] projected at 1,000,000 new annual apprentices, calculated based on the state's labor force participation (6.25%). Florida's LWDBs currently serve approximately 0.06–0.07% of the state's total population through WIOA-funded services each program year. In partnership with core and combined WIOA partners, LWDBs have individual goals, based on their eligible participants, that are cumulatively expected to contribute 10% toward reaching the statewide goal of 50,000 new apprentices. This collaborative approach underscores the importance of coordinated efforts to expand apprenticeship opportunities and strengthen Florida's workforce. This bold goal will position apprenticeships as a central pillar of Florida's workforce strategy.

Figure 2.45
Local Workforce Development Board
2030 New Apprentice Expected Levels

Boards	2030 Cumulative Expected Performance Apprentice Count
CareerSource Escarosa (LWDB 01)	138
CareerSource Okaloosa Walton (LWDB 02)	47
CareerSource Chipola (LWDB 03)	19
CareerSource Gulf Coast (LWDB 04)	27
CareerSource Capital Region (LWDB 05)	47
CareerSource North Florida (LWDB 06)	77
CareerSource Northeast Florida (LWDB 08)	336
CareerSource Citrus Levy Marion (LWDB 10)	206
CareerSource Central Florida (LWDB 12)	676
CareerSource Pasco Hernando (LWDB 16)	177
CareerSource Polk (LWDB 17)	174
CareerSource Suncoast (LWDB 18)	71
CareerSource Heartland (LWDB 19)	85
CareerSource Research Coast (LWDB 20)	125
CareerSource Palm Beach County (LWDB 21)	109
CareerSource Broward (LWDB 22)	445
CareerSource South Florida (LWDB 23)	1012
CareerSource Southwest Florida (LWDB 24)	439

[8] Federal Register: Preparing Americans for High-Paying Skilled Trade Jobs of the Future

CareerSource North Central Florida (LWDB 26)	73
CareerSource Brevard Flagler Volusia (LWDB 27)	226
CareerSource Tampa Bay (LWDB 28)	491
TOTAL	**5,000**

- FDBS, as a core WIOA partner, works with DCAE to review and select appropriate apprenticeship models to assist the state in meeting its goal in this area, with the strategic plan goal of increasing participation in apprenticeship programs by 100. The new Web Accessibility Specialist registered apprenticeship program at the Career, Technology, and Training Center is the first of its kind in the nation sponsored by an agency that serves individuals with visual impairments. The program started in October 2023 with three participants with plans to expand after initial implementation. FDBS serves as the sponsor and employer in a competency-based program that will lead to a recognized credential as a Web Accessibility Specialist.
- Dedicated Apprenticeship Navigators are also available at each of the 21 LWDBs to assist the state in expanding registered apprenticeship and pre-apprenticeship programs in existing and new occupational areas. The Apprenticeship Navigators build capacity by developing and strengthening the knowledge, skills, abilities, processes, and resources that businesses, educational institutions, local workforce areas, and/or community partners need to create new or expand existing apprenticeship programs. CareerSource Florida and FloridaCommerce hold joint monthly meetings with Apprenticeship Navigators and FDOE's Apprenticeship Training Representatives to discuss statewide and local apprenticeship data; collaboration efforts with external partners, including employers, industry associations, economic development partners, small business groups, educational partners, existing registered apprenticeship program sponsors, and community-based organizations to identify and expand the use of registered apprenticeship programs; workforce development; economic mobility; existing apprenticeship programs; shared best practices in connecting employers to existing registered apprenticeship programs; support in engaging community-based and service agency professionals to enhance access to apprenticeship opportunities for members of underrepresented populations; available and emerging resources available through Apprentice Florida and other CareerSource Florida and FDOE marketing and communications materials; and support services for apprenticeship.
- The collaboration between CareerSource Florida, FloridaCommerce, and FDOE's Office of Apprenticeship is imperative to lead local, regional, and statewide efforts to develop, expand, and support registered apprenticeship and pre-apprenticeship programs through a seamless system of support. The monthly meetings also provide an opportunity for the Apprenticeship Navigators to ensure that all staff at their board who work with either job seekers or employers participate in at least one full board training session to develop expertise regarding the operation of registered apprenticeship programs and maintaining resources for the benefit of the workforce system and its partners. Such resources include work processes, labor market data, and existing toolkits useful to targeted sector employers.
- Moving forward, these apprenticeship navigators will be crucial in assisting LWDBs to expand apprenticeships in the state by setting annual goals for LWDBs to increase:
  - Apprenticeship program sponsorship, and

        - LWDB referrals to, enrollment in, and completion of registered apprenticeship programs.
    - Individual LWDB goals for these activities will be set as part of the next iteration of WIOA Local plan submissions.

- **Integrated Education and Training (IET):** Programs drive workforce readiness across career clusters, expanding enrollment and aligning training with workforce needs.
    - Florida's Integrated Education and Training (IET) programs are driving workforce readiness across 15 of the state's 17 career clusters, including high-demand fields such as Health Science, Architecture & Construction, Transportation & Logistics, Business Administration, Hospitality & Tourism, and Information Technology. Enrollment has surged as offerings expand statewide—growing from 1,595 adult learners in 2021–22 to nearly 3,000 in 2023–24. Approved programs increased from 109 in 2022–23 to 599 in 2024–25, with 541 leading to industry-recognized credentials. Policy enhancements now allow IET participants to earn Measurable Skill Gain (MSG) Type 4 by completing registered pre-apprenticeships or achieving Occupational Completion Points in career certificate programs. Of the 599 programs, 254 offer MSG Type 4, improving federal reporting and aligning training with workforce needs. DCAE continues to strengthen program design and outcomes through statewide technical assistance, professional learning, and capacity-building initiatives. These efforts—including webinars, site visits, and conferences—equip local agencies to deliver responsive, high-quality IET programs that prepare learners for long-term economic success.

- **Removing Barriers:** Initiatives like Hope Florida, Community Planning Technical Assistance Program, and Employment First Florida address childcare, transportation, housing, and digital literacy, supporting long-term self-sufficiency and improve worker mobility across the state.
    - The CPTA Program provides grants to help Florida communities—especially small and rural ones—develop resilient, long-term economic development strategies. It promotes innovative planning solutions that protect natural resources and strengthen local economies for future growth. Since 2019, more than $7.6 million has been awarded to over 110 communities through CPTA.
    - The FDBS requires Community Rehabilitation Providers (CRPs) to hire certified staff to work with individuals who are blind or visually impaired. All CRPs must go through a registration and approval process that includes a review of the vendor's qualifications to promote quality services. Moreover, CRPs are required to be certified through either the Association for Education and Rehabilitation of the Blind and Visually Impaired or the Commission on Accreditation of Rehabilitation Facilities (CARF®) International.
    - The top five barriers for Floridians experiencing a crisis in providing for their immediate needs and implementing long-term goals for prosperity and economic self-sufficiency include lack of affordable childcare, transportation challenges, limited access to skills training, housing instability, and gaps in digital literacy. Florida's workforce strategies focus on removing these barriers while helping individuals achieve long-term self-sufficiency through education, career pathways, and wraparound support services. Florida's Hope Florida initiative connects individuals and families to resources that help overcome barriers to employment and achieve long-term self-sufficiency. Hope Navigators, funded through the Governor's WIOA Set-Aside to improve coordination between DCF and LWDBs to help participants overcome employment and training barriers, play a key role by guiding individuals to resources that address these barriers and connect them to employment opportunities. The goal is to help job seekers

achieve sustainable careers and economic independence. Collaboration drives these efforts. CareerSource Florida works with private-sector employers, the faith-based community, nonprofits, and government entities—including the Department of Children and Families (DCF) and the Workforce Development System—to align resources and expand opportunities. Businesses can engage by signing up through the Florida Employer Interest Portal or CarePortal to offer training, apprenticeships, and jobs. These partnerships strengthen Florida's talent pipeline and ensure individuals and employers thrive in a competitive economy.

- In addition to the consumer-first workforce system that FloridaCommerce will coordinate with FDOE and DCF, the state's strategy also includes implementing the following elements of the REACH Act related to TANF and SNAP recipients:
    - Permit SNAP and TANF clients to pre-certify for WIOA training services without having to physically visit a career center.
    - FloridaCommerce and DCF will measure the performance of workforce-related programs and services for participants who receive benefits pursuant to family self-sufficiency programs under Chapter 414, Florida Statutes.
- FloridaCommerce will consult with LWDBs to develop annual performance reports that analyze participants' transition from government assistance to self-sufficiency, including, but not limited to, program outcomes, cost-effectiveness, return on investment, co-enrollment in these programs, and the impact of time limits, sanctions, and other welfare reform measures.

- **Employment First** is a statewide framework that prioritizes competitive, integrated employment for individuals with disabilities. Florida's commitment began in 2011 with the creation of the Governor's Commission on Jobs for Floridians with Disabilities, tasked with removing barriers, aligning resources, and promoting workforce solutions for individuals with disabilities. This effort evolved into Florida's Employment First Initiative, supported by partnerships with the Florida Developmental Disabilities Council, state experts, and the U.S. Department of Labor's Office of Disability Employment Policy. Florida continues to advance these goals through legislative action, including Senate Bill 240 (2023), which requires assessment of delivery systems and recommends improvements, and Senate Bill 832 (2024), which established data-sharing and accountability measures to increase competitive employment and reduce subminimum wage jobs. Partners include FDOE's Vocational Rehabilitation and Blind Services divisions, CareerSource Florida, the Agency for Persons with Disabilities, DCF, and other organizations. The REACH Office coordinates implementation and publishes annual progress reports.
- The Abilities Work web portal helps link employers to job seekers with disabilities. The Abilities Work help desk is administered by FDOE's Division of Vocational Rehabilitation (VR) and is a resource to support the linkage between employers and qualified job seekers with disabilities.
- The Florida Unique Abilities Partner Program recognizes businesses that are committed to providing career and financial opportunities to individuals with disabilities and to assisting organizations that support the disability community. Participating businesses demonstrate their dedication to strengthening communities and the economy by helping these Floridians with untapped talents become more independent and by partnering with other businesses, organizations, and state resources in this endeavor. Information about the Florida Unique Abilities Partner Program can be obtained on FloridaCommerce's website at https://floridajobs.org/unique-abilities-partner-program

- Fifteen Florida LWDBs are designated as Employment Networks (ENs) by the Social Security Administration (SSA), enabling their participation in the federally funded Ticket to Work program. Through Ticket to Work, recipients of Social Security Disability Insurance and/or Supplemental Security Income receive priority assistance such as job search, career planning, and skill building through participating CareerSource Florida network career centers. The program is free and voluntary for participants. These services enhance the efforts of job seekers to find and retain a job and to work toward self-sufficiency. Participating LWDBs receive funding from the SSA for workforce services provided to "ticketholders." VR also provides benefits planning support to participants who receive Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI) under the Work Incentive Planning and Assistance Program (WIPA) and the Partnership Plus Program.

- **Rural Investment and Community Planning:** Targeted programs support economic development and workforce growth in rural communities.
  - Florida's rural communities face unique challenges—limited infrastructure, workforce gaps, and higher poverty rates—but they are also central to agriculture, resource-based industries, and emerging economic development initiatives. Programs like the Rural Economic Development Initiative, established in Florida law (s.288.0656, F.S.) facilitate the location and expansion of major economic development projects of significant scale in rural communities. Florida defines rural communities as those with 75,000 or fewer residents, or up to 125,000 if contiguous to a smaller county. Under this definition, 31 counties have been currently classified as rural, or roughly 45% of Florida's 67 counties. Florida also supports efforts to increase overall economic health through the use of the Rural Governor's Set Aside Initiative, awarded to Local Workforce Development Boards in the CareerSource network serving rural communities.
  - FloridaCommerce announced the launch of the Rural Community Investment Program (RCIP) to boost small businesses in Florida's rural counties. The program provides tax credits to investment funds that channel capital into rural businesses with fewer than 250 employees. This initiative will generate at least $140 million in new investments over five years, creating jobs and strengthening local economies. For every $4 invested, funds receive $1 in tax credits, with a cap of $35 million over the program's life. By improving access to loans and venture capital, RCIP helps entrepreneurs start and grow businesses, offering new opportunities for jobseekers and driving economic growth across rural Florida.
  - The success of Florida's economic development and workforce system depends, in part, on the success of Florida's rural communities, and Florida is committed in its continued support of the economic health and growth of these communities.

- **Advancing Worker Mobility for Seniors Through Targeted Training:** SCSEP is advancing worker mobility by offering more intensive, targeted training and placing participants in strategically selected community service assignments. These assignments prioritize host agencies with a strong likelihood of hiring within six to twelve months, creating clearer pathways to stable, higher-quality employment for older workers.

Pillar III: Integrated Systems

Objective: Replace fragmented programs with a streamlined, coordinated system delivering unified workforce services.

- **Coordinated Planning:**
  - As required by WIOA, LWDBs submit local and regional plans to the state in partnership with the CLEO. FloridaCommerce, in consultation with CareerSource Florida, creates instructions for local plans. As required by the REACH Act, FloridaCommerce distributes local planning instructions, with the state's policy governing the submission of local plans codified through an administrative rule. These instructions provide direction for creating local plans, which serve as four-year and two-year action plans to develop, align, and integrate service delivery strategies and support the state's vision and operational goals.
  - Local elected officials, LWDB board members, core program partners, and mandatory one-stop partners are integral to the planning process. Each plan addresses how the LWDB coordinates service delivery with core programs of Vocational Rehabilitation (VR), Florida's Department of Blind Services (FDBS), FDOE's Division of Career and Adult Education (DCAE), and combined partners including DCF's Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program E&T programs, adult and community education, Unemployment Insurance (UI), Jobs for Veterans State Grants Program (JVSG), Senior Community Service Employment Program (SCSEP), and Community Services Block Grant (CSBG). Currently, Florida is developing a plan to sunset Trade Adjustment Assistance (TAA) program with directions to LWDBs on how to continue to serve eligible individuals through other WIOA title programs. WIOA local and regional plans can be viewed on FloridaCommerce's website.
  - FloridaCommerce facilitates a monthly call of leadership and subject matter experts representing FloridaCommerce, CareerSource Florida, Executive Directors, and/or staff of LWDBs and other partners as determined appropriate. The call serves as a forum to facilitate the identification of areas of opportunity to improve transparency and accountability; obtain input to assist with decision-making; and to provide updates on federal and state initiatives, policy changes, performance/data reporting, and budget/finance concerns.
  - The WIOA State Plan Implementation Team is composed of planning directors, program leadership, and subject matter experts including staff who represent CareerSource Florida; FloridaCommerce's Division of Workforce Services and the Bureau of One-Stop and Program Support; the Bureau of Workforce Statistics and Economic Research, the REACH Office, DCAE, VR, FDBS, and Florida Colleges and Universities, and combined planning partners including DCF, the Florida Department of Elder Affairs (SCSEP), and JVSG. The WIOA State Plan Implementation Team meets regularly to:
    - Analyzes economic and workforce data and makes recommendations for WIOA implementation and continuous improvement.
    - Discusses issues, challenges, and opportunities of mutual concern and seek solutions.
    - Engages in coordinated projects designed to continue implementing, integrating, and enhancing the workforce system within the WIOA framework.
    - Prepares and delivers key information and recommendations for implementation, strategy development, and performance management to senior leadership, agency heads, and the State Workforce Development Board.

- **Identifying Credentials of Value:** Training credentials across the workforce system are identified by all stakeholders, reviewed with transparent methodology that takes into account the needs of industry, and communicated collaboratively across the workforce system.

- **Eligible Training Provider Lists (ETPL):** Updated policies and performance standards ensure training programs deliver measurable outcomes.
  - FloridaCommerce manages the Eligible Training Provider Portal in the state's online labor exchange and case management system. The portal maintains ETPLs and records cost and performance data for approved programs. It allows LWDBs and providers to apply for initial and continued eligibility. The portal helps WIOA participants make informed choices and shares ETPL information with employers, workforce staff, One-Stop partners, and the public, including individuals with disabilities and limited English proficiency. FloridaCommerce, the REACH Office, and FDOE set minimum performance standards for ETPL programs. Effective July 1, 2025, programs with five or more participants must meet these criteria:
    - Completion Rate: At least 60% of WIOA participants complete the program.
    - Credential Attainment: 50% earn a recognized credential within one year of completion.
    - Employment Rate: 70% employed in the fourth quarter after exit.
    - Median Earnings: At least $6,000 in the second quarter after exit (adjusted annually).
  - Starting July 1, 2027, these standards apply to all participants. Providers must reapply every two years with detailed performance and cost data. The REACH Act reinforces outcome-based funding, prioritizing job placements and wage gains. FloridaCommerce uses a new dashboard to ensure transparency and accountability.

- **Florida's Master Credential List (MCL):** intended to direct federal and state funding toward the credentials most needed by Florida businesses.
  - The CareerSource Florida Board of Directors appointed an 18-member Credentials Review Committee (CRC) for the state of Florida. This committee includes the Chancellors of DCAE, K-12 Education, State University System, and State College System along with agency representatives from FloridaCommerce and the Florida Department of Agriculture and Consumer Services (FDACS), private education representatives, industry representatives, and members of urban and rural LWDBs. The committee is chaired by the Director of the REACH Office in the Executive Office of the Governor. The Committee developed a definition for Credentials of Value ensuring that credentials are linked to occupations in demand and occupations that meet defined wage criteria. The CRC created a Framework of Quality that aligns with workforce accountability requirements for use of federal funds and designated a process for stakeholders including those in workforce, education, and industry to submit credentials for inclusion on the Florida's MCL.
  - The CRC meets quarterly to review applications for credentials and approve additions to the MCL. On an annual basis, the MCL is reevaluated using current labor market data, thus ensuring that the list changes with the changing labor market and remains current. Biannually, the Committee is charged with reviewing the Framework of Quality and adjusting as needed.
  - In 2025, CareerSource Florida launched the Credentials Inventory Database (CID) to improve how credential applications are reviewed for the MCL. Fully active April 15, 2025, the CID was used during the June submission window and received several applications. It allows CareerSource Florida, FloridaCommerce, and FDOE to work together in real time to check if credentials match job demand and wages. The system makes the process faster and clearer for submitters by offering real-time updates, automated tracking, and quarterly office hours for help. It also supports agriculture-related submissions through the Florida Department of Agriculture and Consumer

Services and includes tools for appeals and reports. These changes improve teamwork across agencies, help applicants follow submissions in real time, and ensure approved credentials meet Florida's workforce needs and are publicly available, as required by the REACH Act. Information about the CRC, its accomplishments and the Framework of Quality and the MCL can be found online.

- **Perkins V Alignment:** Florida is intentionally coordinating its Perkins V State Plan with the WIOA Combined State Plan to promote integrated planning, shared performance responsibility, and effective stewardship of federal and state resources. Perkins V strengthens the broader workforce system by supporting high quality Career and Technical Education programs that contribute directly to the state's talent development priorities, including:
    - Development of comprehensive career pathways to connect secondary education, postsecondary education, adult education, and workforce training
    - Use of labor market information to guide program approval, program of study design, and strategic funding decisions
    - Alignment with Florida's Master Credential List to ensure credentials prepare learners for high skill, high wage, and in demand occupations
    - Stronger connections between education and employment through dual enrollment opportunities, articulation agreements, and apprenticeship related instruction

  Coordinating Perkins V with Florida's broader workforce strategy supports the goals of an integrated and accountable talent development system. By incorporating labor market data into decision making, aligning programs with the Master Credential List, and expanding structured pathways such as dual enrollment, articulation, and apprenticeship connected instruction, Florida is strengthening a cohesive education to employment pipeline. This approach helps ensure workforce investments produce credentials of value, reinforce accountability for performance outcomes, and prepare learners for occupations that are critical to Florida's economy.

- **Workforce Pell:** Florida's Workforce Pell strategy aligns short-term workforce programs with the state's Target Industry priorities and the Framework of Quality used for the Master Credential List to ensure programs are high-skill, in-demand, and aligned with employer hiring needs. The state will maintain a biennially updated eligible occupations list and apply a structured, multi-agency review and monitoring process to approve and oversee Workforce Pell programs based on labor market demand, wage outcomes, and federal reporting readiness. Information and details about this process will be made publicly available to all stakeholders.

- **Strengthening System Integration for Seamless Access:** SCSEP strengthens system integration by coordinating closely with WIOA partners, streamlining referrals, and leveraging shared tools and platforms so older workers can more easily access training, employment, and supportive services.

Pillar IV: Accountability

Objective: Ensure workforce programs deliver measurable results by linking investments to outcomes and enforcing performance discipline.

- **Policy Development Framework:** CareerSource Florida Board sets vision and policies, aligning strategies with education, economic development, and workforce partners. The goal of recent revisions has been to increase efficiency in communicating core strategic objectives and strengthen the connection between workforce policy and measurable performance outcomes. CareerSource Florida workforce policies are published online at CareerSource Florida Policies - CareerSource Florida. Policy highlights from the last two years are listed below.
    - CareerSource Florida Workforce Policy P1 – Availability of Services requires LWDBs to provide universal access to workforce services for both job seeker and employer customers. This policy outlines statewide expectations for LWDBs, including setting and publicly posting one-stop career center hours, enhancing customer responsiveness, and maintaining clear, comprehensive communication to create a system that supports individuals in finding employment, assisting businesses in finding talent, and advancing economic opportunities across Florida. Aligned with the REACH Act's goals to improve workforce coordination and expand opportunities for meaningful employment and economic freedom for Floridians, this policy guides LWDBs in delivering fast and effective services to Floridians and strengthens accountability and transparency to ensure consistency for customers and improved leveraging of public funds.
    - The Local Area Targeted Occupation List or TOL process drives alignment, efficiency, and economic growth across Florida's 21 LWDBs. It provides flexibility to respond to employer demand and incorporates real-time business feedback alongside labor market data. CareerSource Florida Workforce Policy P82 – Local Targeted Occupations List Requirements empowers local boards to add or remove occupations based on local needs—without state approval—ensuring training resources target high-demand, high-wage jobs. This approach strengthens collaboration with industry and directs funding toward careers that offer economic self-sufficiency and advancement. By decentralizing TOL approval, local boards can quickly adapt to market changes that meet local needs, guide job seekers toward strong career pathways, and build a workforce that meets Florida's economic priorities.
    - Florida's REACH Act requires and the CareerSource Florida Board of Directors approved Workforce Policy P10 - Comprehensive Employment, Education and Training, requiring that workforce-related programs be responsive to business and industry needs by providing recruitment, hiring, and training to satisfy Florida employers' current and future talent needs. Local strategies should align with state board strategic guidance, local labor market data, industry sector and local business needs. A collaborative approach including industry, education, and workforce partners should ensure the efficient use of resources.
    - In an effort to minimize duplication and maximize efficient use of resources directed to training and business services, the CareerSource Florida Board of Directors approved Workforce Policy O124 – Statewide Standardization of Tools and Services. Standardization of tools and resources across the CareerSource Florida network ensures the unified brand identity of Florida's workforce system includes a cohesive and consistent customer and staff experience throughout the state. The benefits of creating a uniform experience for job seekers and businesses include but are not limited to:
        - Ease of expansion of partnership relationships with partner agencies, community-based organizations, businesses, and other partners that work across multiple LWDAs.

        - Structured and predictable delivery models that allow targeted performance, analysis, troubleshooting and diagnosis, and implementation of continuous improvement models.
        - Improved consistency in performance and compliance monitoring.
    - CareerSource Florida Workforce Policy O92 – Staff Training and Credentialing requires that LWDBs ensure that staff meet credentialing and training standards as established by the SWDB and FloridaCommerce. The goal is to ensure staff are knowledgeable, well-trained, and capable of delivering high-quality customer service to jobseekers and employers.
    - CareerSource Florida Workforce Policy P111 - Services for Veterans, Members of the Military, and Spouses reaffirms Florida's commitment to being the nation's most military friendly state through the provision of high quality and responsive workforce programs, resources, and opportunities that strengthen the state's workforce and economy. This policy and associated technical assistance ensure that veterans, military service members, and their families receive prioritized access to high quality workforce services and responsive, tailored support that not only maximizes their unique talents and skills but promotes skill development and employment. The Policy applies to all U.S. Department of Labor (DOL) funded programs including Workforce Innovation and Opportunity Act (WIOA), Wagner-Peyser, including the Military Family Employment Advocacy program, Jobs for Veterans State Grant (JVSG), and Migrant and Seasonal Farm Worker (MSFW).
    - In 2025, the CareerSource Florida Board of Directors approved revisions to Workforce Policy P100 - Work-Based Training and Work-Based Learning Opportunities that provides LWDBs with the requirements for implementing work-based learning programs, which include work-based learning activities including OJT, customized training, IWT, registered apprenticeships, pre-apprenticeships, transitional jobs, work experience, and internships. This policy revision also highlighted measurable accountability targets associated with these activities. These learning and training opportunities are critical to Florida's success in workforce training and to achieving our goal for increasing registered apprenticeship program participation.
    - The SWDB revised Workforce Policy G103 – Performance Requirements for Local Workforce Development Boards to provide guidance and information to LWDBs on performance requirements, to include requirements on local levels of performance and letter grades, required alignment among various performance measures, how performance is monitored, and potential consequences for local boards not meeting performance requirements. This policy identifies key program objectives, measurable performance outcomes, and encourages co-enrollment with state-level WIOA partner programs.

- **Performance Measurement:** Letter grades for LWDBs, public dashboards, and continuous improvement metrics track outcomes and guide resource allocation.
    - The REACH Office collaborated with a stakeholder group of experts, including leaders from CareerSource Florida, FloridaCommerce, FDOE, and LWDBs, to develop the letter grading system. Letter grades are calculated based on performance outcomes collected by FloridaCommerce, DCF, and FDOE. Through this interagency collaboration methodology was developed and finalized for determining and publishing LWDB letter grades. This letter grade system provides a standard, statewide assessment that allows LWDBs and stakeholders to identify areas in which they excel and areas that can be strengthened to improve outcomes for all Floridians. The letter grade metrics include existing accountability measures for the federal workforce system along with new, statutorily defined measures focused on each LWDB's impact

on the long-term self-sufficiency of participants. Additional measures capturing services to Florida businesses and upskilling of participants through training are also included. In the spirit of continuous improvement, these metrics are tracked and analyzed on a continuous basis and are adjusted, as needed, to reflect evolving economic conditions and state priorities.
    - The CareerSource Florida Analytics website is updated regularly to include quarterly data updates to inform program development and service delivery. This publicly available website includes a Board Performance dashboard that provides a visualization of the performance of each LWDB relative to their established goals. A Funding dashboard includes a breakdown of funding for each LWDB in relation to total state funding and is segmented into funding sources for the public and stakeholders to view exactly where funding dollars are allocated. The Barriers to Employment dashboard shows the most common employment barriers for each LWDB.

- **Continuous Evaluation:** Workforce Policies and technical assistance resources support ongoing evaluation and improvement of workforce programs.

- **Enhancing Accountability for Measurable Outcomes:** SCSEP is enhancing accountability by improving performance monitoring, increasing data transparency, and directing resources toward high-performing partners. These efforts ensure measurable, meaningful employment outcomes for older workers.

- **Alignment with Perkins V:** Florida is aligning Perkins V accountability measures with WIOA performance expectations by emphasizing common outcomes such as credential attainment, employment results, and ongoing program improvement. Data drawn from Perkins V performance indicators, Comprehensive Local Needs Assessment (CLNA) findings, and Career and Technical Education program reviews will be shared regularly with system partners and used to guide statewide policy decisions and targeted technical assistance.

Pillar V: Flexibility and Innovation

Objective: To deliver workforce outcomes at a pace that not only meets industry demands but exceeds them - creating a system that is agile, transparent, and focused on results.

- **Federal Waivers:** Florida has and will continue to leverage all available flexibilities provided through optional WIOA waivers to increase flexibility in service provision and to remove barriers to delivering a workforce system that is responsive, agile and centered on the needs of business. The State must report the outcomes and implementation of any approved waivers in the WIOA Annual Report. Waiver requests, public comments, approvals and response letters are all posted on CareerSource Florida's website. Current waivers include:
    - A waiver of the reallocation provisions at WIOA Sections 128(c)(3) and 133(c)(3) to allow the state to develop different criteria than required by statute for the reallocation of recaptured funds among local workforce areas as described in described in Workforce Policy P7 – Recapture and Reallocation of WIOA Funds and Florida's Request to Recapture and Reallocate Funds Among Local Areas. This was approved through June 30, 2028, by the Employment and Training Administration (ETA).
    - A waiver from the requirements in WIOA Section 129(a)(4)(A) and 20 CFR 681.410 that the state and local areas expend 75% of Governor's reserve youth funds and local formula youth funds on out-of-school youth (OSY). The ETA approved the state's

request to lower the expenditure requirement of reserve funds to 50% for OSY. The waiver is in effect for Program Years (PY) 2024 and 2025 and will be requested again as part of Florida's 2026-2027 WIOA Combined Plan Two-Year Modification.
    - A waiver associated with the requirement 20 CFR 681.410 to allow WIOA individual training accounts for In School Youth. The ETA approved the state's request to waive the requirement limiting Individual Training Accounts to only OSY, ages 16-21. The waiver is in effect for PYs 2024 and 2025 and will be requested again as part of Florida's 2026-2027 WIOA Combined Plan Two-Year Modification.
    - A waiver from the requirements outlined in WIOA Section 134(c)(3)(H)(i) and 20 CFR 680.720(b) that states "employers may be reimbursed up to 50 percent of the wage rate of an OJT participant, and up to 75 percent using the criteria in § 680.730, for the extraordinary costs of providing the training and additional supervision related to OJT." This waiver has been conditionally approved by the ETA until June 30, 2027.

- **Incumbent Worker Training (IWT):** Florida's Incumbent Worker Training (IWT) Program provides grant funding to help Florida businesses train existing employees and close skill gaps that affect competitiveness and retention. Funded by WIOA and administered by CareerSource Florida, the program reimburses companies up to 50% or 75% of approved training costs. Legislative changes allowed CareerSource Florida to manage IWT directly, streamlining coordination with the Quick Response Training program and eliminating unnecessary administrative steps. The REACH Act added new priorities, including training that leads to credentials on the state's Master Credentials List and expanding eligibility to nonprofit hospitals.
    - Florida, as part of its commitment to lay the groundwork for a future workforce ready for artificial intelligence (AI), has also provided additional IWT support for workers impacted by AI as part of the Governor's Sectors of Strategic Focus Set-Aside Initiative. This additional funding has been awarded to LWDBs to support individuals needing the skills to harness the potential of artificial intelligence in their industry, in alignment with Florida's strategic sectors and with an aim to enhance workforce capabilities, address AI-specific industry skills gaps, and foster economic growth across the state.
    - The Florida Workforce Development System's ongoing work to support workers impacted by AI is consistent with TEGL No. 03-25 Encouraging the Use of Workforce Innovation and Opportunity Act Funding to Help Youth and Adults Develop Artificial Intelligence Skills.

- **Quick Response Training (QRT):** Specialized training funds for high-skill industries support rapid workforce adaptation. This program helps new and expanding companies train new hires in high-skill industries. This grant program provides specialized training funds to businesses in aviation, aerospace, life sciences, manufacturing, and financial and professional services.

- **Rapid Response and Layoff Aversion:** Proactive engagement with businesses and workers to minimize disruption and support transitions. Florida's Rapid Response Program, required under WIOA, helps employers and workers manage mass layoffs, closures, or disasters by providing immediate access to career center services. Twenty-one local coordinators statewide engage proactively with businesses to minimize disruption through on-site support and connections to training, unemployment assistance, and job placement resources. The program reserves up to 25% of Florida's WIOA dislocated worker funds for rapid response activities, including emergency deployments of Mobile One Stops. Coordinators use tools like the EconoVue platform to identify at-risk

businesses, implement layoff-aversion strategies, and link displaced workers to new opportunities. Automated WARN notices and ongoing technical assistance ensure fast, effective service delivery. Recent enhancements include:

- Automation of WARN reporting to improve speed and accuracy.
- Redesign of the Rapid Response webpage for a user-friendly experience.
- Collaborative planning with CareerSource Florida and partners for disaster recovery and workforce strategies.
- Development of statewide policies and a Layoff Aversion Toolkit to guide proactive business engagement.

- **Consumer-First Workforce System:** FL WINS and other initiatives improve coordination, intake, and navigation for all customers.

  - Florida's consumer-first workforce system improves coordination among required one-stop partners of the Florida Workforce Integration and Navigation System (FL WINS) is designed to be a common intake system for case management of all customers. Internal and external team members are working on the design, development, integration, and implementation of the FL WINS Solution which is expected to be complete by 2027.
  - As part of its workforce system modernization efforts, Florida is working with a vendor to implement Workforce Information Technology Solution (WITS), a centralized case management and reporting platform that will be used across the CareerSource Florida network. This system will support workforce professionals in tracking participant progress, managing services under programs like WIOA, TANF, and SNAP E&T, and recording outcomes such as employment and credential attainment. Maintained by FloridaCommerce, WITS will play a vital role in ensuring compliance with federal and state requirements while helping evaluate the effectiveness of workforce initiatives aimed at promoting self-sufficiency and economic mobility. Work on the WITS platform is scheduled to begin in December 2025 with an anticipated completion between January and May 2027.

- **Expanding Flexibility and Innovation in Workforce Programs that Serve Seniors:** SCSEP is expanding flexibility and innovation by exploring AI-aligned training opportunities, deepening employer feedback loops, and developing regionally tailored reskilling models to help older workers thrive in a rapidly evolving labor market.

(3) Strategies to Align Core Programs

Strengthening Partnerships and Aligning Core Programs
The REACH Act created the REACH Office in the Executive Office of the Governor to coordinate workforce stakeholders—CareerSource Florida, FloridaCommerce, FDOE, and DCF—and ensure alignment of initiatives. It also added representation from VR, FDBS and DCF to the State Workforce Development Board. Together, the REACH Act, Florida Workforce System Transformation, and Advancing Florida's Workforce System unite core and combined partners to share costs, funding, data, and training standards, promoting transparency, accountability, and coordination across education, workforce agencies, businesses, and vendors.

These efforts, guided by WIOA and combined planning, reduce duplication, improve access to quality services, and support job seekers, businesses, veterans, seniors, and individuals with employment barriers.

Florida's workforce development strategy, aligned with **America's Talent Strategy: Building the Workforce for the Golden Age,** delivers an industry-led, accountable, and innovative blueprint for economic growth. By unifying programs, harnessing technology, and empowering partnerships Florida will close skills gaps, increase labor-force participation, and drive sustainable prosperity statewide. These strategies are reflected in Section II(c): State Strategy: Achieving Florida's Strategic Vision and Goals (above), and in subsequent sections of this combined plan.

SECTION III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include —

(a) State Strategy Implementation.
The Unified or Combined State Plan must include –
State Board Functions.
Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision-making processes to ensure such functions are carried out).

State Board
The state workforce development board (SWDB), known as the CareerSource Florida Board of Directors, is established pursuant to WIOA, Title I, Section 101 and section 445.004, Florida Statutes (F.S.). Charged with assisting the Governor with state workforce policy and investments, the SWDB establishes and directs the vision for the state workforce system, known as the CareerSource Florida network, to align with strategic partners within workforce development, education, and economic development systems. The SWDB has all the powers and authority not explicitly prohibited by statute which are necessary and convenient to carry out and effectuate its purposes, as determined by state and federal law and the Governor, as well as its functions, duties, and responsibilities.

The SWDB, consistent with 20 CFR 679.100, is responsible for assisting the state in aligning and enhancing the capacity and performance of the workforce development system and achieving the state's strategic and operational vision and goals as outlined in the State's approved WIOA Plan. Consistent with state and federal laws, the SWDB fulfills the following critical roles:

1. Communicate the Vision and goals for the state's workforce development system through its work on the State's WIOA plan, workforce policies, technical assistance, and strategic investments.

2. Keep Florida's Workforce System Accountable through its focus on data-driven decision making and partnership in workforce monitoring and accountability efforts.

3. Leverage Strategic Partnerships to cultivate local, regional, and state capacity building that increases economic opportunity.

The primary responsibilities of the SWDB are set forth in s. 445.004(6)(a)-(i), F.S., 20 CFR 679.100 and 679.130. The SWDB focuses on these responsibilities within its critical roles to effectively lead the vision and strategies of the state's workforce system.

The state board is supported directly by CareerSource Florida, a nonprofit organization that works at the direction of its Board of Directors and with partners across the state to accomplish its mission to connect Floridians with employment and career development opportunities to achieve economic prosperity and employers with qualified, skilled talent.

The CareerSource Florida Board of Directors provides policy direction for talent development programs administered and overseen by the Florida Department of Commerce (FloridaCommerce), the designated state workforce agency responsible for workforce policy implementation and the state's administrative and fiscal entity for workforce development programs and funds. FloridaCommerce partners with CareerSource Florida and the state's 21 LWDBs to strengthen Florida's business climate by supporting employers and helping Floridians gain employment, remain employed, and advance in their careers.

The CareerSource Florida Board of Directors includes the Governor and, currently, 35 members appointed by the Governor and legislative leaders. The state board includes leaders in business and industry, government including leadership of WIOA core partners, health and human services including the Secretary of the Florida Department of Children and Families (DCF), labor, economic development, education, and youth and community-based organizations whose contributions influence the development of strategies and policies, ensuring Florida has a robust, globally competitive workforce. The work of the state board and the state's entire workforce development system is vital to achieving the Governor's priorities for helping Floridians obtain access to quality services including employment, education and training, and establishing Florida as a top job-creating state.

The Florida Legislature approved and the workforce development system implemented the REACH Act directing Florida's education and workforce development system to strengthen coordination and collaboration among state and local workforce partners, increase accountability and transparency of the workforce system, and improve access to and alignment of the workforce system to job seekers and businesses. These efforts support Pillar I – Industry-Driven Strategies and expanding access as described in Section II. Strategic Elements.

Consistent with s. 445.003(2), Florida Statutes, the SWDB develops, implements, and modifies the WIOA State Plan, consistent with the requirements of WIOA. The SWDB establishes financial and budget priorities, monitors and reviews resulting findings and trends.

At the Governor's direction, the SWDB allocates discretionary funds to support initiatives, including training grants and set-aside, otherwise known as the Governor's Reserve Funds. Consistent with Pillar I – Industry-Driven Strategies to remove barriers, these initiatives support the workforce system of the state, build on evidence-based practices to serve job seekers facing barriers to employment, meet the needs of Florida's businesses, and promote strategic and cross-sector partnerships. CareerSource Florida reports progress and makes recommendations to the SWDB. CareerSource Florida, on behalf of the SWDB also assists in the monitoring of the use of discretionary funds to support strategic initiatives, including training grants and set-aside initiatives, as described above. FloridaCommerce, as the administrative entity for WIOA Title I funds, provides fiscal and programmatic guidance to the SWDB, CareerSource Florida, and all LWDBs to hold both the state and LWDBs strictly accountable for adherence to policies and subject to regular and periodic monitoring by FloridaCommerce.

The SWDB develops, reviews, and revises workforce policies that provide policy directions to the LWDBs. On behalf of the SWDB, CareerSource Florida will also collaborate with FloridaCommerce in the production and review of technical assistance on the operation of federal programs and the expenditure of federal funds by the SWDB or any LWDB.

The SWDB, as the principal workforce policy organization of the state, is responsible for all policy directions to LWDBs. Consistent with s. 20.60, F.S., FloridaCommerce, Division of Workforce Services, is responsible for administering plans and policies of the SWDB.

Consistent with Pillar IV: Accountability, all workforce policies that impact the strategies, operations, or funding of the SWDB, LWDBs, and local workforce development regions are reviewed, created and revised according to the SWDB's published Policy Development Framework. Policies are presented to the CareerSource Florida Strategic Policy and Performance Council, which may recommend or reject policies for approval, revision, or sunset. The Workforce Program Development unit of CareerSource Florida reports progress and makes recommendations to the SWDB.

The CareerSource Florida Board of Directors or the CareerSource Florida Executive Committee acting as the SWDB are the only entities that may approve Florida workforce development policies, by action or consent.

Additionally, the SWDB requires the use of state established templates for contracts to ensure all contract mechanisms follow certain standards established by the SWDB.

All workforce policies are posted on CareerSource Florida's Policies and Initiatives web page.

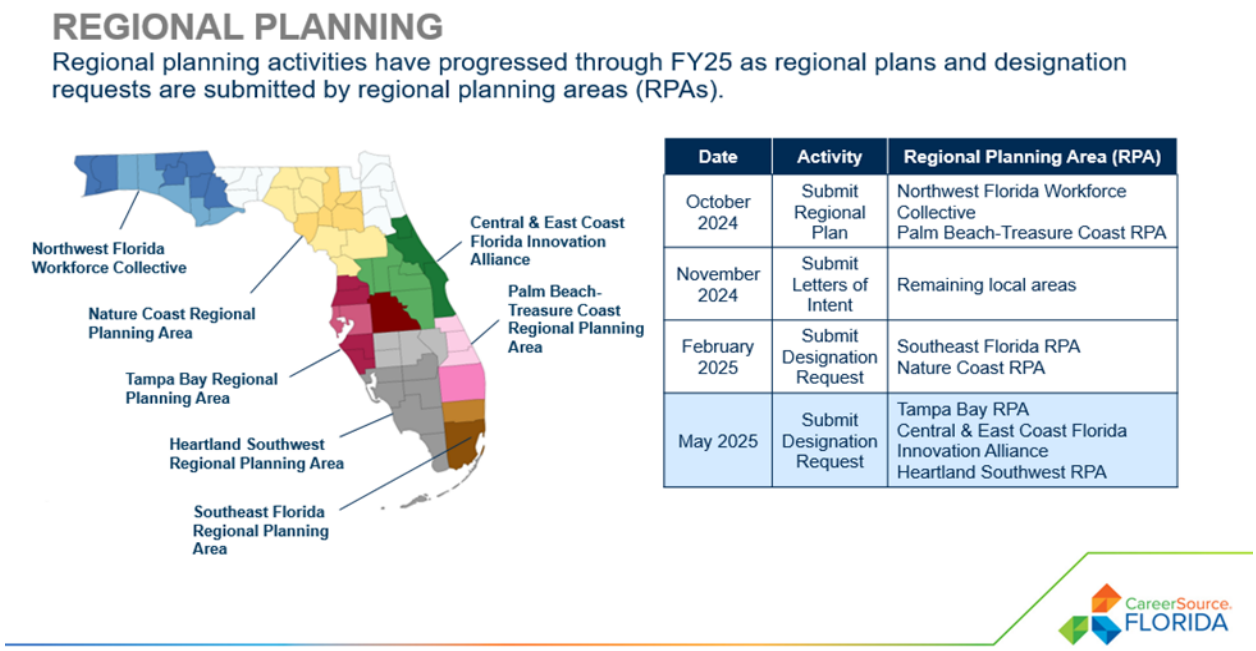
This governance structure aligns with America's Talent Strategy and Florida's state strategy by strengthening Pillar III: Integrated Systems and Pillar IV: Accountability as it establishes unified statewide policy authority, consistent oversight, standardized processes, and transparent access to workforce policies that ensure coordinated, accountable, and streamlined workforce systems operation.

In 2023, the Florida SWDB approved the Florida Workforce System Transformation Plan, which reduced the number of LWDBs from 24 to 21. The Governor approved this plan and by July 1, 2024, 21 workforce areas were designated for the state of Florida. Alignment and consolidation actions include the following:

- Realign Jefferson County with CareerSource Capital Region.
- Realign CareerSource North Florida as a five-county region serving Madison,
- Taylor, Lafayette, Hamilton and Suwannee counties.
- Consolidate CareerSource North Central Florida and CareerSource Florida Crown.
- Consolidate CareerSource Flagler Volusia and CareerSource Brevard.
- Consolidate CareerSource Tampa Bay and CareerSource Pinellas.
- Realign Monroe County with CareerSource Southwest Florida.
- Realign CareerSource South Florida as a single-county area serving Miami-Dade County.

Florida's Workforce System Transformation Plan and the Advancing Florida's Workforce System initiatives align with state strategies described in Section II: Strategic Elements. Statewide consolidation, regional alignment, and streamlined governance structures that reduce fragmentation and improve coordination across LWDAs strengthen Pillar III: Integrated Systems, advance Pillar IV: Accountability, and Pillar V: Flexibility and Innovation through standardized processes, modernized operations, and regionally coordinated planning designed to enhance efficiency, responsiveness, and system performance.

Figure 3.01
Re-Alignment and Consolidation Maps of Florida LWDBs



Date	Activity	Regional Planning Area (RPA)
October 2024	Submit Regional Plan	Northwest Florida Workforce Collective Palm Beach-Treasure Coast RPA
November 2024	Submit Letters of Intent	Remaining local areas
February 2025	Submit Designation Request	Southeast Florida RPA Nature Coast RPA
May 2025	Submit Designation Request	Tampa Bay RPA Central & East Coast Florida Innovation Alliance Heartland Southwest RPA

This reduction and realignment of workforce areas in the state brings stronger alignment of state labor sheds; commuting patterns; and economic development areas.

Governance Structure
The governance structure, through which the state board conducts its work, consists of the CareerSource Florida Board of Directors, two councils – the Strategic Policy and Performance Council and the Finance Council, an Executive Committee composed of council chairs and board leaders appointed by the state board chair.

The Chair of the CareerSource Florida Board of Directors may appoint committees to fulfill the state board's responsibilities. Under the REACH Act, Chapter 445.004, Florida Statutes requires the SWDB to appoint the CRC.

The CareerSource Florida operates under bylaws approved by board.

Strategic Policy and Performance Council
Florida law gives CareerSource Florida the authority to create state employment, education and training policies that ensure programs prepare workers for present and future business and industry needs and complement the initiatives of FloridaCommerce, the state's economic development organization. Consistent with CareerSource Florida's strategic goals, priority is given to addressing workforce needs for businesses in the state's target and infrastructure industries.

The CareerSource Florida Strategic Policy and Performance Council includes 12 board members with relevant experience or expertise in the subject area of the council. The Strategic Policy and Performance Council operates under a council charter and serves as an important driver for strategic policies. The Strategic Policy and Performance Council reviews new and existing policies and develops strategies and policies designed to foster a performance-driven talent

delivery system with the ability to serve individuals at all levels and businesses of all sizes to meet the demands of Florida's growing economy.

The Strategic Policy and Performance Council analyzes, discusses, and finalizes strategic policies and reviews performance for the CareerSource Florida network as directed by the chair of the SWDB.

The Strategic Policy and Performance Council meets in conjunction with the regular quarterly meetings of the SWDB. Additional meetings, including informational meetings, held in person or electronically, may be conducted.

Recommendations of the Strategic Policy and Performance Council are considered for approval by the CareerSource Florida Board of Directors.

Finance Council
CareerSource Florida's Finance Council includes 10 board members with relevant experience or expertise in the subject area of the council. The Finance Council's primary goal is to ensure the workforce system is in good financial health, its assets are protected, and the state's resources are used appropriately and accounted for satisfactorily. Through this effort, the council assists the CareerSource Florida Board of Directors in ensuring the resources available to the state for workforce training programs and support services are used effectively and efficiently with utmost accountability and transparency to maintain public confidence and trust.

The Finance Council operates under a charter and meets in conjunction with the regular quarterly meetings of the SWDB. Additional meetings, including informational meetings, held in person or electronically, and joint meetings of the Strategic Policy and Performance Council and the Finance Council may be conducted.

Recommendations of the Finance Council are considered for approval by the CareerSource Florida Board of Directors.

Executive Committee
Chapter 445, Florida Statutes, states that the CareerSource Florida Board of Directors may establish an Executive Committee consisting of the chair of the SWDB and at least six additional board members selected by the chair, one of whom must be a representative of organized labor. The members of the Executive Committee determine strategic priorities, provide board-level guidance and advice, and monitor progress and continued relevancy of strategic priorities.

The Executive Committee:

- Performs duties as delegated by the chair and/or directed by the SWDB.
- Addresses time-critical matters in cases where the entire board cannot be convened in a timely manner.
- Reviews recommendations of the Finance Council prior to board consideration.
- Reviews policy and performance recommendations prior to board consideration.
- Acts on appeals to the decisions of the CRC as described in the Florida Credentials Review Committee Charter (CRC).

The Executive Committee meets at the request of the Chair. Seven board members currently serve on this committee.

Credentials Review Committee
Under the REACH Act, Chapter 445.004(4)(h)(1), Florida Statutes requires the SWDB to appoint the CRC which operates under its charter to identify nondegree and degree credentials of value for approval by the state board of directors and for inclusion on the MCL. Such credentials must include registered apprenticeship programs, industry certifications, licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas, associate degrees, baccalaureate degrees and graduate degrees.

Most of the 18 members on the CRC are appointed by statute. Those members who are not designated by statute are appointed by the Chair and Executive Committee of the CareerSource Florida Board of Directors from a list of appropriate nominees and volunteers. The Director of the Reimagining Education and Career Help Office (REACH) serves as the chair of the CRC. The Chair and Executive Committee solicit nominees and volunteers from the Executive Office of the Governor, the REACH Office, the CareerSource Florida Board of Directors, FloridaCommerce, LWDBs, Florida Department of Education (DOE), the Division of Public Schools, the Division of Career and Adult Education (DCAE), the Florida College System (FCS), the State University System (SUS), independent education organizations, the Florida Department of Agriculture and Consumer Services (FDACS), industry associations, and Florida businesses. Efforts are taken to intentionally ensure not only geographic representation throughout the state, but also industry sector representation to appropriately represent Florida's business community.

The following graphic outlines CareerSource Florida Board Governance.

Figure 3.02
CareerSource Florida Board Governance



The state board is committed to leveraging its resources and those of its WIOA core and combined workforce system partners and its strategic partners in business, economic development and education to address talent needs at every skill level and foster a globally competitive workforce.

To ensure the workforce strategies and policies developed by the state board are consistent with approved state and local plans, the SWDB collaborates with FloridaCommerce, LWDBs, and other partners vital to workforce services delivery.

Regular meetings between FloridaCommerce, the CareerSource Florida staff and the leadership of LWDBs provide a forum to discuss strategic issues and to identify policy objectives and best practices for service delivery.

<u>Implementation of State Strategy</u>. Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in II(c) above. This must include a description of—

Core Program Activities to Implement the State's Strategy. **Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.**

The REACH Act

On June 24, 2021, the Governor signed the landmark REACH Act modifying Section 14.36, Florida Statutes. The REACH Act addresses the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training for access to a more integrated workforce and education system for all Floridians.

The REACH Act established the REACH Office within the Executive Office of the Governor whose purpose is to facilitate alignment and coordination of entities responsible for the state's workforce development system. The head of the office is the Director of the REACH Office and is appointed by the Governor.

REACH Office duties outlined in statute are to:

- Serve as the advisor to the Governor on matters related to the state's workforce development system.
- Establish criteria and goals for workforce development and increased access to the state's workforce development system.
- Provide strategies to align and improve efficiency in the state's workforce development system and the delivery of workforce related programs.
- Coordinate state and federal workforce related programs, plans, resources, and activities provided by CareerSource Florida, FloridaCommerce, and FDOE.
- Oversee the Workforce Development Information System described in Section 1008.40, Florida Statutes to verify the validity of data collected and monitor compliance of workforce related programs and education and training programs with applicable federal and state requirements as authorized by federal and state law.
- Serve as the chair on the Credentials Review Committee (CRC) established in Section 445.004, Florida Statutes to identify nondegree and degree credentials of value and facilitate the collection of data necessary to conduct committee work.

- Coordinate and facilitate a MOU for data sharing agreements of the state's workforce performance data among state agencies and align, to the greatest extent possible, performance measures adopted under Sections 445.004 and 1008.43, Florida Statutes.
- Develop the criteria for assigning a letter grade for each LWDB under Sections 445.004, Florida Statutes.
- Streamline the clinical placement process and increase clinical placement opportunities for students, hospitals, and other clinical sites by administering, directly or through a contract, a web-based centralized clinical placement system for use by all nursing education programs subject to the requirements in Section 464.019, Florida Statutes.

Florida's REACH Act advances Florida's state strategy including Pillar III: Integrated Systems and Pillar IV: Accountability, creating a unified statewide structure that improves coordination, data sharing, performance measurement, and governance across all workforce and education partners. It also supports Pillar I: Industry-Driven Strategies and Pillar II: Worker Mobility by enhancing employer-education relationships, expanding access to high-value credentials, and ensuring Floridians can navigate a streamlined, efficient, and responsive talent development system.

CareerSource Florida Board of Directors

The CareerSource Florida Board of Directors includes representation of WIOA's core programs within the FloridaCommerce; FDOE, DCAE, VR, and Florida Division of Blind Services (FDBS); and WIOA combined planning partner, DCF.

As staff to the SWDB, CareerSource Florida:

- Establishes regular meetings with core, required, and consulting partners, in collaboration with the REACH Office at the Executive Office of the Governor, to:
    - Provide quarterly reports on state goals, individual partner initiatives, and implementation of the REACH Act.
    - Identify challenges and opportunities to eliminate barriers to collaboration, leverage resources across agencies, and review and report on ongoing implementation efforts.
    - Explore collaboration opportunities with core, required, and consulting partners and stakeholders to develop new jointly funded initiatives and engage in coordinated projects designed to continue implementing and enhancing the workforce system within the WIOA framework.
- Led efforts to create a State Plan Dashboard to track outcomes against the performance goals documented in this plan.
- Led statewide efforts for workforce system transformation including consolidation of LWDBs, reducing the number from 24 to 21 and designating new workforce development areas to better reflect regional labor markets. These changes are part of broader system-wide improvements that include updated organizational structures, enhanced user experiences, and modernized technologies and processes. Additionally, regional planning efforts created WIOA planning regions by combining multiple LWDBs to align workforce activities and resources with larger economic development areas, ensuring more coordinated and efficient services for both job seekers and employers.
- Support the CRC required under the REACH Act and recommends credentials of value that meet the established Framework of Quality for inclusion on the statewide MCL.
- Support apprenticeship expansion efforts through the network of Apprenticeship Navigators.

- Seek policy improvements that expand access to and impact of WIOA dollars for job seekers and businesses.
- Expand the use of the state's suite of Career Ladder Identifier and Financial Forecaster tools both within the CareerSource Florida network and among core and combined partners.
- Leverage the Governor's 15% set aside funding to identify opportunities for joint funding collaborations to meet the goals of this plan.
- Review the state's funding allocation formula to ensure it is aligned to the state strategies.

Funding provided under WIOA is allocated in accordance with the authorizing federal act (Public Law 113-128, as amended). This includes allowances for funding state-level set-aside funds (also referred to as the Governor's Reserve or as discretionary CareerSource Florida Board funding).

Set-Aside and Other Initiatives

Consistent with America's Talent Strategy, its five pillars, and the strategies described in Section II, Strategic Elements, current initiatives funded by the state board include:

Sectors of Strategic Focus Training Initiative

Florida's Sectors of Strategic Focus initiative funds foundational skills development, sector aligned training, career exploration, work based learning, and supportive services. Training targets high-demand and AI impacted industries, and prioritizes Hope Florida participants, veterans, and incumbent workers who need upskilling to stay competitive.

LWDBs use funds for occupational training, work experience, OJT, and supportive services. Boards receive allocations based on regional needs and must conduct data analysis, set local goals, and report quarterly outcomes such as enrollments, placements, credentials, and employer engagement. Florida's Incumbent Worker Training (IWT) program complements these efforts by helping existing workers gain skills that strengthen business competitiveness.

This initiative aligns with Pillars I-V of Florida's state strategy described in Section II: Strategic Elements. It supports Pillar I through industry driven, demand aligned training. It advances Pillar II by expanding career pathways and supportive services, consistent with TEGL No. 0325, which encourages using WIOA funds to help workers— including youth and adults—gain AI related skills. It reinforces Pillar III through integrated WIOA co-enrollment and REACH Act coordination. The Sectors of Strategic Focus Training Initiative upholds accountability requirements through mandatory reporting and performance measurement and supports flexibility and innovation, especially for AI impacted workers through both sector aligned training and IWT.

Rural Initiatives

Florida designated 31 counties and three cities as Rural Areas of Opportunity (RAO) due to significant economic challenges. To support these communities, the CareerSource Florida Board provides supplemental set-aside funding to small rural LWDBs so they can continue delivering essential workforce services. These investments strengthen local capacity to meet employer and job-seeker needs and address critical workforce development gaps in remote and underserved regions.

These rural initiatives align with Pillars I-V of Florida's State Strategy described in Section II: Strategic Elements. Florida's rural initiatives help rural areas attract, expand, and retain businesses in agriculture, resource-based industries, logistics, manufacturing, and emerging sectors. These initiatives expand access to training, supportive services, and employment programs for residents facing geographic isolation and limited economic opportunities. Florida's

“no wrong door” strategy reinforces integrated service delivery across workforce programs and systems. Rural initiatives increase workforce participation, skill attainment, and job placement in targeted industries. These set-aside initiatives are flexible, locally responsive strategies that strengthen rural career pathways and meet evolving labor-market needs.

Youth Career Exploration

Florida’s Youth Career Exploration program exposes youth to career pathways in high-growth industries. This initiative combines career exploration, soft-skills development, and work-based learning such as internships and job shadowing. Funding may create new programs, expand existing ones, or offer incentives for youth participation. LWDBs receive toolkits to help them sustain programs through partnerships with community and business foundations.

The program aligns with the five pillars of Florida’s state strategy described in Section II by preparing youth for industry-driven, sector-based careers. Youth with barriers have access to foundational skills, career planning, and early exposure to real work environments. This initiative emphasizes co-enrollment in WIOA youth programs and coordinated delivery with education partners and employers. Quarterly reporting and outcome tracking is required along with flexible, innovative approaches, including exposure to emerging industries and responsive outreach to underserved youth.

Network Navigators

Network Navigators strengthen navigation, coordination, and targeted assistance for priority populations. The initiative funds Hope Florida Navigators, Apprenticeship Navigators, and Military Family Employment Advocacy Navigators (MFEAP) ensuring every LWDB can help job seekers access education, training, and supportive services. These roles directly support statewide goals by meeting employer workforce needs, improving service delivery, and deepening collaboration with businesses and community partners.

Hope Florida Navigators assist individuals receiving or recently receiving public benefits. They guide participants through resources, complete CLIFF dashboards, and connect them to WIOA, Wagner-Peyser, SNAP, and Welfare Transition services. They support referrals between DCF and LWDBs so participants can overcome both employment-related and non-employment barriers. Their work helps individuals move into training, jobs, and long-term career pathways.

Apprenticeship Navigators work directly with employers to expand registered and pre-apprenticeship programs. They conduct outreach, support Apprenticeship Accelerator events, help develop apprenticeship standards, and connect job seekers to opportunities. They also support apprentices and employers using WIOA funding streams such as Customized Training, IWT, OJT, and Occupational Skills Training.

MFEAP Navigators support members of the military, military spouses and dependents by facilitating job placement and helping employers understand the value of hiring military families.

This initiative aligns with the five pillars of Florida’s state strategy described in Section II: Strategic Elements to strengthen industry-driven talent pipelines, expand worker mobility by removing barriers and connecting people to training, and enhancing system integration through coordination across WIOA, Wagner-Peyser, TANF, SNAP, and DCF. Accountability is reinforced through quarterly reporting. Flexibility and innovation are supported through locally adaptable navigator models, especially in rural areas where staff share duties and respond to evolving labor-market needs.

Incumbent Worker Training Program
When workers lack needed training and businesses experience skills gaps, a company's ability to compete, expand, and retain workers can be compromised. Florida's Incumbent Worker Training (IWT) grant program addresses such needs. The IWT program was created to provide grant funding for continuing education and training of incumbent employees at existing Florida businesses. It has proven to be a popular resource for small businesses.

IWT grants provide funding for customized, skills upgrade training for existing employees of for-profit businesses and not-for-profit hospitals in the state. Through these grants, employers can establish career pathways for their existing employees to higher-level positions while addressing talent gaps. CareerSource Florida implemented a new priority evaluation for grant applications to align with the REACH Act. Priorities include training linked to credentials on Florida's MCL and allowing hospitals to provide opportunities for employees to acquire new or improved skills. The CareerSource Florida Board of Directors approved $3 million for PY 2024 – 2025. CareerSource Florida awarded 54 IWT grants totaling $2.8 million to help companies train and retain more than 2,800 full-time employees. Industries served by IWT grants include Manufacturing, Professional Services, Healthcare, Aviation & Aerospace, and others.

Quick Response Training (QRT) Program
The state of Florida appropriated $7.5 million for the state QRT Program. Available to new and expanding companies, this nationally recognized grant program provides funds to create specialized training specifically for new hires in high-skill industries. During PY 2024 – 2025, the program awarded 27 QRT grants to businesses in a range of industries including aviation aerospace, life sciences, manufacturing and financial and professional services. More than 2,200 workers are projected to be trained using these grants.

Consistent with Pillar V: Flexibility and Innovation, of Florida's state strategy, IWT and QRT programs exemplify flexibility and innovation by funding customized upskilling for existing employees and rapid training for new hires in high-skill industries, ensuring businesses can adapt quickly to changing economic demands. This approach strengthens employer competitiveness and creates pathways for job seekers to gain credentials and secure stable, high-quality employment opportunities.

Rapid Response Activities and Layoff Aversion
The state-approved allocation for rapid response/dislocated worker assistance consists of funds allocated for rapid response activities with a balance set aside as emergency reserve. FloridaCommerce distributes and manages WIOA statewide rapid response funds. Each PY, up to 25% of Florida's WIOA dislocated worker allotment is reserved for rapid response activities including layoff aversion.

The State Rapid Response Program office conducts statewide rapid response activities and monitors rapid response activities provided by the LWDBs. When employers submit layoff and business closing notices under the Worker Adjustment and Retraining Notification (WARN) Act, FloridaCommerce staff distributes the WARN notices and associated background information to the affected LWDB and other appropriate economic development and workforce partners.

Rapid response services are provided when there is an announcement or notification of a permanent closure regardless of the number of affected employees, a mass layoff affecting 50 or more workers, and a mass job dislocation resulting from a natural or other disaster. To support rapid response and layoff aversion activities, the state subscribed to EconoVue, a business intelligence data platform which provides real-time, actionable business information for use by

state and local workforce development partners. For PY 2024-2025, a total of 129 WARN notices were processed statewide, affecting 282 communities and impacting 18,092 workers.

Local rapid response teams include rapid response coordinators working with a combination of business development representatives, VR business outreach specialists, WIOA case managers, Local Veterans' Employment Representatives (LVERs), and representatives from DCF. Florida's decentralized model for providing rapid response services facilitates immediate and, when possible, on-site sessions that provide direct linkage of adversely impacted workers to their local career centers.

In support of rapid response activities, FloridaCommerce's mobile career centers can be deployed across the state to participate in job fairs. Mobile career centers offer a full array of employment, reemployment and employer services. In 2024, the State Rapid Response Program assisted workers in all areas affected by a natural disaster.

By accessing the EconoVue platform, program staff and LWDBs have the ability to assess the material change within business operations and prioritize layoff aversion activities to businesses with high financial stress and provide information about available programs and resources. In response to mass layoffs, the platform allows staff to identify comparable opportunities for reemployment with local businesses and in surrounding counties.

WIOA Combined Planning

Core and Combined Partners commit to:

- Ensuring representation at the regularly scheduled partner meetings scheduled by CareerSource Florida in collaboration with the REACH Office at the Executive Office of the Governor.
- Provide regular data reporting to assist in the creation of the State Plan Dashboard.
- Work to identify barriers to partnership and collaboration and duplication of services and implement solutions to remove barriers and duplication of services.

Currently funded initiatives related to the goals and strategies in this plan include:

FloridaCommerce

Florida Workforce Integrated Networking Systems (FL WINS) and Workforce Information Technology Solution (WITS)

Consistent with Pillar V: Flexibility and Innovation, Florida is modernizing its workforce system to make services easier to access and partners more connected. The FL WINS platform creates a single online portal where Floridians can apply for programs, update information, and view services in one place. It uses a common intake system and integrates data from multiple agencies, including FloridaCommerce, DOE, VR, FDBS, and DCF. This system removes barriers by linking programs and sharing data, so customers get faster, more accurate help. It also includes interactive training for staff, teaching them how to guide customers across programs and use the system effectively. The goal is a consistent, user-friendly experience for customers and service providers that improves outcomes for job seekers and businesses.

WITS will give workforce professionals a centralized case management and reporting tool and track participant progress, manage services under programs like WIOA, TANF, and SNAP E&T, and record outcomes such as employment and credential attainment. By connecting data across the CareerSource Florida network, WITS ensures compliance with state and federal rules and supports data-driven decisions. This system will help evaluate program success and strengthen efforts to promote self-sufficiency and economic mobility. Work began in December 2025, with completion expected by mid-2027. Together, FL WINS and WITS create a foundation for better coordination and smarter service delivery statewide. Answers to frequently asked questions about the FL WINS Workforce System Integration effort can be viewed on FloridaCommerce's website.

The Florida Strategic Plan for Broadband

The FloridaCommerce Office of Broadband works with local and state government agencies, community organizations, and private businesses to increase the availability and effectiveness of broadband internet throughout the state, specifically in small and rural communities. Through these partnerships, the Office of Broadband encourages investment in grant funding opportunities for the broadband program that focus on the expansion of broadband.

The Florida Broadband Act of 2021 directed the Office of Broadband within FloridaCommerce to:

- Develop a map of broadband Internet service availability throughout the state.
- Review and verify public input regarding transmission speeds and availability of broadband Internet services throughout the state.
- Develop, market, and promote broadband Internet services in the state.
- Create a strategic plan to increase the use of broadband Internet services in the state.
- Build and facilitate Local Technology Planning Teams (LTPTs) or partnerships.
- Participate in the Federal Communications Commission (FCC) proceedings that are related to the geographic availability and deployment of broadband Internet in Florida.
- Establish the Broadband Opportunity Program and rules for the program to award grants to applicants who seek to expand broadband Internet to unserved areas, subject to appropriations (§ 288.9961(4), Fla. Stat.).

The Florida Legislature directed the Office of Broadband to develop a strategic plan to guide the State of Florida in broadband Internet expansion and improvement. Under the leadership of the Governor, the Department has undertaken this task with coordination, input, participation, and support from partners and Floridians across the state.

The Florida Strategic Plan for Broadband can be viewed on FloridaCommerce's website. In 2024, the Office of Broadband updated its Strategic Plan, which can also be found on FloridaCommerce's website.

Since 2020, the Office of Broadband has awarded more than $700 million in funding across four programs: Broadband Opportunity Program, Broadband Infrastructure Program, Multi-Purpose Community Facilities Program, and Digital Connectivity Program. These programs generated an additional $642 million in private leverage and have facilitated the upgrade of 29 community facilities and funded 15 digital device programs. Across all of its programs, the Office has made 253 awards across 65 counties, significantly enhancing broadband accessibility and effectiveness statewide.

Currently, the Office of Broadband is receiving applications for its BEAD Deployment Program, for which the federal government has awarded Florida over $1.1 billion in funding to provide broadband service to every remaining unserved, underserved, and rural location in the state.

Since 2023, FloridaCommerce hosted the annual Florida Broadband Summits, with the third held September 10-12, 2025. These events brought together hundreds of broadband industry professionals, local government officials, workforce and economic development professionals, and community organizations to share information and discuss the expansion and adoption of broadband across the state and how these services impact Florida's economy.

Florida's Plan for Broadband advances Pillar III: Integrated Systems of America's Talent Strategy and Florida's state strategy by coordinating statewide partners, building shared infrastructure, improving data quality, and expanding connectivity needed for an integrated education-to-employment ecosystem. This plan also advances Pillar V: Flexibility and Innovation by leveraging major public and private investments, promoting technology adoption, expanding digital access in underserved areas, and enabling rapid workforce adaptation in an increasingly digital and AI-driven economy. More information about the Office of Broadband, its accomplishments, and ongoing efforts to expand high-speed internet service in Florida can be viewed on the FloridaCommerce website.

Reemployment Assistance (RA) Modernization

During the 2021 Legislative Session, the Governor and Florida Legislature directed and provided funding for FloridaCommerce to undertake a sustainable, continuous modernization effort of the RA Claims and Benefits Information System to implement immediate system performance and functional improvement needs while positioning FloridaCommerce with an integrated, modular, cloud-based system that is secure, scalable, and sustainable.

The primary goals for the RA Modernization Program are:

- Provide a system that is efficient, scalable, and meets the needs of providing RA benefits to protect workers employed in Florida who lose their job through no fault of their own.
- Enhance services provided to Floridians to access better career and workforce training opportunities and achieve economic self-sufficiency.
- Achieve RA national prominence, as measured through the federal core measures, program integrity measures, and standards required by the Secretary of the U.S. Department of Labor (USDOL).
- Improve access to the delivery of RA benefits.
- Sharpen the RA program's focus on outcomes and accountability.
- Provide a system capable of responding rapidly to changes in law and economic conditions.
- Reduce cyber security risk and potential for fraud.
- Improve information flow with claimants, employers, and Third-Party Administrators (TPA) to provide quicker resolutions.
- Improve the RA program quality, accountability, performance, and integrity.
- Leverage new technologies to improve claimants, employers, and TPAs' overall experience with the RA Program, including reducing the amount of time it takes to file a claim for benefits.
- Improve efficiencies and effectiveness in managing claim workload and being better equipped to handle unexpected spikes in the number of claims that may result from emergencies, disasters, or economic factors.

- Eliminate manual, error-prone, labor-intensive processes.
- Enhance system usability, including accessibility.
- Reduce maintenance and support time and costs.
- Incorporate technical standards sufficient to develop modern technologies.
- Seamlessly integrate with other internal/external information technology (IT) assets.
- Modernize real-time and batch interfaces and all other systems exchanging data with the RA program.

The RA Modernization Program includes approximately 20 projects which are grouped into the following categories: infrastructure, software, data and analytics, and security. These initiatives address the immediate need to improve performance and usability of the RA Claims and Benefits Information System while also establishing the architectural framework and processes necessary to implement future business process and technology changes efficiently and effectively.

Highlights of the RA Modernization Program include a Claimant Management System (CMS) to enhance Reconnect's existing mobile interface to provide claimants with mobile access to their account with self-service tools and a Benefits Management System (BMS) to enhance the user experience for employers, and Third Party Administrators TPA). The CMS implementation will be a cloud native, mobile responsive user interface for claimants using a multi device platform to improve overall customer and user experience. Once complete, claimants will no longer have to log into a different system to claim their benefits, respond to fact finding or check the status of their claim. Claimants will be able to handle all claims activity via the mobile-responsive user interface. This went live on November 12, 2025.

The BMS will provide a modernized, secure, and user-friendly system with a mobile responsive user interface for employer's and third-party administrators offers self-service capabilities using a multi device platform to improve overall customer and user experience. This feature is scheduled to be implemented in June 2026.

These initiatives take place over two years and set a solid foundation for ongoing modernization efforts to further improve the delivery of RA services to Floridians and coordination with workforce partners to empower Floridians through career development activities.

Florida's RA Modernization Program aligns with Florida's state strategy described in Section II: Strategic Elements. The RA Modernization Project is a modern, secure system that strengthens integrated systems through improved data sharing, seamless coordination with workforce partners, and unified claimant/employer interfaces, while also driving innovation and leveraging new technologies, more responsive tools, automated workflows, and scalable infrastructure that will increase adaptability. RA modernization supports enhanced accountability by enhancing program integrity, performance measurement, and outcomes-focused service delivery, ensuring Florida's reemployment system is efficient, user-centered, and capable of supporting workers' transition into training and employment. More information about the RA Modernization Program can be found on FloridaCommerce's website.

Florida Job Growth Grant Fund
Chapter 288, Florida Statutes establishes the Florida Job Growth Grant Fund within FloridaCommerce to promote economic opportunity by improving public infrastructure and enhancing workforce training across the state. FloridaCommerce may identify projects, solicit proposals, and make funding recommendations to the Governor to approve state or local public infrastructure projects to promote:

- Economic recovery in specific regions of this state.
- Economic expansion or economic enhancement in a targeted industry.

The Governor chooses recommendations to meet the demand for workforce or infrastructure needs in the community to which they are awarded.

The Florida Job Growth Grant Fund awarded 21 projects in fiscal year 2024 – 2025 and 19 projects in fiscal year 2023 – 2024. Job Growth Grant Funding supporting Florida's targeted industry sectors is consistent with Pillar I: Industry-Driven Strategies and the Vision and Goals described in Section II. Strategic Elements. Information about submitted proposals, awarded proposals and other announcements may be viewed on FloridaCommerce's website.

Florida Department of Education

Division of Career and Adult Education

Integrated Education and Training (IET) Expansion
IET programs serve as a critical, industry-driven strategy for building reliable talent pipelines that align adult education with the workforce needs of the state's priority industries. Consistent with Pillar I: Industry-Driven Strategies of Florida's state strategy, Florida's IET model emphasizes employer-validated training pathways that integrate foundational skills instruction with occupational training leading to high-demand, high-value credentials.

Currently, IET programs support 15 of Florida's 17 career clusters, with the highest concentrations of student participation in Health Science, Architecture & Construction, Hospitality and~~&~~ Tourism,~~,~~ and Information Technology. These programs are developed in collaboration with local workforce partners and postsecondary institutions to ensure alignment with employer-identified skill needs and clearly defined employment outcomes.

Student enrollment in IET programs has increased steadily as program offerings have expanded across the state. In 2021-22, 1,595 adult learners were enrolled in IET programs statewide. That number grew to 2,765 students in 2022-23 and increased again to 2,996 in 2023-24. During this period, the number of approved IET programs increased significantly, from 109 programs in 2022-23 to 599 programs in 2024-25. Of these programs, 541 lead to or include attainment of an industry-recognized credential, underscoring Florida's focus on directing public investment toward credentials with demonstrated labor-market value.

To further strengthen workforce alignment and recognize progress toward employment-connected milestones, the Division of Career and Adult Education (DCAE) expanded its Measurable Skill Gain (MSG) Type 4 policy beginning in 2023-24. IET participants may now earn MSG Type 4 through completion of registered pre-apprenticeship programs, reinforcing the role of work-based learning as an on-ramp to employment. Beginning in 2024-25, students may also earn MSG Type 4 for achieving an Occupational Completion Point through enrollment in a career certificate program at a technical center or Florida College System institution. Of the 599 IET program available statewide, 254 of these programs have MSG Type 4 available to students. This policy advancement presents a significant opportunity to more accurately capture and report adult learner progress at the federal level, while also supporting agency efforts to strengthen workforce alignment and student outcomes.

DCAE remains committed to supporting IET program design, implementation, monitoring and evaluation through ongoing technical assistance and professional learning opportunities.

Statewide training efforts initiated in 2023-24 and continuing into 2024-25 focus on scaling effective, employer-responsive IET models; strengthening partnerships with industry; and ensuring programs remain aligned with local and regional workforce needs. These efforts collectively advance Florida's commitment to an industry-driven workforce system that prepares adult learners for post-secondary education, employment, career advancement and long-term economic mobility.

Vocational Rehabilitation (VR)
Through program development and partnerships, VR supports multiple initiatives that promote the state strategies identified in Section II:

- The Able Trust High School High Tech (HSHT) provides high school students with disabilities the opportunity to explore jobs or postsecondary education leading to in-demand careers. HSHT links youth to a broad range of academic, career development and experiential resources and experiences that will enable them to meet the demands of the 21st century workforce. HSHT programs are located in 46 sites across Florida.
- The Adults with Disabilities (AWD) grant serves individuals with the most significant disabilities who are not yet ready to enter the workforce but could benefit from pre-employment-related services. VR serves as the monitoring agency overseeing the AWD grant programs verifying appropriate use of funds and evidence of return on investment of state funding in these programs. VR has been overseeing the AWD Grants for more than 20 years with 21 sites across Florida.
- VR supports alternative training opportunities, such as LaunchIT, an instructional program designed to help individuals with disabilities acquire the skills to pursue a career in IT, to increase participation of Floridians with disabilities in employment in a wide variety of business sectors.
- Services such as On-the-Job Training (OJT) offer youth and students real-world, onsite employment training opportunities at workplaces in industries such as healthcare, hospitality and leisure, human resources, and local government.
- VR Pre-Employment Transition Services (Pre-ETS) help students and youth explore options available after high school, learn about different career pathways and requirements, and gain skills and knowledge needed to be prepared for employment.

Florida's Vocational Rehabilitation Programs expand access and worker mobility by helping individuals with disabilities move into better jobs through clear career pathways, hands-on work experiences, and strong partnerships with education, businesses, and training programs. VR's efforts open doors to in-demand careers, build real skills, and give youth and adults the support they need to explore work, gain experience, and advance toward long-term employment success.

> ***Alignment with combined planning partners and activities outside the Plan.*** **Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.**

Florida aligns its work by building strong partnerships that support industry needs, worker mobility, and integrated systems. These activities are described below.

Enhancing Partner Collaboration
In 2024, a combined plan approach was selected for state WIOA plans and two-year modifications. Florida's WIOA Combined Plan Two-Year Modification is consistent with Pillars I – V described in Section II. Strategic Elements including Pillar III: Integrated Systems. Florida has built on the collaboration of the WIOA core partners and smaller workgroups by involving other programs, consulting partners, and stakeholders as needed. The 2026-2028 Combined Plan Two-Year Modification includes WIOA core partners CareerSource Florida; FloridaCommerce; FDOE VR, FDBS and DCAE; and combined partners including the FCS, DCF Supplemental Nutrition Assistance Program, Employment and Training (SNAP E&T), Temporary Assistance for Needy Families, Employment and Training (TANF E&T), Jobs for Veterans State Grant (JVSG) Program; Unemployment Insurance (UI) Program; Florida Department of Elder Affairs (FDOEA), Senior Community Service Employment Program (SCSEP); Community Services Block Grant (CSBG) Program and the state Housing and Urban Development Program.

For the 2026 to 2028 Combined Plan Two Year Modification, Florida is strengthening collaboration by expanding coordination with the Florida Department of Education's Division of Career and Adult Education (DCAE). This modification incorporates the addition of Perkins V Career and Technical Education programs as part of the Combined Plan framework, reflecting Florida's commitment to integrating education and workforce strategies. The inclusion of Perkins V strengthens alignment between career and technical education, workforce development, and employer demand while supporting the state's broader talent development goals.

Improved communication, regular workforce system updates, and identifying increased opportunities for partnerships has helped align WIOA core and required partners around the concept of a flexible and streamlined state and local-driven system of workforce development services and programs that enhance service delivery, leverage available resources to help job seekers overcome barriers, and achieve economic self-sufficiency and mobility. Enhanced partner collaboration has laid the foundation for combined or closer planning with all partners.

Partnership Between State Apprenticeship Agency and CareerSource Florida
The State Apprenticeship Agency (SAA) and CareerSource Florida (CSF) meet regularly to plan collaborative efforts to expand Registered Apprenticeships across the state, which include active engagement between the SAA Apprenticeship Training Representatives and CSF Apprenticeship Navigators, planning outreach and communication efforts, Apprenticeship Accelerator events, and group training sessions. It is common for team members from both offices to co-present at meetings, trainings and industry conferences. Apprenticeship Training Representatives (ATRs) from the SAA are responsible for the development, registration, monitoring and servicing of registered apprenticeship programs. CSF Apprenticeship Navigators are responsible for promoting apprenticeships to employers and job seekers, educating employers about the benefits of apprenticeships, assisting with the recruitment of apprentices and supporting apprentices by using WIOA funding to support the apprentice's related instruction, on the job training and supportive services. CareerSource Florida and the SAA support collaborative interagency working relationships between Apprenticeship Navigators and ATRs. Apprenticeship Navigators and ATR's have served as national experts by presenting to audiences across the country how they successfully work together to support the expansion of Registered Apprenticeships.

This coordination expands Pillar I: Industry-Driven Strategies and Pillar III: Integrated Systems by making training match real job needs and ensuring partners act as a unified team.

Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for

Needy Families (TANF)
Florida aligns SNAP E&T and TANF services with WIOA training and support. FloridaCommerce has a longstanding relationship with DCF in the administration of the SNAP Employment and Training (E&T) and TANF/WT programs. DCF refers SNAP and TANF recipients to FloridaCommerce to comply with work activity requirements and to receive services provided by the workforce system. Services include access to job preparation, training, and other support services designed to assist customers with obtaining employment. Employment and training services, including WIOA and other core partner services, are available to TANF and SNAP recipients in local career centers.

DCF and FloridaCommerce collaborate on the development of the SNAP E&T state plan, TANF state plan, and the SNAP/TANF components of the WIOA combined plan to ensure the appropriate inclusion in, and coordination with, the state's workforce development system regarding service provision to SNAP and TANF recipients.

These activities advance Florida's state strategy described in Section II: Strategic Elements by helping individuals move toward steady jobs and using shared plans and shared case management approaches.

CLIFF Dashboard
The CLIFF Dashboard helps Floridians who receive public assistance understand how getting a better-paying job may affect their benefits. CareerSource Florida uses this tool to guide people toward self-sufficiency through steady work and training. Career counselors use CLIFF to help clients plan for changes in income and benefits, making sure they stay engaged and move toward long-term financial stability. The dashboard is now available statewide and includes all BLS occupations. It is used in programs like SNAP E&T, TANF, WIOA, Wagner-Peyser, and Hope Florida. CareerSource South Florida and CareerSource Broward are leading in usage, with a 315% increase across the state. CareerSource staff use CLIFF to show how work and training can improve earnings and reduce reliance on public aid.

House Bill 1267 requires the workforce service delivery system to utilize a tool to demonstrate future financial impacts relating to a person's change in income and benefits in several settings to provide additional guidance to recipients of public benefits. The settings outlined in the bill include (1) when interviewing TCA recipients who are approaching their lifetime limit and (2) when providing transitional case management services to individuals transitioning from TCA. The CLIFF Tool Suite is currently utilized for this purpose. Usage of the CLIFF Tool Suite shall be written into each local board's four-year plan and reflected in each board's operating policies. Successful implementation is monitored by FloridaCommerce.

Feedback from users is positive. Most found the dashboard easy to use and helpful in making career choices. Many felt more confident about pursuing higher-wage jobs. CLIFF is now part of regular services, with trained staff offering support. The tool supports WIOA and Florida's REACH Act goals and is seen as a strong model for helping people reach financial independence. CareerSource Florida also works with its WIOA planning partner, DCF, to involve DCF staff in using the CLIFF Dashboard.

Expanded use of the CLIFF Dashboard supports Pillar II: Worker Mobility by assisting jobseeker and training customers in making informed career choices.

TAA for Workers

The Trade Adjustment Assistance Program (TAA) is being sunset. TAA services are currently delivered within the American Job Center, and participants have access to all partner programs.

Jobs for Veterans State Grant Program
The JVSG and WIOA are two federally funded programs that support veterans and individuals seeking employment, respectively. By combining planning and collaboration efforts between these two grants, several operations can be enhanced including:

- Targeted Outreach: By aligning efforts, JVSG and WIOA can conduct joint outreach campaigns to reach a broader audience of veterans and job seekers. This can include coordinating marketing materials, utilizing shared databases, and leveraging each other's networks to ensure maximum outreach and engagement.
- Comprehensive Assessment: Both grants involve assessing individuals' skills, needs, and employment barriers. JVSG and WIOA can develop a unified assessment process that captures all relevant information, avoiding duplication and streamlining the overall assessment process. This can provide a more comprehensive understanding of veterans' and job seekers' needs and enable tailored services and support.
- Integrated Case Management: JVSG and WIOA can facilitate integrated case management services that involves sharing information and collaborating on individual employment plans, ensuring that veterans and job seekers receive seamless support across both programs. By avoiding duplication and enhancing communication, this approach can lead to more efficient and effective service delivery.
- Expanded Training Opportunities: JVSG and WIOA can collaborate to provide a wider range of training opportunities for veterans and job seekers. By pooling resources and expertise, they can jointly develop training programs that address the specific needs of veterans while also meeting the broader workforce demands identified by WIOA. This can result in more targeted and relevant training options for individuals, increasing their chances of finding sustainable employment.
- Employer Engagement: Both grants aim to connect individuals with job opportunities. By coordinating employer outreach strategies, JVSG and WIOA can leverage their respective networks and resources to establish stronger connections with employers. This collaboration can lead to increased job placement opportunities for veterans and job seekers as well as foster ongoing relationships with employers to ensure long-term success in the workforce.

Combined planning between JVSG and WIOA partners has resulted in a more coordinated and efficient approach to supporting veterans and job seekers. By leveraging strengths, sharing resources, and aligning their operations, these grant programs can enhance their impact and provide comprehensive tailored services to individuals seeking employment opportunities. These activities support Pillars I-III of America's Talent Strategy, helping veterans move into in-demand careers.

Unemployment Insurance

Bureau of Reemployment Assistance
The Bureau of RA is one of three bureaus within FloridaCommerce that support the Division of Workforce Services. The program, including the activities of the RA Appeals Commission, operates as a federal/state partnership. The administrative framework is established in federal law, and state law governs program operations. States are responsible for determining program eligibility and providing funds to cover RA benefit payments while the federal government is responsible for providing states with funds to administer the program.

The RA Claims and Benefits Information System (Reconnect) provides a one-stop shop for information regarding unemployment benefits. The system is designed for both claimants and employers to file a claim, whereby claimants use the system to receive information about their application and employers use the system to provide information about claimants. Recognizing Florida's rich mix, the system is available in multiple languages, including Spanish and Haitian-Creole, and provides options for the visually impaired.

RA units include:

- The Customer Support Unit is responsible for handling telephone calls from claimants and employers regarding the RA claim process, identity authentication, and the filing of an initial claim. Within the Customer Support Unit, the Operations Performance Unit tracks quality and performance to ensure world-class service for its customers.
- The Claims Processing Unit is responsible for processing claims filed for temporary wage replacement benefits. The Unit also authenticates claims to prevent and detect fraudulent activity, detect, and collect overpayments, and evaluate quality and performance to ensure a first-class customer experience.
- The Adjudication Unit reviews processed claims filed for temporary wage replacement benefits to issue a determination regarding benefit qualification or eligibility, as outlined in both State and Federal law. Through meticulous fact-finding and proactive outreach to claimants and employers, accurate and timely issue resolution and determinations are made.
- The Appeals Unit conducts fair and impartial hearings to resolve challenges with reemployment determinations regarding benefit qualification or eligibility. The unit assesses evidence presented, interprets the law, and makes decisions to affirm, reverse, or modify RA determinations. The Appeals unit also conducts hearings to address unresolved petitions filed by employers with the Department of Revenue involving protests of liability, assessments, reimbursements, and tax rates.
- The Quality Assurance Unit provides insight and monitors the quality of the RA program's performance, reporting, workload volumes, and statistical data for each core process within the Bureau. The unit also continually develops the RA Claims and Benefits Information System (Reconnect), manages, and coordinates all federal and state audits and emergency management activities in the Bureau, including disaster unemployment assistance.

Planning between the RA program and the WIOA core and other combined partners will result in a more coordinated and efficient approach to assisting RA claimants in returning to work sooner, reduction of RA benefit duration through improved employment outcomes, establishment of Reemployment Services and Eligibility Assessment as entry point to the workforce system and promotes alignment with the vision of WIOA.

Senior Community Service Employment Program (SCSEP)

SCSEP provides community service and job training opportunities to Florida's older adults. The Florida Department of Elder Affairs (FDOEA) oversees statewide administration of SCSEP and contracts with local providers such as the AARP Foundation (AARPF). Additionally, the National Caucus and Center on Black Aged (NCBA) and the National Urban League (NUL) receive direct funding from the U.S. Department of Labor to deliver employment and training services to older Americans. These national and state partners collaborate with LWDBs through Memoranda of Understanding (MOUs) and Infrastructure Funding Agreements (IFAs) to ensure SCSEP is fully integrated into the workforce system and represented at local career centers. FDOEA and SCSEP

representatives also participate in monthly WIOA Implementation Meetings to support ongoing coordination and alignment.

Expanding access to work for older adults strengthens industry-driven training and builds an integrated system that aligns partners and services across Florida. SCSEP providers work directly with LWDBs ensuring older workers gain skills that match real labor-market needs and helping employers fill entry-level rolls. SCSEP also advances Pillar II of Florida's state strategy, increasing worker mobility by offering part-time training, job search help, and skill-building that prepares older adults to reenter the labor force and move toward self-sufficiency. Enhanced communication with combined planning partners improves communication and smooth service delivery across programs.

Community Services Block Grant Program (CSBG)
CSBG is administratively housed in FloridaCommerce. CSBG operates under a consolidated plan pursuant to federal requirements. This consolidated plan provides the framework for a planning process to identify housing, homeless, community and economic development needs, and resources for meeting those needs. The plan process provides an opportunity for citizens, nonprofit organizations, or other interested parties to help define priorities for addressing local and statewide community needs and to tailor a strategic plan for meeting identified needs. The Consolidated Plan describes needs, goals, and objectives of the agencies responsible for the administration of certain federally funded programs administered by the United States Department of Housing and Urban Development.

The consolidated plan process allows core partners and stakeholders to exchange information on goals and objectives relating to housing, community development and social services and facilitates a consolidated approach to meeting those needs. Each affected agency and other interested parties gain insight into the structure and activities of several federally funded programs that have a direct benefit on local communities and the state.

CSBG provides federal funds to designated local governments and non-profit agencies called Community Action Agencies (CAA) to assist eligible low-income households in attaining the skills, knowledge, and motivation necessary to achieve self-sufficiency. Local CAAs partner with LWDBs for the provision of services. These partnerships and alignment of resources are addressed via MOUs and IFAs locally. The agencies may provide a variety of self-sufficiency services such as emergency health, food, housing, childcare, transportation assistance; housing counseling; financial management assistance; nutrition programs including federal surplus food distribution, community gardening projects, food banks, job counseling, placement and training services, and homeless prevention programs.

The goals of the CSBG Program align with WIOA goals to:

- Increase access to education, training, and employment—particularly for customers with barriers to employment.
- Create a comprehensive, high-quality workforce by aligning workforce development, education, and economic development.
- Improve the quality and labor market relevance of workforce development, education, and economic development efforts.
- Promote improvements in the structure and delivery of services.
- Increase the prosperity of workers and employers.
- Reduce welfare dependency, increase economic self-sufficiency, meet employer needs, and enhance the productivity and competitiveness of the state.

Including CSBG in Florida's WIOA Combined Plan, and representatives in partner meetings helps strengthen an integrated workforce system that helps low-income residents gain skills, stability, and support needed to enter and advance in the labor force. Partnerships with LWDBs help advance worker mobility and ensure individuals with barriers can pursue employment. Shared planning provides opportunities for partnerships with nonprofits and other community groups.

Partnering with State Colleges

The FCS supports, strengthens and expands efforts by its post-secondary institutions to deepen the region's talent pool in targeted sectors.

The FCS consists of 28 state colleges focused on serving residents in all counties in Florida. Through the dedication of credentialed faculty and college personnel and partnerships with a variety of businesses and industries, the FCS provides all Floridians with open access to an affordable, high-quality education and opportunity for the career they are seeking. It is also an expectation established by the Florida Legislature that each college provide outreach to underserved populations, a key component of access. FCS is committed to employing strategies that ensure students are prepared for college, leading to a four-year degree or employment whether still in high school, first-time enrolled, returning adult, military, non-credit or transfer student.

Dual enrollment, distance learning courses, degrees and a variety of short-term, high demand credential programs offer students flexible access to higher education, providing students with multiple options to achieve their career goals and for employers to have access to the talent they need to succeed. Additionally, FCS is the primary point of access to higher education for Floridians who seek to upskill within their trade or profession through certified training programs and apprenticeships. Such commitment to open access continues to be an important reason that Florida's students choose FCS institutions to pursue academics and training for successful careers.

The mission of the Office of Articulation is to facilitate the effective and efficient progression and transfer of students through Florida's K – 20 education system. Through the work of the Articulation Coordinating Committee, a K – 20 advisory body appointed by the Commissioner of Education, the office coordinates ways to help students move easily from institution to institution and from one level of education to the next.

FDBS continues to seek opportunities to broaden collaboration and resource alignment through its partnerships with state colleges. FDBS contracts with the Florida State College at Jacksonville to provide Pre-ETS, Transition, and VR Services. FDBS works closely with Daytona State College for training of Business Enterprise Program trainees and for the COMPTIA certification program for the blind.

Partnering with Florida Universities

Florida's State University System (SUS) and Board of Governors partners with CareerSource Florida through representation on the CRC. The SUS consults with FloridaCommerce and CareerSource Florida and other partners on the development of their Programs of Strategic Emphasis. These programs are identified by their connection to key economic indicators in the state and address critical talent needs for the state.

VR supports participants attending Florida's Postsecondary Comprehensive Transition Programs

(PostCTP) for individuals with disabilities. VR has dedicated program liaisons located throughout the state to participate in student selection committees and program development.

Students from Florida State University (FSU) visit FDBS during the fall and spring semesters to learn about the programs and services offered by the Division. A partnership with Florida Atlantic University yielded two part-time positions with recent graduates of the apprenticeship program offered at the Division's Career, Training, and Technology Center (CTTC). FDBS will continue outreach efforts that focus on expanding outreach to other state colleges for a more robust partnership with the FCS, including opportunities for expanding apprenticeship participation for blind and visually impaired consumers.

FSU's Blindness and Low Vision Program, a combined bachelor/master's degree designed to prepare general and special educators work with students who have visual impairments. FSU offers this certificate program in two segments through online content delivery and field experiences that will include hands-on practice working with students who have visual impairments. FDBS presents programs & current projects to FSU students - creating collaboration and an opportunity for internships with FDBS, LEAs, and our service providers.

Partnering with state colleges and universities supports industry-driven strategies by building talent programs that match employer and industry needs. It also strengthens worker mobility by giving students clear paths from secondary school to post-secondary work through dual enrollment, transfer systems, short-term credential attainment opportunities, and programs for students with disabilities. These partnerships also help advance integrated systems by aligning CareerSource Florida, WIOA Core and Combined Partners, the State University System, state colleges, and agencies in shared planning, shared programs, and coordinated training that expands access and supports a strong talent pipeline.

> ***Coordination, Alignment and Provision of Services to Individuals.*** **Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas The activities described shall conform to the statutory requirements of each program.**

Consistent with Pillar III: Integrated Systems, Florida emphasizes integrated service delivery to improve services to individuals. Core program partners are dedicated to developing strong strategic alliances linking employers and job seekers to quality services including employment, training, education, human resource assistance to employers, and career and business development which improve the economic growth of Florida counties. The structure of Florida's workforce system allows for seamless coordination, alignment, and provision of services among workforce programs.

Service Delivery Model

WIOA Combined Planning Partners including TANF, SNAP E&T, TAA and JVSG and their program-specific strategies and operations are administered through FloridaCommerce and the LWDBs that directly provide related services to individuals. This allows for a collaborative service delivery model that supports coordination, co-enrollment and greater collaboration across

programs that help remove barriers and align with participant needs. Core and required partners that are not administered directly through FloridaCommerce and the local boards including Career and Technical Education programs and SCSEP maintain strong, collaborative partnerships through MOUs that support colocation and referrals among partners, and communication with the broader workforce system on shared goals, performance, and accountability.

Continuous improvement of service to individuals is paramount to the success of Florida's workforce system. Core partners work to ensure career centers are available to serve all job seekers regardless of obstacles to employment, level of need, or degree of career development. Consistent with Pillar IV: Accountability, advancements in technology and the standardization of shared tools and services provide opportunities for career centers to enhance service delivery by leveraging tools such as Microsoft Teams, Zoom, Premier Virtual, and others. Aligning service delivery to the ever-changing needs of businesses and job seekers remains a key operational strategy, especially in rural and other communities experiencing ongoing barriers to transportation and quality broadband access.

Support Services
LWDBs develop local operating policies (LOPs) and procedures on how they will provide support services to eligible job seekers. The LOPs align with the state workforce development plan to ensure coordination with combined partner entities to eliminate or avoid duplication of resources and services, and to establish limits on the amount and duration of such services.

Stakeholder Involvement
Florida requires LWDBs to seek broad stakeholder involvement in the development of their local plans. Local elected officials, LWDBs, WIOA core partners, and required one-stop partners are an integral part of the planning process. Each plan addresses how the LWDB coordinates service delivery with core programs such as VR, FDBS, and DCAE and combined planning partners.

Additionally, Florida has two state rehabilitation councils, consistent with both state and federal requirements Code of Federal Regulations (CFR) 361.16 - 361.17 and Florida Statute 413.405. VR's Florida Rehabilitation Council and FDBS's Florida Rehabilitation Council for the Blind consist of volunteer stakeholders who apply and are appointed by Florida's Governor to advise on matters specific to the employment of Floridians with disabilities. Both councils have statutory requirements that specify CareerSource Florida and other agency partners in its membership to increase alignment of use of stakeholder input across the state system.

Local Plans
FloridaCommerce developed Rule Number 73B-7 to guide the development of local plans. Local plans are required to align with the strategic goals and policies outlined in this state plan, as well as specific local plan instructions as further described in Section IV. of this plan.

Each plan is based on current and projected needs of the local workforce development system, with an increased emphasis on coordination and collaboration at all levels to ensure a seamless system for employers and job seekers, including veterans, SNAP recipients, TANF recipients, seniors seeking employment, individuals with disabilities and customers in rural areas. Local plans identify the education and skill needs of the workforce, and the employment needs of the local area. Local plans include an analysis of the strengths and weaknesses of services provided to address identified needs. LWDBs provide a comprehensive view of the system wide needs of the LWDA. WIOA Local Plans may be viewed online.

Regional Planning Area Plans
Beginning in PY 2024 – 2025, designated Regional Planning Areas are required to submit an addendum to their local plan outlining their regional strategies,. The CareerSource Florida Board of Directors approved Workforce Policy G12 - Regional Planning Areas that requires all local workforce areas to be part of a Regional Planning Area that:

- Aligns workforce strategies to address the needs of shared industry sectors, employers, and significant populations of job seekers.
- Addresses common labor shortages and worker skills gaps with aligned service strategies.
- Realizes system efficiencies through reducing resource costs (monetary, time or other).

Local and Regional Workforce Development Plans are published on FloridaCommerce's website.

Stakeholder involvement, local planning, and regional planning support Florida's state strategy by ensuring the workforce system is industry-aligned, accessible, and well-coordinated. Florida's requirement that LWDBs engage local officials, regional partners, and one-stop partners, creates integrated systems, while the role of volunteer councils bring community insight into decisions that expand worker mobility and improve access for target populations including those with barriers to employment.

Florida Division of Blind Services
FDBS assists individuals in pursuing their goals as detailed in their Individualized Plan for Employment (IPE) by using supported employment (SE) resources selected to produce the best results for the individual. The Employment Placement Specialists (EPS) and counselors refer job seekers to online tools, such as the Talent Acquisition Portal (TAP), Employ Florida, National Employment Team, and Ability Works to assist in finding and applying for jobs. The Abilities Work help desk connects employers to a qualified workforce by sending notifications to FDBS, VR, and CareerSource Florida when companies have job openings and are looking to fill positions with a qualified person with a disability.

The Division evaluates the effectiveness of its job placement services and makes needed improvements. The Statewide Business Consultant completes the Employment Outcomes Report monthly to track how many individuals find gainful employment and how long it takes to assist individuals in obtaining employment. Counselors actively involve clients and families as appropriate in assessment, planning, and decision-making throughout the service delivery process. Clients utilize the consumer portal of the Aware case management system to maintain consistent communication with their counselors.

Community providers undergo onsite reviews with an emphasis on customer service, adherence to state policies, compliance with federal regulations, case documentation, IPE signatures, timeliness of eligibility determination, activities tied to the IPE, and authorization approvals.

Vocational Rehabilitation
VR counselors assist eligible individuals, or participants, in pursuing their career goals as detailed in their IPE. Counselors actively involve participants and families throughout the service-delivery process.

VR counseling and provider staff refer job seekers to online tools, such as the Talent Acquisition Portal (TAP), Employ Florida, National Employment Team, FL WINS, and Ability Works to assist individuals in finding and applying for jobs.

VR regularly reviews data as an integral part of monitoring for performance and compliance indicators, which includes conducting targeted and routine case reviews as part of a tiered system of continuous improvement designed to increase accountability and alignment throughout the system. Community providers undergo desktop as well as onsite reviews to ensure adherence to agency and state policies and compliance with federal regulations.

The Division employs strategies that streamline internal processes to provide effective and efficient services to consumers. The Aware system also contains data analytics tools designed to support VR goals in data-informed improvement efforts throughout the system.

Coordination, Alignment, and Provision of Services to Employers. Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Florida's Workforce Development System includes the CareerSource Florida Network comprised of CareerSource Florida, 21 LWDBs, in service to local elected officials, and WIOA core partners, FloridaCommerce, DOE, Division of Career and Adult Education, VR and the FDBS. Florida's Workforce Development System also includes WIOA Combined Planning partners, the Department of Elder Affairs, Senior Community Services Employment Program, and DCF, (TANF and SNAP E&T Programs).

Combined planning partners and required partners also include programs authorized under Title I of WIOA; TAA, JVSG Programs; Employment and training activities carried out under the Community Services Block grant program; Employment and training activities carried out by the Department of Housing and Urban Development; programs authorized under state unemployment compensation laws; programs authorized under sec. 212 of the Second Chance Act of 2007. LWDBs execute agreements with all combined and required partners.

Other Florida workforce development partners include the Florida College System and the Able Trust.

The CareerSource Florida network offers businesses in Florida or relocating to Florida a completely integrated talent support solution using the state's employee recruitment, retention and training services. CareerSource Florida offers employers state-level training grants targeting new-to- Florida businesses, expanding businesses, and businesses that want to upskill their existing workforce. Florida's LWDBs offer a full array of recruitment, hiring, and training services through their Business Services teams, which often consist of business services leads, Wagner-Peyser, LVER, and DVOP staff. The CareerSource Florida Network also coordinates strategic business services through a combined approach via partnerships on events and services such as co-hosting job fairs, summer youth experiences, and recruitment and career exploration events. Together, the CareerSource Florida network and partners provide a talent solution that best meets the needs of business. As a component of its focus on continuous improvement,

CareerSource Florida works to enhance employer satisfaction and measure effectiveness of employer outreach programs by working with private communications firms and experts to deploy business surveys targeting feedback from Florida businesses on special statewide initiatives and gaining specific information from those businesses that have used our network, heard of our network but never used, and never heard nor used our network.

CareerSource Florida collaborates with industry associations, economic development partners, LWDB business services managers and other partners targeting Florida's Targeted Sectors of Focus. This sector strategy approach helps businesses meet their recruiting, hiring, and training needs, while placing a priority on those targeted industries that matter most to Florida's economy.

Florida leverages the Salesforce software platform as a customer relationship management tool, allowing best-in-class management of interactions with business stakeholders. Utilizing a uniform system enables Florida's LWDBs to work together to enhance customer and business services. WIOA partners participate in conversations about using Salesforce in their business outreach activities.

CareerSource Florida provides training to LWDB Apprenticeship Navigators and their teams to strengthen understanding of registered apprenticeships as a talent development strategy. Additional support includes work-based learning sessions, workforce development summits, and webinars. These efforts help LWDBs promote services, share best practices, and collaborate with core partners to meet business talent needs.

CareerSource Florida also leads business engagement meetings with state partner agencies that work directly with employers. These meetings share updates on business-focused initiatives, improve coordination, and align efforts across agencies. At the local level, sector strategy activities—such as industry rounds, State of Talent events, and Claim Your Future—support alignment between services and partners. Core partners serve on local boards, using their expertise to guide sector strategies and deliver talent solutions.

All partners play a role in coordination, alignment, and provision of services. VR formalized a Business Relations Program focused on building and sustaining partnerships with business and industry through effective services driven by employer needs. These partnerships will lead to competitive integrated employment and career exploration opportunities for VR customers.

FDBS expanded business relationships with employers at the local level to identify and maximize competitive integrated employment opportunities and career exploration opportunities for adults and students. The Division works in partnership with chambers of commerce across the state to support the ongoing development of disability-owned businesses. Each district holds membership with one or more chambers of commerce. Business consultants work with employers statewide to develop and strengthen collaboration by creating partnerships that lead to employment opportunities for blind/visually impaired individuals. EPSs work with employers on their hiring needs and setting up work experiences. This gives job seekers opportunities for work-based learning experiences, training and obtaining employability skills.

FDBS employment staff complete the Employment Outcomes Professionals II (EOP) training and meet weekly to discuss labor market information, work experience opportunities, internships, and the hiring needs of employers. This training provides staff with marketing and sales skills directly relating to real job development. Staff use these skills to build long-term relationships with businesses via outreach and rapid engagement with employers. Florida will work to coordinate

employers' services across all WIOA program partners to leverage expertise and prevent duplication.

Florida is increasing collaboration between employer services to leverage expertise and prevent duplication, coordinating services across all WIOA program partners.

Partner Engagement with Educational Institutions and other Education and Training Providers. **Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's Eligible Training Provider List (ETPL), and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.**

Blending Academics with Career and Technical Education
VR coordinates with state and local education agencies and officials to collaboratively offer youth and students with disabilities opportunities to gain work experiences that help them prepare for current and future careers. Collaborations such as Able Trust's High School High Tech, Project SEARCH, career camps, work-based learning experiences, and postsecondary education programs engage VR participants in both classroom and practical instruction that blends acquisition of certificates and work skills that align with occupations available through career and technical education. Hands-on career exploration and preparation activities where learned skills, attitudes and behaviors can be applied in practical or real-world situations are designed to support VR participants in becoming and staying engaged.

FDBS offers technical/vocational training programs at the Career, Technology, and Training Center (CTTC), a brick and mortar, residential training facility where individuals with visual impairments learn to lead productive, self-sufficient lives. The Assistive Technology Program (ATP) launched in November 2021, and clients may participate online or stay on campus. The ATP is for students with a current job offer or college acceptance to gain technology skills required to go to work/school. Consistent with Pillar II: Worker Mobility, the new Web Accessibility Specialist Registered Apprenticeship program is the first of its kind in the nation sponsored by an agency that services individuals with visual impairments.

Consistent with Pillar II: Worker Mobility and Pillar III: Integrated Systems, DCAE coordinates with state and local education agencies and officials to collaboratively offer increased Career and Technical Education through IET programs and activities in adult education classrooms. An IET program blends a range of education and training services to build learners' foundational, employability and occupational skills. IET Programs provide adult education and literacy activities concurrently and contextually with workforce training for a specific occupation. This allows IET Programs to contextualize basic skills instruction, offer simulations, net sequential skill gains, achieve accelerated outcomes, offer work-based learning opportunities and work experience, and put students on a career pathway leading to family-sustaining wages. The 2026–2028 Two-Year Modification of Florida's WIOA Combined State Plan also adds Perkins V programs through expanded collaboration with the Florida Department of Education's Division of Career and Adult Education (DCAE). This integration strengthens coordination between workforce and education systems by aligning Career and Technical Education programs with workforce strategies and employer demand.

Collaborating with Florida's Universities and Colleges
CareerSource Florida partnered with the FDOE DCAE to identify short-term, high value credential programs to launch a statewide Get There Florida workforce education initiative. This initiative capitalized on rapid credentialing grants and provided critical information about Career Technical Education (CTE) career pathways and highlighted public education institutions with associated CTE offerings. By aligning a student's interest with potential career pathways, Get There helped to increase enrollment in valuable workforce training programs by connecting students directly to their local institution. More information about this workforce education initiative led by FDOE is available online at Get There.

Future of Work
In addition, CareerSource Florida helped spearhead the Future of Work Florida campaign in partnership with DOE's Division of Career and Adult Education and the Florida Chamber of Commerce. Future of Work Florida targets Florida middle and high school students and parents to showcase Career and Technical Education opportunities across the state. The initiative also reaches businesses who have a vested interest in the future of Florida's workforce as it relates to CTE-focused jobs. In addition to sharing careers and CTE programs of the future with Florida youth, the Future of Work Florida initiative brought together job creators, industry leaders and partners to showcase the careers of the future and the industries with growth potential.

Get There
Complementing the Get There endeavor, the "Your Way" initiative was introduced as an additional branch of the campaign facilitated by FDOE. "Your Way" serves to assist adult learners in finding a classroom and getting the skills needed to succeed. Furthermore, the "Your Way" initiative offers a range of resources and fosters collaborative efforts with adult education providers to advocate their programs. Its focus lies in promoting high school equivalency diplomas and English for Speakers of Other Languages (ESOL) programs as viable options for educational prosperity for adults in Florida.

Apprentice Florida
The Florida Workforce Development System and its partners are committed to becoming a dependable source of Florida talent, guided by industry needs and aligned with Florida's economic priorities. This includes expanding registered apprenticeships and other high-quality work-based training and learning models that lead to strong career pathways. Consistent with Pillar II: Worker Mobility and Pillar III: Integrated Systems, Apprentice Florida is a collaborative effort between CareerSource Florida, FDOE and FloridaCommerce. Apprentice Florida, a statewide outreach campaign that seeks to expand registered apprenticeship and pre-apprenticeship programs in Florida by creating a fortified talent pipeline in targeted sectors and driving economic development across the Sunshine State.

Apprenticeships are a proven training method benefiting job seekers and businesses. Through mentorship and technical instruction, apprentices receive OJT to learn necessary skills while earning a paycheck. Meanwhile, the flexibility for an employer to design an apprenticeship program specific to their needs offers a consistent way to recruit, train and retain talent.

Apprentice Florida's website, ApprenticeFlorida.com, connects employers and job seekers alike with resources to help begin their apprenticeship journeys, including video tutorials for getting started, in-depth guides on how to build and launch a program, and testimonials from businesses and apprentices across Florida. Leveraging a strategic mix of multimedia communications strategies, including advertising, social media outreach, partner and media engagement and

email marketing, the Apprentice Florida campaign educates employers and job seekers alike on how registered apprenticeship programs can transform their talent pipelines and careers.

VR Collaboration with Colleges and Universities

The FCS supports, strengthens, and expands efforts through its post-secondary institutions to deepen the region's talent pool in targeted sectors. FDBS continues to seek opportunities to broaden collaboration and resource alignment through its partnerships with state colleges. The Division contracts with the Florida State College at Jacksonville to provide pre-employment transition services. Florida State University (FSU) offers a combined BS/MS pathway in Visual Disabilities Education, the only program of its kind in the Southeast. FSU students visit during the fall and spring semesters to learn about the programs and services offered by the Division. Future efforts will focus on expanding outreach to other state colleges for a more robust partnership with the FCS.

Local VR offices have longstanding relationships with local colleges and universities to both help recruit VR applicants and support students. VR staff participate in information sharing events for students in rehabilitation and counseling programs to discuss VR employment and internship opportunities. Liaisons from VR offices are assigned to colleges and universities throughout the state to partner with disability resources and student support center staff. VR staff also partner with local colleges and universities at job fairs and open house events and serve on various support services boards and committees.

Facilitating Postsecondary Education

The REACH Act established many initiatives to facilitate post-secondary education. The creation of the CRC to create a MCL that defines degree and nondegree credentials of value creates transparency and informs funding decisions based on the needs of employers. The development of a Workforce Opportunity Portal will help Florida's students assess different career paths and the education programs aligned with those paths. The Open-Door Grant program established by the REACH Act provides up to two-thirds of tuition assistance for select programs at FCS and Technical College institutions.

FDBS and VR entered into an MOU with the FDOE's Division of Public Schools, Bureau of Exceptional Education and Student Services (BEESS). This state-level interagency agreement requires partners to provide transition services to students progressing from high school to postsecondary education/training, support services and/or employment. Parties under this agreement meet regularly to share information, ideas, and current initiatives; collaborate on training and special projects; cooperate in planning and budgeting; and support mutually beneficial areas of work.

As required by the interagency agreement, VR has a representative on the State Secondary Transition Interagency Committee. The representative works closely with the regional representatives of Project 10: The Transition Education Network, which is funded through a grant from the BEESS within FDOE to the University of South Florida, St. Petersburg as well as others within the agency.

Project 10

Project 10 helps Florida school districts and stakeholders increase their ability to provide secondary transition services to students with disabilities and improve student academic success and postsecondary outcomes. Project 10 helps educators, parents, students, agency representatives and other stakeholders by providing capacity-building support to implement

secondary transition services, interagency collaboration, transition legislation and policy and student development and outcomes.

FDBS has a formal interagency agreement with other divisions within FDOE that provide pre-employment and other transition services to high school students progressing to postsecondary education/training, support services, and/or competitive integrated employment. These agencies agree to meet regularly to share information, ideas, and current initiatives; collaborate on training and special projects; cooperate in planning and budgeting; and support areas of work that are mutually beneficial. This agreement functions as a transition services model for improved collaboration, communication, coordination, and cooperation among the parties included in the agreement. The Get There Florida Initiative is in partnership with the state's 28 FCS institutions and the state's 48 technical colleges or centers. It accelerates completion time for an in-demand industry certification or postsecondary workforce credential. The Division added the guide for this initiative on the FDBS website and integrated it into the College Handbook.

Education and Industry Consortium
Florida Law requires LWDB chairs to appoint an Education and Industry Consortium for each local workforce area. Consortium members must represent public and private sector education providers from the elementary, secondary, and postsecondary sectors. Industry representatives must be representative of the focused sectors in the area and the largest employers in the area. Representatives must be leaders of their respective organizations. Education and Industry Consortia meet quarterly and discuss the talent needs of the businesses and the related programs offered by education. These consortia provide regular insights into community-based educational programs and industry needs, with quarterly reports that directly inform the LWDB staff. This ensures LWDBs track impactful programs, services, and partnerships that drive educational and workforce opportunities. Education and Industry Reports are published quarterly on LWDB websites and included in each LWDB WIOA local plan, and on CareerSource Florida's website.

Consistent with America's Talent Strategy and Florida's Five Strategic Pillars described in Section II: Strategic Elements, Florida's Education and Industry Consortia create a direct and ongoing link between employers and education providers, ensuring training programs match real industry needs. Quarterly meetings and reporting create a coordinated and integrated system giving LWDBs clear, timely information to guide decisions. Identifying skill needs early and shaping programs helps enhance worker mobility and support accountability through transparent, published reports. The flexible, cross-sector structure of Education and Industry Consortia helps local regions quickly adjust to new economic demands.

(F) Partner Engagement with Other Education and Training Providers

Partnerships with School Districts
VR has partnered with school districts to provide work-based learning experiences and career camps for students with disabilities. VR Transition Youth services align with the pre-ETS required under WIOA. VR is seeking an expansion of capacity by encouraging school districts to become pre-ETS providers.

VR counselors serving transition students participate in each area's local interagency councils. Interagency councils are a collaborative effort between VR and FDOE's Division of Public-School partners, public high schools, adult service agencies, workforce programs, parents, students, advocates and employers cooperating to meet the transition needs of students with disabilities.

FDBS provides technical assistance to Local Education Agency (LEA) staff in planning for the transition of students with disabilities to post-secondary education or employment options via Individual Education Plan (IEP) meetings. Partners collaborate and promote program services through participation in existing interagency committees and workgroups. The Division created training tools for Pre-ETS and Transition for LEA staff to facilitate coordination of services, parent outreach, training, and identification of students who may benefit from the pre-ETS program.

As required by the interagency agreement, VR has a representative on the State Secondary Transition Interagency Committee. The representative works closely with the regional representatives of Project 10: The Transition Education Network, which is funded through a grant from the BEESS within the FDOE to the University of South Florida, St. Petersburg as well as others within the agency.

Project 10 helps Florida school districts and stakeholders increase their ability to provide secondary transition services to students with disabilities and improve student academic success and postsecondary outcomes. Project 10 helps educators, parents, students, agency representatives and other stakeholders by providing capacity-building support to implement secondary transition services, interagency collaboration, transition legislation and policy and student development and outcomes.

Leveraging Partnerships for Exceptional Education and Student Services
FDBS and VR entered into an MOU with the FDOE's Division of Public Schools, BEESS. This state-level interagency agreement requires partners to provide transition services to students progressing from high school to postsecondary education/training, support services and/or employment. Parties under this agreement meet regularly to share information, ideas and current initiatives; collaborate on training and special projects; cooperate in planning and budgeting; and support mutually beneficial areas of work.

ETPL
Eligible Training Providers (ETPs) of training services or programs of study are entities that are eligible to receive WIOA Title I-B funds for adult and dislocated worker participants who enroll in programs of study through Individual Training Accounts (ITA). ITAs may also be used for WIOA Title I Youth funds to provide training to out-of-school youth, ages 18 to 24. Florida is currently operating under a federal waiver allowing in-school-youth ages 16-21 to utilize ITAs for training. To be eligible to receive training funds under Section 133(b), WIOA, the ETP must be on the state's ETPL. LWDBs must select ETPs from the state's ETPL.

The REACH Act positions Florida to help individuals with barriers to education and employment become self-sufficient through a system-wide approach that includes requiring FloridaCommerce, with input from FDOE, the SWDB, and others to establish minimum performance criteria for WIOA ETPs to be eligible for inclusion and to subsequently remain on the ETPL.

The REACH Act charges FloridaCommerce with establishing WIOA ETP criteria focused on participant outcomes. The quality and selection of providers and training services programs is vital to achieving these core principles.

CareerSource Florida Workforce Policy 090 – WIOA ETPL provides guidance to LWDBs about the ETPL and related federal and state requirements, performance standards, data reporting, and procedures for determining initial and continued eligibility of training providers, including in-state and out-of-local-area and out-of-state providers and programs of study. The policy

describes the state policy on enforcement of ETPs including denials, deactivation, removal, loss of eligibility, re-application, and the appeals process for LWDBs and providers.

This policy conforms with requirements established by the USDOL, the REACH Act, and implements a critical system-wide improvement approved by the CareerSource Florida Board of Directors.

Existing programs on the state and local ETPLs must meet at least two of the minimum performance criteria to be approved for subsequent (continued) eligibility to remain on the state and local ETPLs. The minimum program criteria may not exceed the threshold at which more than 20 percent of all ETPs in the state would fall below. A program must have a minimum of five participants to determine if they performed successfully – training programs with fewer than five participants will remain on the ETPL until there is enough data to determine performance outcomes. LWDBs can adopt more stringent performance criteria for programs. However, programs meeting the minimum criteria may remain on the state ETPL.

At the time of submission of this plan, CareerSource Florida and FloridaCommerce are proposing statewide administrative rules and revisions to policy related to Eligible Training Providers and the ETPL. Revisions consistent with America's Talent Strategy and Florida's state strategy described in Section II: Strategic Elements will ensure public training dollars are used for high-quality, results- driven education and training programs that support industry and workforce needs. The ETPL system also supports worker mobility by giving adults, youth, and individuals clear access to proven training options. Florida's move toward a single statewide ETPL and consistent rules across partners reflects integrated systems, improving coordination and transparency. Continuous monitoring, minimum performance thresholds, and enforcement processes reinforce accountability.

Additional Opportunities for Partnership

The CareerSource Florida Board of Directors provides funding allocations to each LWDB for delivery of services. LWDBs are encouraged to leverage federal and state funds to expand local provision of services. LWDBs are expected to obtain and document leveraged resources within the project budget. Leveraged resources may be in the form of financial support or in-kind services. In-kind services are services that are provided to enhance the project at no charge.

Leveraged resources must:

- Contribute to the success of the project.
- Strengthen partnerships for future outreach.
- Promote the sustainability of the project.

All leveraged resources must be identified by source. Leveraged resources may be obtained from:

- LWDB formula dollars.
- WIOA set aside funds.
- Participating businesses or business groups.
- Philanthropic organizations
- Educational institutions (public/private).
- Other sources contribute financially to the project, including cross-regional collaboration.

Comprehensive Employment, Education and Training and Individual Training Account Waiver Policy

Pursuant to the REACH Act, the state board approved Workforce Policy P10 - Comprehensive Employment, Education, and Training requiring LWDBs to use all allowable and available resources to create simplified access, strengthen partnerships to leverage multiple sources of funding to provide services and eliminate duplication of services.

The Governor's vision for increasing access to training and opportunities for individuals is anchored in state statute which requires 50% of the formula funds for adults and dislocated workers to be allocated to Individual Training Accounts (ITA). This requirement affirms the Governor's vision that most funds are allocated for direct training-related costs. Costs that qualify under the 50% rule include all customer service costs associated with the ITA program such as tuition, fees and books, supportive services, and other training services. Florida allows LWDBs to establish ITA limits and durations.

CareerSource Florida Workforce Policy P74 – Individual Training Account Expenditure Requirements and Waiver Request Process outlines the requirements to LWDBs for Individual Training Account expenditures and the procedures to obtain a waiver from CareerSource Florida. Local boards that are unable to meet the mandated 50 percent ITA expenditure waiver requirement may submit a formal waiver request to CareerSource Florida and FloridaCommerce.

The waiver request must include several key components: a detailed local ITA budget broken down by sub-cost categories, documentation of local strategies and staffing efforts to increase training access and enrollment, and a description of regional strategies aimed at reducing the need for future waivers. The waiver request must justify the lack of demand for each authorized training service and explain the financial impact on client services. FloridaCommerce and CareerSource Florida may consider whether the local area is contractually obligated or is seeking participation in a training program funded by a partner for which the LWDB will provide career services; whether the local area is contractually obligated or is seeking participation in a major economic development initiative of regional impact that will result in significant job creation, to the extent the initiative does not interfere with the priority of services to other clients as required by federal law; or whether the local area is entirely contained within a statutorily designated Rural Area of Critical Economic Concern (RACEC).

Proof of approval from the LWDB and CLEO must also be included. CareerSource Florida and FloridaCommerce may request additional information during the review process. The FloridaCommerce Bureaus of One-Stop and Program Support and Financial Management review applications for completeness and consult with CareerSource Florida to determine whether to recommend approval to the state board. Each waiver, once approved, is valid for only one year.

FloridaCommerce is responsible for conducting annual monitoring of services and activities provided under WIOA, including those outlined in Workforce Policy P74 – Individual Training Account Expenditure Requirements and Waiver Request Process. LWDBs are required to establish their own local fiscal and programmatic monitoring policies and procedures. At a minimum, these must include monthly assessments of compliance with the state ITA expenditure requirements, especially in cases where a waiver has been granted. The policies must also clearly define the roles of LWDB and provider staff and outline the procedures for implementing the state's policy at the local level.

The SWDB identified that job seekers seeking training require more support than tuition payments to engage in training services. Examples of barriers to training include transportation, childcare, the need for income, etc. CareerSource Florida Workforce Policy 109 – Supportive Services and Needs-Related Payments governing the use of supportive services and needs-

related payments provides LWDBs with requirements for ensuring supportive services and needs-related payments are provided to eligible WIOA participants and defines the requirements for establishing local operating procedures that govern supportive services and needs-related payments. Additionally, the state board directed FloridaCommerce to include supportive services and needs-related payments in the state-level requirement for 50% individual training account expenditure rate.

These policies align with the Pillars of Florida's State Strategy as described in Section II: Strategic Elements. By requiring LWDBs to use all available resources, reduce duplication, and invest at least half of adult and dislocated worker funds in ITAs, Florida strengthens industry-driven strategies and worker mobility, giving training customers clear, flexible paths into high-value training. The waiver process—rooted in data, regional need, and accountability—supports integrated systems and accountability by aligning state oversight, local planning and partner programs. Florida's emphasis on supportive services helps encourage flexibility and innovation, helping workers overcome barriers like transportation or childcare so they can complete training and move into in-demand jobs.

Pre-ETS
FDBS and VR each allocate a minimum of 15% of their federal allotment to pre-ETS for all students with disabilities who are eligible or potentially eligible for these services. Students who are eligible or potentially eligible may receive pre-ETS starting at age 14. Recent legislation prescribes starting the discussion about transition as early as age 12. The Divisions provide pre-ETS through the age of 21, if the student receives special education or related services under part B of the Individuals with Disabilities Education Act and/or if the individual has a disability, for purposes of Section 504 of the Act.

Improving Access to Postsecondary Credentials. **Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.**

The REACH Act
The REACH Act implements Florida's goal to become number one in the nation for workforce education by 2030 and creates a system-wide approach to improving access to credentials of value including postsecondary credentials. The REACH Act:

- Creates the REACH Office in the Executive Office of the Governor to provide coordination and alignment in Florida's workforce development system.
- Requires the REACH Office to create a No Wrong Door entry strategy whereby Floridians may access services from any workforce partner with a common intake form and case management system.
- Creates the FLWINS system to create a seamless "no wrong door" approach for Florida's job seekers to reduce duplication and ensure that Floridian's can more easily obtain workforce services.
- Requires the CareerSource Florida board to appoint the CRC to identify degree and non-degree credentials of value, including Registered Apprenticeships, and develop the MCL that directs federal and state funding.
- Creates the Open-Door Workforce Grant Program to provide grants to school districts and FCS institutions to cover up to two-thirds of the cost of short-term, high-demand programs.

- Creates the Money-Back Guarantee Program, requiring each school district and FCS institution to refund the cost of tuition to students who are not able to find a job within six months of completing select programs.
- Creates a new workforce performance funding model for school district and FCS institution workforce programs, requiring one-third of performance funding to be based on rewarding student job placement and the remaining two-thirds on student earnings, with a focus on increasing the economic mobility of underserved populations.
- Coordinates CareerSource Florida, Florida Commerce and FDOE to expand apprenticeships, pre-apprenticeships, and other work-based learning models.

Florida Law requires the Commissioner of Education to conduct an annual audit of K-12 and postsecondary career and technical education offerings that, at a minimum, must examine:

- Alignment of educational offerings with the Framework of Quality developed and approved by the CRC.
- Alignment of educational offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the statewide MCL.
- Program utilization and unwarranted duplication across institutions serving the same students in a geographical or service area.
- Institutional performance measured by student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential and certification attainment, job placement, and wages.

Using the findings from the annual audit, the commissioner must phase out career and technical education offerings that are not aligned with the framework of quality, do not meet labor market demand, do not meet institutional performance, or are unwarranted program duplications. The commissioner must encourage school districts and FCS institutions to offer programs that are not offered currently.

Credentials Review Committee

Consistent with Pillar III: Integrated Systems to identify credentials of value, the CareerSource Florida Board of Directors appointed the 18-member CRC for the state of Florida. This committee includes the Chancellors of Career and Adult Education, K-12 Education, SUS, and State College System along with agency representatives from FloridaCommerce and FDACS, private education representatives, industry representatives, and members of urban and rural LWDB. The Committee developed a definition for Credentials of Value ensuring that credentials are linked to occupations in demand and occupations that meet defined wage criteria. This Framework of Quality is used to evaluate all credentials offered in the state of Florida to create a state MCL.

The Committee meets quarterly to review applications for credentials and approve additions to the MCL. On an annual basis, the MCL is reevaluated using current labor market data to ensure that the list changes with the changing labor market and remains current. Biennially, the Committee is charged with reviewing the Framework of Quality and adjusting as needed.

The MCL is intended to direct federal and state funding toward the credentials most needed by Florida businesses. Currently, credentials on the list are eligible for WIOA funding for training; the state's Career and Professional Education funding; state level IWT Grants; and FDOE's Open Door Grant.

Florida Career and Professional Education Act

Data reveals that students earning industry certifications have more positive student performance with higher average GPAs, lower rates of chronic absenteeism, and disciplinary actions and a lower dropout rate than those who do not. Students who earned a certification were more likely to take Advanced Placement or dual enrollment courses than students who did not earn a certification. Earning industry certifications correlates with higher student performance among high school students. Academy students who graduate with an industry certification outperform the academy students who graduate without an industry certification, with a higher placement rate in employment or post-secondary education. Public school districts are awarded additional funding for students earning industry certifications.

CareerSource Florida collaborates with FloridaCommerce, FDOE's DCAE, and FDACS to provide certification opportunities to secondary students. Created by the Florida Legislature in 2007, the Career and Professional Education (CAPE) Act provides students with cutting-edge training and earned industry certifications required for high-skill, high-wage jobs in Florida's target and infrastructure industries.

Through collaborative partnerships between education, industry, workforce and economic development entities, CAPE offers new and meaningful opportunities for students. CAPE supports local and regional economic development and helps attract and retain high-value industries to develop a strong, knowledge-based economy.

Credentials may not be approved for CAPE funding if they are not included on the state's MCL, ensuring funded credentials are in demand and meet specific wage threshold established by the CRC. The CRC implemented a process for evaluating new credentials for inclusion on the MCL each quarter ensuring that the list is updated to reflect the changing needs of businesses and educational offerings in the state.

The list of industry certifications is updated annually, and final funding determinations are made by FDOE. More information is available on CareerSource Florida's website and on the FDOE DCAE website.

The work of the REACH Office, the CRC, and the Florida CAPE Act align with America's Talent Strategy and the Pillars of Florida's State Strategy described in Section II: Strategic Elements by creating a coordinated data-driven system that directs individuals into training linked to real jobs. The REACH Office builds integrated systems by leading Florida's "no wrong door" approach and aligning education, workforce partners, and public services to expand access to credentials including work-based training and work-based learning opportunities such as pre-apprenticeships, apprenticeships, and on-the-job training. This helps ensure training customers can access assistance anywhere in the system.

The CRC advances industry-driven strategies using labor-market and wage data to approve credentials of value that lead to in-demand, well-paid jobs, and by updating the MCL each year to match evolving employer needs. The CAPE Act strengthens worker mobility and accountability by rewarding schools when students earn industry certifications. It also promotes flexibility and innovation by expanding high-skill training options in areas Florida needs most, ensuring students- from secondary to post-secondary school gain credentials that help them move into high-value careers. The result is a unified and responsive talent system supporting Florida's strategic goals and the national vision for a strong, modern workforce.

Open Door Grant Program
The Open Door Grant Program (ODGP) is a financial aid initiative available to students at Florida College System institutions, school district postsecondary technical career centers and charter technical career centers. The ODGP is designed to provide essential assistance that incentivizes current and future workers to enroll in career and technical education programs leading to a credential, certificate or degree. The program covers 100% of tuition and fees, exam or assessment costs, books and related materials for eligible programs after all other federal and state financial aid has been applied. Additionally, students may receive a stipend of up to $1,500 per academic year to cover other expenses related to the institutional cost of attendance, as defined by DOE, which estimates a student's educational expenses for the period of enrollment.

Pathways to Career Opportunities Grant
State funds are appropriated to establish new and operate or expand existing registered apprenticeship or pre-apprenticeship programs. High schools, school district career centers or colleges, school district charter technical career colleges, FCS institutions, and other entities authorized to sponsor an apprenticeship or pre-apprenticeship program may submit project concepts for funding consideration.

FDBS intends to expand participation in apprenticeship and pre-apprenticeship programs. The Division will work with businesses and employers to increase work-based learning experiences. The Division launched its first agency-sponsored apprenticeship program this year. The Division serves as the employer in a competency-based program leading to a recognized credential as a Web Accessibility Specialist.

In 2025, the FDOE awarded $14.6 million to 34 schools, colleges, and training groups through the Pathways to Career Opportunities Grant. This funding will help over 7,100 people get hands-on job training while learning in the classroom. The goal is to grow apprenticeship and pre-apprenticeship programs across the state. These programs help students learn from experts and prepare for jobs that support Florida's economy. Since the grant program began, Florida has given out $105 million to support over 350 projects and more than 20,000 participants. More than 22,000 people are currently in registered apprenticeships. For details about the Pathways to Career Opportunities Grant, visit www.fldoe.org/pathwaysgrant.

VR Pre-Employment Transition Program
VR Pre-Employment Transition program collaborates with education officials and partners to offer youth and students with disabilities opportunities to gain work experiences that help them prepare for successful employment. Collaborations such as Able Trust's High School High Tech, Project SEARCH and Postsecondary Education programs engage youth and students in experiences that blend academics with career and technical education and provide hands-on career exploration and preparation activities where learned skills, attitudes and behaviors can be applied. These evidence-based applications of learning, which include internships and other work experiences, assist in improving employment outcomes. For some youth and students, these programs include earning post-secondary credentials which allow them to explore professional jobs that may lead to higher-wage careers.

VR involvement in these collaborations provides funding for participants to receive needed services and other supports. This shared support helps partner programs to serve more youth and students. VR partnerships deliver career development and employment options through direct services to youth and students who would not otherwise have access to these opportunities. In addition, VR continues to deliver pre-ETS through a variety of initiatives throughout the year.

Coordination of transition activities for students with disabilities is a team effort between the student, parent(s) or caregiver(s), educators, and service providers. The team designs activities to produce an outcome that includes maximum independence. The team selects goals for adulthood based on the individual student's needs, preferences, and interests, and lists activities/services designed to reach these goals. The desired outcome can include any number of goals such as post-secondary education, vocational training (including registered pre-apprenticeships and apprenticeships), employment, SE, continuing and adult education, adult services, independent living, and community participation.

Activities may include instruction, related services, community experiences, the development of employment and other post-school, adult-living objectives, functional vocational evaluation, and the acquisition of daily living skills.

Adult Education IET Program
DCAE promotes the planning, development and implementation of IET programs as a core strategy for aligning adult education with workforce and economic priorities. Florida's IET service approach provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and occupational training for specific occupations or occupational clusters. This model supports educational advancement and workforce entry while responding directly to employer-identified skill needs and labor market demand, consistent with the vision, goals, and Pillar I: Industry-Driven Strategies in Florida's state strategy.

Industry-Driven and Workforce-Aligned Program Design
IET programs are designed with a clear focus on workforce relevance and employment outcomes. To prepare adult learners for high-skill, high-wage careers, institutions are required to consider the end goal of each IET program and ensure alignment with a credential of value that is recognized and validated by employers. As part of the IET Program of Study template and approval process, providers must identify the credential of value that the program prepares students to earn, ensuring that instruction is tied to occupations listed on the Perkins V Postsecondary Industry Recognized Credentials List and/or Master Credentials List.

Advancing Worker Mobility and Economic Self-Sufficiency
Florida's IET service approach is offered to adult education students at all instructional levels and is structured to support both workforce entry and career advancement. Through integrated instruction, students are provided opportunities to:

- Progress to and complete postsecondary education and training programs;
- Obtain employment and advance along career pathways leading to economic self-sufficiency; and
- Exercise the rights and responsibilities of citizenship.

By combining foundational skills development with occupational training and workforce preparation, IET programs support upward mobility for adult learners, including individuals who may otherwise face barriers to accessing postsecondary education or high-wage employment.

Integrated Service Delivery and Program Alignment
All approved IET programs must include the following three required components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and

- Workforce training for a specific occupation or occupational cluster, which may include any of the training services defined in section 134(c)(3)(D) of the Workforce Innovation and Opportunity Act (WIOA).

To meet the statutory "integrated" requirement, IET services must be delivered in a coordinated and unified manner. Adult education and literacy activities must run concurrently and contextually with workforce preparation activities and workforce training. Instruction must occur simultaneously, use occupationally relevant instructional materials and be delivered at a level of intensity and quality informed by the most rigorous research available—particularly research related to improving reading, writing, mathematics and English language proficiency.

Each IET program must include a single, cohesive set of learning objectives that clearly articulates adult education content, workforce preparation activities and occupational competencies. All instructional components function together as part of an integrated service model, reducing fragmentation and supporting efficient service delivery.

Accountability, Quality and Credential Attainment
Florida's IET approval and monitoring processes emphasize accountability and measurable outcomes. Institutions are required to demonstrate how IET programs lead to the attainment of credentials of value and support employment-related progress. The integration of adult education, workforce preparation, and occupational training enables the state to more effectively track participant progress, credential attainment, and employment outcomes, ensuring that public investments support programs with clear labor market relevance.

Flexibility, Innovation and Continuous Improvement
DCAE supports innovation and continuous improvement in IET program design through multiple instructional models and ongoing professional development. Providers may submit new or revised IET programs throughout the year, allowing institutions to respond rapidly to changes in local and regional labor markets. DCAE delivers sustained professional learning and technical assistance to build local capacity, promote promising practices and support the scaling of effective IET models that align education and training with workforce demand.

Coordinating with Economic Development Strategies. **Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.**

Florida's WIOA core and combined planning partners work closely with economic development groups to support a shared vision for the state's workforce and economy. Strengthening the workforce is a top priority. Under the Governor's leadership, WIOA partners have led efforts to support economic recovery and growth. They continue to align education, workforce, and social services to improve access to jobs, training, and career pathways.

CareerSource Florida partners with state, local, and regional businesses and economic development organizations to promote economic mobility, resilience, and growth. Key partners include FloridaCommerce, the Florida Economic Development Council (FEDC), the Florida Council of 100, Space Florida, the Florida Small Business Development Centers Network, FloridaMakes, and the Rural Economic Development Initiative. The Executive Office of the Governor coordinates efforts between CareerSource Florida and FloridaCommerce to support job creation, retention, and business expansion.

LWDBs also play a leadership role. They work with CareerSource Florida and local economic development groups through FEDC to create economic opportunities in communities across the state.

Florida's business community is strongly united around the vision and goals of the Florida Chamber Foundation-developed Florida 2030 Blueprint, that engaged business and community leaders including local and state workforce leaders in each of Florida's 67 counties to identify trends and factors that drive regional economies. This research has resulted in key targets and strategies that will:

- Improve Florida's talent pipeline.
- Lead to the creation of jobs by expanding Florida's economy.
- Prepare Florida's infrastructure for smart growth and development.
- Continue building Florida's business climate.
- Make government and civics more efficient and effective.
- Champion Florida's quality of life.

LWDBs play a key role by working with CareerSource Florida and local economic development groups to create economic opportunities in communities across the state. Florida's business community is united around the Florida Chamber Foundation's 2030 Blueprint, which sets targets and strategies to improve the talent pipeline, expand the economy, prepare infrastructure for growth, build a strong business climate, and champion quality of life. State partners and LWDBs invest in talent development and work with local chambers, businesses, and education partners to meet workforce development benchmarks and support a future focused on upskilling and accessibility.

The President of CareerSource Florida is a member of the Florida Chamber 2030 Blueprint Taskforce that helps guide Florida toward 2030. With workforce as a cornerstone of the Blueprint, CareerSource Florida's insights are critical to ensuring Florida remains on track in preparing our state's talent pipeline. In 2020, the workforce development system set ambitious goals across six strategic pillars including talent, infrastructure, and business climate. The Florida Chamber 2030 Blueprint Taskforce analyzes progress on talent goals, workforce outcomes, and other metric-based milestones. The taskforce anticipates developing a new set of goals for the 10-year course from 2030 to 2040, potentially evolving the blueprint's framework.

As identified by FloridaCommerce, the state's principal economic development organization, the statewide sectors of focus are the cross cutting sectors of corporate headquarters and logistics, manufacturing, research and development, aviation and aerospace, agricultural technology, energy security, financial services, information technology, life sciences and digital health, maritime, and military defense and law enforcement.. Consistent with Pillar I: Industry-Driven Strategies described in Section II, state and local labor market data informs policy development and decisions made by WIOA core programs and LWDBs in support of economic growth, directed toward statewide, regional, and local targeted industry sectors through talent solutions such as sector strategies.

These activities support Florida's state strategy its five pillars by uniting business, education, and workforce groups around a shared goal: building a strong, job-ready talent pipeline. State and local partners work together to align training with the needs of industry and guide decisions about job creation and skills development. This work is reinforced by statewide initiatives that set clear targets for talent, business climate and economic growth. These partnerships help regions identify

workforce needs, expand access to training, and support business expansion, fulfilling the integrated systems pillar by linking workforce, education and economic development.

LWDBs play a central role by working with local chambers of commerce, industry groups, and community partners to expand economic opportunity. Local and regional economic development activities improve worker mobility by increasing access to jobs and career pathways, especially in high-demand sectors identified by FloridaCommerce, such as manufacturing, Information Technology, Aviation and Aerospace, Financial Technology, Energy Security, Health Sciences, Maritime, and Military and Law Enforcement. Continuous collaboration and data sharing strengthen accountability, as partners track progress on talent and industry goals and adjust strategies based on local and regional needs. Together, these activities advance a flexible and resilient workforce system that supports long-term economic strength.

(a) State Operating Systems and Policies.

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in Section II Strategic Elements. This includes—

State operating systems that support coordinated implementation of State strategies (for example labor market information systems, data systems, communication systems, case management systems, job banks, etc.).

Florida's workforce system data infrastructure comprises three systems: Employ Florida, Reconnect, and One-Stop Service Tracking (OSST). These systems represent a strong federated model (interconnected) for data collection, management and reporting systems.

Employ Florida is the state's online labor exchange and case management system. It is the central hub for data collection management and reporting for Wagner-Peyser (WP) Act, TAA, WIOA and state workforce/employment initiatives. Employ Florida is used to help connect job seekers to jobs and help businesses find the talent they need. Employ Florida is administered by FloridaCommerce, through a contracted vendor, and located online at: www.employflorida.com. Employ Florida includes a virtual job-matching tool that provides access at no charge to individuals. Users can develop a resume, assess their skills, find training to gain the skills they need, apply for jobs, find labor market information, and engage in other workforce activities. Employers use the system to post jobs and find the talent they need. In addition, the system users can research labor market information by industry, occupation, and region. Employ Florida is a comprehensive online software with a full suite of components that fulfill the requirements of labor exchange, case management, labor market information, service tracking, fund management, provider services and federal reporting. Training providers use the system to display programs of training services offered in their local area or virtually.

Necessary data points required by workforce programs are collected using a single common intake, making it easier for local staff to deliver effective services to individuals. The system encourages collaboration and improved performance across WIOA Title I and III workforce programs, and the TAA and JVSG programs. Employ Florida saves a significant amount of staff time by determining eligibility of multiple programs through a single form that collects all required data fields.

Florida's **Reconnect** system is responsible for collection, eligibility, and monetary determinations, management, and reporting of unemployment compensation data. The Reconnect system interfaces claimant data into Employ Florida for program-required job assistance services and assessments.

Florida's **One-Stop Service Tracking (OSST)** system is the state's case management and service tracking system that collects data on SNAP and TANF recipients required to participate in employment and training activities. Information collected by OSST on individuals required to participate in employment and training activities include referral, participation, and non-compliance data. Participants who must complete work requirements are referred from DCF via the FLORIDA system to OSST nightly for program engagement. Employment and program non-compliance are also reported to DCF from OSST in the nightly interface.

While all three systems operate under different business rules, according to their programs, the OSST system and the DCF FLORIDA system communicate nightly utilizing batch job interfaces. The OSST system and Employ Florida systems process transactional jobs through an interface.

FloridaCommerce provides daily operational management of these systems and has access to all system databases where data quality and data integrity are assessed. Data is analyzed which supports informed program decisions and implementation strategies.

Florida Insight was developed by FloridaCommerce's WSER team. WSER's mission is to produce, analyze, and deliver economic data to improve decision making. Florida Insight provides a uniform source of labor market data and analysis for the state of Florida.

The Division of Public Schools, the Florida College System, and the DCAE must coordinate to develop consistent system-wide relational databases for student, personnel, and facilities data. The databases are described fully below in section (B) Data-collection and Reporting Processes.

VR's Business Relations Representatives and the Abilities Work Help Desk use Aware to facilitate referrals of qualified job seekers to positions with VR business partners. Business customers are provided information on the Abilities Work web portal at https://abilitieswork.employflorida.com/vosnet/default.aspx which links employers and job seekers with disabilities. Employers are referred to Employ Florida to post their positions where they have the option to indicate their preference to recruit and hire individuals with disabilities in their Employ Florida profile.

VR uses the Able Trust Applicant Portal (TAP) to increase opportunities for competitive integrated employment. The TAP is a portal with a national talent pool of individuals with disabilities looking for employment and a platform for businesses to post jobs and find talented individuals to fill their vacancies. The Occupational Information Network (O*Net) is used for career planning by VR customers and counselors. O*Net includes detailed descriptions of the world of work for use by job seekers, workforce development and human resource professionals, students and researchers.

FDBS uses an automated process to upload client data from its comprehensive case management system, Aware, to the Ability Works Job Portal; thus, enabling upload into Employ Florida. FDBS uses the TAP to increase opportunities for competitive integrated employment and interfaces with the O*Net. O*Net includes detailed descriptions of the world of work for use by job seekers, workforce development and human resource professionals, students, and researchers.

The Career Index Plus (TCI+) is a career information system that collects information from the Labor Market using various resources and transfers it into a single, user-friendly site. Data is current and accessible to our clients to assist them with making informed career choices. FDBS

– in collaboration with community partners – is making progress in developing apprenticeship opportunities for clients.

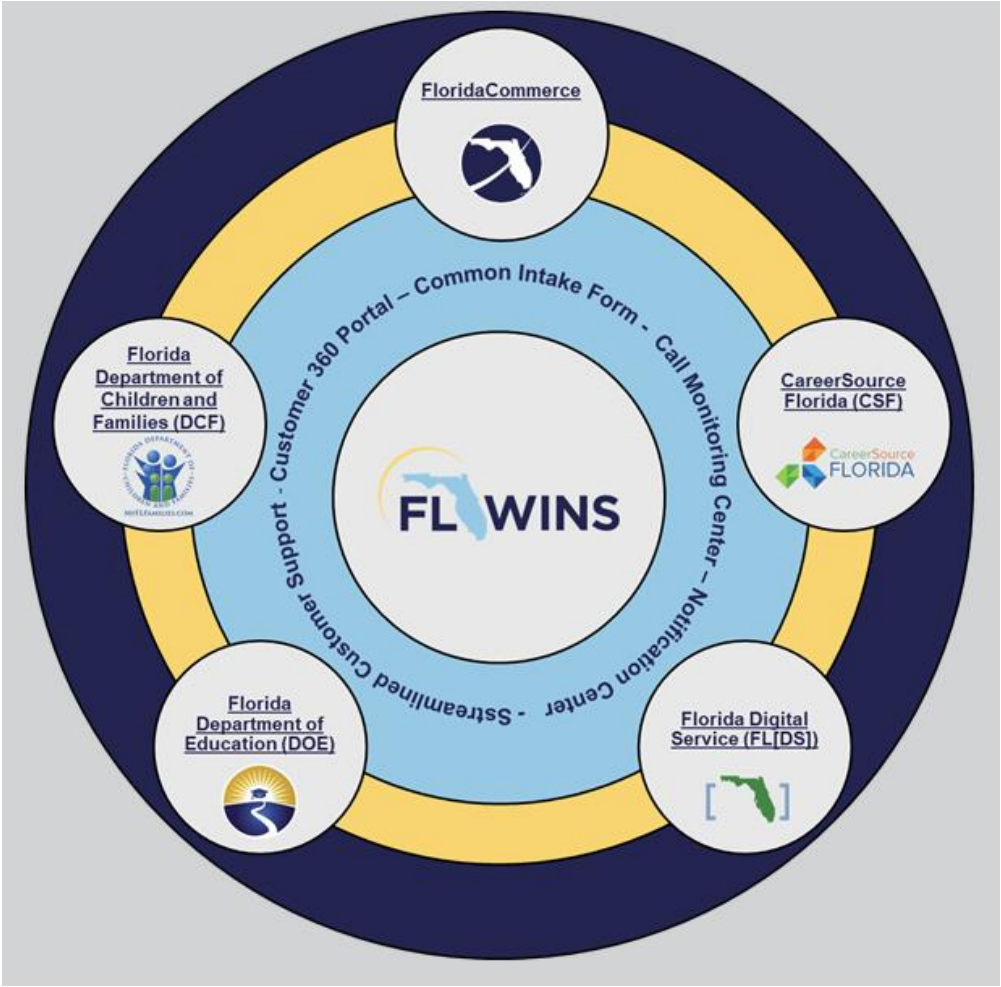
VR and FDBS use the Aware Case Management System to collect and track customer and case-related data required by the Rehabilitation Services Administration. VR and FDBS continually enhance Aware for thorough usability, data collection and advanced analysis to evaluate agency performance and identify methods that improve service delivery/program outcomes.

Florida Workforce Integrated Networking System (FL WINS)
The REACH Act strengthens oversight, accountability, and transparency measures for the network of agencies, partners, and systems. FloridaCommerce is building a consumer-first workforce system allowing for common intake across core and combined partners. The strategic alignment and coordination of education and workforce initiatives in the REACH Act includes an online opportunity portal, allowing access to available state, federal, and local services and tools. This will provide Floridians with broader access to education and training options, labor market information, career planning tools, workforce training, and education support.

The FL WINS Program will bring:

- Streamlined platform, allowing Floridians to apply for and check eligibility for multiple programs and services.
- Easier access to customer data, enhancing efficiency and enabling a more personalized service.
- Greater cross agency collaboration, improving communication, effectiveness, and service delivery.
- Less duplicative data entries, saving time and improving data accuracy.
- Increased measurable results, affirming the Florida government's commitment to responsible stewardship and increasing public trust.
- Modernized consumer-first approach, prioritizing Floridians' ease of access and fostering a greater sense of support.
- An interactive training solution to help partner staff guide customers across workforce programs using real-world scenarios.
- Build cross-agency knowledge to improve service delivery statewide.

Figure 3.03
FL WINS Collaborative Efforts Between
Workforce Partner Agencies



More information about the FL WINS Program can be obtained on the FloridaCommerce website.

Workforce Information Technology Solution (WITS)

As part of its workforce system modernization efforts, Florida is working with a vendor to implement WITS, a centralized case management and reporting platform that will be used across the CareerSource Florida network. This system will support workforce professionals in tracking participant progress, managing services under programs like WIOA, TANF, and SNAP E&T, and recording outcomes such as employment and credential attainment. WITS will include generative AI technology to improve the customer experience by providing AI-powered tools that streamline job searches/matching, resume creation, application processes, job posting, career guidance, and interview preparation. Maintained by FloridaCommerce, WITS will play a vital role in ensuring compliance with federal and state requirements while helping evaluate the effectiveness of workforce initiatives aimed at promoting self-sufficiency and economic mobility. Work on the WITS platform is scheduled to begin in December 2025 with an anticipated completion between January and May 2027.

Florida Education and Training Placement Information Program (FETPIP)
One of Florida's most successful innovations in evaluation and performance tracking is the FETPIP established at the FDOE. This program helps evaluate the effectiveness of postsecondary education and training programs, particularly vocational education, and similar career preparation programs. The scope of groups to be tracked rapidly expanded to cover most job training and placement programs including WIOA, WP, Adult Education, Veterans, Welfare Transition (WT)/TANF, SNAP, Apprenticeship, RA claimants, and ex-offenders. Nearly 600 groups or sub-cohorts are tracked.

FETPIP data are provided to LWDBs, enabling them to evaluate the strength of training programs offered throughout the state. FETPIP follow-up data are electronically derived from RA quarterly wage records, public assistance, incarceration/parole records and continued education rosters. This data informs core partner programs in completing quarterly and annual reports at the federal and state levels. Reports include extensive detail and longitudinal capabilities.

Each group is tracked for at least two years. Many groups, including high school graduates and dropouts, individuals in certificate programs and all levels of higher education, are tracked over much longer periods. Quarterly reports detailing employment and public assistance status and outcomes are run and analyzed. For detailed information on FETPIP, including examples of annual outcome reports, please visit the FDOE's website.

To develop and produce reports as required under WIOA Section 116, the Employ Florida system serves as the official system of record for federally required data for the following programs:

- Title I Adult.
- Title I Dislocated Worker.
- Title I Youth.
- Title III WP.
- JVSG.
- TAA.
- National Dislocated Worker Grant.

To meet the WIOA performance requirements, Florida successfully implemented the State Wage Interchange System (SWIS) data sharing agreement. Geographic Solutions via Secure File Transfer Protocol sends a file of individual records to FETPIP for matching to obtain Florida wage information. FETPIP matches the individual against wage data received from the Florida Department of Revenue and returns the information via the same SFTP. Geographic Solutions uploads the wage information on each individual into the Employ Florida Virtual One-Stop system.

FloridaCommerce receives a data file generated from Geographic Solutions with all program information including the wages. Geographic Solutions then creates the file for reporting and provides the file to FloridaCommerce. Once FloridaCommerce receives the file from Geographic Solutions the SWIS data is incorporated into the data file by FloridaCommerce. This file is used to generate the WIOA, WP, VETS and Trade Act federal reports through the Workforce Integrated Performance System (WIPS).

FDOE Operating Systems and Strategies
In accordance with Chapter 1008.35, Florida Statutes, Chapter 1008.40, Florida Statutes, Chapter 1008.41, Florida Statutes, Chapter 1008.405, Florida Statutes and Rule 6A-1.0014

Florida Administrative Code, the Division of Public Schools, the Florida College System and the DCAE must coordinate to develop consistent system-wide relational databases for student, personnel and facilities data.

The following table summarizes the system used for agencies to report student level information on adult education students to the FDOE.

Figure 3.04
Florida Department of Education
Operating Systems

Sector	Name of System	Description
School Districts	Workforce Development Information System (WDIS)	This is the comprehensive reporting system for all adults enrolled in programs offered through school districts. WDIS was established in 1998-99. WDIS system is required in Florida Statutes. Link to Database Manuals: https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml
FCS	FCS Student Database	This is a comprehensive reporting system established through a specific appropriation enacted by the 1987 Legislature. The Florida colleges were required to develop and implement a statewide comprehensive management information system linking all levels of the state education system. The Integrated Database consists of the Admissions Database, the Student Database, the Personnel Database and the Facilities and Capital Outlay Database. The Student Database was designed in accordance with the General Education Provisions Act (GEPA) 20 USC 1221(e-1) Proviso Language. Link to Database Manuals: https://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml
Community-based Organization	Student Information System for Community-based Organizations	Developed in 2010 by the DCAE for all adult education providers who are not a local educational agency to provide student-level information on enrollment and performance of adult education students being served with federal AELFA grant funds.

VR and FDBS use the Aware Case Management System to collect and track customer and case-related data required by the Rehabilitation Services Administration. VR and FDBS continually

enhance Aware for thorough usability, data collection and advanced analysis to evaluate agency performance and identify methods that improve service delivery/program outcomes.

The following table summarizes the systems used by FDBS to support coordinated implementation of state strategies.

Figure 3.05
Florida Division of Blind Services
Operating Systems

Name of System	Description
Aware	Aware is a web-based, comprehensive case management software system designed by and for public vocational rehabilitation agencies, such as FDBS. Case management, case flow and documentation required for federal reports, financial tracking (e.g., district budgets, authorizations, and payments) are some of the functions supported by Aware.
QPIS	QPIS is a web-based reporting system that generates static reports for FDBS management and staff. FDBS staff uses these reports to manage client cases, monitor contracts, reports used to manage Aware budgets and financial data, and specific reports, such as the Long Range Program Plan (LRPP).
RCM	RCM is a web-based application that is used by the Career, Technology, and Training Center for the Blind and Visually Impaired in Daytona to manage daily activities which include student information, assessments, service plans, class schedules, progress tracking, and attendance.
SS Reimbursement Administration Tracker	SSRA allows tracking of FDBS clients who have enrolled in the Vocational Rehabilitation (VR) program. Its purpose is to establish when FDBS can submit a reimbursement claim to the Social Security Administration (SSA) for the rehabilitation services that were provided to a client. The Vocational Rehabilitation Ticket to Work/Reimbursement Tracker program (Tracker) is a system for tracking and processing Traditional Reimbursements and Ticket to Work (both outcome and milestone) payments.
KLAS	KLAS is an integrated library system designed to meet the distinctive needs of special libraries.
RSVP	RSVP is a database used to capture financial information (sales, tax, purchases, etc.) on vendors, track vendor contracts, and store other facility data in the Business Enterprise Program.

The use of these operating systems aligns with Florida's state strategy including Pillar III: Integrated Systems by breaking silos and creating an improved experience for jobseekers and business customers. A federated design provides partner programs flexibility while ensuring data sharing. Common intake reduces duplicate entry and enhances case management across WIOA Titles and partners. New tools—FL WINS and WITS—add a modern, consumer-first portal, cross-agency collaboration, interactive staff training, and centralized analytics to ensure systems adapt as needs change. Florida aligns Pillar V: Flexibility and Innovation by leveraging technology to simplify access and personalize services.

The State policies that will support the implementation of the State's strategies (for example, co-enrollment policies and universal intake processes where appropriate). In

addition, provide the State's guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system and any additional guidance for one-stop partner contributions.

Consistent with 20 CFR 679.100, the SWDB is responsible for assisting the state in aligning and enhancing the capacity and performance of the workforce development system and achieving the state's strategic and operational vision and goals as outlined in this WIOA Combined Plan. The CareerSource Florida Board of Directors approved Workforce Policy G1 - State Workforce Development Board Roles and Responsibilities identifying the policies, templates, plans, and other documents that must be reviewed, approved, or considered by the SWDB.

WIOA State Plan: As directed in s. 445.003(2), Florida Statutes, the SWDB develops, implements, and modifies the WIOA State Plan, consistent with the requirements of WIOA.

As described in the WIOA State Plan, Section IV, Coordination with State Plan Programs, CareerSource Florida convenes meetings of core, required one-stop partner programs and other partners on behalf of the SWDB.

Policies, Templates, and Technical Assistance: The SWDB, develops, reviews, and revises workforce policies that provide policy directions to the LWDBs. On behalf of the SWDB, CareerSource Florida will also collaborate with FloridaCommerce in the production and review of technical assistance on the operation of federal programs and the expenditure of federal funds by the SWDB or any LWDB.

The SWDB, as the principal workforce policy organization of the state, is responsible for all policy directions to LWDBs. Consistent with s. 20.60, F.S., FloridaCommerce, Division of Workforce Services, is responsible for administering plans and policies of the SWDB.

All workforce policies that impact the strategies, operations, or funding of the SWDB, LWDBs, and regional planning areas are reviewed, created and revised according to the SWDB's published Policy Development Framework.

Policies are presented to the CareerSource Florida Strategic Policy and Performance Council, which may recommend or reject policies for approval, revision, or sunset. The Workforce Program Development unit of CareerSource Florida reports progress and makes recommendations to the SWDB.

The CareerSource Florida Board of Directors or the CareerSource Florida Executive Committee acting as the SWDB are the only entities that may approve Florida workforce development policies, by action or consent.

Federal and state program guidance is communicated to local workforce partners through participation in state-level policy development activities. Workforce policy documents are shared with state and local partners through a formal policy consultation process. Stakeholders provide recommendations to CareerSource Florida and FloridaCommerce prior to policy being recommended for approval by the Strategic Policy and Performance Council and the SWDB. Upon approval by the SWDB, policies are published on CareerSource Florida's Policies Webpage and distributed throughout the workforce development system by FloridaCommerce.

State Policies that Support the Implementation of the State's Strategies

In addition to the work of the Policy Development Workgroup, FDBS has a policy team to continually examine policies and procedures. The team reviews select policies on a quarterly basis. Using data derived from the quality assurance reviews, the team determines which policies require immediate review.

Consistent with Pillar IV: Accountability in Florida's state strategy, new and revised state policies clearly define roles, responsibilities, performance rules, compliance requirements, and potential sanctions for local boards that do not meet standards. Policies such as performance requirements, conflict of interest rules, sector strategy guidance, and RESEA design ensure Florida's workforce system is measurable, transparent, and aligned with labor-market needs. Regular review cycles ensure that policies stay current and effective.

The use of technical assistance, standardized templates, toolkits and other supports enhance a flexible and innovative workforce system that gives LWDBs clear direction while allowing them to adapt solutions to local and regional needs. This balance of structure and adaptability accelerates implementation, supports innovation, and ensures Florida's workforce system remains responsive to changing conditions.

New policies and those revised since the submission of Florida's first WIOA Combined Plan include

- Availability of Services to Floridians
- Business Engagement and Economic Development Support
- Composition and Certification of Local Workforce Development Boards; Certification of One-Stop Systems; and Direct Service Provider Designation
- Emergency Response and Disaster Recovery
- Ethics and Transparency
- Individual Training Account Expenditure Requirements and Waiver Request
- Local Targeted Occupations List Requirements
- Local Workforce Development Area and Board Governance
- Local Workforce Development Board Conflict of Interest and Contracting Policy
- On-the-Job Training
- Performance Requirements for Local Workforce Development Boards
- Reemployment Services and Eligibility Assessment (RESEA) Program Design and Framework
- Sanctions and Other Corrective Action for Local Workforce Development Boards Who Fail to Meet Federal and State Standards
- Sector Strategies Policy
- Services for Veterans, Members of the Military, and Spouses
- Staff Training and Credentialing
- State Workforce Development Board Roles and Responsibilities
- Statewide Standardization of Tools and Services
- Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E&T) Program Components and Case Management Policy
- Welfare Transition Hardship Extensions for Cash Assistance
- Welfare Transition Program Work Penalties and Pre-Penalty Counseling
- Welfare Transition Transitional Benefits and Services
- Welfare Transition Up-Front Diversion
- WIOA Adult and Dislocated Worker Program Eligibility
- WIOA Adult and Dislocated Worker Program Framework and Design

- WIOA Eligible Training Provider List
- WIOA Youth Program Eligibility and Service Provider Selection
- Work-Based Training and Work-Based Learning Opportunities

Memorandums of Understanding and Infrastructure Funding Agreements

The U.S. Department of Labor developed a uniform policy to ensure fair cost allocation and resource sharing for local career centers, known as the one-stop delivery system. Each partner program that uses these centers must contribute to operating and infrastructure costs based on how much they use the system and the benefits they receive. LWDBs, working with local elected officials, are responsible for creating agreements with required partners that explain how the system will run. These agreements must include a detailed plan, called an Infrastructure Funding Agreement (IFA), outlining how costs will be shared. WIOA Core and Required Partners are expected to negotiate these costs openly and in good faith.

Training and Employment Guidance Letters (TEGLs) provide sufficient direction for WIOA Core and Required Partners, LWDBs, and career centers to negotiate and execute MOUs and IFAs.

CareerSource Florida and FloridaCommerce will continue supporting LWDBs and partners by offering technical assistance and standardized templates to ensure MOUs and IFAs are completed properly and on time. The goal is to maintain fair cost-sharing and resource coordination across the one-stop delivery system, as required by WIOA. This action is part of Florida's broader effort to streamline and standardize workforce policies statewide.

Links to Workforce System Policies

Links to policies that support the implementation of the state's strategies and guidelines for one-stop partner programs are posted on the websites below:

- CareerSource Florida Workforce Policies.
- Adult Education Assessment Technical Assistance Paper
- Adult High School Technical Assistance Guide
- Vocational Rehabilitation Policy Manual
- Client Services Policies - FDBS.

State Program and State Board Overview.

State Agency Organization. **Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.**

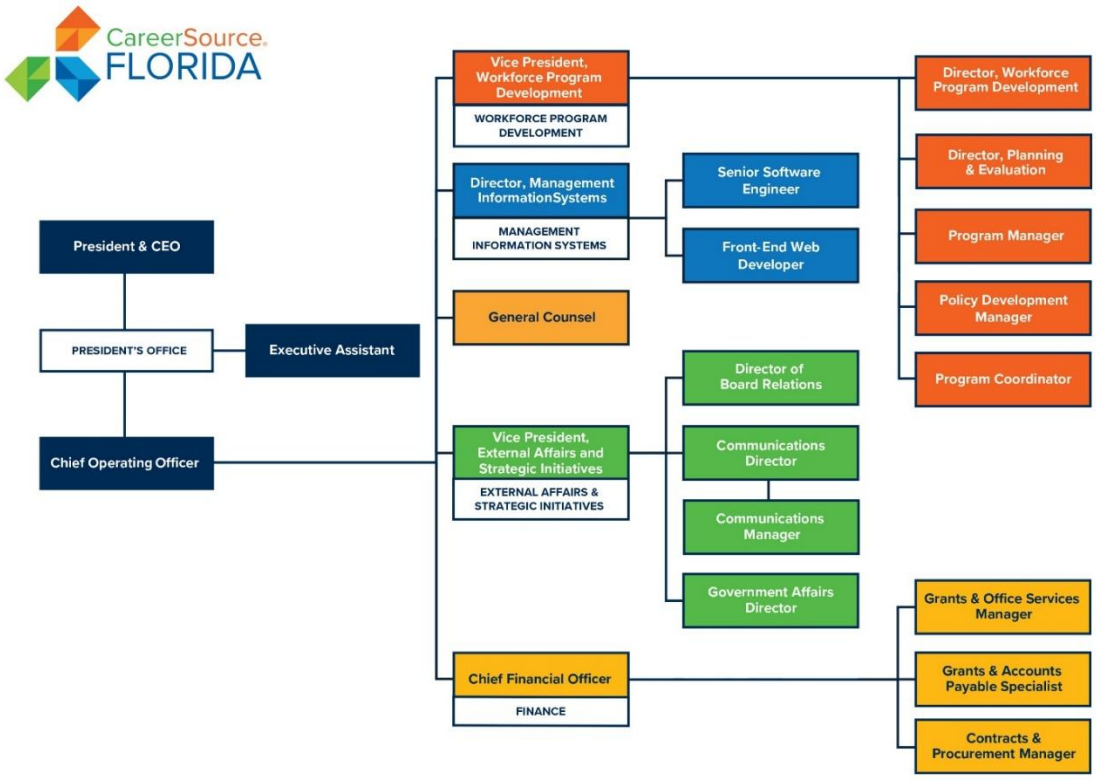
CareerSource Florida

The state workforce development board, known as the CareerSource Florida Board of Directors, is established pursuant to WIOA, Public Law 113-128, Title I, Section 101. Chaired by the Governor, the SWDB establishes and directs the vision for the state workforce system, known as the CareerSource Florida network, to align with strategic partners within workforce development, education, and economic development systems. The CareerSource Florida network's strategic partners are those described within the federal WIOA and Florida Statutes.

The CareerSource Florida network comprises the SWDB, FloridaCommerce, LWDBs, chief local elected officials, local boards of directors, and local career centers.

The state board hires the President and CEO of CareerSource Florida and authorizes CareerSource Florida to develop and coordinate, under the consent and guidance of the SWDB, the strategic, policy development, financial, and programmatic direction of its vision for the state's workforce system.

Figure 3.06
CareerSource Florida Organizational Chart

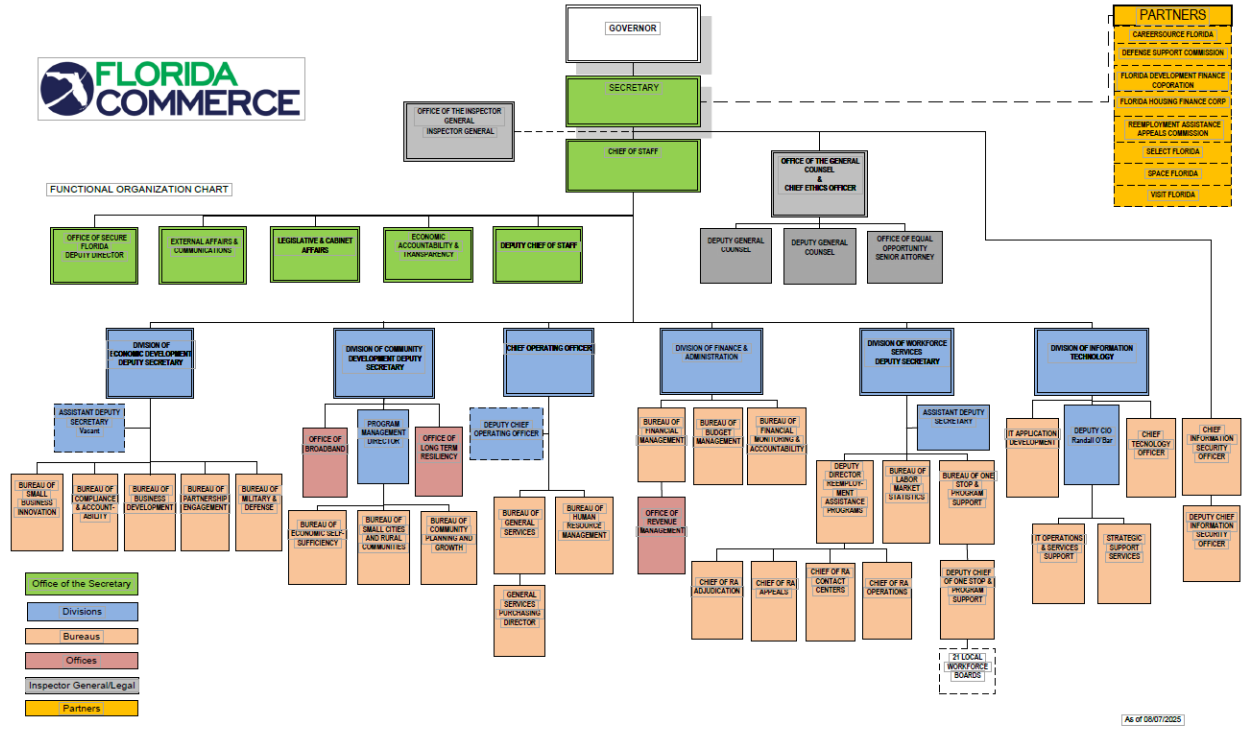


FloridaCommerce

FloridaCommerce is the Governor's agency for workforce support and training, economic development, and community development. FloridaCommerce partners with CareerSource Florida and the state's 21 LWDBs to strengthen Florida's business climate by supporting employers and helping Floridians gain employment, remain employed, and advance in their careers. FloridaCommerce oversees the administration of the state's workforce system and receives and accounts for federal funds for the system.

FloridaCommerce reports financial and performance information to USDOL and other federal organizations. FloridaCommerce distributes workforce guidance and policy initiatives and provides training, technical assistance, and monitoring to LWDBs. FloridaCommerce operates Florida's WIOA Title I (Adult, Dislocated Worker and Youth) and Title III (WP), TAA Program, JVSG, RA, CSBG, and Labor Market Statistics Programs.

Figure 3.07
FloridaCommerce Organizational Chart



Administration of the state's workforce policy, programs and services is carried out by FloridaCommerce and the business-led LWDBs. Services are delivered through approximately 100 career centers (which include affiliate sites and specialized centers) throughout Florida and through the state's online labor exchange and case management system, Employ Florida, at www.employflorida.com.

Programmatic and administrative requirements are described in a Grantee-Sub-Grantee Agreement executed by FloridaCommerce and each LWDB, requiring their compliance with all federal and state laws, regulations, and any special state requirements.

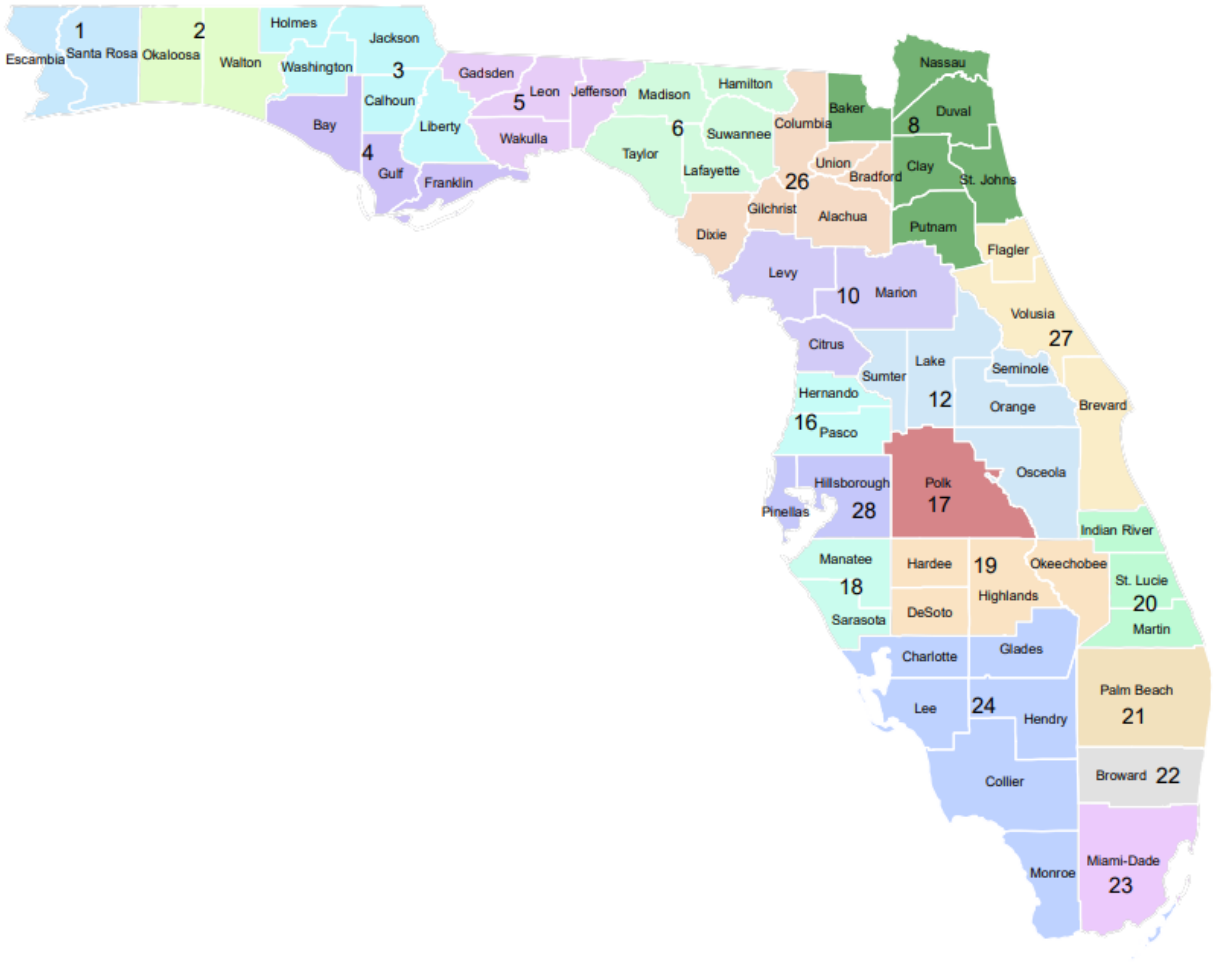
In 2023, the State Board approved the Florida Workforce System Transformation Plan which reduced the number of LWDBs from 24 to 21. By July 1, 2024, 21 new workforce areas were designated for the state of Florida. Alignment and consolidation actions included the following:

- Realigned Jefferson County with CareerSource Capital Region.
- Realigned CareerSource North Florida as a five-county region serving Madison, Taylor, Lafayette, Hamilton and Suwannee counties.
- Consolidated CareerSource North Central Florida and CareerSource Florida Crown.
- Consolidated CareerSource Flagler Volusia and CareerSource Brevard.
- Consolidated CareerSource Tampa Bay and CareerSource Pinellas.
- Realigned Monroe County with CareerSource Southwest Florida.
- Realigned CareerSource South Florida as a single-county area serving Miami-Dade County.

<u>The 21 LWDBs are:</u>

LWDB 1 CareerSource Escarosa
LWDB 2 CareerSource Okaloosa Walton
LWDB 3 CareerSource Chipola
LWDB 4 CareerSource Gulf Coast
LWDB 5 CareerSource Capital Region
LWDB 6 CareerSource North Florida
LWDB 8 CareerSource Northeast Florida
LWDB 10 CareerSource Citrus Levy Marion
LWDB 12 CareerSource Central Florida
LWDB 16 CareerSource Pasco Hernando
LWDB 17 CareerSource Polk
LWDB 18 CareerSource Suncoast
LWDB 19 CareerSource Heartland
LWDB 20 CareerSource Research Coast
LWDB 21 CareerSource Palm Beach County
LWDB 22 CareerSource Broward
LWDB 23 CareerSource South Florida
LWDB 24 CareerSource Southwest Florida
LWDB 26 CareerSource North Central Florida
LWDB 27 CareerSource Brevard Flagler Volusia
LWDB 28 CareerSource Tampa Bay

Figure 3.08
Local Workforce Development Areas



The state board approved Workforce Policy G12 – Regional Planning Areas setting forth requirements for regional planning areas and CareerSource Florida and FloridaCommerce implemented Workforce Policy 123 – Regional Planning Area Identification and Requirements defining the process for LWDAs to request designation as a planning area. Florida requires all LWDAs to be part of a regional planning area that consists of two or more areas. As of the submission of this plan, the SWDB is working to consolidate these two policies into a single policy.

The state board has designated the following regional planning areas:

- **Northwest Florida Workforce Collective** consisting of CareerSource Escarosa (LWDB 1), CareerSource Okaloosa Walton (LWDB 2),CareerSource Chipola (LWDB 3), and CareerSource Gulf Coast (LWDB 4).
- **Palm Beach-Treasure Coast Regional Planning Area** consisting of CareerSource Research Coast (LWDB 20) and CareerSource Palm Beach (LWDB 21).
- **Southeast Florida Regional Planning Area** consisting of CareerSource Broward (LWDB 22) and CareerSource South Florida (LWDB 23).

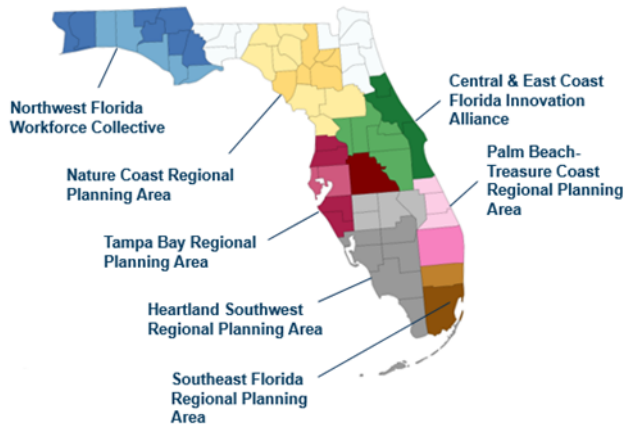
- **Nature Coast Regional Planning Area** consisting of CareerSource North Florida (LWDB 6), CareerSource Citrus Levy Marion (LWDB 10), and CareerSource North Central Florida (LWDB 26).
- **Tampa Bay Regional Planning Area** consisting of CareerSource Pasco Hernando (LWDB 16), CareerSource Polk (LWDB 17), CareerSource Suncoast (LWDB 18), and CareerSource Tampa Bay (LWDB 28)
- **Heartland Southwest Florida Regional Planning Area** consisting of CareerSource Heartland (LWDB 19) and CareerSource Southwest Florida (LWDB 24)
- **Central & East Coast Florida Innovation Alliance** consisting of CareerSource Central Florida (LWDB 12) and CareerSource Brevard Flagler Volusia (LWDB 27).

During Program Year 2025-2026, CareerSource Capital Region (LWDB 5) will become part of the Northwest Florida Workforce Collective and CareerSource Northeast Florida (LWDB 8) will become part of the Nature Coast Regional Planning Area.

Figure 3.09
Alignment and Consolidation Map
of Florida Local Workforce Development Boards

REGIONAL PLANNING

Regional planning activities have progressed through FY25 as regional plans and designation requests are submitted by regional planning areas (RPAs).



Date	Activity	Regional Planning Area (RPA)
October 2024	Submit Regional Plan	Northwest Florida Workforce Collective Palm Beach-Treasure Coast RPA
November 2024	Submit Letters of Intent	Remaining local areas
February 2025	Submit Designation Request	Southeast Florida RPA Nature Coast RPA
May 2025	Submit Designation Request	Tampa Bay RPA Central & East Coast Florida Innovation Alliance Heartland Southwest RPA

CareerSource FLORIDA

FDOE

The mission of FDOE is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities and to maintain an accountability system that measures student progress.

FDOE serves more than 2.8 million students, 4,471 public schools, 28 FCS institutions with 175 locations, 204,654 instructional staff, 39,000 FCS faculty and administrators, and 340,000 full-time school district staff throughout the state; the department enhances the economic self-sufficiency of Floridians through programs and services geared toward college, workforce education, apprenticeships, job-specific skills, and career development.

FDOE manages programs that assist individuals who are blind, visually impaired, or have other disabilities succeed either in school settings or careers – encouraging independence and self-sufficiency – and provides oversight to 28 locally governed public state colleges and 49 school district technical centers.

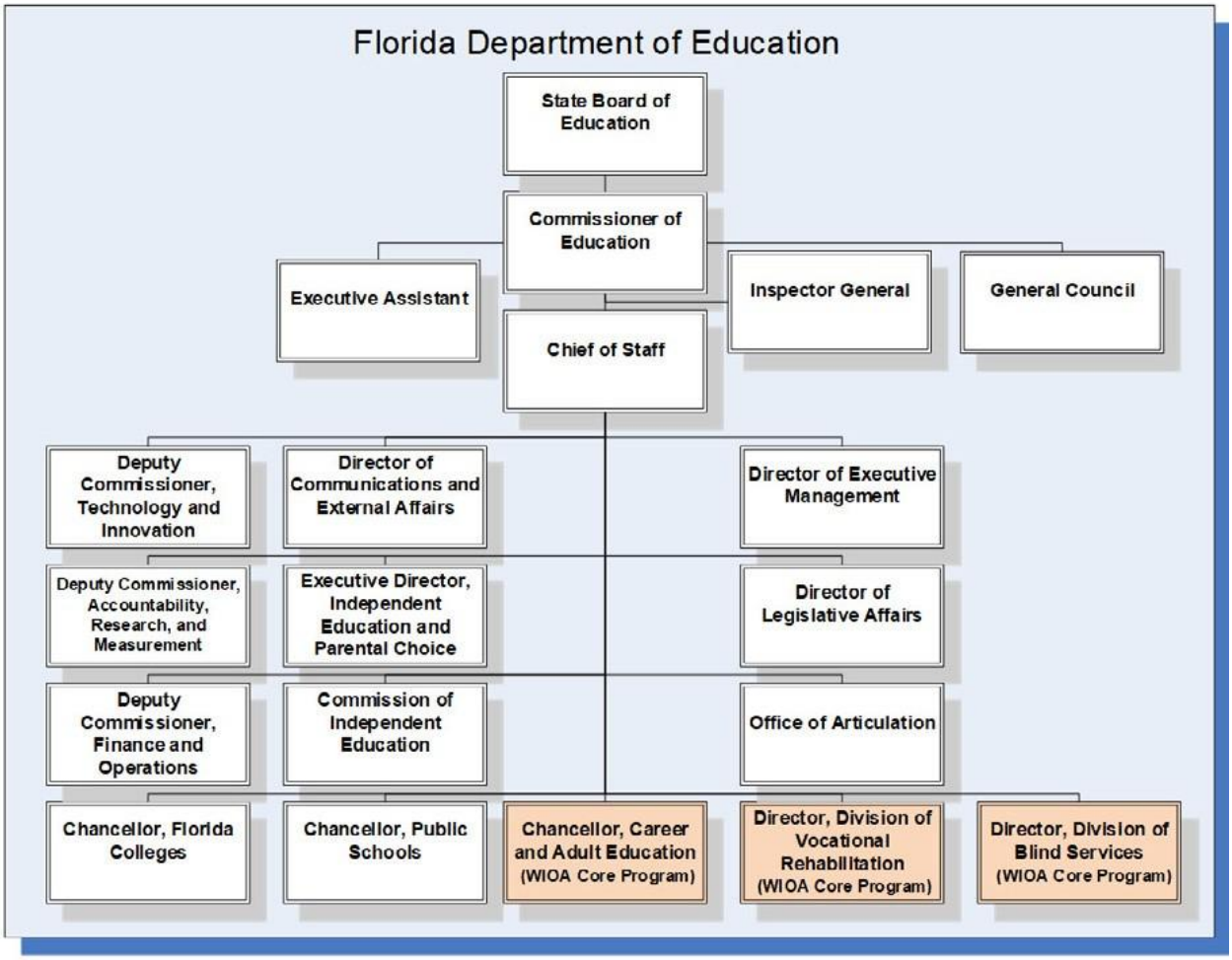
The FDOE organizational and governance structure includes the State Board of Education which consists of seven members appointed by the Governor to staggered four-year terms, subject to confirmation by the Senate. Except for the SUS, the State Board of Education is the chief implementing and coordinating body of public education in Florida.

The state board focuses on high-level policy decisions and has the authority to adopt rules to implement provisions of federal and state law. General duties include adopting education objectives and long-range plans for public education in Florida, exercising general supervision over the department, submitting an annual coordinated Pre K-20 education budget, and adopting uniform standards of student performance.

FDOE policies and operations are led by the department's senior leadership team, consisting of the Commissioner of Education, chief of staff, division leaders, and directors of support divisions (see organizational chart below). FDOE manages the core WIOA programs for adult and career education, VR, and FDBS. The senior leadership team develops strategies, designs operational policies, and manages the department's business processes. Senior leader meetings are held weekly. Strategy development meetings are conducted quarterly. Strategies are tracked and adjusted as needed. FDOE financial and operational performance is reported on a regularly scheduled basis to the USDOE, the Executive Office of the Governor, and the Florida Legislature.

The Florida Department of Education, Florida Department of Commerce, CareerSource Florida, and core WIOA partners coordinate governance and planning activities to ensure Perkins V implementation is aligned with WIOA strategies. This coordination will include joint participation in statewide planning efforts, data sharing, employer engagement initiatives, and alignment of education and workforce policies to support Florida's long-term talent development goals.

Figure 3.10
FDOE Organizational Chart



Division of Career and Adult Education (DCAE)

The Division of Career and Adult Education (DCAE) within the Florida Department of Education provides statewide leadership and oversight for Florida's Adult Education and Career and Technical Education (CTE) systems. DCAE administers federal and state funding for Adult Education programs implemented through school districts, Florida College System institutions, and community-based organizations, and oversees Career and Technical Education programs supported through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The division works closely with local education providers to ensure compliance with state and federal requirements, support high-quality program implementation, and align education and training with workforce needs. DCAE provides guidance on program administration, professional development for instructors and administrators, and technical assistance related to data reporting, performance accountability, and continuous program improvement.

Figure 3.11
DCAE Organizational Chart

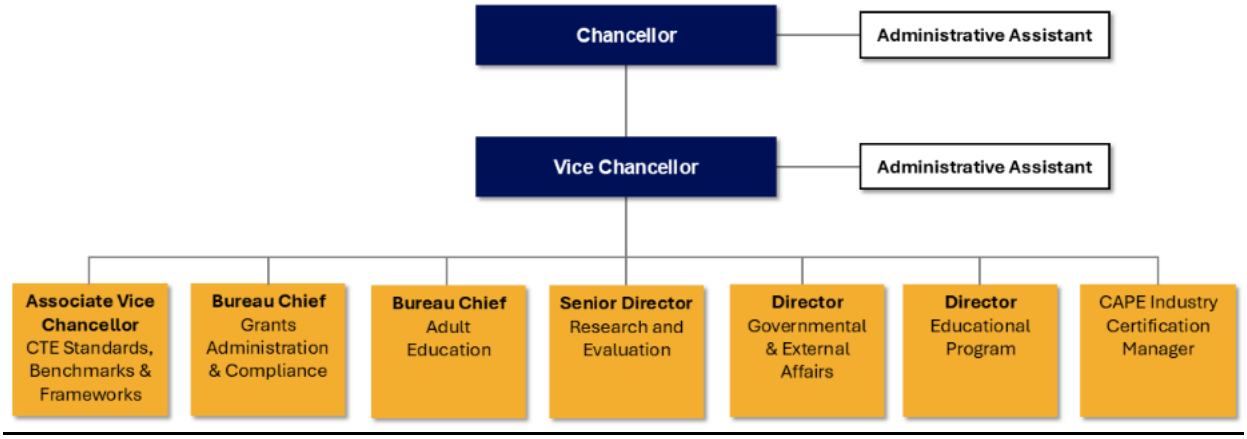


Figure 3.12
DCAE Organizational Chart

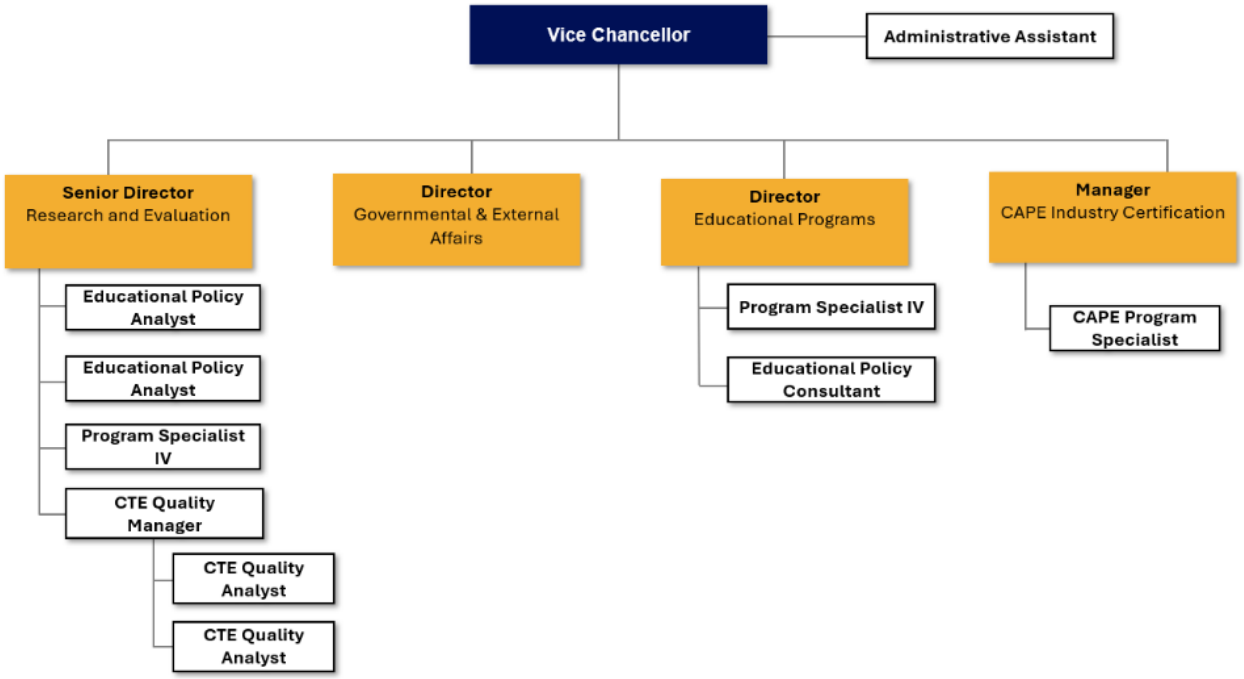
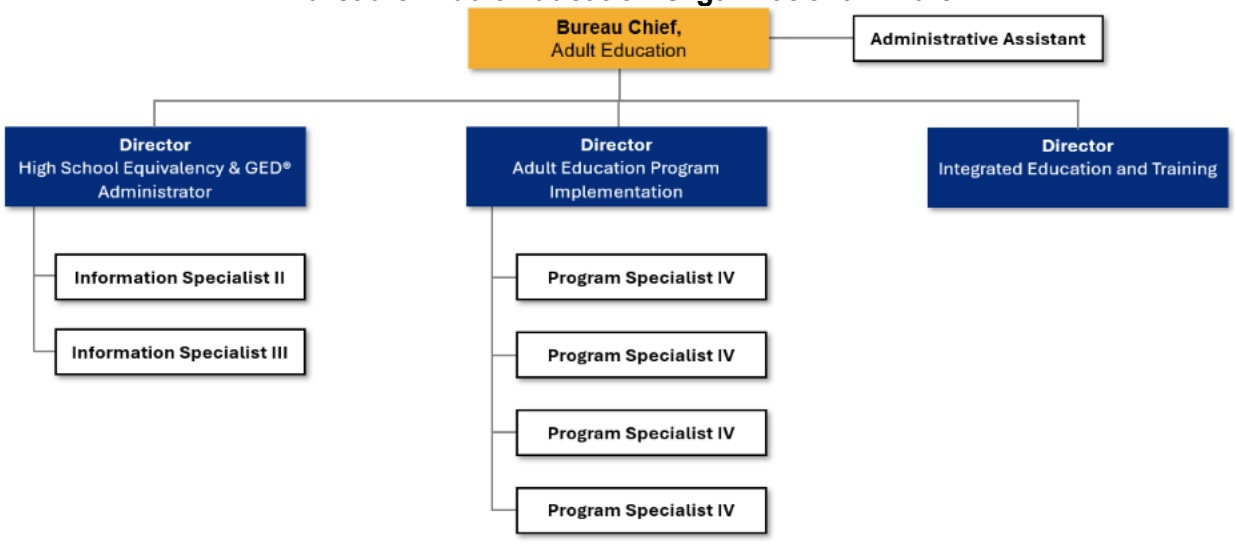


Figure 3.13
DCAE
Bureau of Adult Education Organizational Chart



Division of Career and Adult Education
Bureau of Adult Education

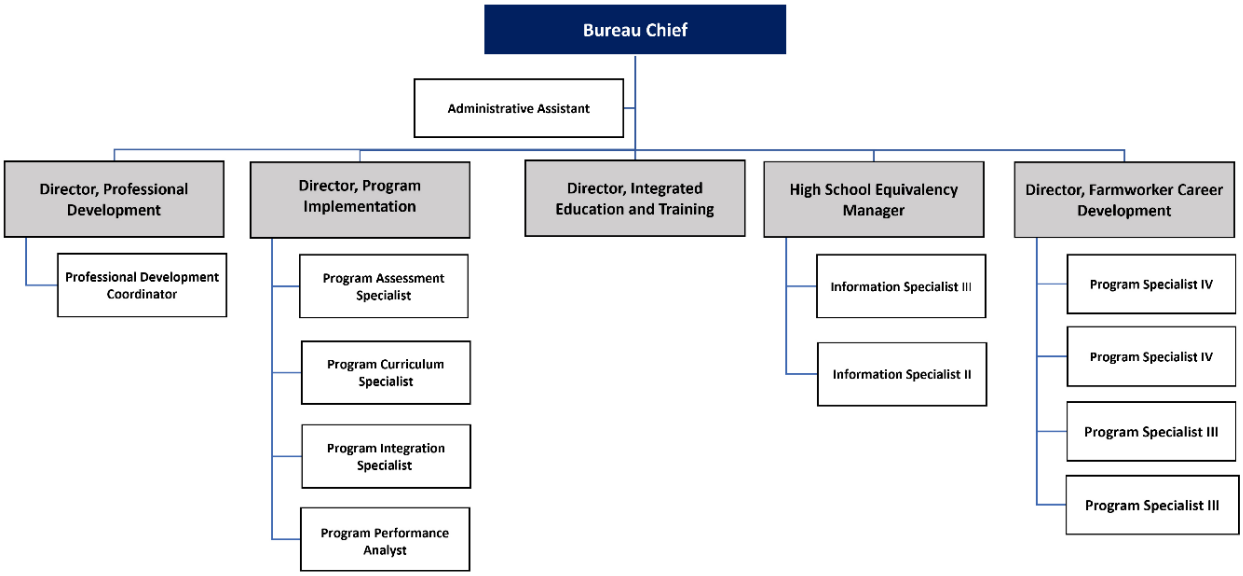


Figure 3.14
DCAE
Bureau of Grants Administration and Compliance

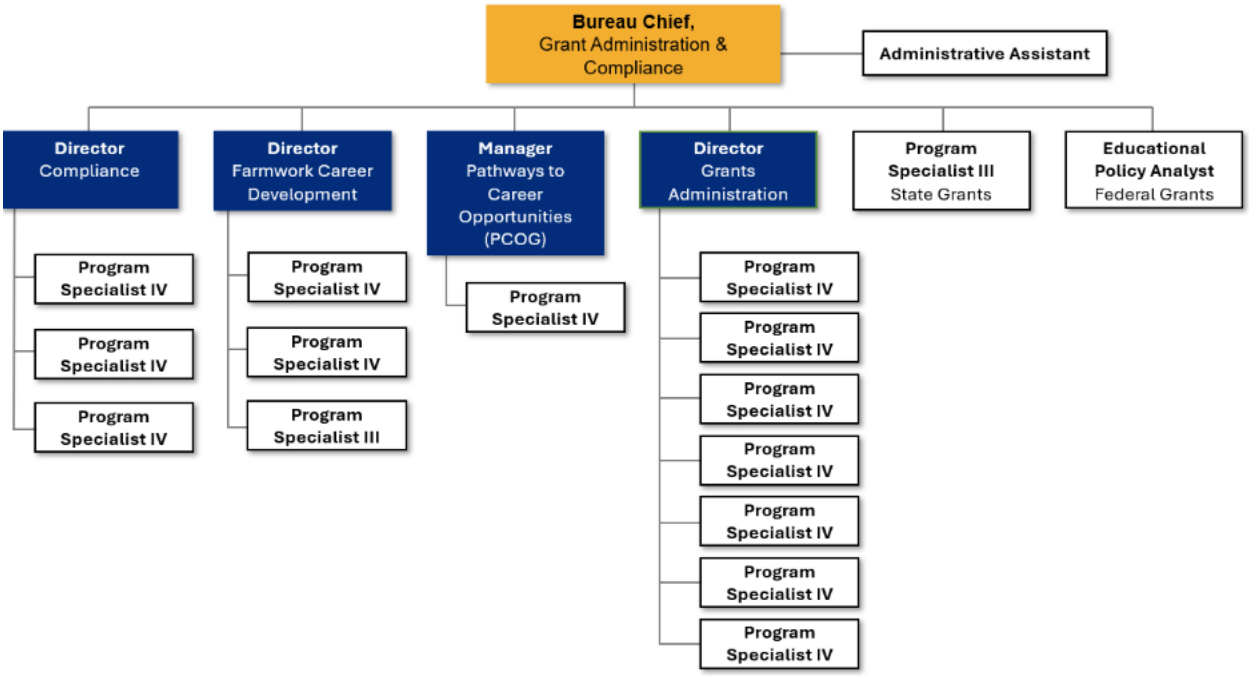
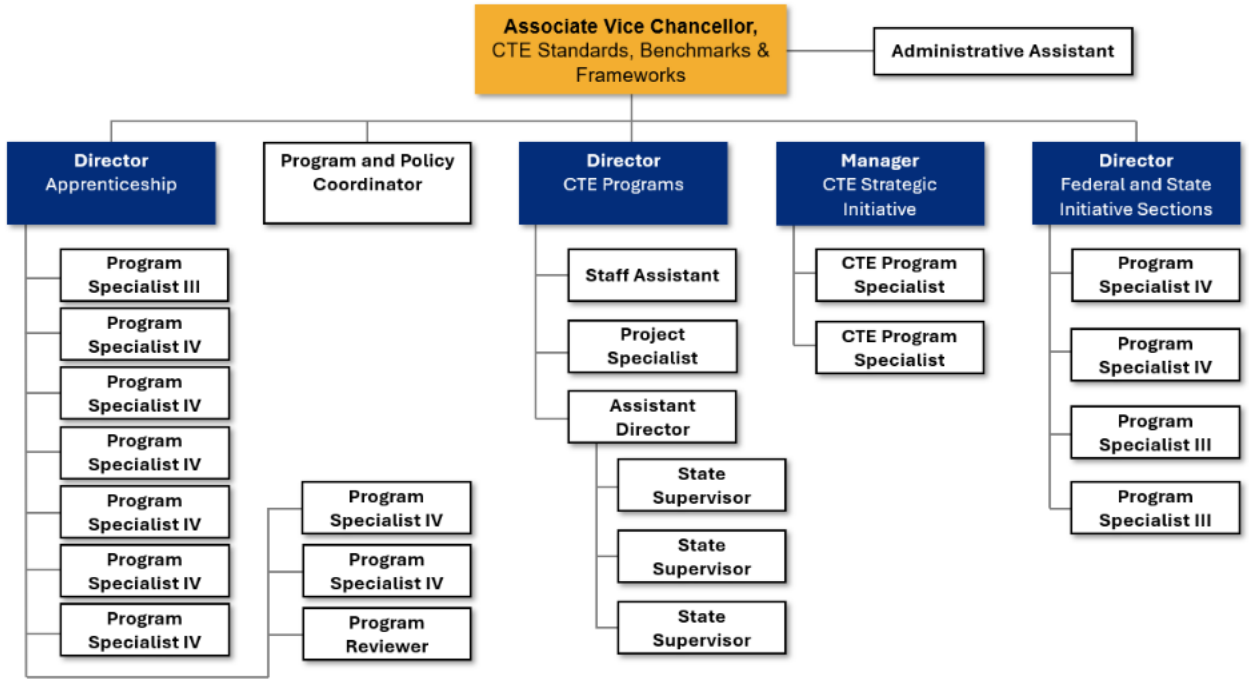


Figure 3.15
DCAE
Bureau of Career and Technical Education Standards, Benchmarks and Frameworks

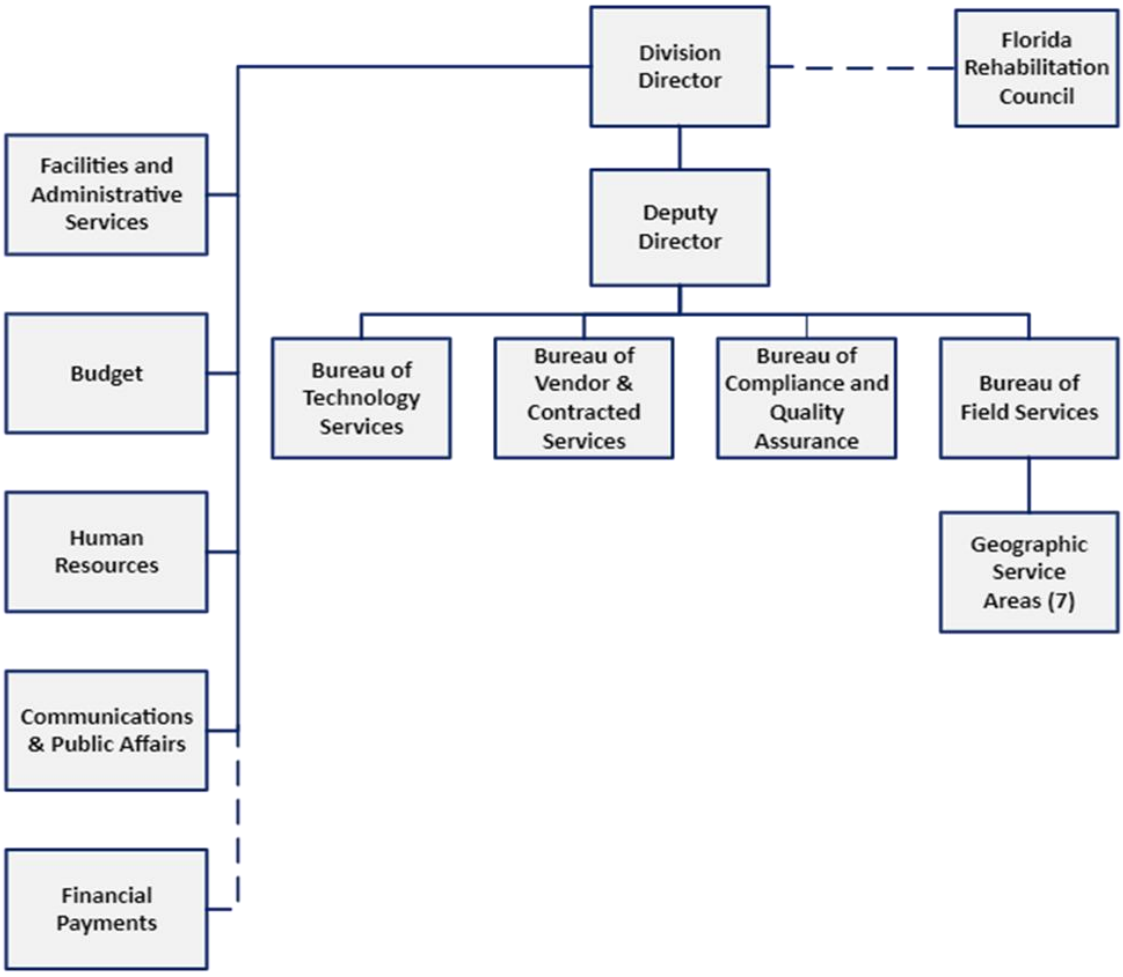


VR

VR is a federal program established under the Rehabilitation Act, as Amended (1998) and reauthorized as a core program of WIOA (2014) operating under Chapter 413 of Florida Statutes. In Florida, VR is a division of FDOE comprising 878 positions located in a headquarters office, seven regional areas and 79 unit offices located throughout Florida where customers receive direct services. The VR program is funded as a federal-state partnership, in which 21.3 percent of state general revenue matches a 78.7 percent federal grant. Most programmatic oversight and governance are established in the federal laws and code of federal regulations. VR provides annual planning updates and annual/quarterly/semi-annual performance and financial reports to the federal RSA which conducts regulatory and programmatic monitoring and oversight activities approximately every four years.

VR's organizational structure is represented in Figure 3.16.

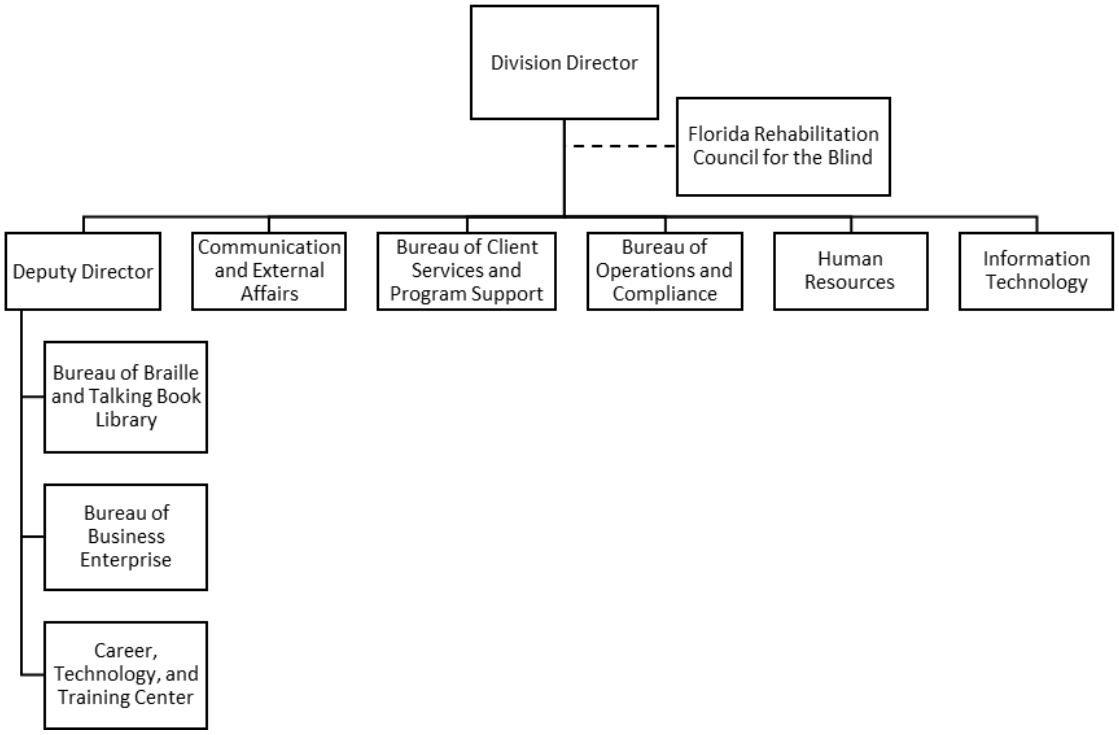
Figure 3.16
VR Organizational Chart



FDBS

FDBS employment program is a federally established program under the Rehabilitation Act, as amended (1998), and reauthorized as a core program of WIOA (2014). FDBS is part of FDOE and serves blind and visually impaired Floridians. Fifteen district offices and the Rehabilitation Center for the Blind administer and coordinate employment related services. Utilizing funds procured through a combination of state, federal, and community funding, FDBS provides services to consumers based on individual needs in partnership with community rehabilitation providers and other local partners.

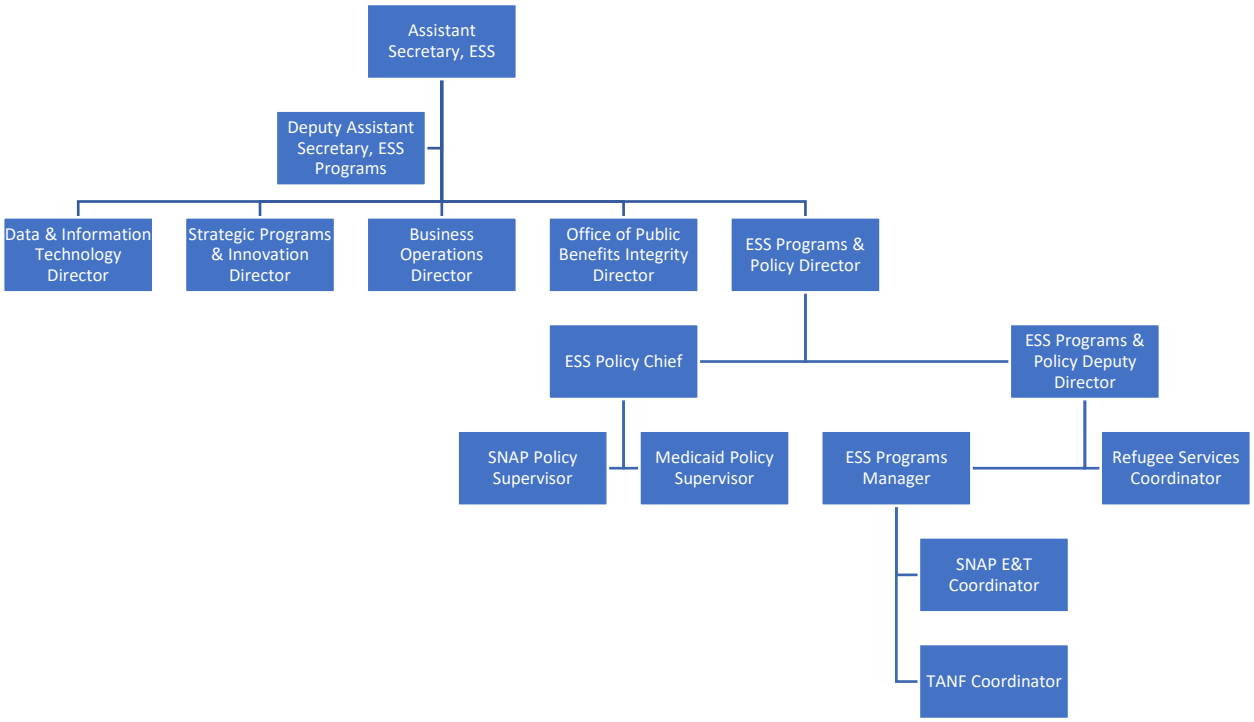
Figure 3.17
FDBS
Organizational Chart



TANF Welfare Transition Program

The TANF program provides states and territories with flexibility in operating programs designed to help low-income families with children achieve economic self-sufficiency. States use TANF to fund monthly cash assistance payments to low-income families with children, as well as a wide range of services. The Temporary Cash Assistance (TCA) program provides cash assistance to families with children under age 18 (or under age 19 if they are full time students in a secondary school or its equivalent) that meet the program's technical, income, and asset requirements. TCA helps families become self-sufficient so the children may remain in their own homes or the homes of relatives. Pregnant women, with no other dependent children, in their third trimester of pregnancy may also be eligible to receive TCA, if their physician restricts them from work. Otherwise, TCA eligibility is available in the ninth month of pregnancy.

Figure 3.18
TANF Needy Families
Workforce Programs
Organizational Chart



Florida administers the TANF WT program through three state departments, a network of LWDBs, and a workforce services delivery system. A description follows of how these organizations work together to deliver programs to assist TANF/TCA recipients make the transition from welfare to self-sufficiency and provide other family support that meet one of the four purposes of TANF:

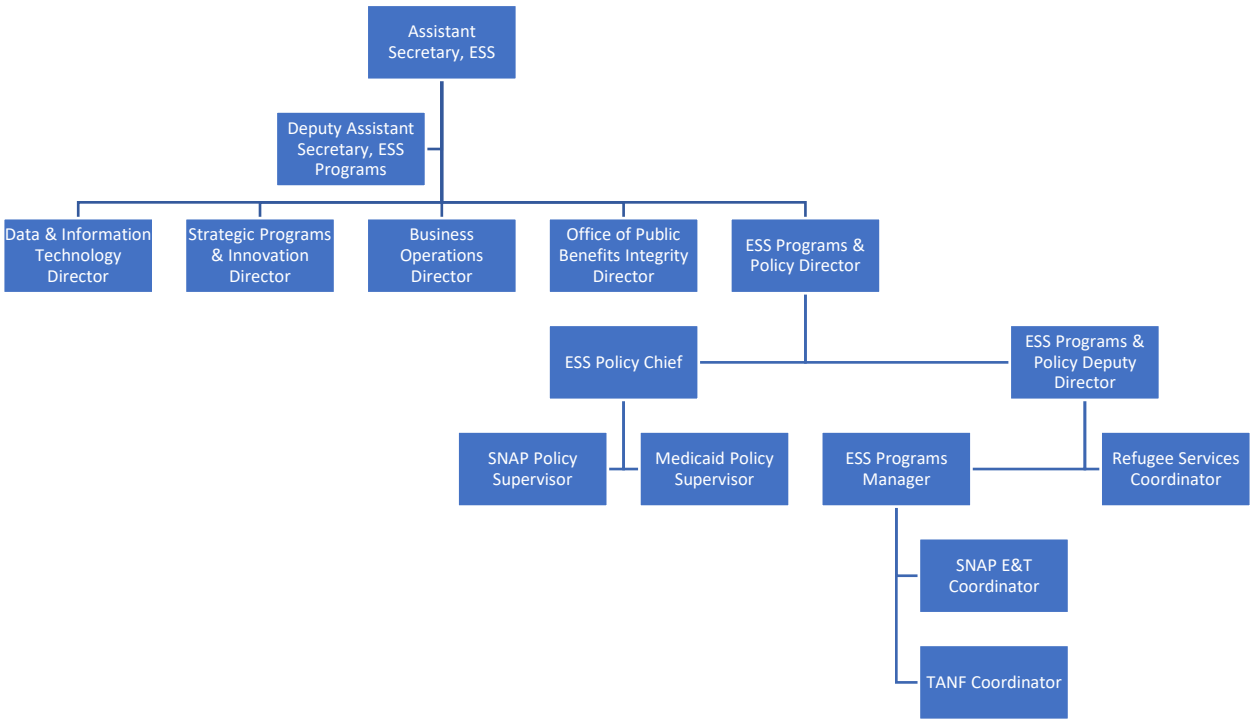
- DCF: Eligibility Determination, TCA Payment, and Nonrecurring Short-term Benefit Programs. DCF is the recipient of the TANF block grant and is responsible for determining eligibility for a TCA payment to eligible families and imposing penalties for a participant who fails to meet WT work requirements. In addition, DCF contracts with other public and private organizations to provide some of the TANF family support services (non-assistance) programs described in the WIOA Combined Plan.
- FloridaCommerce: Administration and Accountability. FloridaCommerce is the designated state agency for administering workforce programs, funding, and personnel. The Florida Legislature appropriates TANF funds to FloridaCommerce, and charges it with providing technical assistance for the merged workforce and TANF/WT support delivery system. FloridaCommerce also serves as the administrative and fiscal entity for the SWDB, and FloridaCommerce ensures the appropriate administration of workforce programs and funds.

- State Workforce Development Board and CareerSource Florida: Planning, Policy, and Strategic Direction. Pursuant to WIOA the SWDB consists of a board of directors and chair appointed by the Governor. The SWDB is the state's chief workforce policy organization and provides policy direction and oversight to Florida's LWDBs. CareerSource Florida is the administrative entity created by the Florida Legislature to act under the SWDB. The state's broad workforce strategic vision and goals are expressed through the WIOA Combined Plan.
- LWDBs: Local Control, Accountability, and Delivery of Services. The LWDBs are responsible for implementing the state's workforce programs, including WT, other TANF non-assistance programs, and employment support services at local career centers. The LWDBs develop innovative programs tailored to the specific economic and employment needs of the community. Primarily made up of local business representatives in each area, the LWDBs focus on planning, policy implementation, and fiscal and programmatic oversight of the local workforce system.
- Workforce System: Job Training, Education, and Employment Options. The workforce system provides a full menu of job training, education, and employment options for workers, job seekers, WT participants,, and local businesses at the local career centers or via electronic access. The workforce delivery system includes numerous partners, including DCF, working together under memoranda of agreement, customer referral procedures, specifying services provided, and cost allocation formulas.
- FDOE Division of Early Learning: Administration of TANF Childcare Services. The Division of Early Learning functions as the funding and oversight entity for the local coalitions providing childcare assistance to current and transitional TANF participants.

SNAP E&T

Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E&T) is funded by the U.S. Department of Agriculture, Food and Nutrition Service. Florida's SNAP E&T program is designed to assist eligible SNAP E&T participants obtain skills through education, training, or work experience that will increase self-sufficiency and lead to employment. DCF is responsible for the administration of SNAP E&T. FloridaCommerce, in partnership with the LWDBs, is responsible for the delivery of SNAP E&T activities.

Figure 3.19
SNAP Employment and Training Program
Organizational Chart



Florida's mission and vision for the SNAP E&T program is to ensure participants gain the education and skills necessary to obtain and retain employment while earning a self-sustaining wage and meeting the workforce needs of businesses in their local communities. Florida offers SNAP E&T services to mandatory E&T participants, which includes Able-Bodied Adults Without Dependents (ABAWDs) and mandatory work registrants subject to general work requirements between the ages of 18 and 59 who do not have children under age 18 in the home, do not meet an exemption and determined eligible for the program by DCF.

The Florida SNAP E&T program offers participants the opportunity to meet the ABAWD, E&T, and general work requirements of the program through participation in qualifying program components available through LWDBs and career centers across the state. The program is intended to assist participants in gaining employment in in-demand occupations within their local area. This is both

critical in helping individuals find a path to economic self-sufficiency and ensuring that businesses have a sustainable talent pipeline to meet their current and projected needs.

Florida's SNAP E&T components that are offered to mandatory E&T participants include:

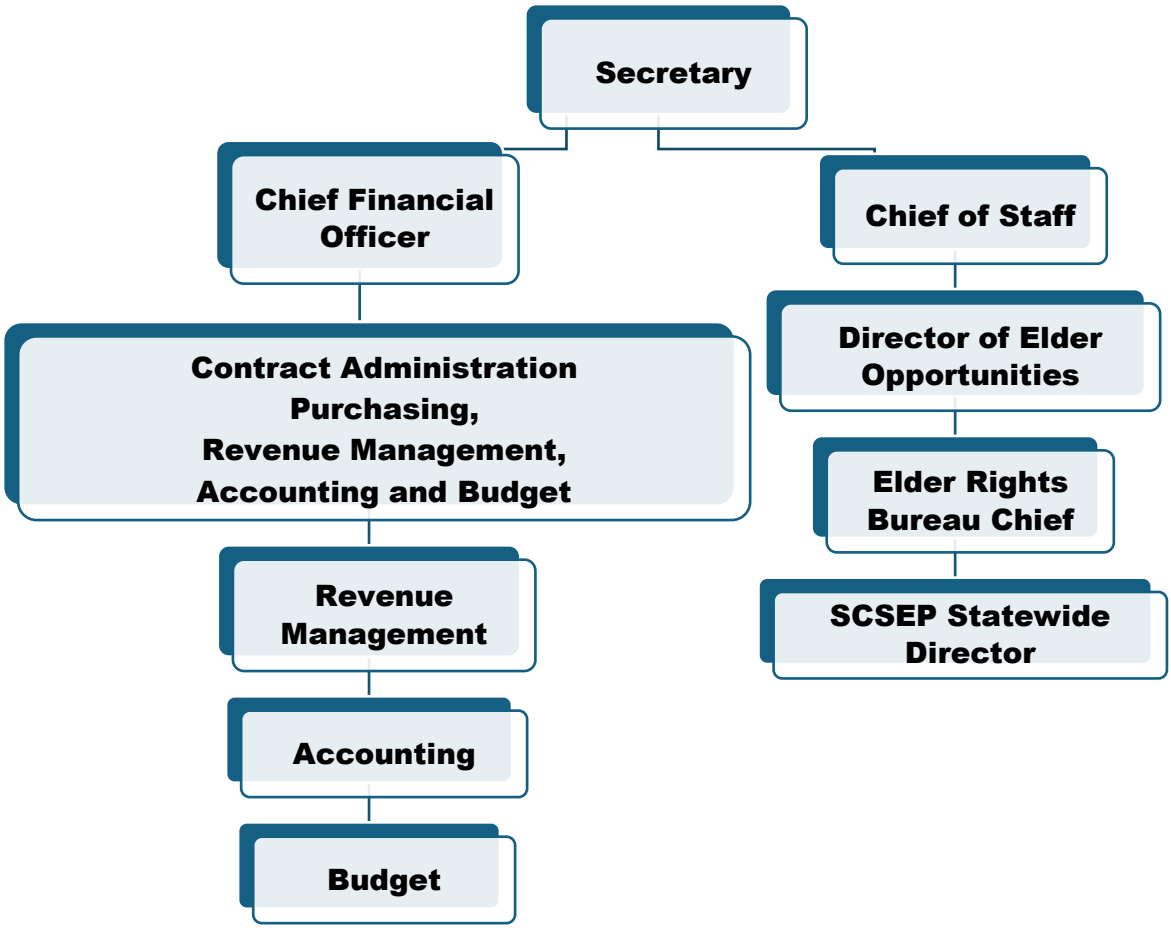
- Supervised Job Search.
- Job Search Training.
- Work Experience.
- Education.
- Vocational Training.
- Job Retention Services.

SCSEP

Section 503 of the Older Americans Act (OAA) requires each state's Governor or highest-ranking official to submit a four-year State Plan outlining strategies for providing community service training and related activities. This plan may be submitted independently or as part of the WIOA Combined Plan. Florida's SCSEP State Plan will be submitted jointly with FloridaCommerce, CareerSource Florida, and other core stakeholders.

SCSEP, administered by the Florida Department of Elder Affairs, is a federally authorized Title V program that provides part-time, paid community service assignments to low-income, unemployed adults aged 55 and older. These assignments, hosted by nonprofit and government organizations, offer hands-on training to build skills and work experience, leading to unsubsidized employment. As the state with the largest proportion of residents aged 65 and older, Florida relies on SCSEP to promote economic security, reduce social isolation, and support healthy aging. By integrating SCSEP into Florida's workforce development system, the program strengthens communities, meets the needs of a growing aging population, and reduces reliance on social services.

Figure 3.20
SCSEP Organizational Chart



SCSEP's role in Florida continues to grow. Florida has the highest population percentage of residents aged 65 or older in the nation. Of the estimated 900 people moving to Florida daily, more than half are over age 60. According to the FDOEA, Florida is home to nearly 5.5 million residents aged 60 and older and currently ranks first in the nation for the 65 and older populations. As our senior population continues to increase, Florida's future is linked to the financial, health, and physical security of Florida's senior population. According to the U.S. Census Bureau it is estimated that 32.5% of Florida's population will be 60 and older by the year 2030. SCSEP continues to be a lifeline for many Floridians who feel they do not have many employment and training options available to them as they become more advanced in age. Additionally, SCSEP relieves financial strains placed on social service agencies. SCSEP plays an important role in the vitality and health of the senior population by reducing isolation, improving economic conditions, and promoting healthy aging by staying physically and mentally active.

By including SCSEP in the statewide workforce development plan, Florida is better positioned to serve eligible individuals.

State Board. **Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide**

a membership roster for the State Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

Membership Roster

Florida's state workforce development board, the CareerSource Florida Board of Directors, is composed of 31 members. The Governor serves as Chair, and when the Governor is unable to participate, a business representative approved by the state board serves in that role. Currently, Stephanie Smith serves as Chair on behalf of Governor DeSantis. Board membership includes the Governor, 16 business representatives, six workforce representatives, and eight government officials, including WIOA core program state representatives, state legislative representatives, and chief elected officials.

At the time of submission of the Florida WIOA Combined Plan, CareerSource Florida and the REACH Office are actively working with the Governor's Office and state partners to ensure board appointments and composition are fully aligned with the requirements of 20 CFR 679.110–120.

Figure 3.21
CareerSource Florida Board of Directors
Membership Roster

	Name	Business/Agency	Board Representation
1	**Gov. Ron DeSantis**	State of Florida	Government Representative
2	**Stephanie Smith** ***Board Chair***	TECO, VP of State and Regional Affairs	Business Representative
3	**John Adams, Jr.**	Booz Allen Hamilton, Lead Associate	Business Representative
4	**Sen. Clay Yarborough**	Florida Senate, Senator	Government Representative
5	**Jennifer O'Flannery Anderson**	Community Foundation of Broward, President and CEO	Community-Based Organization Representative
6	**Commissioner Erik Arroyo**	Band, Gates & Dramis Attorneys at Law	Business Representative
7	**Bayne Beecher**	PGT Innovations, Senior Manager	Business Representative
8	**Anastasios Kamoutsas**	FDOE, Commissioner	Government Representative
9	**Kevin O'Farrell, Designee to Commissioner Kamoutsas**	FDOE, Senior Chancellor	Government Representative

10		FDOE, Director of Blind Services	Government Representative
11	**Sophia Eccleston**	Next Era Energy Resources, Clean Energy Solutions Director	Business Representative
12	**Ryan Goertzen**	Vice President of Workforce Development for AAR Corporation	Business Representative
13	**Eric Hall**	Florida Department of Juvenile Justice, Secretary	Government Representative
14	**Taylor Hatch**	DCF, Secretary	Government Representative
15	**Tim Hinson**	Miller Electric Company, Senior Director of Workforce Development	Labor Representative
16	**Kate Doyle, Designee to Secretary J. Alex Kelly**	FloridaCommerce, Secretary	Government Representative
17	**Joe Marino**	Veterans Florida, Executive Director	Veterans Representative
18	**Kevin McDonald**	Allstate Insurance, Agency Owner	Business Representative
19	**Kelly Rogers**	FDOE, VR, Director	Government Representative
20	**Rep. Lauren Melo**	Florida House of Representative, Representative	Government Representative
21	**Mayor Darcy "D.C." Reeves**	Mayor of Pensacola	Local Elected Representative
22	**Laurie Sallarulo**	Junior Achievement of South Florida, President & CEO	Youth Representative
23	**Robert Salonen**	Florida Institute of Technology, Director of Government Affairs and Strategic Partnerships	Education Representative
24	**Brian Sartain**	Ontic, COO	Business Representative

25	**Andrew Schmadeke**	Focus School Software, Founder & CEO	Business Representative
26	**Les Sims**	Armstrong Roofing, Inc., President	Labor Representative
27	**Meridith Brock Stanfield**	Florida Professional Firefighters, Inc., Legislative Policy Director	Labor Representative
28	**Rep. Dana Trabulsy**	Treasure Coast Business Summit, Owner	Business Representative
29	**Vacancy**		
30	**Vacancy**		
31	**Vacancy**		
32	**Vacancy**		
33	**Vacancy**		
34	**Vacancy**		
35	**Vacancy**		

CareerSource Florida's Board of Directors is statutorily required to meet either in person or by teleconference four times a year. CareerSource Florida councils meet separately, in person or by teleconference, as scheduled and/or at the request of the council chair.

These meetings provide opportunities for the SWDB to address issues impacting the state network, guide and create strategic policy, obtain information about performance, and oversee funding initiatives.

By law, CareerSource Florida is the statewide workforce development board charged with policy setting and oversight of the workforce system. Section 445.004, Florida Statutes, defines CareerSource Florida's purpose as designing and implementing strategies that help Floridians enter, remain in, and advance in the workplace. Information about the role of each council and the executive committee is available, along with board and council meeting schedules and materials, on the CareerSource Florida website.

Assessment and Evaluation of Programs and One-Stop Program Partners.

Assessment of Core and One-Stop Program Partner Programs. **Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. State assessments should consider local and regional planning goals.**

Assessment of Core Programs
Consistent with WIOA and Pillar IV: Accountability, Florida's core programs are assessed each year based upon actual performance relative to federally required negotiated levels of performance at the state and local areas. Using the Statistical Adjustment Model, negotiations are conducted with each LWDB annually.

Each quarter, performance is evaluated and, if necessary, technical assistance provided in areas of concern. Periodic training sessions are provided as necessary to identify and replicate innovative practices and engage in continuous improvement.

FloridaCommerce's Programmatic Monitoring Unit conducts annual monitoring and participant file reviews of the WIOA Adult, Youth, Dislocated Worker, WP, and combined partner programs WT, SNAP E&T, JVSG, TAA, DWG, and RESEA programs of each of the 21 LWDBs. These reviews ensure the LWDBs are adhering to federal and state program requirements and providing appropriate services. A formal written monitoring report identifying best practices, areas of concern, and findings resulting from the review is generated upon completion of each review. In addition to the annual programmatic monitoring, the TAA program data is validated for the Participant Individual Record Layout (PIRL) on a quarterly basis through the TAA Data Integrity tool.

For the JVSG program, LWDBs are provided technical assistance through state-level desk reviews of JVSG participant files monitored by the FloridaCommerce State Veterans' Program Unit.

FloridaCommerce offers in-person or remote technical assistance to LWDBs to mitigate identified program deficiencies and ensure the delivery of high-quality services that produce positive outcomes and meet the needs of program participants.

FloridaCommerce's Financial Monitoring and Accountability Unit conducts annual monitoring of financial management system processes, internal control processes, cash management procedures, SERA reporting, prepaid items, cost allocation statistics, payroll activity, salary & bonus cap verification, purchasing transactions, contracting processes, subrecipient monitoring, property management, and grant related disbursements for each of the 21 LWDBs. These reviews ensure federal awards are used for authorized purposes in compliance with federal and state laws, regulations, and the terms and conditions of contracts and grant agreements. A formal written monitoring report identifying findings, other noncompliance issues, and observations resulting from the review is generated upon completion of the annual monitoring.

The RSA assesses FDBS programs from a federal perspective, while the Office of the Inspector General (OIG) assesses programs internally. The OIG is the central point for coordination of and responsibility for activities that promote accountability, integrity, and efficiency in government. The OIG is responsible for conducting audits and technical assistance activities.

Assessment of One-Stop Program Partner Programs
Florida's WIOA core program partners worked through a WIOA Interagency Measurement and Performance Reporting Workgroup to identify and compare federal WIOA measurement and reporting requirements with current federal performance measures and reporting requirements. The workgroup developed a high-level proposal regarding collection, management, and reporting of performance data. CareerSource Florida and FloridaCommerce participate in the workgroup, providing analyses of existing measures with comparisons of WIOA indicators of performance.

IT data collection and reporting systems within each core partner are examined to ensure an integrated systems approach for statewide data collection, reporting and validation. The measurement and performance reporting workgroup designed a reporting flow process identifying how data are collected, compiled, integrated, evaluated, and reported to USDOL and USDOE. This process reflects statutory requirements of individual programs and business requirements governing the collection and submission of performance data. The group continues collaborative efforts, currently reviewing requirements for the sharing of data across core programs for the purposes of federal reporting. This recently resulted in a decision to evaluate the efficacy of adopting a data-hub approach designed to establish universal registrations and further integrate job seeker referrals across WIOA core programs.

Performance assessments are conducted on a quarterly and annual basis through the core partners' submission of data to FETPIP for data validation and compliance with WIOA requirements and subsequent reporting to USDOL and USDOE. FloridaCommerce conducts statewide workforce performance assessments and works closely with core partners to enhance data collection and reporting.

Performance reports are routinely provided to the CareerSource Florida Board of Directors and to LWDBs.

The effectiveness of partner programs in career centers are measured by their ability to meet or exceed their agency's and/or federal entity's established goals or targets. Partner program effectiveness is also measured at the local level by the local board ensuring any responsibilities, goals and/or targets that are outlined in MOUs between the local boards and partner organizations are being fulfilled as required.

Florida's assessment of one-stop partner programs aligns with its state strategy by creating a unified, data-driven system that measures results across all core programs and uses shared information to improve services. The interagency workgroup compares federal measures, reviews data systems, and designs shared reporting processes to advance integrated systems and reduce silos. Regular performance reviews and statewide assessments strengthen accountability, ensuring each partner meets federal targets and local commitments. These activities support flexibility and innovation by allowing partners to adjust strategies based on real-time data, improve reporting methods, and adopt new models like a data-hub approach that simplifies access and strengthens outcomes for job seekers and businesses.

***Previous Assessment Results*. For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.**

FloridaCommerce
FloridaCommerce continuously conducts data analysis of workforce system performance within the state's WIOA primary indicators of performance. This analysis is used in annual presentations to each LWDB to show how each LWDB is performing against its locally negotiated targets for each indicator.

Accountability and Continuous Improvement

Florida workforce law expressly requires increased accountability of the workforce system for the state, localities, and training providers. Florida has several valuable methods for continually monitoring performance as both real-time management tools and tools for continuous improvement.

Levels of Service

Total participants served during PY 2024-25 decreased by 1.1% for adult participants. Dislocated Workers participants served decreased by 9.8% and Youth participants served decreased by 16.6%. The chart below presents the total number of participants served and exiters leaving the WIOA program during PY 2023-24 and PY2024 -25.

Florida has experienced a decrease in the total participants served since the COVID-19 pandemic. At the direction of the state board, FloridaCommerce is conducting further analysis on levels of service including enrollment history pre-pandemic versus current enrollment trends during Florida's economic recovery; identifying opportunities for increased services to youth, adults with no high school diploma; and aligning unemployment services with WIOA program services.

Figure 3.22
2023-2024 WIOA Participants and Exiters
PY 2023 – 2024

WIOA Program	Total Participants Served	Total Exiters
Adults	8,473	5,395
Dislocated Workers	1,096	633
Youth	5,347	3,210

Figure 3.23
2024-2025 WIOA Participants and Exiters
PY 2024 – 2025

WIOA Program	Total Participants Served	Total Exiters
Adults	8,384	3,911
Dislocated Workers	989	518
Youth	4,459	1,643

WIOA Indicators of Performance

Data on core measures and primary indicators of performance are collected from Florida's Management Information System (MIS), RA Wage Records, and the SWIS beginning January 2020. The MIS gathers exit information on participants and covers the real-time data elements referenced above. RA Wage Records contain information such as wages used to determine retention information after exit. The SWIS is a database consisting of wage and employment records from other states. SWIS records supplement Florida's RA data and provide a more comprehensive picture of participant outcomes.

The chart below illustrates Florida's negotiated rate for each of the required primary indicators of performance along with the actual statewide outcomes achieved. Pursuant to federal policy, states achieving at least 90% of the negotiated goal are considered to have met the goal. The

90% criterion is shown in parentheses. Florida met all performance targets for PY 2024-2025.

Figure 3.24
State WIOA Statewide Primary Indicators of Performance
PY 2024 – 2025

WIOA Primary Indicators of Performance	Negotiated Goal (90% of Goal)	Actual Performance	Difference Compared To 90% of Goal
Adult Employment – 2nd Quarter After Exit	86.3% (77.7%)	84.6%	+6.9%
Adult Employment – 4th Quarter After Exit	73.5% (66.2%)	83.5%	+ 17.3%
Adult Median Earnings – 2nd Quarter After Exit	$10,120 ($9,108)	$9,960	+$852
Adult Credential Attainment within 4th Quarter After Exit	75.2% (67.7%)	86.5%	18.1%
Adult Measurable Skills Gains	76.0% (68.4%)	86.5%	+21.7%
Dislocated Worker Employment – 2nd Quarter After Exit	85.0% (76.5%)	83.9%	+7.4%
Dislocated Worker Employment – 4th Quarter After Exit	80.2% (72.2%)	83.7%	11.5%
Dislocated Worker Median Earnings – 2nd Quarter After Exit	$10,575 ($9,518)	$11,040	+$1,522
Dislocated Worker Credential Attainment within 4th Quarter After Exit	82.7% (74.4%)	83.3%	+8.9%
Dislocated Worker Measurable Skills Gains	68.6% (61.7%)	88.1%	+26.4%
Youth Employment – 2nd Quarter After Exit	81.4% (73.3%)	78.1%	+4.8%
Youth Employment – 4th Quarter After Exit	78.2% (70.4%)	77.2%	+6.8%

Youth Median Earnings – 2nd Quarter After Exit	$4,558 ($4,102)	$4,962	+$860
Credential Attainment within 4th Quarter After Exit	73.4% (66.1%)	72.6%	+6.5%
Youth Measurable Skills Gains	68.0% (61.2%)	82.2%	+21.0%
WP Employment – 2nd Quarter After Exit	68.2% (61.4%)	66.3%	+4.9%
WP Employment – 4th Quarter After Exit	65.8% (59.2%)	67.2%	+8.0%
WP Median Earnings – 2nd Quarter After Exit	$7,420 ($6,678)	$7,740	+$1,062

Local Performance

Expected levels of performance or goals were agreed upon for each LWDB. The chart below summarizes outcomes based on these goals and the previous federal 90% criterion.

Figure 3.25
LWDB WIOA Performance
PY 2024 – 2025

Performance Indicators: Section 116 of WIOA identifies indicators of performance for the Adult, Dislocated Worker, and Youth programs. These measures for FY 2024-2025 are below:

WIOA Indicators of Performance	State Goal	Boards Achieving Local Goal	% Of Boards Achieving Local Goal
Adult Employment – 2nd Quarter After Exit	86.3%	20 of 21	95.2%
Adult Employment – 4th Quarter After Exit	73.5%	21 of 21	100.0%
Adult Median Earnings – 2nd Quarter After Exit	$10,120	21 of 21	100.0%
Adult Credential Attainment within 4th Quarter After Exit	75.2%	19 of 21	90.3%
Adult Measurable Skills Gains	76.0%	21 of 21	100.0%
Dislocated Worker Employment – 2nd Quarter After Exit	85.0%	16 of 21	76.2%
Dislocated Worker Employment – 4th Quarter After Exit	80.2%	18 of 21	85.7%
Dislocated Worker Median Earnings – 2nd Quarter After Exit	$10,575	20 of 21	95.2%
Dislocated Worker Credential Attainment within 4th Quarter After Exit	82.7%	17 of 21	81.0%
Dislocated Worker Measurable Skills Gains	68.6%	17 of 21	81%
Youth Employment – 2nd Quarter After Exit	81.4 %	21 of 21	100.0%
Youth Employment – 4th Quarter After Exit	78.2%	18 of 21	85.7%

Youth Median Earnings – 2nd Quarter After Exit	$4,558	21 of 21	100.0%
Youth Credential Attainment within 4th Quarter After Exit	73.4%	16 of 21	76.2%
Youth Measurable Skills Gains	68%	20 of 21	95.2%
WP Employment – 2nd Quarter After Exit	68.2%	20 of 21	95.2%
WP Employment – 4th Quarter After Exit	68.5%	21 of 21	100.0%
WP Median Earnings – 2nd Quarter After Exit	$7,420	21 of 21	100.0%

Customer Satisfaction Surveys

Florida integrated customer satisfaction surveys are a component of its workforce management system, Employ Florida. Customer satisfaction survey results are invaluable to the state as they identify and improve strategies implemented to better serve workforce services customers.

FloridaCommerce uses a customer service survey to assess the experience of job seekers and businesses in using the state's workforce management information system, Employ Florida. Integrated in the Employ Florida system, the survey consists of seven questions. During the 2024-2025 program year, customers completed 12,595 surveys. Of those completing the survey, approximately 92% were job seekers and sought assistance with seeking employment or applying for reemployment assistance (unemployment) benefits. Approximately 53% of respondents reported no challenges in finding information on the Employ Florida website, while approximately 57% of respondents reported no challenges in understanding information on the Employ Florida website. Roughly 56% of customers felt the information obtained from Employ Florida met their needs. Lastly, approximately 57% of the respondents rated their overall experience as good or excellent. Results are shared with the Employ Florida vendor for continual improvement.

Customer satisfaction surveys strengthen Florida's workforce system making it integrated, accountable, and responsive to the needs of job seekers and businesses. By embedding surveys into Employ Florida, the state gathers real-time feedback that assists partners in understanding how services are working and where opportunities for improvement exist. This supports integrated systems by giving partners a way to measure customer experience across programs. It advances accountability as survey responses and user experience ratings are reviewed and shared. This also promotes flexibility and innovation by helping Florida adjust its tools, communications, and service approaches based on what needs customers identify, ensuring the workforce system remains customer-centered, data driven, and continuously improving.

LWDB Performance Reviews

Section 445.007(3), Florida Statutes, requires FloridaCommerce to assign staff, to meet annually with each LWDB to review performance and certify compliance with state and federal laws.

FloridaCommerce staff presents information on the local board's program and financial performance and compliance annually to each LWDB board of directors. Annual presentations provide a unique opportunity for dialogue with local board members, offering them a complete

understanding of how state and federal performance requirements impact their local board's performance outcomes and customer experiences.

CareerSource Florida and FloridaCommerce hold local boards accountable for program compliance and performance. The guidance provided in Workforce Policy G104 – Sanctions and Other Corrective Actions for Local Workforce Development Boards Who Fail to Meet Federal and State Standards, updated in 2024, provides for consequences to local boards in situations indicating a pattern of low performance, and programmatic and financial deficiencies found during quality assurance monitoring reviews.

LWDB performance reviews align with Florida's strategies to ensure its workforce development system is accountable, data-driven, and responsive to employer and worker needs. Through policies such as Workforce Policy G104 – Sanctions and Other Corrective Actions for Local Workforce Development Boards Who Fail to Meet Federal and State Standards, the SWDB helps ensure LWDB operations align with statewide goals, measures, and customer experience expectations. By using performance data to guide improvement and by fostering open dialogue with LWDBs, the process promotes flexibility and innovation, helping LWDBs adapt strategies, local operating procedures, refine service delivery, and better meet labor-market demands in their local areas and regions.

VR Customer Surveys

As required by federal law 34 CFR 361.17 (h) (4), VR evaluates their programs and services using customer survey results. This data is used to recognize and motivate staff and to identify opportunities for improvement in the rehabilitation process. In PY 2023, approximately 65% of respondents indicated that the help received from VR will help them achieve financial security. Almost 75% of respondents would recommend VR to people they know. Approximately 68% of respondents agreed that the support received from VR will help them reach their long-term career goals, and approximately 70% of respondents indicated satisfaction with the help received from VR.

Vocational Rehabilitation – Future Efforts

VR continues its efforts to increase data-informed accountability throughout its portion of the system as well as the alignment with partners at the state and local levels to maximize employment services for people with disabilities. VR anticipates that the following projects and actions will have a positive impact on service delivery and program performance:

- Streamline VR policies and rules.
- Expand partnerships with school districts for pre-employment transition services.
- Strengthen outreach to employers and community partnerships through the Business Relations program.
- Regularly evaluate data on all services to make data-informed decisions on where to increase services that align to overall program performance improvement.
- Continue to strengthen data requesting, reporting, and validation practices and procedures to allow for the early detection of errors and increase the alignment and consistency of work products.
- Provide clear communications that contribute to increased organizational alignment.
- Prioritize professional development for internal staff and partners to improve competitive integrated employment outcomes for individuals served.
- Streamline and improve vendor, provider and contract management processes, and enhance contract monitoring processes.

- Encourage and promote the use of FL WINS.

Figure 3.26
Florida Vocational Rehabilitation
Federal Performance Indicators and Targets

Florida VR	Negotiated Level: PY 2023	Actual Level: PY 2023	Negotiated Level: PY 2024
Employment (Second Quarter after Exit)	50.30%	54.5%	56%
Employment (Fourth Quarter after Exit)	51.70%	53.3%	53.8%
Median Earnings (Second Quarter after Exit)	$3,902	$4,920	$4,800
Credential Attainment Rate	21.00%	37.9%	25%
Measurable Skill Gains	29.70%	41.7%	39%

FDBS

FDBS commissioned the Interwork Institute at San Diego State University (SDSU) to conduct a comprehensive statewide needs assessment (CSNA) in 2023. The SDSU finalized the CSNA in July 2024. This assessment revealed the following areas of focus:

- Ensure effective partnership agreements with all career centers of CareerSource Florida. FDBS maintains a Memorandum of Understanding (MOU) with each CareerSource center. The MOUs are updated each year and includes an Infrastructure Agreement that outlines the methodology of calculating the amount of funds each partner will contribute towards infrastructure costs.
- Increase the number of FDBS employer partnerships annually. Employment Placement Specialists (EPS) conduct outreach to potential employers to market FDBS as the go-to partner to find skilled employees. These efforts resulted in over 900 clients obtaining or maintaining employment.
- Secure opportunities for students/youth with disabilities to practice and improve workplace skills by increasing work experiences for transition students. FDBS sought opportunities to increase participation in the Business Enterprise Program (BEP) to support young entrepreneurs. The BEP team conducted “road shows” by visiting each district to market the program to interested clients/youth.
- Increase the utilization of online job systems/portals to expose employers to job-ready clients. EPS promote the Talent Acquisition Portal (TAP) to clients to encourage publishing their resumes, searching for vacancies, and applying for jobs. FDBS works closely with TAP representatives to track the number of clients who register and post their resumes to TAP.
- Increase client participation in industry certifications and other post-secondary outcomes. FDBS created a web accessibility apprenticeship at the Career Training and Technology

Center. Apprentices will obtain a CompTIA A+ certification upon completion of this 12-month program.

- Increase the provision of accessibility tools, awareness, and follow-up with clients to ensure quality in educational experiences and vocation. FDBS purchased a Vispero license for clients to have access to assistive technology, such as JAWS and ZoomText. Clients receive training on how to utilize this technology to enhance their educational and vocational experiences.
- Strengthen contract language to ensure increased contractor accountability, improve resource allocations, address WIOA regulations, and encourage maximum achievement of client independence. Contracts are renewed annually with a continual focus on improving service delivery and successful completion of contract deliverables. FDBS works directly with the community rehabilitation providers/programs to develop concise contract language. FDBS included specific suggestions in the VR/Pre-ETS contracts based on feedback from the RSA audit.
- Increase the number of rehab counselors eligible for Certified Rehabilitation Counselor (CRC) or Community Work Incentive Coordinator (CWIC) certification by 10% annually. FDBS supports professional development and encourages attainment of industry certifications for employees. VR counselors receive pay additives to their annual salaries when they complete certifications for CRC and CWIC.

Based on the results of the CSNA, FDBS implemented strategies that are incorporated and described throughout this plan. FDBS projects these activities and strategies will continue to have a positive impact on program performance. See Section Vocational Rehabilitation Section VI(b) for further details.

Adult Education

State targets are negotiated with the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE) and established for each of the educational functioning levels for Adult Basic Education (ABE), Adult Secondary Education (ASE) and ESOL on an annual basis. The target percentage is based on prior program year (PY) performance and a comparison of the state with national averages. The percentages represent the portion of students who must meet the goal for each educational functioning level. The chart below shows the target and performance for 2024-2025 and 2025-2026.

Figure 3.27
Florida Adult Education State Targets
ABE and ASE

Performance Indicators	2024-25 State Performance Target	2025-26 State Performance Target
ABE	31.3%	37.4%
Employment (Second Quarter After Exit)	30%	31%
Employment (Fourth Quarter After Exit)	28%	28.2%
Median Earnings (Second Quarter After Exit)	$5,839	$5,840
Credential Attainment Rate	21.6%	21.8%

Figure 3.28
Florida Adult Education State Targets
English for Speakers of Other Languages

Performance Indicators	2024-25 State Performance Target	2025-26 State Performance Target
ESOL	37.3%	37.4%
Employment (Second Quarter After Exit)	30%	31%
Employment (Fourth Quarter After Exit)	28%	28.2%
Median Earnings (Second Quarter After Exit)	$5,839	$5,840
Credential Attainment Rate	21.6%	21.8%

***Evaluation*. Describe how the State will conduct evaluations and research projects of activities carried out in the State under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA (WIOA Section 116(e)).**

Consistent with WIOA, Pillars I – V described in Section II. Strategic Elements (including Pillar IV: Accountability) and using funds authorized under a core program and made available to carry out this section, the State, in coordination with LWDBs and State agencies responsible for the administration of the WIOA core and combined programs, shall conduct ongoing evaluations of activities carried out in the State under such programs. The State, local boards, and State agencies shall conduct the evaluations to promote, establish, implement, and utilize methods for continuously improving core program activities to achieve high-level performance within, and high-level outcomes from, the workforce development system. The State shall coordinate the evaluations with the evaluations provided for by the Secretary of Labor and the Secretary of Education under section 169, section 242(c)(2)(D), and sections 12(a)(5), 14, and 107 of the Rehabilitation Act of 1973 (29 U.S.C. 709(a)(5), 711, 727) (applied with respect to programs carried out under title I of that Act (29 U.S.C. 720 et seq.)) and the investigations provided for by the Secretary of Labor under section 10(b) of the Wagner-Peyser Act (29 U.S.C. 49i(b)).

Selected research and improvement projects are aligned to strategies in this combined plan and monitored by the core program planning workgroup. To select projects, the CareerSource Florida Board of Directors, its councils and WIOA program partners use the working group flow discussed in Section IV to recommend areas for analysis or improvements. These projects are presented to and approved by the Executive Office of the Governor and the leadership of the core program partner agencies. Projects are coordinated as necessary with the Secretaries of the Departments of Labor and Education as described in WIOA Section 116(e).

Evaluations conducted under this subsection shall be designed in conjunction with the State board, State agencies responsible for the administration of the core programs, and local boards and shall include analysis of customer feedback and outcome and process measures in the statewide workforce development system. The evaluations use designs that employ the most rigorous analytical and statistical methods that are reasonably feasible.

The State shall annually prepare, submit to the State board and local boards in the State, and make available to the public (including by electronic means), reports containing the results of evaluations to promote the efficiency and effectiveness of the workforce development system.

The State shall, to the extent practicable, cooperate in the conduct of evaluations (including related research projects) provided for by the Secretary of Labor or the Secretary of Education under the provisions of Federal law. Such cooperation shall include the provision of data (in accordance with appropriate privacy protections established by the Secretary of Labor), the provision of responses to surveys, and allowing site visits in a timely manner, for the Secretaries or their agents.

Current or Planned Research/Evaluation Projects
When Florida submitted its WIOA Combined Four-Year Plan, CareerSource Florida, FloridaCommerce, and the Governor's Office collaborated to make recommendations for the use of 2024-2025 WIOA set-aside funds. In alignment with ongoing work to advance Florida's Workforce System and the REACH Act, use of these funds included conducting a statewide assessment of the landscape and opportunities for improving the delivery of soft skills and digital literacy training. Topics explored included:

- Defining an appropriate meaning, scope, and inventory of what constitutes "foundational/employability skills."
- Identifying digital literacy gaps and developing strategies for targeted outreach.
- Identifying resources currently in use across the LWDBs statewide, along with success rates associated with current practices.
- Compiling an inventory of nationwide best practices or approaches adopted by other states, and their effectiveness.

The Foundational Skills and Digital Literacy, Final Report: Findings and Recommendations dated May 2, 2025 summarizes research on workforce skills, training, and outreach across the CareerSource Florida network and other peer states. It highlights in-demand digital literacy skills—especially Computer Operations and Software use—and key employability traits like personal qualities and interpersonal skills, mentioned in 83% of job listings. The biggest workforce gap was in Reporting and Metrics, where demand surpassed supply by 11.4%. Soft skills gaps were harder to pinpoint due to vague resume listings. Training to improve soft skills was found to be most effective when held in person, though barriers like transportation and internet access can limit this. Outreach strategies vary considerably across regions, and robust data is essential to evaluate which models are most effective and whether training initiatives translate into sustainable employment.

Distribution of Funds for Core Programs. Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

***For Title I programs*, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—**

Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

70% of the total regional allocation is based on the required allocation factors of the relative number of unemployed individuals in an area of substantial unemployment, the relative number of unemployed individuals who exceed 6.5% of the civilian labor force in that workforce region, and the relative number of economically disadvantaged individuals in the workforce region. The state board approved the application of the maximum allowable factor of 30% to the adult and

youth regional calculations based on the relative excess poverty levels within the 21 local areas. Excess poverty is defined as the number of economically disadvantaged individuals (adult or youth) in excess of 1.25% of the civilian labor force within the workforce region.

Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

Please see response for section III (5)(A)(i).

Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

Florida uses the following four factors in determining allocation percentages used to distribute Dislocated Worker funding to the 21 LWDBs:

For each of these four factors, relative percentages are calculated for each LWDB, weights are then applied, and the resulting amounts are combined to determine the full 100 percent factor for each LWDB.

- The factors of declining industries data and farmer-rancher economic hardship are given a zero weighting in the WIOA dislocated worker sub-state allocation formula.
- Declining industries data – Absent a recession, Florida has only one declining industry in recent times with a number of workers that is insignificant when compared to the total number in the state workforce.
- Farmer-rancher economic hardship – There is a lack of public use data sources with sufficient geographic detail to adequately serve the requirements of an allocation formula.
- Funds not distributed using these formula factors are reserved at the state level for discretionary awards to address specific dislocation events and operate the state's rapid response unit.

***For Title II*:**
Describe the methods and factors the eligible agency will use to distribute title II funds.

Florida will continue to administer the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), consistent with federal law and guidance. Funding for eligible providers is contingent upon the availability of federal appropriations and will be distributed in accordance with statutory requirements and state-established processes that support accountability and alignment with workforce and education priorities. FDOE will issue guidance, as appropriate, to implement competition or continuation processes in compliance with federal and state requirements.

The prior continuation cycle concluded June 30, 2026. DCAE is initiating a new competitive grant cycle starting PY 2026-27 for eligible adult education providers to submit grant requests for proposals (RFP). Grants awarded under this process will be multi-year, with a four year cycle covering PY's 2026-27, 2027-28, 2028-29 and 2029-30. Funding for each PY is contingent upon the availability of federal appropriations. All awards will be made in accordance with 34 CFR 463, Subpart C (see State Plan Section "b. Adult Education and Literacy Activities (Section 203 of WIOA)" for additional details). An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities, which may include a/an

- LEA.
- Community-based or faith-based organization.

- Volunteer literacy organization.
- Institution of higher education.
- Public or private nonprofit agency.
- Public library.
- Public housing authority.
- Nonprofit institution with the ability to provide adult education and literacy services.
- Consortium or coalition of agencies, organizations, institutions, libraries, or authorities described above; and
- Partnerships between an employer and an entity described above.

In the grant awarding process, the required 13 considerations identified in Section 231 are included in the evaluation and selection process. Other factors considered include: the ability of the eligible provider to meet the literacy needs of the area, the ability to comply with WIOA expectations, the demonstrated effectiveness and past performance of the entity in providing literacy instruction and meeting programmatic goals and the overall qualifications and expertise of the provider's personnel.

As part of the grant award process, Florida requires the integration of Integrated Education and Training (IET) services across all funding streams to support adult education, workforce preparation and training for educational and career advancement.

Florida utilizes data from the most recent American Community Survey (ACS) to determine projected allocations (not less than 82.5%) of federal AEFLA funds for each of Florida's 67 counties. ACS provides the most current data and is a standard dataset used by OCTAE and other state formula grant programs at the US ED. The allocation and distribution of funds are expected to address the educational and training needs of eligible individuals throughout the county, particularly those eligible individuals who have low levels of literacy skills, are English language learners or are individuals with disabilities.

Florida's method for distributing funds aligns with Pillar IV: Accountability by using clear, data-driven formulas, statutory requirements and performance-based selection processes to ensure resources are invested responsibly and provide quality services. Across all titles, distribution policies and processes reinforce strong oversight, transparent criteria, and consistent compliance with federal and state law, making the funding system fair, predictable, and aligned with statewide workforce and education priorities.

Describe how the eligible agency will ensure direct access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

DCAE ensures that all eligible providers have direct, competitive and fair opportunities to apply for grants and contracts. Request for Proposal announcements are distributed through multiple communication outlets including the FDOE communication system, media outlets, formal press releases, the FDOE website and statewide educational publications to ensure all prospective eligible providers have access to the same standardized information.

Annual webinars are conducted to review the grant application process and address questions from prospective eligible providers. Grant application procedures remain consistent for all eligible providers.

***Vocational Rehabilitation Program*:**
In the case of a State that, under section 101(a)(2)(A)(i)of the Rehabilitation Act designates a State agency to administer the part of the VR services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

In Florida, vocational rehabilitation services are delivered by VR and FDBS, both of which are administratively housed in FDOE. Based on a mutual letter of understanding, Florida's federal grant funding for VR services is allocated as follows: 83% of grant funding is allocated to VR, and 17% of grant funding is allocated to FDBS.

Program Data
***Data Alignment and Integration.* Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, UI programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date. Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.**

Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

Core partner agencies convened a data workgroup to obtain information about the data systems and applications used by each partner and to identify essential actions to comply with data collection and reporting requirements for WIOA. These meetings revealed most state systems use the same database platforms, or platforms between partner agencies are highly extensible and interoperable.

Florida will use a federated data solution with key systems interacting in intervals of real-time daily, monthly, and quarterly. This allows minimal interruption of the data collection, management, and reporting practices of each of the core and sub-entities involved within the partner agencies.

The strategic alignment and coordination of education and workforce initiatives in the REACH Act includes an online opportunity portal, allowing access to available state, federal, and local services and tools. This will provide Floridians with broader access to education and training options, labor market information, career planning tools, workforce training, and education support. Additionally, the REACH Act strengthens oversight, accountability, and transparency measures for the network of agencies, partners, and systems.

The Workforce System Integration effort (FL WINS) currently underway at FloridaCommerce will establish a consumer-first workforce system and improve coordination among workforce system partners. The Feasibility Study provides a roadmap for program establishment, technical integration, and enhanced business process integration. These initiatives set a foundation for enhanced coordination and service delivery for Floridians to be completed by 2027.

Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

Streamlined intake takes place at the LWDB level instead of the system level. When intake data are captured by any of the core partner agencies and are necessary for the reporting and performance of other partner programs, these agencies contribute to a central repository system either in real-time or by system interface. Florida is also currently exploring the efficacy of using a hub system to further integrate WIOA core programs through universal intake and referral of job seekers. Employ Florida provides an integrated online labor exchange and case management system for the Adult, Dislocated Worker, Youth, WP, JVSG, TAA and RESEA programs through one system. Employ Florida also interfaces with Reconnect, Florida's system for the UI Benefits program.

Employ Florida optimizes the use of staff time by determining eligibility of multiple programs through a single form that collects all required data fields. Data transfers can be facilitated from local areas, providing flexibility, and reporting for local agencies and providers using independent systems. In addition, Employ Florida offers integrated report design, distribution methods, and management features that meet the PIRL requirements.

The Employ Florida system allows for effective evaluation and monitoring of each LWDB's program performance by FloridaCommerce. Electronic, paperless participant case files created in the Employ Florida system allow for remote monitoring and evaluation. Additionally, career center program staff have access to the Employ Florida Document Management system that provides the ability to scan, upload, and attach electronic files. Employ Florida provides for consistency across LWDBs throughout the state by using identical criteria for establishing program eligibility and participation. The system effectively tracks participants and their activities across workforce programs, efficiently organizing the information and data required for consistent monitoring and evaluation of Title I and III programs.

FloridaCommerce and FDOE developed and signed a data-sharing agreement that allows the exchange of data for federal funded programs under WIOA. A process has been put in place which allows for the exchange of PIRL files between both agencies. In addition to the PIRL files, FDOE provides FloridaCommerce with the necessary data required for the Employer Indicators. FloridaCommerce then combines the data and submits the indicators for both agencies.

Consistent with Pillar III: Integrated Systems and Pillar V: Flexibility and Innovation, Florida is working closely with multiple agencies to enhance opportunities for coordinating with partners, creating a more unified system that helps job seekers and businesses obtain access to high-quality services.

One hallmark of the REACH Act was the call for a consumer-first, "no wrong door" workforce development system that seeks to provide Floridians with improved access to workforce programs and services through interoperable systems and shared integrated data. FloridaCommerce is leading this transformational initiative through the Florida Workforce Integrated Networking System (FL WINS) technology solution, a consumer-first online opportunity portal allowing for common intake across core and combined partners and simplified access to state, federal, and local services and tools. This multi-year endeavor brings together management information systems from DCF, FloridaCommerce, and DOE's Divisions of Career and Adult Education, VR, and FDBS that streamlines the process for accessing workforce services:

- **Customer Portal** – Enhances the customer experience through a single shared account that provides a common access point to update personal information, view program information, and submit common intake applications.
- **Common Intake Form** – Provides intake capabilities for applicable programs across the Workforce Partners.
- **Data Integration** – Enables the sharing of data between existing agency systems of record to enhance the user experience, orchestrates the data flow among systems, and enables robust data analytics.

FL WINS will also incorporate a digital learning experience to help agency staff better serve Floridians through a no-wrong-door approach. This training uses short, scenario-based lessons to teach staff how to guide customers across multiple workforce programs. It focuses on real-world practice, helping staff understand programs beyond their own agency and build confidence in making referrals. The training is designed to be flexible and easy to use, with interactive simulations that show how the system improves customer outcomes. Staff learn how to navigate other state services that are beneficial to their customers and receive feedback and support as they apply new skills.

The training includes lessons about key agencies like DOE, FloridaCommerce, CareerSource Florida, and DCF. Each section offers program knowledge and practice through virtual conversations. Learners help simulated customers with real needs, such as job training, education, or housing support. These activities help staff connect the dots between programs and understand how to use the system to help people more effectively. The goal is to create a consistent, user-friendly experience that supports behavior change and improves service delivery across Florida's workforce system.

As part of its workforce system modernization efforts, Florida is working with a vendor to implement a Workforce Information Tracking System (WITS), a centralized case management and reporting platform that will be used across the CareerSource Florida network. This system will support workforce professionals in tracking participant progress, managing services under programs like WIOA, TANF, and SNAP E&T, and recording outcomes such as employment and credential attainment. WITS will include generative AI technology to improve the customer experience by providing AI-powered tools that streamline job searches/matching, resume creation, application processes, job posting, career guidance, and interview preparation. Maintained by FloridaCommerce, WITS will play a vital role in ensuring compliance with federal and state requirements while helping evaluate the effectiveness of workforce initiatives aimed at promoting self-sufficiency and economic mobility. Work on the WITS platform is scheduled to begin in December 2025 with an anticipated completion between January and May 2027.

These initiatives will enhance coordination and service delivery for Floridians. The FL WINS Workforce System Integration Roadmap shows the timeline for FL WINS workforce integration management, business planning and communications, IT Operations and Management, and Solution Implementation (Data Integration and Common Customer Portal).

Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

The state uses technology to assist with data collection across the mandatory one-stop career center partner programs. Most mandatory program data are captured and shared extensively between three systems using a strong federated architecture. All participants have access to the labor exchange and labor market information systems. The state is further exploring integration through the consumer-first workforce system called for in the REACH Act. This work directly advances Pillar III: Integrated Systems and Pillar V: Flexibility and Innovation of the state's workforce development strategy. Reducing silos, improving data flow, and creating a consistent experience for job seekers and employers is critical. Exploration and integration of the FL WINS and WITS systems demonstrate Florida's ongoing efforts to modernize its technology, test new systems designs, and respond quickly to changing needs while continuing to enhance coordination statewide.

Describe the State's data systems and procedures to produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

The state's current infrastructure and proposed infrastructure is positioned to meet WIOA reporting requirements. Through collaboration with the vendor of Florida's online job-matching portal, necessary data files are configured on a quarterly basis for federal reporting and submitted through the Enterprise Data Reporting Validation System. Prior to submission, files are analyzed for data consistency and vetted using internal queries and tracking reports.

All reports are approved by FloridaCommerce for certification and reviewed by CareerSource Florida staff. Florida core partners continue to work toward improving the process via modified data sharing mechanisms and reporting protocols.

There are multiple state agencies in Florida that have administrative responsibility for the WIOA core programs. These include both FloridaCommerce and FDOE. While each of these entities maintains separate participant and financial information systems, the agencies continue to work collaboratively to integrate data across Florida's workforce development system.

Employ Florida is based on federal requirements to collect the data for reporting for Title I and III programs. Each week, the Employ Florida vendor, Geographic Solutions, produces the PIRL files. On a bi-monthly basis, FloridaCommerce reviews the data in the files and checks data issues. A list of issues or missing data is sent to the respective LWDB Regional Security Officer to be corrected in Employ Florida. In addition to reviewing the data, the files are uploaded into the Workforce Integrated Performance System edit checks. This process is performed monthly throughout the PY.

FloridaCommerce submits the Employer Indicators for both FDOE and FloridaCommerce to WIPS. FDOE provides the required information to FloridaCommerce which is combined with FloridaCommerce's data and then submitted through WIPS. In addition to federal reporting, FloridaCommerce provides participant and exiter data from the Employ Florida Virtual One Stop (VOS) to FDOE. This information is used to develop and produce the FETPIP Annual Outcomes Report.

VR Reporting

VR's Aware case management system is highly aligned with the RSA-911 quarterly reporting data elements and requirements. The quarterly RSA-911 reports are submitted to RSA, which compiles them to produce the WIOA Annual Report. Aware produces the RSA-911 reports periodically, with the most frequent periods being nightly.

Throughout each quarter, RSA-911 reports from Aware are passed through an edit checker created and maintained by Alliance Enterprises, who created and maintains the Aware case management system. Edit checker results are evaluated for causes and specific resolution criteria using internal queries and reports. At the end of each quarter, RSA's web portal edit checker becomes available. The RSA web portal contains historical reporting-based edit checks beyond those available in the Alliance edit checker. The RSA-911 reports are processed within the web portal multiple times per week until the report submission deadline allowing any data entry errors to be resolved. Once UI Wage data, Secondary, and Post-secondary enrollment, graduation, and credential attainment data becomes available, VR requests these corresponding data for currently reported customers from FETPIP. The results from FETPIP are included in the RSA-911 report prior to final submission.

VR also follows the process of exchanging PIRL files in order to ensure accurate co-enrollment measures among WIOA Partner agencies throughout the year. Annually, VR's required data for the Employer Indicators is provided to FloridaCommerce through FETPIP, so that VR's Employer Indicator data is also included when reported by FloridaCommerce.

Assessment of Participants' Post-Program Success. **Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.**

Consistent with Pillar IV: Accountability and driven by the transparency and accountability priorities of the CareerSource Florida Board of Directors, the Continuous Improvement Performance Initiative assesses quarterly achievement and drives systemic change to help Florida become a global leader for talent. The initiative encourages the 21 LWDBs to focus on staff-assisted, high-quality services for Florida businesses in targeted sectors identified in WIOA local plans. The initiative also places a focus on accelerated job placement and high-quality training services to job seekers with barriers to employment as defined in WIOA.

CareerSource Florida and FloridaCommerce offer ongoing technical assistance through webinars, one-on-one telephone consultations, and in-person presentations, including training at the Florida Workforce Professional Development Summit. Additional information is collected through CareerSource Florida sector initiatives, local board pilot projects, and statewide higher education data to support market-informed decision-making and enable statewide policy development.

Use of UI Wage Record Data. **Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)**

Pursuant to Section 1008.39, Florida Statutes, FETPIP is mandated to provide outcome reporting on workforce and education programs in Florida. The primary mechanism employed by FETPIP is UI and SWIS. All core partners report participant data to FETPIP under WIOA. Florida UI wage information will be made available, as the law allows, to the core partners for employment and wage-related outcome identification for federal performance standards. With the use of wage record data, performance accountability and program evaluations for all core programs can be conducted in a similar manner.

Privacy Safeguards. **Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the GEPA (20 U.S.C. 1232g) and other applicable Federal laws.**

Core partners agree to follow all applicable federal, state, and local laws pertaining to confidential information. Each partner ensures the collection and use of information containing personally identifiable information is limited to purposes that support its programs and activities.

Florida is aware that a key element of success in utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such. This is accomplished with various technical safeguards and ensure that personnel handling this data are properly trained in all relevant protections and the fundamentals of handling personal and confidential data.

Technical safeguards may include:

- Approved processes that limit access to the data to only those personnel who require access to carry out their daily job functions.
- Network security, monitoring, firewalls, etc. to prevent unauthorized access to data from entities outside of state government.
- Encryption technology.
- Secure data transport mechanisms.

Data Sharing Agreements are used when confidential information is shared with another entity. All partners that will provide and share data in collaboration efforts will enter a MOU and/or a data sharing agreement to ensure security of sensitive information. All partners expressly agree to abide by all applicable federal, state, and local laws regarding confidential information and to adhere to the same standards of confidentiality as state employees.

Florida's Title II AEFLA programs ensure strict adherence to the Family Educational Rights and Privacy Act (20 U.S.C. 1232g), its implementing regulations (34 CFR part 99) to protect the privacy of students' education records and afford 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 from education records. All funded adult programs must submit signed assurances concerning privacy safeguards and periodic review of such safeguards are part of DOE's compliance monitoring system.

In addition to the safeguards listed, the Division of Career and Adult Education ensures strict adherence to the FDOE Acceptable Use Policy document, and all employees sign a Data Use Agreement that specifically states all confidential information shall be used solely for conducting the work of the Division. Access to confidential client data is strictly limited to employees based on their job function and 'need-to-know' basis to perform the functional duties of their position.

All employees, contractors, and agents must complete mandatory security awareness training annually. The required security awareness training advises employees, contractors, and agents of the civil and criminal sanctions for non-compliance to applicable federal and state laws.

FDBS follows the policy and procedures detailed in FDOE's Computer Security Incident Response policy document that provides the steps required to respond to suspected computer security incidents. These steps include identifying incidents, notifying the designated Computer Security Incident Response Team, and reporting findings to agency management.

All VR employees, contractors, and agents must complete mandatory security awareness training annually. The required security awareness training advises employees, contractors, and agents of the civil and criminal sanctions for non-compliance to applicable federal and state laws.

Florida is a signatory state for the SWIS, and FDOE is an Access PACIA. To limit the parties involved and further bolster customer privacy, the VR conducts matching of both UI records and educational records through FDOE for the purposes of WIOA.

Priority of Service for Veterans.

Describe how the State will implement the priority of service provisions for covered persons in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the USDOL.

Florida ensures priority of service to eligible veterans and covered persons in its program delivery and services that are funded, in whole or part, by the USDOL in accordance with all federal guidance letters and notices, including 20 CFR Part 1010, Employment and Training Administration's Training and Employment Guidance Letter No. 10-09, and Training and Employment Notice 15-10. Florida ensures the provision of priority of service with the following:

- All career center staff are trained to screen and identify potential covered persons. The question "Have you or a spouse ever served in the U.S. military?" is asked of every individual upon initial visit in the career center.
- Signage notifying covered persons to identify are displayed at every intake counter in the career centers.
- Veterans and covered persons who register in Employ Florida receive a pop-up message that ensures these newly registered veterans and covered persons are aware of their entitlement to priority of service and the scope and types of services available under priority of service.
- Employ Florida notification of priority of service is documented by an automated service code 089.
- Staff are trained to inform veterans and covered persons of their entitlement to priority of service and the scope and types of services available under priority of service and manually document this service in Employ Florida with service code 189.
- LVER staff are fully integrated into the CareerSource network and provide annual priority of service training to all career center staff.

Key Definitions

- Covered person – The regulations adopt and apply this statutory term, which includes eligible spouses.
- Veteran – The regulations specify that the definition for veteran specified at 38 U.S.C. s. 101(2) applies across all qualified job training programs for the purpose of priority of service. The definition includes two key criteria:
    - Service in the active military, naval, or air service.
    - Discharge under conditions other than dishonorable.

Veterans and covered persons identified at the point of entry shall be notified of programs and/or services available. Point of entry includes physical locations, such as CareerSource Florida career centers, as well as websites and other virtual service delivery resources.

Implementation

LWDBs will ensure their local plan provides clear strategies and policies for providing veterans

and covered persons with the highest quality of service at every phase of services offered. Policies shall be implemented to ensure eligible veterans and covered persons are aware of:

- Their entitlement to priority of service.
- The full array of programs and services available to them.
- Any applicable eligibility requirements for those programs and/or services.

LWDBs will give eligible veterans and covered persons precedence over eligible non-covered persons for the receipt of employment, training, and placement services provided under new or existing qualified job training programs. Eligible veterans and covered persons shall receive access to the service or resources before non-covered persons. If the service or resource is limited, the veteran or covered person shall receive access to the service or resource instead of or before the non-covered person.

Describe how the State will monitor priority of service provisions for veterans.

Monitoring Priority of Service
FloridaCommerce, in coordination with the Florida USDOL Director of Veterans Employment and Training, conducts on-site technical assistance for the LWDBs to review local implementation of priority of service. In accordance with U.S.C. § 4104(f), LWDBs must submit a Veterans Quarterly Manager's Report to FloridaCommerce each quarter regarding compliance with federal law and regulations with respect to special services and priorities for eligible veterans and eligible persons. The report requires the LWDB to explain, in writing, how they are implementing priority of service at the local level. These reports are monitored by the FloridaCommerce State Veterans' Program Coordinator. Additionally, FloridaCommerce ensures LWDBs' compliance with priority of service in accordance with 20 CFR Part 1010 as part of annual programmatic monitoring.

Describe the triage and referral process for eligible veterans and other populations determined eligible to receive services from the JVSG program's Disabled Veteran Outreach Program (DVOP) specialist/Consolidated Position.

To facilitate the intake screening, LWDBs must use the Veteran Intake Form, or locally established equivalent, to determine the individual's service level needs and eligibility for enhanced services from a DVOP specialist. The Veteran Intake Form may be modified by the LWDB or integrated into a local electronic intake kiosk, if the core elements which identify the required demographics are retained. Individuals determined eligible for DVOP specialist services must immediately be referred to a DVOP specialist. Individuals who are not found to be eligible must be provided services by the first available qualified and appropriate career center staff member.

In instances where a DVOP specialist is not available, individuals who would normally be served by DVOP specialists must be served by the next available qualified and appropriate career center staff member.

Services to Qualifying Employment Barriers and special population veterans must not be delayed or postponed due to the unavailability of a DVOP specialist.

Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals

with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

Composition and Certification of LWDBs; Certification of One-Stop Systems; and Direct Service Provider Designation

CareerSource Florida Workforce Policy G105 – Composition and Certification of Local Workforce Development Boards; Certification of One-Stop Systems; and Direct Service Provider Designation outlines Florida's One-Stop Delivery System, One-Stop Career Center Certification Requirements, and Direct Service Provider Designation. This workforce policy includes criteria for evaluating how effectively the one-stop career centers and delivery systems take actions to comply with the physical and programmatic accessibility issues and other disability-related regulations implementing WIOA sec. 188, as set forth in 29 CFR Part 38.

Florida strives to ensure quality services are delivered in the most efficient and effective ways possible through full integration and coordination of one-stop career center partners and resources to support seamless service delivery. FloridaCommerce, in consultation with the state board, CareerSource Florida, is responsible for establishing objective criteria and procedures for use by LWDBs in certifying One-Stop Centers. LWDBs under the direction of their CEO have responsibility for ensuring the achievement of certification and quality standards for One-Stop Career Centers.

The LWDBs must have at minimum one certified Comprehensive One-Stop Center. The goal is to ensure that each LWDB has been determined to meet uniform certification standards, such that businesses and job seekers can expect a minimum baseline of quality services regardless of location. At least once every two years, LWDBs must assess the effectiveness (including customer satisfaction), of physical and programmatic accessibility in accordance with WIOA sec. 188, and continuous improvement of one-stop career centers and the one-stop delivery system using the federal and state criteria outlined and established by policy.

Once every two years, the LWDB must be certified for each local area in the state, based on the criteria described in WIOA sec. 107(b) and CareerSource Florida policy. For a second or subsequent certification, certification must be based on the extent to which the local area ensures workforce development activities carried out in the local area enabled the local area to meet the corresponding performance accountability measures and achieve fiscal integrity as defined in WIOA sec. 106(e)(2).

The SWDB, acting on behalf of the Governor, approves the certification of eligible LWDBs every two years. At the appropriate time intervals, FloridaCommerce, in consultation with CareerSource Florida, issues instructions to the LWDBs about the certification process, including documentation requirements. LWDBs must assess the effectiveness (including customer satisfaction), of physical and programmatic accessibility in accordance with WIOA sec. 188 (discussed more fully in other sections), and continuous improvement of one-stop career centers and the one-stop delivery system using the federal and state criteria outlined and established by policy. Upon satisfactory review of LWDB's certification documents, FloridaCommerce and CareerSource Florida provide a recommendation to the SWDB regarding certification.

CareerSource Florida Workforce Policy G105 aligns with Florida's state strategy Pillar III: Integrated Systems and Pillar IV: Accountability by ensuring a unified, accessible, and high-quality One-Stop Delivery System grounded in consistent statewide standards, continuous

improvement, and rigorous certification requirements. The policy advances Florida's state strategy of delivering seamless, customer-focused services through full integration and coordination of workforce system partners, while upholding programmatic and physical accessibility consistent with federal law and regulations. By requiring LWDBs to maintain certified Comprehensive One-Stop Centers and demonstrate ongoing performance, customer satisfaction, and fiscal integrity, the policy reinforces Florida's commitment to efficient service delivery, strong governance, and system-wide quality assurance that ensures businesses and job seekers receive reliable, and high-value workforce services statewide.

Workforce Policy P1 – Availability of Services to Floridians sets standards for LWDBs to ensure all Floridians can access career services. It requires career centers to be open at least eight hours a day, five days a week, and to provide clear, respectful, and timely service to job seekers and employers. The policy also emphasizes outreach, accessibility, customer satisfaction, and coordination with other workforce programs to improve employment outcomes and economic opportunity statewide.

This policy aligns closely with Florida's state strategy including Pillar II: Worker Mobility and Pillar III: Integrated Systems and helps ensure all Floridians have consistent, reliable access to high-quality career services that support reemployment, advancement, and barrier-free participation in Florida's workforce. Requiring standardized operating hours, clear and respectful customer service, coordinated outreach, and accessibility, this policy reinforces Florida's strategy of delivering seamless, customer-centered workforce services across LWDAs and regions. Placing an emphasis on service quality, accessibility, and coordination with partner programs supports Florida's commitment to removing barriers, improving customer satisfaction, and maximizing economic opportunity statewide ensuring job seekers and employers can expect service excellence.

FloridaCommerce's Office of Civil Rights (OCR) is responsible for program compliance monitoring, which includes accessibility for individuals with a disability. The OCR makes periodic reviews of the physical structures used by recipients using a facilities accessibility survey and recommends and monitors a corrective-action plan where recipients' facilities are found to be out of compliance. The OCR reviews locally completed facility-accessibility surveys during the regularly scheduled program reviews.

All new construction and alterations to existing career centers must be carried out so that, to the maximum extent feasible, the career center is readily accessible to and usable by individuals with disabilities. For older buildings where no alterations are undertaken, LWDBs are required to remove architectural barriers to physical accessibility of the career center for persons with disabilities unless the removal is not readily achievable. The standards to be applied are the Americans with Disabilities Act Accessibility Guidelines along with applicable portions of Florida law.

LWDBs must ensure that all interested individuals, including those with visual or hearing impairments, can obtain information as to the existence and location of accessible services, activities, and facilities.

Where any of a LWDB's career centers are inaccessible, the LWDB must provide signs at the primary entrance of each such facility directing users to a location where they can obtain information about how to access the career center. During scheduled program reviews by the OCR, the OCR checks for accessibility, compares the findings with locally conducted surveys, and provides training and technical assistance on accessibility compliance, if needed.

Disability Program Navigator

FloridaCommerce was one of the original recipients of the USDOL's Disability Program Navigator (DPN) grant in 2002 and has expanded services to individuals with disabilities at CareerSource Florida network career centers throughout the state. The DPN grant focused on developing relationships across agency and entity lines to leverage resources and enhance employment opportunities for people with disabilities. The grant was a catalyst to:

- Expand opportunities and increase staff awareness of the variety of assistive technologies and services available.
- Provide technical assistance and training in assisting people with varying disabilities.
- Ensure career centers were readily accessible.

Currently, each LWDB maintains a Disability Specialist position to continue focusing on quality services to individuals with disability.

Ticket to Work Employment Networks (ENs)

LWDBs continue expanding employment and training services for people with disabilities. 18 of Florida's 21 LWDBs have been approved as ENs under the Ticket to Work program. Career Source Palm Beach County and Career Source Broward provide employment network services to VR participants that are Ticket to Work holders.

Mobile Units

The state and several LWDBs have accessible mobile units which serve as career centers that provide onsite services to individuals with disabilities. These mobile units provide additional access to remote job fairs, assist those impacted by mass layoffs, and provide access to other employment and training events for individuals with disabilities.

Participation on Boards

At the state level, the workforce system increased active participation on boards working to improve the quality of life of individuals with disabilities such as:

- Commission for the Transportation Disadvantaged.
- Council of State Administrators of Vocational Rehabilitation.
- CSBG Advisory Council.
- Employment First Collaborative
- Florida Alliance for Assistive Services and Technology (FAAST).
- Florida Council on Homelessness.
- Florida Independent Living Council.
- Independent Living Services Advisory Council (ILSAC)
- National Council of State Agencies for the Blind.
- Rural Economic Development Initiative (REDI)

VR, FDBS, and DCF are all represented on the CareerSource Florida Board of Directors.

VR and FDBS have been partners in the CareerSource Florida network since the inception of WIOA. Many other state and local entities provide resources that help to maximize employment opportunities for people with disabilities. These partners enhance services that career centers offer customers and provide support the workforce system cannot.

As noted previously in this statewide plan, VR launched the Abilities Work web portal within the state MIS, Employ Florida. The portal was created in response to recommendations made by the Governor's Commission on Jobs for Floridians with Disabilities. The Abilities Work web portal was developed by FloridaCommerce in partnership with VR, FDBS, the Agency for Persons with Disabilities (APD), the Florida Developmental Disabilities Council, and stakeholders from around the state to provide single point of contact for employers who seek to hire individuals with disabilities. The portal provides guidance and information. The portal's help desk is operated by VR staff with specialized knowledge in disability resources who can guide job seekers and employers navigating the employment system. FloridaCommerce and these partners continue monitoring the web portal and make improvements in response to suggestions from users and staff.

Opportunities for Enhanced Collaboration
Combined partners assist the workforce development system in maximizing comprehensive services for job seekers offering the opportunity for self-sufficiency through meaningful employment.

APD has representation within the workforce system, and several members of the Statewide Strengthening Youth Partnership are entities focusing on providing quality services to people with disabilities.

The resources described above provide a strong foundation for accessibility in the CareerSource Florida network service delivery system. To support and strengthen existing resources, FloridaCommerce's Office of Civil Rights (OCR) conducts regular onsite and desktop reviews of each LWDB's compliance with the ADA of 1990, as amended, and 29 CFR Parts 32 and 37.

LWDBs are required to conduct self-audits and participant data analysis to annually monitor their own compliance with the ADA. The primary compliance criteria are contained in Florida's Methods of Administration, as required by federal regulations. To obtain meaningful information about the level of service provided to people with disabilities, OCR conducts the following reviews as necessary:

- Staff interviews.
- Customer surveys and interviews.
- Facility accessibility survey review and assessment.
- Review of customer informational materials, including materials in alternative formats and languages other than English.
- Review of community contact programs.
- Observation of center activities.
- Complaint file review.
- Discussion of intake and assessment processes, including provisions to serve people with disabilities or who are non-English speaking.
- Review of compliance monitoring reports prepared by or on behalf of the LWDB.
- Review of program and equipment available.
- OCR provides ongoing technical assistance to LWDB/career center staff on such topics as reasonable accommodation requests from customers and employees. Based on these technical assistance requests and its reviews of LWDBs' compliance with ADA requirements, OCR provides formal training onsite or on critical topics by webinar.

To support LWDBs in serving individuals with disabilities, FloridaCommerce will do the following:

- Facilitate quarterly technical assistance calls between FloridaCommerce, LWDBs, and other presenters. LWDBs should have staff that regularly interact with customers and attend at least one call per year to maintain knowledge of best practices.
- Create and maintain a list of resources for employers and LWDBs about employing and serving individuals with disabilities. FloridaCommerce will provide state-level resource information on its website.
- Maintain and disseminate a schedule of upcoming webinars from various disability associations that staff from LWDBs may attend (such as the Jobs Accommodations Network and the National Disability Institute).

In 2013, VR introduced a strategic initiative to ensure accessibility of all agency components including programs, facilities, personnel and hiring practices, online resources, internal and external communications, and technology systems. Strategies are now built into VR operational procedures. Following ADA Title II requirements, FDOE Leasing staff conducts ADA inspections of all new or renewed VR office leases. VR offices inspected and found not in compliance have a 508 Plan which describes accessibility improvements planned for the facility.

VR participants are included in this process when possible. Adaptive equipment and/or software, such as ALDs and UbiDuos, are available in some VR facilities. Specific applications were developed using custom Job Access with Speech (JAWS) script and workflow documentation to meet the needs of users.

FDBS has an accessibility team that provides training to staff on creating accessible documents. The team reviews materials and assists other agencies with applying guidelines to ensure their websites are accessible. The Division's IT team created a detailed resource guide for staff, partners, community rehabilitation providers, etc., covering these topics and more in notable detail. Anyone can access information regarding accessibility on the Division's website under the section titled "Accessible Documents." This section covers how to create accessible pdf files, forms, and tables, including links to how to test documents to see if they are accessible.

The Division has an agreement with Vispero to obtain licenses for assistive technology, such as JAWS (computer screen reader) and Zoom Text (screen magnifier and voice over). This allows the Division to provide assistive technology to clients, CareerSource Centers, core partners, employees, and other state agencies.

FDBS provides interpreter services for client's who do not speak English and sign language services for those who are deaf to facilitate communication during the VR process. Client documents and forms are provided in Braille and Spanish – along with English.

FDOE conducts ADA inspections on new and renewed facilities leased by VR. Any facility out of compliance receives a plan outlining the accessibility improvements required to acquire or maintain the lease.

Additional VR internal strategies and activities to increase access to individuals requesting services are as follows.

- Use a comprehensive safety plan for monitoring VR facilities statewide. Specific components include a process for reporting defective/unsafe working conditions, safety

and facilities management training for area staff, a move manual, a statewide safety manual, statewide first aid information, furniture inspection instructions, and a facility security/building access policy at HQ.

- Continue to expand access to interpreters and translators to reach underserved populations and increase communication with customers.
- Reduce barriers to information about division services by providing materials and program information in English, Spanish, and Haitian-Creole.
- Continue assigning counselors and consultants to serve specialized populations, such as deaf and hard-of-hearing customers, deaf and blind customers, and transition students.
- Collaborate with CareerSource Florida and other career center partners to implement universal design principles into the workforce development system's facilities and operations, with the intent to include universal design as a separate component of the one-stop career center certification process.

Florida's comprehensive approach to serving individuals with disabilities and individuals with barriers aligns closely with Pillar II: Worker Mobility and Pillar III: Integrated Systems of Florida's state strategy by providing access, coordinated supports, and enhanced navigation across workforce, rehabilitation and community partners. Through robust accessibility monitoring by FloridaCommerce's Office of Civil Rights, the removal of barriers, the expansion of assistive technologies, and the availability of services such as Disability Program Navigators, Ticket to Work Employment Networks, accessible mobile units, and the Abilities Work web portal, Florida provides enhanced access to entry points into employment and training.

Collaboration among VR, FDBS, APD, and other statewide partners reinforces Florida's state strategy of delivering integrated and customer-centered workforce services, ensuring individuals with disabilities and barriers can fully participate in the labor market. Continuous training, technical assistance, interagency coordination, and adherence to ADA standards further support Florida's commitment to high-quality, accessible, and responsive workforce services that promote self-sufficiency and expanded economic opportunity.

Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

Florida's WIOA combined planning partners understand the importance of ensuring universal and meaningful access to its programs and services for individuals with limited English proficiency (LEP). FloridaCommerce established LEP plan that outlines the strategies for ensuring English language learners obtain meaningful access to federally funded programs and services. FloridaCommerce has taken the below steps to provide adequate translation services to individuals LEP:

- Entered into a contract for translation services. All FloridaCommerce employees that may have oral interactions with LEP individuals have been trained to identify a customer's need for translation services and to provide the service in a timely manner and free of charge. No individual is required to provide their own interpreter.

- Taken reasonable steps to publicize the availability of free translation services and has created a special assisted claims filing telephone service for individuals that cannot read or write effectively in English, Spanish, and Haitian Creole. FloridaCommerce has posted notice of these services on its website and in Florida's career centers. Additionally, FloridaCommerce has instructed Florida's 21 LWDBs to distribute the notice to local community organizations serving LEP populations.
- Includes, on every vital document, a "Babel Notice," informing customers in 15 different languages that free translation services are available upon request.
- Made the entire RA claims and benefits information system available in Spanish and Haitian Creole.
- Employs bilingual staff to assist LEP individuals.

Florida's adult education programs offer adult ESOL instruction for adults to improve written and spoken English skills. This program assists customers in improving academic skills to provide a path to earning a high school credential, entering postsecondary education, and improving individual career options. Florida's one-stop career center partners collaborate to provide quality services, resources, and referrals to job seekers with limited English-speaking skills. The FDBS pays interpreter services to assist job seekers with the VR process. Program forms are also available in Spanish.

Florida's efforts to provide meaningful access for English language learners through its one-stop delivery system aligns with Pillar II: Worker Mobility by reducing language barriers that limit workforce participation, and with Pillar III: Integrated Systems through coordinated service delivery among workforce, education, and rehabilitation partners. This approach advances Florida's state strategy to delivery accessible, customer-centered workforce services that promote opportunity and meaningful engagement with an English-speaking labor market.

SECTION IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Combined State Plan.

The State Workforce Development Board

The Florida Governor; gubernatorial appointees; and statutorily designated members—including a majority representing Florida businesses, labor organizations, community-based organizations, representatives of organizations with expertise in serving the employment, training, or education needs of eligible youth (including those serving out-of-school youth); the lead state officials responsible for WIOA core programs; the Department of Children and Families (DCF); two or more chief elected officials representing both cities and counties; members of the Florida Legislature; and other individuals designated by the Governor—comprise the CareerSource Florida Board of Directors acting as the State Workforce Development Board (SWDB).

In accordance with 20 CFR 679.100, the SWDB leads efforts to improve the capacity and performance of Florida's workforce development system and carry out the strategic and operational goals of the WIOA State Plan. The SWDB's key functions are to:

1. communicate the state's workforce vision and goals;
2. ensure accountability within the workforce system; and
3. build and strengthen strategic partnerships across the state.

Under its responsibility to communicate the vision, the SWDB:

- Develops, updates, and implements the WIOA State Plan per s. 445.003(2), F.S.
- Convenes core and required partner programs (WIOA Plan, Section IV).
- Develops and revises workforce policies and technical assistance in collaboration with FloridaCommerce.
- Requires use of standardized contract and other templates to promote statewide standards (s. 445.004, F.S.).
- Allocates discretionary funding (Governor's Reserve Funds) to support training, partnerships, and services to those with barriers to employment.
- Analyzes workforce and economic data to shape future strategies.

Consistent with Pillar IV: Accountability, the SWDB:

- Upholds the ethics standards of Chapter 112, Part III, F.S.
- Reviews LWDB plans, letter grades, and performance using federal and state indicators.
- Reviews waiver requests with FloridaCommerce and recommends actions.
- Sets financial priorities and oversees budget performance.
- Reviews discretionary fund usage.
- Coordinates with FloridaCommerce to ensure compliance with fiscal and program requirements.
- Supports infrastructure and technology strategies to improve service delivery.

To build strategic partnerships, the SWDB:

- Creates outreach strategies for individuals, businesses, education partners, and other stakeholders.
- Sets training priorities across the workforce network.
- Promotes sharing of best practices to improve consistency and alignment.

Other statutory responsibilities include reviewing and approving the following under state and federal law.

Item	Authority
Workforce Policies	20 CFR 679.130; s. 445.004, F.S.
Contract Templates	s. 445.004, F.S.
WIOA plans, progress, reports, and modifications	20 CFR 679.130 (a) and (c); 20 CFR 676.143; 20 CFR 676.145
Strategies regarding staff training	20 CFR 679.130(c)(7)
Guidance regarding One-Stop Infrastructure Funding	20 CFR 678.705
Development of allocation formulas for the distribution of funds for employment and training activities for adults and youth workforce investment activities	20 CFR 679.130(i); s. 445.004, F.S.
Updates on state and federal performance and accountability measures for LWDBs and regional planning areas	20 CFR 679.130(d)
Development of and revisions to uniform performance accountability measures that apply across the core workforce programs in collaboration with appropriate state agencies, LWDBs, and public and private providers	20 CFR 679.130
Updates specific to the statewide workforce and labor market information system described in section 15(e) of the Wagner-Peyser Act	20 CFR 679.130(k)
Waiver requests from LWDBs regarding Individual Training Accounts	s. 445.003(3)(a)1, F.S.
Identification of or adjustments to planning regions	20 CFR 679.130(c)(5)
Design or adjustments to the workforce development strategies for the state	20 CFR 679.100(d); 20 CFR 679.130 (c)(3); **s.** 445.004, F.S.
Master Credentials List	s. 445.004, F.S.
LWDB waiver requests for WIOA and Wagner Peyser requirements	20 CFR 679.410; 20 CFR 679.610; 20 CFR 679.620

Florida Workforce Innovation and Opportunity Act (WIOA) Implementation Team

As described in 20 Code of Federal Regulations (CFR), Combined State Plans Under Title I of WIOA, §676.135, LWDBs must regularly revisit state plan strategies and recalibrate them to respond to the changing economic conditions and workforce needs of the state. A State Plan

Implementation Team including subject matter experts from all core and combined programs and the Governor's REACH Office meet quarterly to discuss core and combined program critical issues, emerging opportunities, challenges, and accomplishments including implementation of the state workforce development plan, WIOA indicators of performance, and additional goals. This includes discussion of program structures, purpose, customer base, and contributions that could improve the statewide system.

- Coordinate implementation of the WIOA Combined State Plan by engaging core and combined partners, reviewing performance targets, and aligning program operations with Public Law 113-128 and 20 CFR requirements.
- Monitor progress on shared and program-specific goals.
- Ensure compliance with federal requirements by reviewing, interpreting, and integrating legal and regulatory guidance from WIOA and 20 CFR into planning and performance processes.
- Use technology and communication tools to support data sharing, track activities, and recommend or establish workgroups for plan execution.
- Identify strategic and operational opportunities, discuss policies, templates, and tools to support initiatives.
- Prepare and deliver key recommendations on workforce initiatives to leadership including, state agency leaders, the Governor's REACH Office, the SWDB, and U.S. Departments of Labor and Education
- Implement system-wide modernization efforts, including infrastructure upgrades, case management evaluations, and coordinated data sharing.
- Promote continuous improvement through performance tracking tools aligned with WIOA indicators, additional performance goals, and transparency tools such as the CLIFF Dashboard and LWDB Letter Grades
- Expand apprenticeships and other training opportunities to reflect statewide needs.
- Support cross-agency collaboration by evaluating services, reducing duplication, and closing program gaps.
- Identify training needs across programs to improve case management and promote a No Wrong Door approach for customers.
- Develop initiatives and resources to serve individuals with barriers to employment, such as benefits planners, disability services, and targeted business engagement strategies.

Meetings follow set agendas, and workgroup documents are shared with all team members across agencies. Core program leadership and other key stakeholders review decisions, recommendations, and updates before they go to the CareerSource Florida Board of Directors. This process supports clear, open communication and ensures transparency among all core and combined programs. Aligned with Pillar III: Integrated Systems and Pillar IV: Accountability, the WIOA Implementation team coordinates cross-agency implementation of the WIOA Combined State Plan, sharing performance, and discussing compliance issues. Quarterly collaboration among core, combined and consulting partners and the Governor REACH Office strengthens statewide alignment, enhances data sharing, and system modernization, and identifies opportunities for partnerships, streamlining operations, expanding work-based training and work-based learning opportunities, supporting individuals with barriers to employment, and consistently promoting Florida's "No Wrong Door" service approach. These efforts reinforce Florida's commitment to a data-driven and continuously improving workforce system, ensuring unified service delivery, transparency, strategic responsiveness, and innovation where possible.

Interagency Policy Workgroup (IPG) and Policy Development Workgroup (PDW)
Policy development starts when there is a need for a new or updated policy. This need may come from the SWDB, LWDBs, CareerSource Florida, FloridaCommerce, WIOA core partners, the Governor, or the Legislature. Changes to laws or rules may also create the need.

FloridaCommerce looks at program work and the outside environment to identify possible needs. Monitoring can reveal necessary updates. Policies can be planned or created in response to a need. LWDBs and members of the Florida Workforce Development Association (FWDA) may ask CareerSource Florida or FloridaCommerce for help or guidance.

To address policy needs, an **Interagency Policy Group (IPG)** of staff from CareerSource Florida and FloridaCommerce meet regularly to create, revise, and recommend sunset of policies. This group includes program and legal staff. Other subject-matter experts join as needed (i.e. finance, performance/reporting, monitoring, etc.).

Draft policies are shared with the **Policy Development Workgroup (PDW)** including CareerSource Florida, FloridaCommerce, and select LWDB leaders and policy staff. The PDW provides feedback and input on how new or revised policies may impact local operations. Other experts, partners, and LWDB representatives may also help the PDW at different stages. Policy highlights and revisions are saved in a tracking document. Drafts and tracking documents are shared with the CareerSource Florida network. All LWDBs, CareerSource Florida leadership, and FloridaCommerce leadership provide consultation on policies and technical assistance letters.

The Workforce Program Development Team presents final policies to the Strategic Policy and Performance Council and the CareerSource Florida Board of Directors. Once approved, CareerSource Florida posts the policy and related documents online for LWDBs and others to use. All policies and related documents are posted on CareerSource Florida's website.

Meetings of the IPG and PDW advance Florida's workforce priorities in alignment with Pillar III: Integrated Systems and Pillar IV: Accountability of Florida's state strategy described in Section II: Strategic Elements. Meetings with subject matter experts help ensure policy development is collaborative, data-informed, and responsive to evolving federal and state requirements. Coordinated engagement with CareerSource Florida, FloridaCommerce, LWDB staff, and other partners helps streamline operations, support consistent statewide implementation, identify technical assistance needs, and incorporate feedback from those closest to service delivery. This structured process strengthens Florida's state strategy to maintain a unified, high-performing, and customer-centered workforce system, ensuring policies are legally sound, operationally feasible, and aligned with statewide goals for system modernization, continuous improvement, and effective service to job seekers and business customers.

REACH Act Implementation Meetings
Since the REACH Act went into effect, a cross-agency leadership group meets regularly to focus on implementation of the legislation. This group identifies challenges and opportunities to eliminate barriers to collaboration, leverages resources across agencies, and reviews and reports on current implementation efforts.

Workforce Performance and Finance Team Meetings
Consistent with Pillar IV: Accountability, CareerSource Florida, FloridaCommerce, and the FloridaCommerce Bureau of Workforce Statistics and Economic Research meet monthly to

discuss alignment of workforce performance and finance efforts across the state. The Workforce performance and Finance Team reviews budget plans, tracks performance on state and federal goals, supports LWDB monitoring, and addresses technical assistance needs. These meetings support their shared work on projects required by the REACH Act, WIOA, and Florida law.

Local and Regional Plans

As required by WIOA and consistent with Pillar III: Integrated Systems, LWDBs submit local plans to the state in partnership with the chief local elected official. CareerSource Florida and FloridaCommerce solicit input from FDOE's Division of Career and Adult Education (DCAE), VR and FDBS to develop requirements governing the submission of local plans. After this collaboration, FloridaCommerce distributes local planning instructions for local boards to submit their four-year plans and two-year modifications. These instructions provide direction for creating local plans and regional plans, which serve as four-year and two-year modification action plans to develop, align, and integrate service delivery strategies and support the state's vision and operational goals.

FloridaCommerce codified the state's policy governing the submission of local plans through an administrative rule, as required by the REACH Act. This administrative rule and procedural guidelines outlined in federal regulations govern the local plan development process.

The rule ensures local plans align with the state's combined plan and the state's Comprehensive Education, Employment and Training Policy. Local plans set a strategy to utilize all allowable resources to:

- Assist Floridians in securing employment that leads to economic self-sufficiency and reduces the need for public assistance.
- Provide opportunities for Floridians to develop skills intended to meet the present and future needs of employers.
- Ensure that workforce-related programs are responsive to present and foreseeable future needs of business and industry.
- Prioritize evidence-based, results-driven solutions to improve outcomes for Florida's residents and businesses.
- Identify barriers to coordinate and align workforce-related programs and develop solutions to remove such barriers.

Local elected officials, LWDB board members, core program partners, and mandatory one-stop partners are integral to the planning process. Each plan addresses how the LWDB coordinates service delivery with core programs of VR, FDBS, DCAE, and combined partners including DCF's Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program E&T programs, adult and community education, Unemployment Insurance (UI), Jobs for Veterans State Grant (JVSG), Senior Community Service Employment Program (SCSEP), and Community Services Block Grant (CSBG).

Under WIOA and consistent with the Uniform Guidance provided by the U.S. Department of Labor (USDOL), LWDBs, with the agreement of the chief elected official(s), are required to develop and execute Memorandums of Understanding (MOUs) with required partners on the operation of the one-stop delivery system in the local service delivery area. Each LWDB must include an Infrastructure Funding Agreement (IFA) in the MOU with required partners. The IFA details how infrastructure costs for the one-stop delivery system will be funded and shared locally.

LWDBs and career centers are expected to act in good faith and transparently negotiate infrastructure costs and additional costs of operating a local one-stop delivery system. Funding provided by the one-stop partners to cover the operating costs, including infrastructure costs and additional costs, of the one-stop delivery system must be based on the partner program's proportionate use of the system and relative benefit received. These agreements are designed to enhance access to other partners' federal, state, and local resources and streamline service delivery. WIOA Combined planning is designed to assist with cultivation and coordination of this process.

Regional Planning Area Plans

Beginning in PY 2024, designated Regional Planning Areas must submit an addendum to their local plans outlining their regional strategies. The CareerSource Florida Board of Directors approved Workforce Policy G12 - Regional Planning Areas that requires all local workforce areas to be part of a Regional Planning Area to:

- Align workforce strategies to address the needs of shared industry sectors, employers, and significant populations of job seekers.
- Address common labor shortages and worker skills gaps with aligned service strategies.
- Realize system efficiencies through reducing resource costs (monetary, time, or other).

Regional Planning Area and local WIOA plans must align with Florida's WIOA Statewide Plan.

Regional Planning Areas are required by policy to meet the following requirements:

- Each local workforce development area (LWDA) must be part of a Regional Planning Area.
- Regional Planning Areas must include, at a minimum, two contiguous LWDAs within Florida.
- Regional Planning Areas shall have relevant relationships as evidenced by population centers, commuting patterns, industrial composition, location quotients, labor force conditions, and geographic boundaries.
- Regional Planning Areas shall establish a shared regional service strategy with a defined goal.
- Regional Planning Areas shall establish administrative cost arrangements across LWDAs. Acceptable examples of administrative cost arrangements include but are not limited to shared staff, technology systems, or back-end administrative support tools.
- Chief Local Elected Officials in a new Regional Planning Area MUST participate in the regional planning process that results in the inclusion of the shared regional objectives and initiatives as an addendum to each LWDB's WIOA plan.
- The regional plan must include a description of activities that result in the following items:
    - Establish regional service strategies using cooperative service delivery agreements that include but are not limited to:
        - Consistent eligibility standards and enrollment processes.
        - Common training and coordination of supportive service offerings.
        - Common technology tools and sharing of data within tools outside of Employ Florida.
    - Develop and implement sector strategies for in-demand sectors or occupations.
    - Collect and analyze regional labor market data.
    - Coordinate supportive services.
    - Coordinate services with regional economic development services and providers.

- Establish agreement concerning how the Regional Planning Area will collectively negotiate performance for the LWDA or the planning region.

WIOA Local Plans

FloridaCommerce developed Rule Number 73B-7 to guide the development of local plans. Local plans are required to align with the strategic goals and policies outlined in this state plan, as well as specific local plan instructions as further described in Section IV. of this plan.

Each plan is based on current and projected needs of the local workforce development system, with an increased emphasis on coordination and collaboration at all levels to ensure a seamless system for employers and job seekers, including veterans, SNAP recipients, TANF recipients, seniors seeking employment, individuals with disabilities and customers in rural areas. Local plans identify the education and skill needs of the workforce, and the employment needs of the local area. Local plans include an analysis of the strengths and weaknesses of services provided to address identified needs. LWDBs provide a comprehensive view of the system wide needs of the LWDA. Local plans must be signed by the Chief Local Elected Official (CLEO).

Local elected officials, LWDB board members, core program partners, and mandatory one-stop partners are integral to the planning process. Each plan addresses how the LWDB coordinates service delivery with core programs of VR, FDBS, DCAE, and combined partners including DCF's Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) E&T programs, adult and community education, Unemployment Insurance (UI), JVSG, SCSEP, Community Services Block Grant (CSBG), Office of Long-Term Resiliency, and Agency for Persons with Disabilities. WIOA Local Plans may be viewed online.

Under 20 CFR 678.400, each LWDB must execute a Memorandum of Understanding (MOU) with all required one-stop partners. The MOU must define how the one-stop delivery system will operate locally, describe available services and programs, and explain how costs will be shared. Each LWDB and its chief local elected official may choose to develop either a single umbrella MOU covering all partners or separate MOUs with individual partners or groups of partners. Regions that submit a joint regional plan under Section 106 of WIOA may also enter into a single regional MOU.

The MOU must include an Infrastructure Funding Agreement (IFA), which outlines how one-stop infrastructure and other shared costs will be funded. As required in 20 CFR 678.755, each partner providing services at a one-stop center must contribute a portion of the funds from its program to support the shared costs of the system. If infrastructure cost-sharing cannot be finalized alongside the rest of the MOU, a temporary IFA may be included as described in 20 CFR 678.715(c).

To support consistency across Florida's workforce system, each LWDB must use the standardized MOU and IFA templates approved by the CareerSource Florida Board of Directors. LWDBs are not permitted to change the standard language. Any additional content required by LWDBs or one-stop partners must be added through a local addendum, which will be subject to compliance review.

LWDBs and partners must negotiate infrastructure costs and other shared expenses in good faith. Cost-sharing must be based on how much each program uses the system and the benefit each receives. These agreements promote coordination among partners and improve access to resources across federal, state, and local programs. The WIOA combined planning process supports this coordination.

Florida's statewide, local, and regional planning processes strongly align with Pillar III: Integrated Systems of Florida's state strategy by ensuring workforce, education, and partner programs operate as a unified, coordinated system. Through clear planning instructions, standardized requirements, and cross-agency collaboration with DCAE, VR, FDBS, DCF, SCSEP and other partners, FloridaCommerce and CareerSource Florida ensure WIOA plans reflect a shared statewide vision. This structure advances Florida's delivery of a customer-centered workforce system aligned with employer needs.

Local and regional planning reinforces Pillar IV: Accountability by requiring performance alignment, transparent cost-sharing agreements, consistent MOUs and IFAs, and evidence-based strategies that improve outcomes for Floridians. Local plans must demonstrate how each LWDB will support economic self-sufficiency, respond to employer needs, and coordinate with core and combined partners to reduce duplication and address barriers to employment. These expectations reflect Florida's commitment to results-driven service delivery, fiscal integrity, and continuous improvement across all regions.

Regional Planning Area requirements further support Pillar II: Worker Mobility by ensuring local areas collaborate to address shared labor market challenges, develop regional sector strategies, and align services for job seekers and businesses across labor markets. By coordinating training, supportive services, regional labor market analysis, and performance negotiations, regional plans help Florida strengthen talent pipelines, reduce fragmentation, and improve access to opportunities for specific populations, including veterans, individuals with disabilities, TANF and SNAP participants, rural communities, and other priority groups. These planning processes enhance Florida's strategy to maintain a demand-driven, and regionally responsive workforce system that is aligned with both economic development priorities and the needs of Florida's employers and workers.

FloridaCommerce Monthly Local Board Calls

FloridaCommerce facilitates a monthly call of leadership and subject matter experts representing FloridaCommerce, CareerSource Florida, Executive Directors, and/or staff of LWDBs and other partners as determined appropriate. The call serves as a forum to facilitate the identification of areas of opportunity to improve transparency and accountability; obtain input to assist with decision-making; and to provide updates on federal and state initiatives, policy changes, performance/data reporting, and budget/finance concerns.

FloridaCommerce Monthly Workgroup Meetings

FloridaCommerce began statewide monthly workgroup meetings that includes state subject matter experts and staff from the 21 LWDBs (frontline staff, programmatic managers, and LWDB management). FloridaCommerce uses the workgroup meetings to provide topic-specific training and program updates; respond to questions/inquiries from local staff; identify problems experienced locally and develop on-the-spot solutions; and identify and share best/promising practices. Information obtained from these meetings are used to inform system improvements and efficiencies, where possible. At the writing of this plan, workgroups are operational for RESEA, WIOA, WP and WT. FloridaCommerce will be implementing a workgroup for SNAP during PY 2025-2026.

Monthly calls with LWDB leadership and monthly workgroup meetings support Pillar III: Integrated Systems and Pillar IV: Accountability of Florida's state strategy. These meetings help build relationships, strengthen communication and ensure consistent statewide implementation, and promoting data-driven decision-making across Florida's workforce system. These meetings allow state and local partners to share updates, identify challenges, troubleshoot issues, disseminate

best practices and identify technical assistance needs. Routine collaboration, targeted training, and open dialogue reinforce Florida's strategy of maintaining a coordinated, transparent, and continuously improving workforce system and help enhance operational alignment, elevate frontline feedback, and ensure Florida's workforce network is responsive to evolving economic and programmatic needs.

Communications Consortium Meetings

CareerSource Florida's Communications Consortium meetings bring together marketing and communications professionals from all 21 LWDBs to foster collaboration, share resources, and align messaging across the statewide workforce system. Held monthly, these sessions offer a blend of CareerSource Florida updates, best practice sharing, and open dialogue, covering topics such as statewide campaigns, branding, media relations, and social strategy.

Credentials Review Committee Update Call for Local Workforce Development Boards

CareerSource Florida supports the Florida CRC and provides feedback and guidance to LWDBs and education stakeholders who submit credentials of value to be added to the Florida Master Credentials List (MCL). Consistent with Pillar III: Integrated Systems and providing guidance to eligible submitters of credentials for inclusion on the MCL, the CareerSource Florida Workforce Program Development Team convenes a monthly call with LWDB staff to provide updates about the actions of the CRC and technical assistance for submitting credentials for consideration.

Education and Industry Consortium Calls

Education and Industry Consortia bring together representatives from local educational entities and businesses. These consortia provide regular insights into community-based educational programs and industry needs, with quarterly reports directly informing LWDBs and staff. CareerSource Florida Workforce Program Development staff communicate with LWDBs to ensure industry consortium members are appointed, meetings are occurring regularly, and to discuss emerging industries and talent needs. Aligned with Pillar I: Industry-Driven Strategies and Pillar III: Integrated Systems of Florida's state strategy, these calls help inform LWDBs on state strategies. CareerSource Florida obtains quarterly insights into local actions and LWDBs have opportunities to share best practices for engaging Education and Industry Consortiums and making industry and data-led decisions. These calls also provide a platform for FloridaCommerce's WIOA Governance staff to share information obtained from quarterly compliance reviews to discuss potential challenges that may require technical assistance.

Set-Aside Meetings

CareerSource Florida convened a kick-off meeting with all LWDBs to review the grant requirements for WIOA and Wagner-Peyser set-aside funded programs. During this meeting, CareerSource Florida provided detailed technical assistance, emphasizing compliance with both federal and state protections. Key updates and new language within the grant notice were highlighted to ensure that all participating LWDBs understood the requirements and expectations.

To support ongoing alignment and efficient implementation of each set-aside program, CareerSource Florida reviewed quarterly reporting requirements, ensuring that all LWDBs are equipped to report accurately and consistently. These reporting requirements are designed to facilitate proper tracking of program outcomes and compliance.

In addition to the initial meeting, CareerSource Florida and FloridaCommerce offer monthly technical assistance calls for LWDBs. These calls provide a platform for boards to share promising practices, discuss implementation data, and receive targeted guidance from CareerSource Florida and FloridaCommerce staff. Through these regular sessions, LWDBs can collaborate, address challenges, and continuously improve program operations.

Apprenticeship Navigators

Dedicated Apprenticeship Navigators are available at each of the 21 LWDBs to expand registered apprenticeship and pre-apprenticeship programs in existing and new occupational areas within the region. The Apprenticeship Navigators build capacity by developing and strengthening the knowledge, skills, abilities, processes, and resources that businesses, educational institutions, local workforce areas, and/or community partners need to create new or expand existing apprenticeship programs. CareerSource Florida and FloridaCommerce hold joint monthly meetings with Apprenticeship Navigators and the Florida Department of Education's (FDOE) Apprenticeship Training Representatives to discuss statewide and local apprenticeship data; collaboration efforts with external partners including employers, industry associations, economic development partners, small business groups, educational partners, existing registered apprenticeship program sponsors and community-based organizations to identify and expand the use of registered apprenticeship programs; workforce development; economic mobility; existing apprenticeship programs; shared best practices in connecting employers to existing registered apprenticeship programs; support in engaging community-based and service agency professionals to enhance access to apprenticeship opportunities for members of underrepresented populations; available and emerging resources available through Apprentice Florida and other CareerSource Florida or DOE's marketing and communications materials; and support services for apprenticeship.

Consistent with Pillar III: Integrated Systems, the collaboration between CareerSource Florida, FloridaCommerce, and DOE's Office of Apprenticeship is imperative to lead local, regional, and statewide efforts to develop, expand, and support registered apprenticeship and pre-apprenticeship programs through a seamless system of support. The monthly meetings also provide an opportunity for the Apprenticeship Navigators to ensure that all staff at their board who work with either job seekers or employers participate in at least one full board training session to develop expertise regarding the operation of registered apprenticeship programs and maintaining resources for the benefit of the workforce system and its partners. Such resources include work processes, labor market data, and existing toolkits useful to targeted sector employers.

Hope Florida

Consistent with Pillar I: Industry Driven Strategies and state goals to remove barriers described in Section II. Strategic Elements, Hope Florida offers a comprehensive approach to promoting economic mobility. The initiative serves Florida's single parents, individuals on government assistance, individuals with disabilities and their families, seniors, juvenile justice youth, and veterans, among others, and aims to guide these individuals to self-sufficiency through community collaboration among the private sector, faith-based organizations, nonprofits, and government entities.

The CareerSource Florida Board of Directors provides a Hope Navigator who works directly with Hope Florida participants, at each of Florida's LWDBs. CareerSource Florida holds bi-weekly Hope Florida meetings with FloridaCommerce, DCF, LWDBs and any other key stakeholders to discuss workforce development, economic mobility, and holistic support services. Topics include job training programs, employer partnerships, career pathways, barriers to employment, childcare and family assistance, and initiatives for underserved populations.

Regular calls between CareerSource Florida, FloridaCommerce and LWDB recipients of state set-aside funds align with Pillar III: Integrated Systems and Pillar IV: Accountability of Florida's state strategy. These calls ensure consistent statewide guidance, transparent performance expectations, and coordinated implementation across the CareerSource Florida network. These meetings enhance Florida's strategy by promoting a seamless, demand-driven workforce system, expansion of apprenticeships and economic self-sufficiency. These structured communication channels help LWDBs share best practices, troubleshoot challenges, and align programs with statewide goals for economic mobility, employer engagement, and community-based collaboration.

Employment First Florida

Seven of Florida's state agencies and nonprofit organizations — CareerSource Florida, the APD, FloridaCommerce, FDOE (Bureau of Exceptional Education and Student Services (BEESS), VR, and FDBS), the Florida Developmental Disabilities Council, RESPECT of Florida, and DCF (Mental Health and Substance Abuse) — came together through an interagency cooperative agreement. This collaboration improves coordination of services that help people with disabilities obtain employment and achieve self-sufficiency.

The Employment First collaborative developed a comprehensive and coordinated statewide communications plan to improve outreach, describing services available to support employment and training for people with disabilities. This initiative responds directly to a key recommendation of the Governor's Commission on Jobs for Floridians with Disabilities.

Legislation in 2024 brought changes to Florida's Employment First Act requiring data sharing agreements among statutory partners and reporting on accountability measures. Expanding this partnership provides an opportunity for Florida's WIOA Combined partners and strategic partners such as the Florida Agency for Persons with Disabilities to enhance Florida's WIOA Combined Plan to develop new strategies that benefit individuals with disabilities.

Employment First state agency and other partners include:

- The Florida Developmental Disabilities Council, which is committed to advocating and promoting programs, practices, and innovative initiatives that enhance the independence, productivity, and self-determination of individuals with disabilities in all aspects of life.
- The Florida APD, which works with local communities and private providers to support people who have developmental disabilities and their families in living, learning, and working in their communities.
- The Arc of Florida, which works with local, state, and national partners and advocates for people with intellectual disabilities, autism, spina bifida, cerebral palsy, Prader Willi syndrome and other developmental disabilities to be fully included in all aspects of their community.
- FDBS, which helps individuals who are visually impaired achieve their goals and live their lives with as much independence and self-direction as possible.
- The BEESS, whose mission is to provide students with special needs services and opportunities for personal and professional growth through collaboration of families, professionals, and communities.
- CareerSource Florida, the statewide workforce policy and investment board that engages with local businesses to learn more about and hire people with disabilities.
- FloridaCommerce, which administers state and federal programs and initiatives to help visitors, citizens, businesses, and communities achieve economic independence.

- The Florida Commission for the Transportation Disadvantaged, which works to ensure the availability of efficient, cost-effective, and quality transportation services for transportation disadvantaged persons.
- DCF, Substance Abuse and Mental Health Office, which is responsible for the oversight of a statewide system of care for the prevention, treatment, and recovery of children and adults with serious mental illnesses or substance abuse disorders.
- VR, which helps people with disabilities overcome barriers to accessing, maintaining, or returning to employment.
- The Florida Association of Rehabilitation Facilities, a statewide, professional industry association that provides advocacy, information, and networking for individuals with disabilities and the community agencies that service them.

Florida's Employment First initiative aligns with Pillar II: Worker Mobility and Pillar III: Integrated Systems of Florida's state strategy described in Section II: Strategic Elements. Employment First unites multiple state agencies and partners in an effort to streamline services, expand coordinated supports, and improve employment outcomes for individuals with disabilities. Through shared data, joint planning, and a statewide communications strategy, the collaborative strengthens Florida's commitment to a barrier-free workforce system that promotes self-sufficiency, improves cross-agency alignment, and ensures individuals with disabilities can fully access training, employment opportunities, and community-based supports.

V. COMMON ASSURANCES (for all core programs)

Figure 5.01
Common Assurances

The Unified or Combined State Plan must include assurances that:	
1.	The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;
	• Chapter 112.3143(1)(c), Florida Statutes • Chapter 445.004, Florida Statutes • Chapter 445.007 Florida Statutes • 07/01/2021 Reimagining Education and Career Help Act (House Bill 1507) and Related Party Contracts Memorandum • Workforce Policy O4 - Ethics and Transparency Policy • Workforce Policy O3 - CareerSource Florida Board of Directors Conflict of Interest Disclosure Policy • Workforce Policy G125 – Local Workforce Development Board Conflict of Interest and Contracting Policy
2.	The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;
	• Chapter 112, Part III, Florida Statutes, Code of Ethics for Public Officers and Employees • Chapter 119, Florida Statutes, Public Records • Chapter 286, Florida Statutes • Workforce Policy G110 – Local Workforce Development Area and Board Governance • Workforce Policy O4 – Ethics and Transparency Policy
3.	The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;
	• **Yes.**

4.	**(a)** The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; **(b)** The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;
	• **All core and combined partners including the Executive Office of the Governor, the CareerSource Florida Board of Directors and the Florida Department of Commerce, Reemployment Assistance Program participate in the development of the Four-Year Combined Plan.** • **The 2026 - 2027 WIOA Combined Plan was published for public comment January 30, 2026 on the CareerSource Florida Website.**
5.	The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;
	• **Described in Section III(5) Operational Elements, Distribution of Funds for Core Programs**
6.	The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);
	• Chapter 445.003, Florida Statutes • Federal law requires the state to monitor all workforce programs receiving federal funds. The purpose of the monitoring review is to periodically assess and evaluate whether the Local Workforce Development Boards (LWDBs) are complying with program laws, regulations, state and local plans, and appropriate FloridaCommerce administrative policies and guidance in administering statewide workforce programs. • FloridaCommerce conducts both programmatic and financial monitoring reviews at least once annually for each of the State's LWDBs. Programmatic monitoring is carried out by program specific staff in FloridaCommerce's Division of Workforce Services, Bureau of One-Stop and Program Support (OSPS). Financial monitoring is carried out by program specific fiscal staff in FloridaCommerce's Division of Finance and Administration, Bureau of Financial Monitoring & Accountability.

	• Information about programmatic monitoring including monitoring tools and monitoring review schedules can be obtained on the Florida Department of Commerce's Website.
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;
	• **Described in Section III(8), Operational Elements, Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities** • CareerSource Florida Workforce Policy 042 – Guidelines for Compliance with the Americans with Disabilities Act of 1990 as amended by Section 199 of the Workforce Investment Act[9] • CareerSource Florida Workforce Policy P1 – Availability of Services to Floridians
8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;
10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);
	• CareerSource Florida Workforce Policy G105 – Composition and Certification of Local Workforce Development Boards; Certification of One-Stop Systems; and Direct Service Provider Designation • CareerSource Florida Workforce Policy 042 – Guidelines for Compliance with the Americans with Disabilities Act of 1990 as amended by Section 199 of the Workforce Investment Act[9]
11.	Service providers have a referral process in place for directing Veterans with Qualified Employment Barriers (QEB) to DVOP services, when appropriate; and
12.	Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.
	• **Described in Section III(7) Priority of Service for Veterans and in Section VII and Section VII: Program Specific Requirements for Combined State Plan Partner Program Jobs For Veterans State Grants** • Workforce Policy P111 – Services for Veterans, Members of the Military, and Spouses

[9] At the time this plan is submitted, the SWDB is in the process of updating this policy.

Section V. Common Assurances Signatures

CareerSource Florida

Adrienne Johnston, President and CEO **DATE:**

Florida Department of Commerce

J. Alex Kelly, Secretary **DATE:**

Florida Department of Education

Anastasios Kamoutsas, Commissioner **DATE:**

SECTION VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS – ADULT DISLOCATED WORKER AND YOUTH ACTIVITIES

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Adult, Dislocated Worker, and Youth Activities under Title I-B. The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

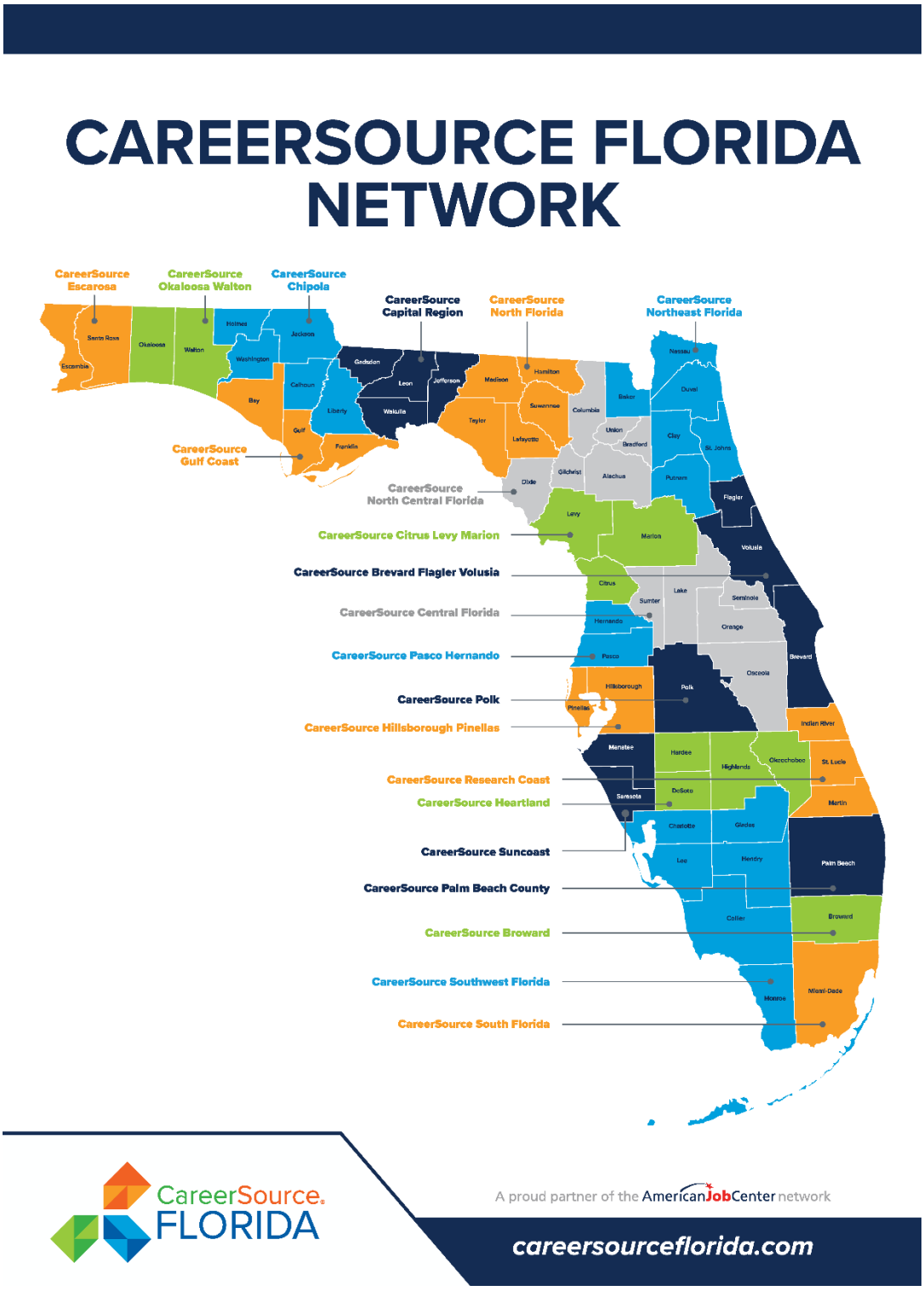
(a) General Requirements

(1) Regions and Local Workforce Development Areas (LWDAs).

(A) Identify the regions and the local workforce development areas designated in the State.

Florida's 21 local workforce development boards (LWDBs) and the LWDAs they serve are shown in the map below and are listed at careersourceflorida.com.

Figure 6.01
Florida Workforce Development Boards



(B) Describe the process and policy used for designating local areas, including procedures for determining whether the local area met the criteria for "performed successfully" and "sustained fiscal integrity" in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

LWDBs

As directed by the 2021 Reimagining Education and Career Help (REACH) Act, CareerSource Florida conducted a statewide analysis of all 24 workforce areas to reduce the total number of areas in the state. Upon completion of the analysis, the Florida Workforce System Transformation Plan was considered and approved by the SWDB in February 2023. This plan included a recommendation to the governor for the designation of 21 total areas for the state. Governor DeSantis officially affirmed this recommendation and the state implemented the new area designations as of July 1, 2024.

CareerSource Florida, in coordination with the FloridaCommerce, reviews the performance and financial integrity of each of the state's designated workforce local areas and existing LWDBs on an ongoing basis. Recommendations are presented to the CareerSource Florida Board of Directors in a public meeting to designate all workforce local areas and to continue/approve the charter of the LWDBs. The new local workforce areas were designated and charter approved for the period from July 1, 2024, through June 30, 2026. The existing 21 local workforce areas were designated and charter continued for the period from July 1, 2024, through June 30, 2026, at the June 2024 board meeting.

CareerSource Florida Workforce Policy 094 – Local Workforce Area Designation outlines the process for new and subsequent area designation, including the defined performance and fiscal criteria for LWDBs under the Workforce Innovation and Opportunity Act (WIOA).

To determine subsequent LWDA designation, the phrase "performed successfully" means the LWDA met or exceeded the adjusted levels of performance for primary indicators of performance for the last two consecutive years for which data are available, and that the local area has not failed the same measure for the last two consecutive program years.

"Sustained fiscal integrity for all program years" means the Secretary of the U.S. Department of Labor (USDOL) has not made a formal determination that either the grant recipient or the administrative entity of the area improperly expended funds due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration for the two-year period preceding the determination.

Planning Regions

Prior to the Florida Workforce System Transformation Plan, the state designated a planning region to each local area. This designation was agreed upon based on consultation with the Florida WIOA Task Force, state stakeholder groups, and the LWDBs.

Florida identified six factors for the development of regions including:

1. Single Labor Market.
2. Common Economic Development Area.

3. Federal and Non-Federal Resources to Carry Out WIOA Activities.
4. Population Centers.
5. Commuting Patterns.
6. Industrial Composition and Sector Alignment.

Various regional alignments were considered and proposed by workforce system stakeholders using these six factors, including state policymakers, members of the state and local CareerSource Florida Board of Directors, state and local workforce staff, partner program staff, business and industry partners, and workforce and education associations. For the state to consider and designate LWDAs, a formal proposal was presented to the SWDB including a rationale for the local area designation using the six factors and a description of why the regional alignment proposed is in the best interests of the state, business and industry, and workers and job seekers.

As part of the Florida Workforce System Transformation Plan implementation, regional planning areas include a minimum of two contiguous LWDAs, ensuring increased collaboration and productivity. In September 2023, the SWDB approved CareerSource Florida Workforce Policy P123 – Regional Planning Area Identification and Requirements, implementing the requirements for regional planning areas. At the time this plan is submitted the SWDB is working to consolidate Workforce Policy G12 – Regional Planning Areas and Workforce Policy P123 – Regional Planning Area Identification and Requirements into a single policy.

FloridaCommerce, after consultation with CareerSource Florida, LWDBs, and chief local elected officials for the Regional Planning Area, required the LWDBs and chief local elected officials within their specific planning region, to include the shared Regional Planning Area objectives, activities, and performance elements as a regional addendum to each LWDB's WIOA local plan. FloridaCommerce provided technical assistance and labor market data, as requested by local areas, to assist with such regional planning and subsequent service delivery efforts.

As of the submission of this plan, the Florida state board has designated seven regional planning areas consisting of 19 of Florida's 21 LWDAs. During PY 2025-2026, CareerSource Capital Region (LWDB 5) and CareerSource Northeast Florida (LWDB 8) will be added to regional planning areas.

(C) Provide the appeals process and policy referred to in section 106(b)(5) of WIOA relating to designation of local areas.

Florida has established appeals process specific to objections on local area designations in Workforce Policy P94 – Local Workforce Development Area Designation.

To date, the appeal process has never been invoked or used.

(D) Provide the appeals process and policy referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

The USDOL developed a uniform policy for acceptable methods of cost allocation and resource sharing with respect to funding the one-stop delivery system. Under 20 CFR 678.400, each LWDB must execute a Memorandum of Understanding (MOU) with all required one-stop partners. The MOU must define how the one-stop delivery system will operate locally, describe available services and programs, and explain how costs will be shared. Each LWDB and its chief local

elected official may choose to develop either a single umbrella MOU covering all partners or separate MOUs with individual partners or groups of partners. Regions that submit a joint regional plan under Section 106 of WIOA may also enter into a single regional MOU.

The MOU must include an Infrastructure Funding Agreement (IFA), which outlines how one-stop infrastructure and other shared costs will be funded. As required in 20 CFR 678.755, each partner providing services at a one-stop center must contribute a portion of the funds from its program to support the shared costs of the system. If infrastructure cost-sharing cannot be finalized alongside the rest of the MOU, a temporary IFA may be included as described in 20 CFR 678.715(c).

To support consistency across Florida's workforce system, each LWDB must use the standardized MOU and IFA templates approved by the CareerSource Florida Board of Directors. LWDBs are not permitted to change the standard language. Any additional content required by LWDBs or one-stop partners must be added through a local addendum, which will be subject to compliance review.

LWDBs and partners must negotiate infrastructure costs and other shared expenses in good faith. Cost-sharing must be based on how much each program uses the system and the benefit each receives. These agreements promote coordination among partners and improve access to resources across federal, state, and local programs. The WIOA combined planning process supports this coordination.

(2) Statewide Activities.

(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

State policies and guidance are communicated to LWDB staff and partners through state law, this four-year plan, CareerSource Florida strategic and administrative policies, and workforce guidance. Programmatic and administrative requirements are described in a Grantee-Sub-Grantee Agreement executed by FloridaCommerce and each LWDB requiring their compliance with all federal and state laws, regulations, and any state requirements.

State law, policy and guidance can be found at: Chapter 445, Florida Statutes (WIOA), Section 1008 FETPIP and other administrative requirements described in State Guidance – http://leg.state.fl.us/STATUTES/.

- FloridaCommerce Protections, Division of Workforce Services, Florida Administrative Code 73B: https://flrules.org/.
- Workforce Policies: https://careersourceflorida.com/about-us/policies-and-initiatives/careersource-florida-policies/.
- FloridaCommerce Memoranda (organized by year of issuance): https://floridajobs.org/local-workforce-development-board-resources/policy-and-guidance/memoranda.
- FloridaCommerce Monitoring Tools: https://floridajobs.org/local-workforce-development-board-resources/program-monitoring-and-reports/Programmatic/Tools.
- FloridaCommerce Program Resources: https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/program-resources.

- FloridaCommerce forwards federal directives and other resource materials via communiques or via email notification and posting on the FloridaCommerce website.

(B) Describe how the State intends to use the Governor's set aside funding for mandatory and discretionary activities, including how the State will conduct evaluations of Title I Adult, Dislocated Worker, and Youth activities.

WIOA allows for the allocation of a portion of each of the WIOA Adult, Dislocated Worker, and Youth funding streams for use by the Governor for state-level initiatives.

After statewide administrative and program costs are deducted from the total WIOA funds available, the remaining balance is available for the Governor's discretionary projects. The SWDB determines specific allotments for purposes of state demonstration and pilot projects as well as other workforce development initiatives. Projects funded by the set aside funding are intended to advance innovative approaches to service provision and encourage braiding of services or funding across partners. Additionally, the state aims to address the unique needs of target populations in the state (including youth, individuals receiving public assistance, individuals with disabilities, veterans, etc.) and employ industry sector strategies to focus efforts on building needed talent pipelines.

Initiatives include:

Sectors of Strategic Focus Training Initiative

CareerSource Florida's PY 2025–2026 Set Aside investment dedicates $3,000,000 statewide to the Sectors of Strategic Focus Training Initiative, one of four State Workforce Development Board–approved set aside initiatives for the program year. This initiative is designed to expand Florida's talent pipelines in industries identified as critical to economic growth. Funds support foundational skills development, sector aligned training, career exploration, work based learning, and supportive services for eligible WIOA participants across the state. The initiative focuses on four targeted, in-demand industry sectors—Healthcare (including nursing and allied health), Manufacturing, Transportation (including diesel mechanics, and trucking), Logistics and Supply Chain/Distribution, and Artificial Intelligence and AI-impacted Industries.

This initiative also emphasizes service to key target populations, including **Hope Florida participants**, veterans, and incumbent workers, especially those needing skill development to remain competitive in industries affected by artificial intelligence. When workers lack needed training and businesses experience skills gaps, a company's ability to compete, expand, and retain workers can be compromised. Florida's Incumbent Worker Training (IWT) grant program addresses such needs. The IWT program was created to provide grant funding for continuing education and training of incumbent employees at existing Florida businesses. It has proven to be a popular resource for small businesses.

Local Workforce Development Boards (LWDBs) use Sectors of Strategic Focus Training funds to provide occupational skills training, sector-based work experience, on-the-job training (OJT), and supportive services tied directly to the identified sectors. Each LWDB receives an allocation through the statewide Notice of Fund Availability (NFA), with awards ranging from $30,000 to over $365,000 depending on regional needs and capacity. Boards must conduct Q4 data analysis from the previous year, set local performance goals, report quarterly outcomes (including

enrollments, placements, credentials, and business engagement), and ensure funds are expended appropriately.

Florida's PY 2025–2026 Sectors of Strategic Focus Training Initiative aligns with Pillar I: Industry-Driven Strategies and Florida's economic priorities. Funding training that is demand-driven and aligned with targeted industries is critical for businesses and job seekers. This alignment ensures the training investments support industries that anchor Florida's economic competitiveness.

Sector aligned training is consistent with Pillar II: Worker Mobility, providing supportive services, career exploration and training access for populations facing barriers. This helps Floridians move into higher-wage, high-demand jobs and strengthens Florida's workforce system, aligning training investments with industry verified needs, supporting strategic sectors critical to the state's competitiveness, and ensuring job seekers receive the skills necessary to thrive in high-demand fields.

Consistent with Pillar III: Integrated Systems, training delivered through the statewide Sectors of Strategic Focus provides opportunities for con-enrollment with WIOA programs, reinforcing integrated service delivery. Florida's approach to WIOA, led by the REACH Act, creates a unified statewide framework for collaboration and service delivery.

Quarterly reporting for the sectors of strategic focus initiative requires measurement of placement, credentials earned, training enrollments, and business engagement. Requiring LWDBs to perform strategic analyses, set measurable goals, and track performance related to the state's NFA helps the SWDB ensure local boards are accountable as required by Pillar IV: Accountability.

Consistent with Pillar II: Worker Mobility and TEGL No. 03-25 Encouraging the Use of Workforce Innovation and Opportunity Act Funding to Help Youth and Adults Develop Artificial Intelligence Skills and Pillar V: Flexibility and Innovation, the Sectors of Strategic Focus Training Initiative supports workers impacted by AI. IWT provides skills to workers and helps them adapt to new technologies and thrive in a digital society.

Rural Initiatives

Florida has identified 31 Florida counties and three cities in one additional county as Rural Areas of Opportunity. These counties and cities face extraordinary economic challenges. Historically, CareerSource Florida's Board of Directors has designated supplementary allocations for LWDBs identified as rural boards to support operations by Florida's smallest LWDBs in providing workforce services to employers and residents in the areas they serve. Initiatives funded through this allocation will support critical workforce development needs in rural communities.

This initiative aligns with Pillars I-V by helping rural counties attract, expand, and retain business in agriculture, resource-based industries, logistics, manufacturing and emerging sectors. Rural initiatives expand access to training, supportive services, and workforce programs in communities that face geographic isolation, limited infrastructure and labor shortages. This initiative serves rural areas to increase workforce participation, skill attainment, and job placement, helping rural workers transition into career pathways in targeted industries.

Youth Career Exploration

This program is designed to pilot career exploration and work–based learning initiatives aligned with Florida Sector-Based Training Initiatives to expose WIOA eligible youth from high–poverty areas to many career opportunities in these high growth industries. This program combines career exploration with a comprehensive learning experience that includes the development of essential soft skills and the opportunity to participate in work-based learning opportunities with our partner businesses. Funding can be used to support the creation of new programs in regions that do not currently offer summer youth internship or other career exploration activities, expansion of existing programs to serve more youth or expand upon services provided, and to provide financial incentives for youth participation. Local boards will be provided with support and a toolkit to allow them to sustain the program through the development of relationships with local community and business foundations to seek financial support in the form of grants and contributions.

Youth Career Exploration aligns with Pillars I-V of Florida's workforce strategy by exposing young Floridians to sector-based pathways, giving them early access to industry expectations and real work environments. Career Exploration provides opportunities for youth with barriers to obtain foundational skills, access to career planning, and other supports that help them make informed career decisions prior to transferring to postsecondary education, apprenticeships, or immediate employment. Pillar II: Integrated Systems calls for replacing fragmented systems with streamlined, coordinated workforce services. The Youth Career Exploration initiative requires co-enrollment into the appropriate WIOA youth program (Out-of-school Youth or In-school Youth), integrates career exploration with WIOA training and support services, and engages education partners, employers, and industry consortiums in program delivery. This integrated model reflects Florida's goal of unifying programs, aligning governance, and improving navigation across workforce, education and community systems.

Florida's Youth Career Exploration set-aside initiative requires LWDBs to submit quarterly reports, track measurable outcomes such as credentials, placements, supportive service usage, employer engagement, and program enrollments. In alignment with Pillar IV: Accountability, CareerSource Florida reviews expenditures to ensure effective use of funds and program compliance.

Pillar V: Flexibility and Innovation calls for adaptive and innovative strategies that respond to technological and labor market change. Florida's Youth Career Exploration strategy helps expose youth to emerging industries, work-based learning, a flexible model allowing youth to learn through real-world practice, and targets underserved youth population and those with barriers to ensure innovative outreach approaches.

Network Navigators

Set Aside funding for Network Navigators supports a statewide strategy to strengthen navigation, coordination, and targeted assistance. The initiative allocates $4,150,000 to fund Apprenticeship Navigators, Hope Florida Navigators, and Military Family Employment Advocacy Navigators (in targeted areas). These funds ensure that LWDBs have a dedicated capacity to expand access to workforce, education, and supportive service pathways. These roles are intentionally aligned with the state's broader goals of meeting industry workforce needs, improving service delivery, and deepening collaboration with employers and community partners.

Network Navigators play a pivotal role in helping job seekers overcome barriers to employment and connect with appropriate training and work-based learning opportunities. **Hope Florida Navigators** are staffed at each LWDB to focus on individuals receiving or recently receiving federal benefits, guiding participants through resources, completing CLIFF dashboards, and promoting supportive services across programs such as WIOA, Wagner-Peyser, SNAP, and Welfare Transition.

Apprenticeship Navigators are staffed at each LWDB to work directly with employers to expand registered and pre-apprenticeship opportunities, conducting outreach, developing new programs, and hosting events that increase awareness and participation in high-demand pathways.

Military Family Employment Advocacy Navigators (MFEAP) are staffed at targeted LWDBs with high-need military populations to support relocating military families by promoting job placement opportunities and helping employers understand the value of hiring military spouses and dependents.

Across Florida's workforce regions, Network Navigator activities are embedded into LWDB service strategies, often with multiple staff contributing to required navigator functions when standalone roles are not feasible—especially in rural or low population areas. Navigators collaborate with business services teams, ensure accurate referral and case documentation in Employ Florida, and support employer engagement in priority initiatives such as apprenticeship, Hope Florida participation, and sector-based training programs. Quarterly reporting requirements and defined activity codes ensure that navigator work aligns with the expectations in the NFA, supporting consistent statewide implementation and accountability.

Florida's PY 2025–2026 Network Navigator set aside funding aligns with Pillars I-V in Section II: Strategic Elements by strengthening industry driven talent pipelines, improving worker mobility, and advancing a more integrated statewide workforce system. Apprenticeship Navigators expand employer led training models in high demand sectors, while Hope Florida and MFEAP Navigators help individuals overcome barriers, access career pathways, and move more quickly into meaningful employment—directly supporting an industry responsive and mobility focused talent ecosystem.

The initiative reinforces system integration, accountability, and innovation. Navigators coordinate services across WIOA, Wagner Peyser, TANF, SNAP, and Hope Florida, improving systems collaboration and eliminating confusion. This work aligns with the use of technology and LWDB service strategies, ensuring consistent performance and data driven oversight. Flexible implementation—especially in rural areas where staff share navigator duties—allows regions to adapt solutions to local needs, strengthening Florida's ability to respond to evolving labor market demands.

(C) Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at-risk companies and workers.

The Rapid Response Program, managed by the State Rapid Response Coordinator, is responsible for carrying out statewide rapid response activities and overseeing rapid response and layoff aversion activities carried out by the LWDBs. FloridaCommerce Rapid Response Program staff are the initial contact for employers who submit layoff and business closing notices

under the WARN Act of 1988. Program staff request information such as the name and telephone number of the employer's local contact person at each location, the type of business issuing the WARN, and the reason for the layoff or business closing. Program staff enter the WARN notice into the REACT database and distribute the WARN and the background information to the affected LWDBs. An online summary report of WARN information is available from the FloridaCommerce website at floridajobs.org. FloridaCommerce Rapid Response Program staff are responsible for updating the list and keeping it current within three business days of receiving a WARN notice.

The online WARN Summary Report includes:

- Company name and address.
- Total number of affected workers.
- Affected employer's industry.
- WARN notification date.
- Layoff dates.
- Copy of WARN notice.

Each LWDB has a business services unit that includes a Rapid Response Coordinator. LWDB staff respond and provide rapid response services to employers that submit Worker Adjustment and Retraining Notification (WARN) notices. LWDBs have strong relationships with local economic development staff and companies in their area. These relationships allow a LWDB to become aware of challenges a company is experiencing and provide an opportunity to offer layoff aversion assistance prior to WARN activity.

LWDB staff are responsible for making initial contact with a company official to obtain information about the layoff. The Rapid Response Coordinator will then help convene partners to meet with the employer and create a plan of services to meet both the employers' and separating employees' needs. If workers are still attached to the employer, the Rapid Response Coordinator conducts Rapid Response Information Meetings for the workers providing information on various services offered in the CareerSource Florida One-Stop Career Center and through partner programs. Through discussion with the employer, the LWDB may offer strategies that support layoff aversion or rapid reemployment which include:

- Shared work/short-time compensation.
- IWT program opportunities.
- Assistance with filing Reemployment Assistance Compensation.
- Information on retraining/upskilling opportunities.
- Job search workshops.
- Financial literacy and planning workshops.
- Retraining opportunities.

When possible, on-site services are offered to employers requesting Rapid Response Assistance. Rapid Response visits are usually made to employers laying off 50 or more workers. When a layoff involves fewer than 50 workers, affected workers are directed to the nearest career center for re-employment services.

In response to mass layoffs, job dislocations, and plant closings, the State Rapid Response Program Unit works collaboratively with local Rapid Response Coordinators to ensure they have the support needed during these events. Local Rapid Response coordinators are assisted by programmatic staff who provide individualized guidance and peer-to-peer counseling to staff assisting job seekers in the local area. When WARN notices are received, internal processes are in place to meet with the local area career board to discuss specific strategies to minimize the impact on the community. Ongoing monthly technical assistance sessions are facilitated with frequent discussions on targeted activities performed by local area staff.

Layoff Aversion is a major element and a proactive strategy for natural disasters. Local Rapid Response Coordinators will continue to receive technical assistance with detailed strategies for engaging employers during the business cycle. Additionally, local area staff have access to the EconoVue platform, which is a business intelligence data-driven application that measures the health of an organization. EconoVue provides targeted business outreach and strategic planning for engaging business prior to a natural disaster. This allows Florida to engage businesses and prepare proactive measures that will assist before and during these events.

(D) Describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

In cases of natural disasters, the FloridaCommerce Rapid Response Coordinator works closely with the FloridaCommerce emergency coordination officer who collaborates with the Florida Division of Emergency Management, local county emergency management staff, and FEMA to assess the situation and needs of the affected area. Once it is approved by the local emergency management officials, staff from FloridaCommerce and the CareerSource Florida network deploy to affected areas to deliver rapid response services.

The State Rapid Response and Disaster Recovery programs collaborate with FEMA and other community related partners to provide updates regarding ongoing activities to prepare for natural disasters and participate in conference calls and meetings facilitated by FEMA and State Emergency Management officials. Workforce Policy O15 – Emergency Response and Disaster Recovery addresses coordination with other disaster response and recovery agencies and the use of Disaster Related Dislocated Worker Grants. Additional administrative policies for Rapid Response and Layoff Aversion are currently in process.

FloridaCommerce and the CareerSource Florida network have 18 mobile career centers equipped with telecommunications equipment (FloridaCommerce has 4 and CSF has 14). These mobile units contain computers, workstations and supplies to provide rapid response assistance. After natural disasters, these units can go into affected areas and serve as a mobile career center when local offices are flooded or without power. Mobile career centers serve as branch offices if local services are disrupted by natural disasters.

FloridaCommerce launches a Business Damage Assessment Survey that allows employers to describe the effect of the disaster on their business, including physical loss and possible closures and layoffs. As part of its engagement with such employers, the Rapid Response team assesses potential dislocations and works with local partners to determine if and how to provide layoff aversion assistance and the need for National Disaster Recovery Dislocated Worker Grant support.

(E) Describe how the State provides early intervention (e.g., Rapid Response) and ensures the provision of appropriate career services to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A) and TAA Section 221(a)(2)(A)).

This description must include how the State disseminates benefit information to provide workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition and how the state will ensure the provision of appropriate career service to workers in the groups identified in the petition (TAA Sec. 221(a)(2)(A)).

FloridaCommerce uses a Worker Adjustment and Retraining Notification (WARN), newspaper articles, or other reliable means of notification to initiate rapid response assistance to affected workers. Each LWDB has a business services unit and a designated Rapid Response Coordinator responsible for making initial contact with a company official within 48 hours to obtain information about the layoff. If workers are still attached to the employer, the Rapid Response Coordinator conducts rapid response informational meetings providing workers with information about the services offered at a career center and through partner programs.

When mass layoffs occur and state-level rapid response funding is needed, LWDBs may request funds to assist workers in need of career counseling, resume preparation, interviewing skills and other workforce services. The state-level rapid response funding may be used for layoff aversion.

If the worker group has not received rapid response assistance, although workers may have officially separated from the company or firm, it is recommended that a rapid response meeting be conducted.

Following the sunsetting of the Trade Act, LWDBs continue to offer TAA services to dislocated workers eligible under an existing TAA petition. Such individuals will be dually enrolled in TAA and WIOA.

(b) <u>Adult and Dislocated Worker Program Requirements</u>.

(1) <u>Work-Based Training Models</u>. If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

QRT Program

Established in 1993, the QRT grant program provides state-level funding for customized training to new or expanding businesses. Florida has an enhanced application process powered by a

Salesforce customer relationship management system which allows businesses to quickly respond to training objectives in demand-driven areas.

The Florida Legislature provided funding to develop and launch a strategic marketing and business outreach plan for Florida's nationally recognized QRT program. The marketing plan was developed to identify a long-term vision and strategic objectives for QRT. Recommendations for communications and outreach tools and tactics to enhance the program's competitive position and market outreach were considered, based on research that provided a greater understanding of business customers and potential customers; key influencers, including, but not limited to, economic developers, site selection consultants, and workforce development professionals, particularly those within the CareerSource Florida network who provide employment and training solutions for businesses of all sizes; education and training partners and stakeholders; and public policy leaders.

The plan provides a clear, concise roadmap for CareerSource Florida's current and future investments in the marketing and promotion of QRT among businesses, including small businesses and key influencers. CareerSource Florida developed an education and marketing toolkit for partners, marketing, and brand-building materials such as brochures, digital outreach, including website enhancements, and social media outreach and advertisements and media placements to support strategic marketing and business outreach objectives.

Incumbent Worker Training Program

The Florida Legislature created the IWT program to provide grant funding for training of existing (incumbent) employees of a Florida business. Florida law originally required a private-sector entity to administer the state-level grant program. While private sector grant administrators performed contracted duties satisfactorily, this law was changed to allow CareerSource Florida to administer the IWT program. This allowed for unified coordination of the IWT and Quick Response Training (QRT) programs by eliminating unnecessary administration impeding the process.

When workers lack needed training and businesses experience skill gaps, the company's ability to compete, expand, and retain workers can be compromised. Florida's IWT Program, funded by WIOA and administered by CareerSource Florida, addresses such needs. The IWT Program was created for the purpose of providing grant funding for continuing education and training of incumbent employees at existing Florida businesses. The program will provide reimbursement grants to businesses that pay for preapproved, direct training-related costs. Currently, companies may receive a reimbursement rate up to 50% or 75%.

In PY 2024-2025, CareerSource Florida awarded IWT grants totaling more than $3 million to help companies train and retain more than 2,869 full-time employees.

Florida's IWT program is typically funded at $3 million by the legislature in the General Appropriations Act, with additional funding at the discretion of the CareerSource Florida Board of Directors. The REACH Act established new priority considerations including prioritizing training that leads to credentials on the state's MCL and including non-profit hospitals as eligible grantees.

Funding priority was established by the REACH Act and is awarded in the following order:

- Businesses that provide employees with opportunities to acquire new or improved skills by earning a credential on the Master Credentials List.

- Hospitals operated by nonprofit or local government entities that provide nursing opportunities to acquire new or improved skills.
- Businesses whose grant proposals represent a significant upgrade in employee skills.
- Businesses with 25 employees or fewer, businesses in rural areas, and businesses in distressed inner-city areas.
- Businesses in a qualified targeted industry or businesses whose grant proposals represent a significant layoff aversion strategy.

Florida's IWT program has helped more than 3,000 businesses strengthen more than 200,000 employees' skills over the past two decades.

Florida's Incumbent Worker Training (IWT) and Quick Response Training (QRT) programs exemplify the goals and outcomes of Pillar V. Flexibility and Innovation by funding customized upskilling for existing employees and rapid training for new hires in high-skill industries, ensuring businesses can adapt quickly to changing economic demands. This approach strengthens employer competitiveness and creates pathways for job seekers to gain credentials and secure stable, high-quality employment opportunities.

Transitional Jobs and On-the-Job Training (OJT)
Florida utilizes Transitional Jobs and OJT as additional avenues to provide training opportunities to WIOA participants. LWDBs are encouraged to leverage current local level partnerships and develop new ones with local businesses and industry to support economic development in their communities. Economic development strategies are coordinated at the state level by CareerSource Florida.

LWDBs may allocate up to 10% of local Adult and Dislocated Worker funds to transitional jobs for individuals with barriers to employment. LWDBs offering transitional jobs as an individualized career service must ensure these jobs are time-limited, wage-paid, subsidized work experiences that help individuals who are chronically unemployed and/or have an inconsistent work history.

LWDBs are also encouraged to target individuals who are long-term unemployed, ex-offenders, and current or former recipients of Temporary Assistance for Needy Families or Supplemental Nutrition Assistance Program benefits.

CareerSource Florida Workforce Policy 100 – Work-Based Training and Work-Based Learning Opportunities outlines specific requirements LWDBs must include in their local operating procedures governing transitional jobs and other work-based learning activities.

OJT ensures high-quality training for both participants and employers as both have a vested interest in the program's success. LWDBs are encouraged to use this training method to address critical workforce needs for in-demand occupations, enhance skills of participants, and aid employers in attaining a qualified, skilled workforce with competencies to meet their needs. Employers have the unique opportunity to train potential candidates in the most efficient way to perform tasks for their company at a subsidized cost. Participants receive direct training and gain new skills to meet the requirements of a new occupation or industry, becoming better equipped to compete for available jobs. All OJT experiences are provided through contracts between local employers and the LWDB.

Florida requested a waiver from the requirements outlined in WIOA Section 134(c)(3)(H)(i) and 20 CFR 680.720(b) to increase the use of OJT opportunities directed at assisting businesses in

building a talent pipeline and providing job seekers access to high quality training and employment. The waiver will allow Florida to increase the reimbursable amount statewide up to 90% and up to 100% for businesses located in areas designated as Opportunity Zones and residents within an Opportunity Zone. The flexibility to provide an increased wage reimbursement for OJTs ensures that scarce workforce dollars are allocated to strengthen the local talent pipeline, especially in communities with the greatest barriers to employment and economic growth.

On September 19, 2025, Governor DeSantis received conditional approval through June 30, 2027, from the USDOL's ETA. Florida will utilize the flexibility afforded by this waiver to engage Registered Apprenticeships and increase co-enrollment between WIOA and apprenticeship opportunities. The State must report its waiver outcomes and implementation of the approved waiver in the WIOA Annual Report. The waiver request, public comment, approval and response letters are all posted on CareerSource Florida's website.

CareerSource Florida Workforce Policy P009 – On-the-Job Training outlines specific requirements governing the provision of OJT.

Customized Training
Customized training is tailored to meet the specific needs of employers by providing targeted skills training to prospective or current employees, with employers sharing the training costs. This activity ensures that trainees are hired or retained upon completion, aligning training with in-demand skills. Customized training helps job seekers gain necessary qualifications for employment or career advancement, particularly benefiting those at risk of job displacement due to technological advances. Employers must commit to employing the individuals upon completion of the program.

Customized training is helpful for an employer that:

1. Is experiencing challenges in finding workers with the specific skills required to perform the work.
2. Is introducing new technologies, equipment, or processes and needs to train new or existing employees.
3. Wants to retain current employees by upskilling them to take on more advanced roles and career advancement; or
4. Has unique or highly specialized skill requirements. Customized training is only available for adults and dislocated workers.

CareerSource Florida Workforce Policy P100 – Work-Based Training and Work-Based Learning Opportunities outlines specific requirements LWDBs must include in their local operating procedures governing customized jobs and other work-based training activities.

(2) Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants, and connecting them to apprenticeship opportunities).

Consistent with Pillar I: Industry-Driven Strategies and Pillar II: Worker Mobility to expand apprenticeships as described in Section II. Strategic Elements, CareerSource Florida Workforce Policy P5 – Apprenticeship Policy establishes the statewide workforce development strategy on registered apprenticeships and goals for apprenticeship expansion. Florida's statewide

Registered Apprenticeship Program (RAP) expansion is a key part of its workforce strategy, designed to build strong talent pipelines through collaboration among LWDBs, employers, economic developers, and educational institutions. The goal is to create a robust, work-based training system that connects job seekers to in-demand careers through structured, paid learning that leads to nationally recognized credentials.

LWDBs play a central role in implementing a network-wide apprenticeship strategy. They work closely with businesses and education partners to identify workforce needs, promote apprenticeship opportunities, and support outreach to current and potential sponsors. This includes identifying and connecting prospective participants to apprenticeship programs that align with industry demand.

The state's strategic policy, developed by CareerSource Florida in partnership with FloridaCommerce and FDOE, sets clear goals for apprenticeship expansion and includes increasing the number of apprentices and programs, expanding into high-growth sectors like healthcare, IT, aerospace, and advanced manufacturing, and using WIOA and other funding to support high-quality apprenticeships that meet employer needs and lead to high-wage careers.

The SWDB's apprenticeship expansion goals align with its additional goals to be accomplished by 2030. By positioning registered apprenticeships as a proven model that helps employers build a highly skilled workforce, education and workforce partners are breaking through systemic barriers to strengthen the state's sector strategy initiatives.

CareerSource Florida and FloridaCommerce work with the FDOE Office of Apprenticeship to identify opportunities to promote registered apprenticeship and explore education opportunities for LWDBs to engage the state apprenticeship office and its local representatives. FloridaCommerce received an ApprenticeshipUSA State Expansion Grant from the USDOL to integrate registered apprenticeships within the state's existing workforce and economic development system. As part of the grant implementation, CareerSource Florida joined forces with FloridaCommerce, the FDOE's Office of Apprenticeship, LWDBs, industry intermediaries, and many other strategic partners to identify barriers, opportunities, and pilot models of success.

This collaboration led to the development of Apprentice Florida, which promotes registered apprenticeship, educates individuals regarding apprenticeship opportunities, assists businesses in establishing or participating in registered apprenticeships, and encourages expansion of apprenticeship into targeted sectors like Advanced Manufacturing, Aerospace, Construction, Healthcare, Hospitality & Tourism, Information Technology, and Trade & Logistics. Key achievements include developing and maintaining the Apprentice Florida website, an EY Apprenticeship Assessment report, and ongoing interagency collaboration and information-sharing.

To build capacity and improve awareness, the apprenticeship navigator project has enabled all 21 local boards to designate apprenticeship navigators or allow staff members to engage in apprenticeship navigator functions. The apprenticeship navigator training program provides a repository of accessible tools and resources within a virtual team platform that provides a forum for ongoing support. Additionally, navigators meet monthly to discuss expansion initiatives, identify process delivery improvements, and review outreach/communications mechanisms. Technical assistance with WIOA support for apprenticeship activities is also offered to navigators on an ongoing basis.

As subject matter experts, apprenticeship navigators at LWDBs work with internal partners to identify the needs of businesses and job seekers. They also work with external partners to leverage resources that increase apprenticeship opportunities. The navigators educate themselves and their partners on local, state, and national apprenticeship funding opportunities such as grants, incentive programs, and philanthropic awards and work closely in partnership with the FDOE Office of Apprenticeship's apprenticeship training representatives to expand apprenticeship opportunities statewide.

(3) Training Provider Eligibility Procedure. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

WIOA and its regulations establish the allowable types of training service, including work-based and classroom instruction, with the goal of ensuring provider performance, job-driven training, informed consumer choice, continuous improvement, and cost-effective investment of public funds. Consistent with Pillar III: Integrated Systems, CareerSource Florida Workforce Policy 90 – WIOA Eligible Training Provider List was implemented to provide guidance to LWDBs regarding the Eligible Training Provider (ETP) requirements. This policy outlines and streamlines the process for initial and continued eligibility. In addition, the policy introduces the Eligible Training Provider List (ETPL) portal which is managed by FloridaCommerce and maintained in Employ Florida. The ETPL portal is the mechanism used by FloridaCommerce to manage the ETPL process, and by LWDBs and training providers to apply for initial and continued eligibility. Training providers seeking initial or continued eligibility determinations may begin the application process by:

- Contacting the LWDB in the local area or planning region in which they plan to operate. LWDBs may assist the training provider with the application process including registration in Employ Florida, reviewing the application for accuracy, and uploading documentation in the ETPL portal necessary to complete the eligibility request.
- Contacting the State ETPL Coordinator.

In either situation, the State ETPL Coordinator will make the determination to either approve or deny the application for initial or continued eligibility for the state's ETPL. When establishing local ETPLs, LWDBs must select approved training providers from the state ETPL.

The REACH Act requires FloridaCommerce, with input from the SWDB, FDOE and others, to establish minimum criteria that WIOA ETPs must achieve for completion, earnings, and employment rates of participants. Training providers will be required to meet at least two of the minimum criteria for continued eligibility. The minimum criteria established may not exceed the threshold at which more than 20% of all ETPs in the state would fall below. FloridaCommerce released new performance criteria to the CareerSource Florida network and stakeholders for ETPs in May 2025 and continues to review and update performance criteria based on guidance provided through the REACH Act.

The REACH Act requires FloridaCommerce and other stakeholders, to develop an administrative rule to codify the state's minimum initial and continued eligibility performance requirements. FloridaCommerce and CareerSource Florida developed this administrative rule using the Policy Development Workgroup, which consists of staff from CareerSource Florida's Workforce Program Development team and FloridaCommerce's Bureau of One-Stop and Program Support and includes LWDBs and other stakeholders. The administrative rule was updated and posted

for public comment to solicit recommendations and feedback from interested members of the public but has been delayed to better align the rule with recent changes to workforce legislation. Once the rule is codified, the CareerSource Florida Workforce Policy 90 will be updated to align to the changes enacted through the administrative rule.

Information about procedures, eligibility criteria, and information requirements for determining training provider initial and continued eligibility for registered apprenticeship programs is available in CareerSource Florida Workforce Policy P5 – Apprenticeship Policy and CareerSource Florida Workforce Policy 100 – Work-Based Training and Work-Based Learning Opportunities. CareerSource Florida Workforce Policy 90 - Eligible Training Providers List Requirements has been revised and appropriate relevant policies and procedures will be updated as necessary during implementation of the new policy and associated ETPL portal. Florida affirms that the implementation of Administrative Policy 90 aligns with the TEGL No. 08-19 and 8-19, Change 1 guidelines and addresses initial and continued eligibility determinations of training providers, the federal and state requirements for ETPs, performance standards, the reporting of data and the removal provisions for training providers.

(4) Describe how the State will implement and monitor for the Adult Priority of Service requirement in WIOA section 134 (c)(3)(E) that requires American Job Center staff, when using WIOA Adult program funds to provide individualized career services and training services, to give priority of service to recipients of public assistance, low-income individuals, and individuals who are basic skills deficient (including English language learners).

Implementation of the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient is completed at the local level. Priority for adult services must be given to recipients of public assistance and other low-income individuals, with added priority for individuals who are basic skills deficient. As outlined in CareerSource Florida Workforce Policy 105 – Priority of Service, each LWDB is required to describe in its local plan locally established policies and procedures to give priority to these customers. The results of these efforts are monitored and evaluated at the state level through the review and evaluation of physical documentation and participant files in the state's labor exchange and case management system, Employ Florida.

(5) Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

WIOA sec. 133(b)(4) provides the authority for LWDBs, with the approval of the Governor, to transfer up to and including 100% of the funds allocated to local areas for adult activities for expenditure on dislocated worker activities, and up to 100% of funds allocated to local areas for dislocated worker activities for expenditure on adult activities. FloridaCommerce receives and reviews such requests for approval, on behalf of the Governor, to allow LWDBs to transfer funds between the Adult and Dislocated Worker programs.

Funds may be transferred between the adult and dislocated worker programs when the criteria established in CareerSource Florida Workforce Policy 118 – Adult and Dislocated Worker Funds Transfer Authority have been met. Additionally, when funds are transferred from one funding stream to another, LWDBs must consider how adjusted levels of performance for the primary indicators of performance will be met. LWDBs are required to ensure any transfer of funds

between the adult and dislocated worker programs complies with federal law as well as record and document their use and application of local funds.

(6) Describe the State's policy on WIOA and TAA co-enrollment and whether and how often this policy is disseminated to the local workforce development boards and required one-stop partners Trade Act Sec. 239(f), Sec. 235, 20 CFR 618.325, 20 CFR 618.824(a)(3)(i).

LWDBs were required to co-enroll TAA participants into WIOA in accordance with the Florida's Trade Adjustment Assistance and Workforce Innovation and Opportunity Act Dislocated Worker Co-enrollment policy. CareerSource Florida Workforce Policy 116- Trade Adjustment Assistance and Workforce Innovation Act Dislocated Worker Co-enrollment is accessible by the local area coordinators, along with the co-enrollment help center which guides local area TAA Coordinators through the process. Additionally, the policy and other pertinent information is distributed annually to the local area TAA coordinators during training as a reminder of the requirements for co-enrolling participants. Additional assistance for co-enrollment is located on FloridaCommerce's Co-enrollment Help Center created to assist the local area career centers. Currently, Florida is developing a plan to fully sunset Trade Adjustment Assistance (TAA) program with directions to LWDBs on how to continue to serve eligible individuals through other WIOA title programs. Once complete, TAA specific policies will be sunset.

(7) Describe the State's formal strategy to ensure that WIOA and TAA co-enrolled participants receive necessary funded benefits and services. Trade Act Sec. 239(f), Sec. 235, 20 CFR 618.816(c)

At the writing of the plan, the TAA Program is currently in reversion and USDOL is not accepting new petitions. The State Trade Program continues to engage individuals who are included in a certified petition. Participants seeking training through the TAA program will be co-enrolled into the WIOA Program to maximize the services that are available to the participant. LWDBs maintain a roster of customers who attended orientation meetings and record information in the state management information system, Employ Florida.

(8) Describe the State's process for familiarizing one-stop staff with the TAA program. 20 CFR 618.804(j), 20 CFR 618.305

The State Trade Program will hold an annual virtual or in person mandatory training for local Rapid Response and TAA staff. Additionally, the State TAA Coordinator will provide information to LWDBs who onboard new staff to ensure proficiency in knowledge about the Trade program. Technical assistance may be provided to the LWDBs at any point, based on a request by the LWDB or the state's determination that additional guidance is necessary to correct a noted deficiency.

(c) <u>Youth Program Requirements</u>. With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

(1) Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the

providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA. Further, include a description of how the State assists local areas in determining whether to contract for services or to provide some or all of the program elements directly.

When LWDBs award grants or contracts to youth service providers, they must do so in accordance with the criteria outlined in Workforce Policy P95 – WIOA Youth Program Eligibility and Service Provider Selection. Selected providers must, at minimum:

- demonstrate the ability to offer all 14 required program elements,
- coordinate with community partners,
- offer services at a reasonable cost with a clear budget,
- show knowledge of WIOA requirements,
- have strong community and business linkages,
- meet or exceed LWDB performance indicators,
- comply with reporting requirements,
- be legally established for at least six months,
- hold a current business license,
- disclose any pending legal actions, and
- must not have been found at fault in criminal, civil, or administrative proceedings.

LWDBs may establish additional criteria in their local plans.

LWDBs must ensure the provider has been in business for at least six months prior to submitting a bid or response to provide services and has a current business license or proof of active compliance with the Secretary of State Corporations Division. LWDBs must also ensure the provider has not been found at fault in criminal, civil, or administrative proceedings related to its performance as a training provider or educational institution, and they must disclose any pending criminal, civil, or administrative proceeding as either a defendant or a respondent.

Further, LWDBs may establish additional criteria to ensure they use providers best positioned to deliver required program elements resulting in strong outcomes for youth participants. If an LWDB establishes additional criteria, it must describe such criteria in its WIOA four-year local plan.

FloridaCommerce provides technical assistance regarding the provision of youth activities, as necessary.

(2) Explain how the State assists local workforce boards in achieving results for out-of-school and in-school youth. Describe promising practices or partnership models that local areas are implementing and the state's role in supporting and scaling those models within the state for both in-school and out-of-school youth.

Florida recognizes the need to develop strategies that address challenges of at-risk youth, whether in school or out, geared at addressing student retention, engagement, and immediate transition to post-secondary education, meaningful employment, and/or military service. To support achieving impactful and measurable results for all youth throughout the state, Florida

requested two waivers that would allow the LWDBs to provide opportunities to at-risk youth that are in-school, at a comparable rate of youth who are out-of-school:

- Use of Individual Training Accounts (ITAs) for In-School Youth (ISY) (ages 16 to 21) – allows for greater flexibility with, and increases the state's capacity for, responding to the training and employment needs of the state's youth, more specifically those who are in school. LWDBs will be more equipped to respond to the workforce needs of ISY. Additionally, there will be increased access to, and engagement of, ISY that need post-secondary education, training, and support necessary to succeed in the labor market at a similar rate to that of out-of-school youth.

- Out-of-School Youth (OSY) Expenditure Rate - lowered the OSY expenditure rate to 50% for statewide and local area activities to allow the State and local areas to serve ISY at a comparable rate. This approach allows for the expansion of opportunities at the local level for recruitment and enrollment of at-risk ISY who could benefit from the services of the workforce system. By design, the waiver allows Florida to expend half of its youth funding on both populations of youth thereby increasing opportunities for positive outcomes, regardless of how the youth was enrolled.

FloridaCommerce is creating a WIOA-specific workgroup that includes state-level policy and monitoring staff along with subject matter experts from the local areas to:

- Receive training and updates on the program from FloridaCommerce staff, as appropriate.
- Have an opportunity to receive on-demand technical assistance related to the program.
- Identify programmatic problems experienced locally and collaboratively brainstorm and develop solutions.
- Identify and share best/promising practices that can be scaled across the state.

(3) Describe how the State assists local workforce boards in implementing innovative models for delivering youth workforce investment activities, including effective ways local workforce boards can make available the 14 program elements described in WIOA section 129(c)(2); and explain how local areas can ensure work experience, including quality pre-apprenticeship and registered apprenticeship, is prioritized as a key element within a broader career pathways strategy.

Each LWDB is required to describe in its four-year local plan the design framework for local youth programs and how the 14 program elements are made available within that framework. In addition to reviewing each LWDB's local plan for compliance, FloridaCommerce will ensure that all 14 program elements are available within LWDBs as part of its annual programmatic monitoring review. Where possible, FloridaCommerce will make suggestions or share best practices from other states and/or local areas that may assist in improving the provision and utilization of the program's required program elements. Additionally, based on its assessment of policies or feedback from LWDBs, FloridaCommerce will update its policies to allow flexibility, within the confines of the federal and state laws and regulations, aimed at improving access to the program elements and outcomes of youth service providers.

LWDBs are encouraged to utilize work-based learning as an effective service strategy to assist youth in entering and advancing along a career path leading to self-sufficient employment. Work-

based learning activities include registered apprenticeships, pre-apprenticeships, and work experience. Work-based learning affords young people who lack work experience opportunities to prove their abilities and skills to then progressively transition to regular employment.

FloridaCommerce will further support LWDBs use of work-based learning activities as a key element within a broader career pathways strategy through its pending updates to youth policies that will include expectations for the framework and design of successful youth programs. One such proven workforce solution is apprenticeship. Support for quality pre-apprenticeships assist youth in preparing to enter and succeed in Registered Apprenticeship Programs.

As Florida continues work on increasing work-based training and learning opportunities, FloridaCommerce will continue to provide technical assistance and policy guidance to LWDBs interested in implementing innovative models for delivering workforce activities to youth, including youth-focused apprenticeship expansion activities, to ensure program compliance while offering the flexibility to design programs that accelerate the youth's attainment of education and career goals. LWDBs will be encouraged to leverage connections and resources from state and local collaboration through projects and initiatives like ApprenticeFlorida, Apprenticeship Navigators, and inter-agency apprenticeship accelerators.

Additionally, FloridaCommerce provides on demand and planned training to LWDBs on effective delivery of the 14 program elements and work experience.

(4) Provide the language contained in the State policy for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

CareerSource Florida does not have a policy on the "requires additional assistance" criterion, but it does confirm the local area complies with federal guidance for this activity through various ways to include monitoring and technical assistance reviews. Florida Commerce also provides training on this topic to ensure an understanding of the "requires additional assistance" criterion. Florida Commerce provides training on this topic to ensure an understanding of the "requires additional assistance" criterion.

If an LWDB uses this criterion, it must define the term "requires additional assistance to complete an educational program or to secure and hold employment" and correlating eligibility documentation requirements. The local definition must describe in detail the circumstances or other criteria the LWDB will use to qualify a youth under this eligibility barrier. The definition must be included in the LWDB's local plan and applicable youth eligibility local operating procedures. Such procedures should be reasonable, quantifiable, and based on evidence that specific characteristics of the youth identified in the definition objectively require additional assistance.

FloridaCommerce will ensure the local areas have a policy for these criteria by reviewing their local plans to ensure the definition is included and compliant with WIOA. Additionally, FloridaCommerce requires each LWDB to provide a copy of its local operating procedures as part of the annual programmatic monitoring reviews. The local operating procedures are reviewed for compliance with the monitoring tool by the Quality Assurance Team and shared with the Policy

& Guidance Team for additional review/feedback. If the local operating procedures are determined to be insufficient, the Policy & Guidance Team schedules a technical assistance call to discuss the deficiencies and require that the LWDB update the procedures. Where necessary, FloridaCommerce will also consult on the drafting of an LWDB's procedures to ensure compliance at inception.

(d) Single-area State requirements. In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

(1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).

(2) The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

(3) A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)

(4) A description of the roles and resource contributions of the one-stop partners.

(5) The competitive process used to award the subgrants and contracts for title I activities.

(6) How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

(7) How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

(8) Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

This section is not applicable.

(e) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan.

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers.

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted.

(4) Describes how the waiver will align with the Department's policy priorities, such as:

- **(A) supporting employer engagement.**
- **(B) connecting education and training strategies.**
- **(C) supporting work-based learning.**
- **(D) improving job and career results, and**
- **(E) other guidance issued by the Department.**

(5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

(6) Describes the processes used to:

- **(A) Monitor the progress in implementing the waiver.**
- **(B) Provide notice to any local board affected by the waiver.**
- **(C) Provide any local board affected by the waiver an opportunity to comment on the request.**
- **(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**
- **(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.**

(7) The most recent data available regarding the results and outcomes observed through implementation of the existing waiver, in cases where the State seeks renewal of a previously approved waiver.

Florida has four waivers in effect for PY 2025-2026. Consistent with Pillar V: Flexibility and Innovation, Florida seeks renewal of the waivers described below through the duration of this plan:

Recapture and Reallocation of WIOA Funds

Florida submitted a request to the USDOL to continue the waiver of the reallocation provisions at WIOA Sections 128(c)(3) and 133(c)(3) to allow the State to develop different criteria than required by statute for the reallocation of recaptured funds among local workforce areas. The UDSOL responded by letter on June 25, 2024, approving the State's request according to State-developed criteria.

WIOA OSY Expenditure Requirement

Florida submitted a request to the USDOL to continue the waiver associated with the requirement at WIOA Section 129(a)(4)(A) and 20 CFR 681.410 that the State and local areas expend 75% of Governor's reserve youth funds and local formula youth funds on OSY. The Employment and Training Administration (ETA) responded June 25, 2024, approving the state's request to lower the expenditure requirement of reserve funds to 50% for OSY. In addition, the ETA approved the State's request to waive the requirement that local areas expend 75% of local youth formula funds on OSY. Florida was permitted to lower the local youth funds expenditure requirement to 50% for OSY.

WIOA ISY ITAs

Florida submitted a request to the USDOL to continue the waiver associated with the requirement 20 CFR 681.410 to allow WIOA ITAs for ISY. The ETA approved the State's request to waive the requirement limiting ITAs to only OSY Youth, ages 16-21.

WIOA Waiver Data

The charts below compare new ISY and OSY participations from PY 2022 to PY 2024. As a result of approved waivers, Florida saw an increase of 89 new ISY participations in PY 2023 compared to the prior year; however, there was a decrease of 150 ISY participations from PY 2023 to PY 2024. During PY 2024, Florida experienced several natural disasters consisting of three hurricanes and two occurrences of inclement weather that caused some local areas to cease operations for multiple days. Florida believes the number of closures as a result of these storms impacted enrollment of youth in general as there was a 22% decrease in overall new enrollments.

Figure 6.02
Out-of-School Youth and In-School Youth Participation
for PY 2022 - 2024

	PY	Program	OSY Youth Participants	ISY Youth Participants	Total Youth Participants
SW	2022	Youth Participants	4322 (83%)	881 (16.9%)	5203
SW	2023	Youth Participants	4386 (82.1%)	958 (17.9%)	5344
SW	2024	Youth Participants	3672 (82.3%)	788 (17.7%)	4460

	PY	Program	New OSY Youth Participants	New ISY Youth Participants	Total New Youth Participants
SW	2022	New Youth Participants	2604	421	3,025
SW	2023	New Youth Participants	2509	510	3019
SW	2024	New Youth Participants	1991	360	2351

Below are counts of ISY and OSY enrolled in education or training programs leading to a recognized credential by PY. In summary, ISY enrollments have fluctuated from year to year, and measurable skill gains (MSG) either remained the same or increased from the prior year.

Figure 6.03
In-School Youth and Out-of-School Youth
Enrolled in Education or Training Programs Leading to Credentials

PY	Program	OSY enrolled in Education/Training	OSY w/ MSG Rates	OSY MSG Rate	ISY Enrolled in Education/Training	ISY with MSG	ISY MSG Rate

2022	Youth	**2976**	2254	75.7%	**843**	707	83.9%
2023	Youth	**3911**	2576	65.9%	**911**	764	83.9%
2024	Youth	**3266**	2188	67.0%	**744**	670	90.1%

The chart below shows the number of OSY and ISY that were enrolled in education or training and utilized an ITA.

Figure 6.04
In-School Youth and Out-of-School Youth
Enrolled in Education or Training Using an Individual Training Account

PY	Program	Education and Training	Training Accounts	ISY Enrolled in Education and Training	Using Individual Training Accounts
2022	Youth	**2976**	846	**843**	14
2023	Youth	**3911**	967	**911**	18
2024	Youth	**3266**	577	**744**	17

On-the-Job Training Waiver:

On May 21, 2025, the CareerSource Florida Board of Directors met, considered, and authorized FloridaCommerce and CareerSource Florida to submit to USDOL a waiver requesting authority to increase the On-the-Job Training wage rate reimbursement to employers statewide up to 90% and up to 100% for businesses or residents residing in designated Opportunity Zones. Consistent with federal requirements and at the direction of the SWDB, the waiver was posted for public comment on the CareerSource Florida website.

On September 19, 2025, Governor DeSantis received conditional approval through June 30, 2027, from the USDOL's ETA. Florida will utilize the flexibility afforded by this waiver to engage Registered Apprenticeships and increase co-enrollment between WIOA and apprenticeship opportunities. The State must report its waiver outcomes and implementation of the approved waiver in the WIOA Annual Report. The waiver request, public comment, approval and response letters are all posted on CareerSource Florida's website.

Consistent with Pillar V. Flexibility and Innovation and TEGL 05-25, Maximizing Innovation in WIOA Programs, Florida will seek waivers as necessary to overcome barriers to innovation, and better serve job seekers and employers in Florida's state and local workforce development systems.

Florida requests extension of all waivers through submission of its WIOA Combined Plan Two-Year Modification to be submitted in March 2026. All waiver information is posted on the CareerSource Florida website.

Figure 6.05
TITLE I-B ASSURANCES

The State Plan must include assurances that:	
1.	The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;
2.	The State has implemented a policy to ensure local areas have a process in place for referring veterans with qualifying employment barriers to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3.	The State has established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce development board members;
4.	The State established written policy and procedures to ensure local workforce development boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);
5.	Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;
6.	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;
7.	The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
8.	The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;
9.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
10.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
11.	The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);

Title I-B Signature Page

CareerSource Florida

Adrienne Johnston, President and CEO **DATE**

Florida Department of Commerce

J. Alex Kelly, Secretary **DATE**

SECTION VII. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS- WAGNER-PEYSER ACT PROGRAM (Employment Service)

(a) Employment Service Staff.

(1) Describe how the State will staff the provision of labor exchange services under the Wagner-Peyser Act (WP), such as through State employees, including but not limited to state merit staff employees, staff of a subrecipient, or some combination thereof.

Florida uses state merit staff to conduct labor exchange services when such services are mandated to be provided by state merit staff. When no merit staff is available, non-merit staff conduct labor exchange services. Additionally, depending on local area structure, state merit staff and sub-recipient staff may be used for the provision of services.

(2) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both job seekers and employers.

Florida designed a comprehensive professional certification, formally known as the Florida Certified Workforce Professional (FCWP) to equip all career center and employment service staff with appropriate knowledge to provide high-quality services to job seekers and employers. Within one year of hire, all front-line staff and employees who provide direct services to job seekers or employers are required to complete a series of standardized training modules providing foundational information about the workforce system. This includes board staff and service provider staff who provide direct services.

The FCWP curriculum is a thorough online training program that covers topics including workforce system history, workforce program overview, customer service and other job placement techniques. Upon completion of the online training modules, staff are required to complete a comprehensive exam to demonstrate comprehension of the material. Staff must successfully pass the exam to become an FCWP and demonstrate proficiency in assisting job seekers and employers.

Staff are required to seek new training opportunities annually to enhance job knowledge and ensure satisfactory knowledge of new workforce tools and existing strategies. To assist staff in attaining continuing education units, Florida designed a FCWP–Tier II certification program. The Tier II curriculum includes in-depth information of specific workforce programs and prepares staff in Workforce Innovation & Opportunity Act (WIOA), Wagner Peyser (WP), and Welfare Transition programs. The FCWP – Tier II certification program is a cost-effective method to train staff statewide that is immediately accessible.

FloridaCommerce is in the process of updating the Tier II curriculum to include other programs such as Reemployment Services and Eligibility Assessment (RESEA), Florida's Unemployment Insurance program known as Reemployment Assistance (RA) and Supplemental Nutrition Assistance Program (SNAP) Employment & Training.

In keeping with the Florida Workforce System Transformation Plan and in alignment with Pillar II: Worker Mobility, FloridaCommerce is implementing the REACH Act via an initiative to enhance

customer consistency through enhanced professional development training. FloridaCommerce will overhaul the FCWP – Tier III certification program to incorporate certification level training that is specific to vital positions within the one-stop delivery system such as case manager (including Migrant and Seasonal Farmworkers (MSFW) Outreach Specialist), business services representative, program managers and other essential roles. The certification program will provide specialized credentials signifying staff have obtained the role-specific knowledge and skills to perform in such positions, providing a uniform foundation irrespective of program affiliation and nuances in processes of local workforce development board (LWDBs). Tier III provides a mechanism for role-based foundational training for staff new to workforce development, those interested in promoting, changing positions, or relocating within or outside of Florida. Well-trained staff supports an efficient workforce system that is poised to help prepare Floridians move into better jobs as well as help businesses improve their hiring.

FloridaCommerce hosts periodic on-site and remote training opportunities to share programmatic information and keep staff informed of trends. In collaboration with other agencies, Florida's workforce system enhances the knowledge base of staff by linking duties and responsibilities of career center staff with those of other partners and departments.

In addition, FL WINS is currently working with FloridaCommerce along with other external partners to design and implement the new system which is expected to be fully functional by 12/31/2026. FL WINS will instruct and educate both internal and external partners on the FL WINS Training HUB.

(3) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Service and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

In addition to LWDB employees and front-line staff, Florida provides available curriculum from the FCWP certification program to all core partners through a request to FloridaCommerce.

LWDBs may request training directly from the Bureau of Reemployment Assistance to ensure front-line staff are trained on the RA program, in general, as well as trained to help identify potential eligibility issues for referral to adjudication. The recordings and materials used as part of the training are uploaded to FloridaCommerce's learning management system to on-demand access by staff. Additionally, the Bureau of Reemployment Assistance coordinates with the Bureau of One-Stop and Program Support to facilitate and provide training to LWDB front-line staff including but not limited to the following:

- RA filing activities.
- The rights and responsibilities of claimants.
- Required information necessary to file a claim.
- Where to refer customers for further assistance.
- Conducting eligibility reviews.
- Communicating with RA staff on potential eligibility issues.

Webinar training sessions are recorded and RA educational resources, such as general information and frequently asked questions, are made available to local boards.

FloridaCommerce plans to revamp the FCWP - Tier II certification program to include RA to further increase awareness on the identification of RA eligibility issues. In addition, as

FloridaCommerce continues to evaluate the curricula of the FCWP and FCWP – Tier II certifications, Florida may also work with the core partners to incorporate curriculum into the FCWP – Tier II certification program that includes program-specific training for adult education and Vocational Rehabilitation (VR) to expand the usage of the certification program to the core partners to increase the knowledge of staff across multiple agencies to increase collaboration and referrals.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

Information about RA, both written and verbal, on filing a claim for RA is available in the reception area/front desk in career centers where client service needs are assessed and identified. Telephone and internet computer access for filing claims are provided in resource rooms. This includes a dedicated phone line that allows claimants direct access to RA staff for claim assistance or issue resolution. Individuals needing assistance in filing claims are provided assistance by resource room staff.

Most RA claimants are registered as job seekers in Employ Florida within 24 hours of filing for unemployment benefits. This is accomplished through an automated interface between the RA claims and benefits management information system (Reconnect) and Employ Florida. Each night, new RA claimant information is sent to Employ Florida where a basic registration is created. This includes the client's email address and a partial work history, if supplied. The career services' skills matching functionality of Employ Florida is used to generate an initial listing of current jobs posted in the system based on the employment information given by claimants when filing their claim. This process generates an automatic email to the claimant that:

- Informs the claimant of their Employ Florida login information.
- Provides a link to the initial list of jobs matching the claimant's employment history.
- Provides a link for the claimant to complete a full résumé and begin active use of Employ Florida to search and apply for jobs.

This information is immediately available to staff who use it to contact claimants to provide information about available career center services. The claimant's skills information automatically becomes available to employers seeking specific candidates to fill job openings.

Florida requires all claimants filing an initial online RA claim to complete a full work registration in Employ Florida prior to receiving benefit payments. The full work registration requires the claimant to create an individual account. This account includes demographic information, an email address attached to the Employ Florida account, and a complete background wizard which collects education, employment and skills information and allows the claimant/job seeker to post a résumé. The full registration process provides LWDBs with integral information with which to target reemployment services to claimants and job seekers.

LWDBs conduct a skills assessment that measures an individual's skills, abilities, and career aptitude. LWDBs use results obtained from the assessment to provide a customized and tiered level of service. Results from the assessment may indicate the claimant is equipped with skills to seek jobs and obtain employment before their benefits expire. These individuals require less staff intervention. Conversely, assessment results may also indicate a claimant may require more intensive staff intervention before being job ready.

RESEA Grant

The RESEA program was launched in Florida in 2016 pursuant to the federal change that replaced the Reemployment and Eligibility Assessment (REA) program with the RESEA program. In Florida, the target populations are all transitioning veterans receiving unemployment assistance for ex-service members (UCX) and claimants most likely to exhaust RA benefits. UCX claimants receive the highest level of priority in the selection process and an automatic seat in an RESEA event.

A pool consisting of RA claimants is created on a weekly basis from initial RA claims filed during that week. Prior to the transfer into Employ Florida, the following factors are used in the methodology to determine those individuals most likely to exhaust their benefits based on weekly benefit amount, county, occupation, separation reason, education level, and unemployment rate. Excluded from the pool are:

- Claimants whose program identification is other than intrastate claimant.
- Interstate claimants.
- Transitional claimants.
- Claimants on recall status within eight weeks of filing their claim.
- Members of a labor union.
- Claimants who are in approved training; and
- Claimants with a first payment issued more than 42 days after the benefit year beginning date.

The program provides specific intensive services to these populations and helps detect and prevent erroneous Unemployment Insurance (UI) payments. The RESEA program uses a one-on-one intensive appointment process.

Each RESEA participant receives:

- An orientation about the career center's services.
- An objective assessment to determine the appropriate services and career pathways for the claimant.
- Labor market information unique to the participant's past or future occupation and work experience. If the labor market information shows the participant's occupation to be in decline, they may be referred for training.
- An Employability Development Plan developed jointly by career center staff and the claimant.
- Referral to at least one work-search activity such as résumé writing or an interviewing workshop.
- Referral to training, if needed.

Consistent with Section 443.091, Florida Statutes, failure to appear as directed for reemployment services at the appointed career center may affect a participant's eligibility for benefits and services. There is a feedback loop to the RA Program for RESEA participants who miss their initial appointment.

RA adjudicators review the reason for the participant's failure to report to the career center and if there are no extenuating circumstances (such as moved out of state, returned to work, etc.), issue a determination of ineligibility. The determination of ineligibility includes a disqualification for the week in which the claimant failed to report for reemployment services. When an

assessment is completed, an automatic notice is generated and sent to the RA Program to conduct an eligibility review questionnaire to determine the claimant's eligibility for continued RA benefits.

The Bureau for Reemployment Assistance instituted additional resources to assist with providing information and meaningful assistance to claimants via LWDB staff to include:

- **Escalated Phone Queue**: Escalated phone queues were established to provide a meaningful method of escalated communication for individuals applying for or receiving RA benefits at the local career centers. The queue provides for direct communication with the RA Customer Support Center. All types of calls are handled through this line as a normal process.
- **Express Phone Line Functionalities:** The express phone line provides CareerSource Center employees the ability to refer RA claimants to contact RA directly (via CareerSource Queue). This line will connect the claimants to the RA Customer Support Center wherein they will receive assistance regarding their RA claim. Designated LWDB staff utilize the designated phone for claimants to be routed to the escalated phone queue for assistance from an RA staff member. Each career center within an LWDB has an express phone line, deemed as a high priority call, programmed to route claimants into the escalated phone queue. Assistance is provided in Florida's three major languages (Creole, English, and Spanish).
- **RA Help Center**: FloridaCommerce created the RA Help Center which is an online portal for both claimants and employers. This self-help portal continues to be updated with additional capabilities including reporting fraud or identity theft, uploading documents, contesting monetary determinations, and filing appeal requests. The Help Center provides resources such as step-by-step guides, frequently asked questions, and informational videos to provide information and claim assistance for claimants and employers. The Help Center is available 24 hours a day.
- LWDB staff may also submit an Escalated RA Case through this resource. Upon receipt of the Escalated RA Case, the Bureau of Reemployment Assistance routes the communication quickly to the appropriate team members to review and assist.

(c) <u>Describe the State's strategy for providing RA to UI claimants and other</u> <u>unemployed individuals</u>.

The RA program introduced Reconnect (formerly known as CONNECT) Self-Service to help claimants easily access their account details through any mobile device without ever needing to speak to an agent. This self service allows claimants to update their Reconnect PIN, update contact telephone number, change correspondence or payment method, change tax withholding option, and receive detailed claim information including payment status, notice of determination issued, appeal information and RA program messages.

FloridaCommerce has created the RA Help Center—an online portal for both claimants and employers. This self-help portal continues to be updated with additional capabilities including reporting fraud or identity theft, uploading documents, contesting monetary determinations, and filing appeal requests. The Help Center provides resources such as step-by-step guides, frequently asked questions, and informational videos. The Help Center is available 24 hours a day.

The Floridajobs.org website provides information about FloridaCommerce. Customers may sign up to receive FloridaCommerce news and information directly. The site provides

information re: Economic Development, Workforce Investments, Strong Communities, Small Business Assistance, RA, Employ Florida etc.

Reemployment Assistance Service Center for Claimants with links for Applying for Benefits, Requesting Benefit Payment, Adjudication, Filing an Appeal, FAQs, RA Resources, etc.

(d) Describe how the State will use WP funds to support UI claimants, and the communication between the Employment Service and UI, as appropriate including the following:

(1) Coordination of and provision of labor exchange services for UI claimants as required by WP.

Claimants may be selected to attend the mandatory RESEA program if they are determined as most likely to exhaust benefits prior to returning to work. Selection to attend a RESEA appointment provides claimants with an orientation of the career center to include services available and an initial assessment to determine additional needs. Claimants selected for reemployment services receive an intensive one-on-one session with career center staff. During the one-on-one session, claimants receive an orientation, initial assessment, specific labor market information, and development of an employability plan and are scheduled for additional reemployment services. Claimants not profiled and scheduled to attend RESEA are offered the full array of WP career services depending on the claimant's request and other needs. Career services may be scheduled in Employ Florida, the state's online labor exchange and case management system, requiring the claimant to fulfill their obligation to actively pursue employment. Failure to comply with scheduled services may be communicated to the RA program for referral to an adjudicator to conduct fact finding.

Claimants are one priority population supported by Florida's WP funds. Florida's automated processes allow RA claimants to receive reemployment services quickly and seamlessly. Upon filing an initial claim in the RA reporting system, Reconnect, various data points are collected from the claimant's application and transmitted into Employ Florida to create a basic WP application in Employ Florida. The claimant is sent an introductory welcome message that provides helpful resources about services in the system they may use in their job search. Every week, characteristics collected from the RA claims application (including separation reason, occupation, county of residence, etc.) is processed through a regression model to obtain a coefficient.

The coefficient value determines the claimants' likelihood of exhausting RA benefits prior to returning to work. This is used to determine which mandatory reemployment program the claimant is assigned to attend. Upon assignment of the coefficient, the claimant is transmitted into a pool used to assign the claimant to the state's RESEA program. This automated pool collection and event assignment typically occurs every Saturday. Every Monday, LWDB staff are responsible for viewing the number of claimants in their respective pools and creating events accommodating as many claimants as possible. FloridaCommerce sets the goals of the number of claimants to schedule and complete each year for each LWDB operating the RESEA program. These goals are used to determine how many claimants will be scheduled each week from their respective pools.

Every Monday night, based on the number of claimants each LWDB determines to schedule, the automated process uses those numbers to populate events. Once events are populated, Employ Florida automatically generates letters for the LWDB to send to the claimant. Staff prints and

mails these letters to the claimants at least two weeks in advance of their scheduled appointments.

(2) Registration of UI claimants with the State's employment service if required by State law;

In 2013, Florida began requiring all claimants who filed an initial online claim to complete a full work registration in Employ Florida prior to receiving benefit payments. The full work registration requires the claimant to create an individual account with basic demographic information and an email address on the Employ Florida account. Claimants are required to use the background wizard to provide education, employment, and skills information and to post a résumé. This process provides LWDBs with important information used to target reemployment services to claimants. This registration must be completed before claimants receive any benefit payments.

(3) Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

Section 443.091, Florida Statutes, requires all RA claimants to engage in systematic and sustained efforts to find work, including contacting at least five prospective employers for each week of unemployment. In small counties – defined as having a population of 75,000 residents or fewer – a claimant must contact at least three prospective employers for each week of unemployment claimed. Claimants file their work search activities online each week. Alternatively, instead of claimants contacting three or five prospective employers, as appropriate, claimants may, for that same week, report in person to a LWDB to meet with a career center representative and access reemployment services.

LWDBs conduct a skills assessment that measures an individual's skills, abilities, and career aptitude. LWDBs use results obtained from the assessment to provide a customized and tiered level of service. Results from the assessment may indicate the claimant is equipped with skills to seek jobs and obtain employment before their benefits expire. These individuals require less staff intervention. Conversely, assessment results may also indicate a claimant may require more intensive staff intervention before being ready for the job.

For claimants selected to receive RESEA services, upon completion of the RESEA appointment, career center staff are required to electronically submit information related to whether the claimant reported for and received all required services to satisfy the program's minimum requirements. If a claimant has not reported to the required appointment, an automatic notification is transmitted to the RA system notifying an adjudicator of potential eligibility issues. The RA unit conducts a follow-up to determine if the absence should result in disqualification. An eligibility review program (ERP) questionnaire is conducted for all RESEA claimants to determine eligibility for continued benefits.

(4) Provision of referrals to and application assistance for training and education programs and resources.

Regardless of their point of entry, claimants are assessed to determine their employment and/or training needs. The assessment may range from an informal interview to a standardized set of tests. Upon completion of the assessment and interpretation of results, claimants may be referred to a partner program, such as WIOA, for additional training information and/or enrollment. When

referred to a partner program, the claimant's eligibility for training is determined based on the program's eligibility criteria. Career centers throughout Florida have collaborated and are often co-located with educational institutions where claimants may be referred for education assistance.

WP funds help provide preliminary work readiness workshops including interviewing skills, résumé writing and job search strategies and can be used to provide referrals to internal and external training and education programs and resources.

(e)Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include an assessment of need.

Pursuant to the Workforce Innovation and Opportunity Act (WIOA) and the Wagner-Peyser Act, CareerSource Florida, as Florida's State Workforce Development Board, is required to develop an Agricultural Outreach Plan (AOP) and include it as part of the State's WIOA Combined Plan. Florida has developed an AOP; however, the State is not including it in the PY 2026–2027 two-year modification of its Combined Plan at this time due to unresolved legal concerns regarding certain federally prescribed AOP requirements.

Specifically, Florida has significant concerns regarding the application of the required Equity Ratio Indicators and whether, as applied in Florida, those indicators may compel or result in unlawful discrimination. In Florida, the migrant seasonal farmworker population originates almost exclusively from a small number of countries—primarily Mexico, Guatemala, Honduras, and Haiti. As a result, a requirement to provide services to migrant seasonal farmworkers in proportions equal to or greater than those provided to non-migrant seasonal farmworkers may, in practice, operate as differential treatment based on national origin. This raises a substantial risk that strict compliance with the Equity Ratio Indicators could conflict with federal civil rights statutes, constitutional protections, and state law.

Florida's concerns are informed by the U.S. Department of Justice, Office of the Attorney General's July 29, 2025 memorandum, *Guidance to Recipients of Federal Funding Regarding Unlawful Discrimination*, which cautions against federally imposed requirements that compel outcomes or service levels tied to protected characteristics. In light of this guidance, Florida seeks to ensure that its workforce policies fully comply with WIOA while also remaining consistent with federal anti-discrimination laws and applicable executive direction.

Accordingly, by correspondence dated November 13, 2025, and January 28, 2026, Florida Department of Commerce Secretary J. Alex Kelly respectfully requested guidance and technical assistance from the U.S. Department of Labor regarding the legality and enforceability of the Equity Ratio Indicators as applied to Agricultural Outreach Plans. Florida remains committed to fulfilling its statutory obligations and stands ready to incorporate its AOP into the Combined Plan upon receipt of clarification that ensures compliance with state and federal law.

Figure 7.03
Wagner-Peyser Act Program Assurances

The State Plan must include assurances that:	
1.	The WP Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3));
2.	If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;
3.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers WP services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4.	SWA officials: 1) Initiate the discontinuation of services. 2) Make the determination that services need to be discontinued. 3) Make the determination to reinstate services after the services have been discontinued. 4) Approve corrective action plans. 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days. 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.
5.	The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).

Wagner-Peyser Assurances Signature Page

CareerSource Florida

Adrienne Johnston, President and CEO **DATE:**

Florida Department of Commerce

J. Alex Kelly, Secretary **DATE:**

PROGRAM SPECIFIC REQUIREMENTS FOR CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORITZED UNDER PERKINS V (20 U.S.C. 2301 et seq.))

(a)Plan Development and Consultation

A.1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

Committee Structure for Plan Development and Approval of the first four-year State Plan

The formulation and review of the State Plan consisted of a multifaceted approach to effectively engage and consult with the entities identified in Section 122(c)(1), beginning in the fall of 2018. As the initial step, FDOE set up a multi-tiered committee structure and developed a policy action cycle, as illustrated and explained below, to engage with key stakeholders to provide subject matter expertise and policy guidance. The State Steering Committee (SSC) comprised the FDOE executive team, including the Commissioner of Education, the Chancellor of Innovation (now Senior Chancellor), the Chancellor of Career and Adult Education, the Chancellor of the Division of Public Schools and the Chancellor of the Division of Florida Colleges. The SSC was responsible for helping formulate the secondary and postsecondary CTE priorities to be contained in the State Plan and for giving final approval to the State Plan prior to submission to the SBE and the Governor. The section below contains historical information about the development of the Perkins V state plan.

Figure 1: Overview of Committee Structure



A policy advisory committee[10] comprised external CTE sector specific leaders (one representing the secondary CTE school district perspective, one representing the school district CTE postsecondary perspective, and one representing the CTE postsecondary FCS institution perspective) and key FDOE team members (one representing the Division of Public Schools, one representing the Division of Career and Adult Education, and one representing the Division of Florida Colleges). The role of the PAC was to set the policy framework for the four working committees and to review the recommendations from the working committees and approve or modify these recommendations prior to their submission to the SSC.

The working committees were formed to workshop policy issues and develop recommendations (see table below). Each working committee was charged with studying specific requirements on the topics identified by the PAC and making specific recommendations relative to the needs of Florida's students. The committees comprised approximately 75 secondary and postsecondary CTE professionals from across the state representing rural, suburban and urban school districts and FCS institutions. Virtual meetings were hosted between March and June of 2019. Final recommendations were submitted to the PAC at the Perkins V State Plan Development Summit, which convened in Tallahassee June 18-19, 2019.

Assignment of Working Groups

Working Group Name	Primary Committee Assignments
Program Innovation	Program quality; programs of study; comprehensive local needs assessment; and teacher recruitment, retention and training
Accountability and Data-Driven Decision-Making	Perkins accountability measures, data-driven formulas and labor market alignment
Equal Access for Special Populations	Equal access and recruitment; performance and evaluation
Fiscal Policy	Comprehensive local needs assessment budget linkage; grant application design and compliance

Additional Engagement and Consultation Efforts with Stakeholders Identified in Section 122(c)(1)

In addition to the multi-tiered policy committee structure, FDOE made a concerted effort to conduct outreach, gather information and expertise, and consult with the various stakeholders identified in Perkins V. Several methods were utilized to engage key stakeholders in this effort. This engagement occurred during the initial plan development.

Focus Groups

During the spring of 2019, FDOE conducted five regional focus groups to understand the CTE perspectives, perceptions and experiences of each unique group and to inform State Plan decisions and strategy. Each region host conducted a total of five separate focus groups for the following populations:

- parents of children in grades 6-12 (with or without knowledge of CTE);
- students in grades 9-12 (with or without knowledge of CTE);
- CTE teachers in grades 9-12;
- postsecondary students enrolled in clock hour or college credit CTE programs in FCS

[10] The Policy Advisory Committee is not a standing committee. The Committee met at the time of the Perkins V Plan development.

institutions and school district technical colleges/centers; and
- postsecondary CTE faculty who provide clock hour or college credit instruction in FCS institutions and school district technical colleges/centers.

Surveys

During the 2019-2020 school year, FDOE engaged parents through statewide surveys available in both English and Spanish to measure access to and engagement in CTE programs, reasons for participation and opinions of Florida's CTE programs. FDOE received thousands of survey responses. The purpose of engaging these stakeholders was to gain their insights to accurately inform the State Plan and the overall administration of CTE in Florida.

Consultation Meetings

During the summer and fall of 2019, FDOE officials conducted a series of consultation meetings with agency representatives serving out-of-school youth or homeless children and youth. These meetings included the state coordinator for education of homeless and children established under the McKinney-Vento Homeless Assistance Act and officials from the Florida Governor's Council on Indian Affairs.

Several state agencies, offices (FDOE's Division of Vocational Rehabilitation (VR), FDOE's Bureau of Exceptional Education and Student Services, and the Agency for Persons with Disabilities), and organizations (Florida Developmental Disabilities Council, Positive Pathways Foster Children and Youth Network, and other entities that serve K-12 and adult students with disabilities were consulted on the State Plan. Their expertise helped inform the State Plan, which endeavors to ensure all students have access to quality CTE.

Workforce Alignment Partnerships with the State Workforce Development Board and Business and Industry

The State Workforce Development Board (SWDB), known as CareerSource Florida, and its professional staff are highly engaged in collaborative efforts aimed at ensuring Florida's CTE programs meet current and emerging market demands. As an example, the September 2019 SWDB meeting was entirely dedicated to workforce education with emphasis on expansion of work-based learning opportunities in secondary and postsecondary settings.

As Florida's Perkins V eligible recipients were conducting the CLNA during the 2019-2020 program year, FDOE conducted a rigorous audit of its statewide CTE program inventory. The results of this audit impacted which CTE programs would be eligible to receive Perkins V federal funds. During the transition year, FDOE developed a methodology for an annual review of CTE programs to ensure they meet statewide or regional labor market demand. That methodology was largely influenced by the Perkins V CLNA framework developed in consultation with key stakeholders that eligible recipients are using to determine workforce alignment. Guiding this statewide CTE program alignment audit is an advisory board composed of several Perkins V stakeholders who are leaders in Florida and serve as key resources to the higher education and workforce readiness ecosystems, including:

- Business and industry,
- CareerSource board members,
- CareerSource Florida,
- Council of 100,
- Education policy experts,
- Enterprise Florida (now SelectFlorida),
- Florida Chamber of Commerce,

- FCS representatives,
- FloridaCommerce,
- school district representatives,
- stakeholder associations, and
- State University System.

In the Winter and Spring of 2024, Florida embarked on a review process of the State Plan with updates that would carry the State through the 2027-28 program year. The process included a review by FDOE staff of some key components of the Plan, including but not limited to an update of language used in the Plan. Florida held a public comment period and an online public hearing on revisions to the State Plan. The process was the same for determining updated Performance Measure Targets.

A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

No other state agency in Florida found a portion of the final State Plan objectionable. Secondary CTE and postsecondary CTE education fall under the governance of the SBE.

A.3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

During the fall of 2019, FDOE conducted six in-person public hearings in regionally accessible areas throughout the state and two virtual public hearings via webinar and conference call for the public to comment in accordance with Section 122(a)(3). The locations and dates of those public workshops were:

Southeast Florida – Broward County
Tuesday, October 29, 2019, from 4:00 p.m. to 6:00 p.m. (ET)
Broward County Public Schools
Atlantic Technical College, Arthur Ashe, Jr. Campus
1701 NW 23rd Avenue Fort Lauderdale, FL 33311

Southwest Florida – Manatee County
Wednesday, October 30, 2019, from 1:00 p.m. to 3:00 p.m. (ET)
Manatee County Public School
Manatee Technical College
6305 State Road 70 East Bradenton, FL 34203

Central Florida – Orange County
Thursday, October 31, 2019, from 10:00 a.m. to 12:00 p.m. (ET)
Orange County Public Schools
Orange Technical College, Mid Florida Campus
Building 1600**,** 2900 W. Oak Ridge Road Orlando, FL 32809

North Florida – Leon County
Monday, November 4, 2019, from 1:00 p.m. to 3:00 p.m. (ET)
Leon County Public Schools
Lively Technical College
500 Appleyard Drive Tallahassee, FL 32304

Northwest Florida – Okaloosa County
Tuesday, November 5, 2019, from 1:00 p.m. to 3:00 p.m. (CT)
Northwest Florida State College
Building 400, 100 E College Blvd, Niceville, FL 32578

Northeast Florida – Duval County
Thursday, November 7, 2019, from 1:00 p.m. to 3:00 p.m. (ET)
Florida State College at Jacksonville
Nathan Wilson Center for the Arts/South Campus
Lakeside Conference Room, 11901 Beach Boulevard Jacksonville, FL 32246

Virtual Public Workshop on Perkins V #1
Tuesday, November 12, 2019, 10:00 a.m.-12:00 p.m. (ET)

Virtual Public Workshop on Perkins V #2
Tuesday, November 12, 2019, 4:00 p.m.-6:00 p.m**.** (ET)

In the Spring of 2024, FDOE conducted one virtual public hearing for the public to comment in accordance with Section 122(a)(3). The locations and dates of those public workshops was the following:

Virtual Public Workshop on Perkins V #3
Monday, March 11, 2024, 10:00 a.m.-11:30 a.m.. (ET)

A copy of the public notice and other methods used to promote the public workshops is included below in Notice of Meeting – Perkins V State Plan. For those persons unable to attend the public workshops in 2019, FDOE hosted three virtual public hearings via webinar and conference call. All segments of the public and interested organizations and groups identified in Section 122(a)(3) and those identified in Section 122(c)(2) of Perkins V were afforded an opportunity to present their views and make recommendations regarding the draft 2020-24 and the 2024–25 through 2027–28 State Plan in accordance with section 122(a)(4). A summary of the feedback received during the Public Hearings and FDOE's responses is contained below in Summary of Public Hearing Feedback and Responses.

The original State Plan was available for public comment October 28 through December 2, 2019, and revisions to the State Plan were available for public comment March 4 through April 11, 2024. The plans were available electronically for review at www.fldoe.org/perkins. Comments were submitted via a comment submission tool on that webpage. The electronic format was easily accessible and compliant with the Americans with Disabilities Act (ADA).

Notice of Meeting – Perkins V State Plan

As indicated in the State Plan, Section A.3, Florida conducted six in-person and two virtual public hearings as part of a public comment period for the State Plan which ran from October 28 to December 2, 2019. For the State Plan revision process, Florida conducted a virtual public hearing for State Plan revisions and a separate hearing for performance targets as part of a public comment period which ran from March 4 to April 8, 2024.

Information on the public comment period and the public hearings was disseminated to the public in the following ways:

- up-to-date information posted to the Florida Department of Education's website www.fldoe.org/Perkins;
- notice in the Florida Administrative Weekly, October 10, 2019;
- October 8, 2019 email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings;
- October 24, 2019 reminder email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans of the public hearings;
- October 22, 2019 Press Release from the Florida Commissioner of Education Richard Corcoran;
- October 25, 2019 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Comment Period;
- Florida Department of Education Social Media, including Instagram, Facebook, and Twitter; and
- October 25, 2019 and November 18, 2019 emails to FDOE colleagues and associations interviewed about challenges for special populations.
- Notice in the Florida Administrative Review March 4, 2024.
- March 4, 2024 email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings.
- February 24, 2025 email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearing and comment period on 2025-2026 Measure Targets.

Notifications

Notice for the Florida Administrative Weekly, October 10, 2019

DEPARTMENT OF EDUCATION
State Board of Education
The Department of Education announces a public meeting to which all persons are invited.
DATE AND TIME: See below.
PLACE: See below.

GENERAL SUBJECT MATTER TO BE CONSIDERED: The 2020-2024 state plan for the administration of Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The state's draft plan along with a meeting registration site will be made available at www.fldoe.org/perkins.

Atlantic Technical College, Arthur Ashe, Jr. Campus 1701 NW 23rd Avenue Fort Lauderdale, FL 33311, October 29, 2019, 4:00p.m. to 6:00p.m.EST). Manatee Technical College, 6305 State Road 70 East Bradenton, FL 34203, October 30, 2019, 1:00 p.m. to 3:00 p.m. (EST). Orange Technical College -Mid Florida Campus, Building 1600, 2900 W. Oak Ridge Road Orlando, FL 32809, October 31, 2019, 10:00 a.m. to 12:00 p.m. (EST).

Lively Technical College, 500 Appleyard Drive Tallahassee, FL 32304, November 4, 2019, 1:00 p.m. to 3:00p.m. (EST).

Northwest Florida State College, Building 400, 100 E College Blvd, Niceville, FL 32578, November 5, 2019, 1:00 p.m. to 3:00 p.m. (Central Standard Time).

Florida State College at Jacksonville, Lakeside Conference Room, 11901 Beach Boulevard Jacksonville, FL 32246, November 7, 2019, 1:00 p.m. to 3:00 p.m. (EST).

Virtual Meeting, https://global.gotomeeting.com/join/613434397, access by phone at United States:+ 1 (571) 317-3122, Access Code: 613-434-397, video-conferencing room or system dial m or type: 67.217.95.2 or https://www.gotomeeting.com/features/inroom-link, Meeting ID: 613 434 397, dial directly: 613434397@67.217.95.2 or 67.217.95.2##613434397, November 12,2019, 10:00 a.m. to 12:00 p.m. (EST).

Virtual Meeting, https://global.gotomeeting.com/join/613434397, access by phone at United States: +1 (571) 317-3122,
Access Code: 613-434-397, video-conferencing room or system dial in or type: 67.217.95.2 or https://www.gotomeeting.com/features/inroom-link, Meeting ID: 613 434 397, dial directly: 613434397@67.217.95.2 or 67.217.95.2##613434397, November 12, 2019,4:00 p.m. to 6:00p.m. (EST).

A copy of the agenda may be obtained by contacting: Bruce Harrington, Senior Education Program Director, Division of Career and Adult Education, 850-245-0949 or bruce.harrington@fldoe.org or by visiting the Department's website at http://www.fldoe.org/perkins.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least five days before the workshop/meeting by contacting: Bruce Harrington at 850-245-0949 or Bruce.harrington@fldoe.org. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1-800-955-8771 (TDD) or 1-800-955-8770 (Voice).

For more information, you may contact: Bruce Harrington at 850-245-0949 or Bruce.harrington@fldoe.org.

Notice for the Florida Administrative Review, March 4, 2024

DEPARTMENT OF EDUCATION

The Department of Education announces a public meeting to which all persons are invited.
DATE AND TIMES: March 11, 2024, 10:00 a.m., EST, State Plan Revisions, and March 11, 2024 2:00 p.m., EST, State Determined Performance Levels
PLACES: 10:00 a.m. - Webinar 1 (State Plan Revisions):
https://attendee.gotowebinar.com/register/7804863935190888794
2:00 p.m. - Webinar 2 (Performance levels):

https://attendee.gotowebinar.com/register/7613526921725368154

GENERAL SUBJECT MATTER TO BE CONSIDERED: The Florida Department of Education announces a public comment period and public hearing related to proposed updates to the Perkins V State Plan. The public comment period runs from March 5, 2024 to April 8, 2024. Florida's Perkins Four-Year State Plan was approved by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) in 2020. The Department is proposing amendments to the state plan on the following topics: revising language related to Department of Juvenile Justice (DJJ) allocations to reflect the new Florida Scholars Academy; revising the process for allocations to Developmental Research Schools (DRS)/University Lab Schools; adding the Master Credential List as a primary source for labor market alignment in the Comprehensive Local Needs Assessment (CLNA); and, adding language about providing analytic tools as a means of supporting local agencies. The revisions to the state plan and the proposed targets may be accessed at https://www.fldoe.org/academics/career-adult-edu/perkins/.

A copy of the agenda may be obtained by contacting: Bruce Harrington at perkins@fldoe.org. Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least five days before the workshop/meeting by contacting: Bruce Harrington at perkins@fldoe.org. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1(800)955-8771 (TDD) or 1(800)955-8770 (Voice).

For more information, you may contact: Bruce Harrington at perkins@fldoe.org.

October 8, 2019 email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings:

Dear Colleagues:

We are in the process of developing the State of Florida's plan for implementing The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and we are excited to invite you to take advantage of opportunities to share your input, in person and virtually. Perkins V will make available nearly $1.3 billion annually for career and technical education (CTE) programs throughout the nation. Of this, Florida's school districts and state colleges will receive approximately $73 million annually to expand opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value.

The state plan that is currently in production will serve as a guide for proper use of funds and state-level expectations for at least the next four years, and the timing is impeccable. Statewide interest in workforce education is at an all-time high, thanks to Governor Ron DeSantis' Executive Order 19-31, and this plan presents another chance to break down silos that have inhibited our ability to help students reach their full potential. Florida currently ranks 20th among all states in the U.S. for residents with a high-quality degree or credential, an improvement from where we once were, but far from our potential and our goal of being #1 in workforce by 2030. The year 2030 is an important marker because it is the year that today's 1st graders will be graduating from high school. Will they be ready to excel at the next generation of careers and to meet the evolving workforce needs? The decisions we make now will determine the answer.

We have scheduled public hearings, which are listed below. We hope you will not only plan to attend, but also share this information far and wide.

- October 29 – Broward County, Atlantic Technical College, 4-6 p.m.
- October 30 – Manatee County, Manatee Technical College, 1-3 p.m.
- October 31 – Orange County, Orange Technical College, 10 a.m. - noon
- November 4 – Leon County, Lively Technical College, 1-3 p.m.
- November 5 – Okaloosa, Northwest Florida State College, 1-3 p.m. CST
- November 7 – Duval County, Florida State College at Jacksonville, 1-3 p.m.
- Week of November 11: two webinars

In the coming weeks, we will be sending you additional Perkins V information including registration information for the public hearings.

I am looking forward to seeing all of you and taking great steps together for Florida's students.

Sincerely,

Dr. Eric Hall

Florida Department of Education, Chancellor for Innovation

October 22, 2019 Press Release from the Florida Commissioner of Education Richard Corcoran:

Florida Department of Education Announces Workforce Education Listening Tour

TALLAHASSEE, Fla., October 22, 2019 **–** Today, Commissioner Richard Corcoran announced that the Florida Department of Education will be hosting a series of public hearings, in-person and virtually, to collect input that will help to inform the development of the state's career and technical education workforce plan, which is due to the U.S. Department of Education in Spring 2020.

President Donald Trump signed The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law July 31, 2018. This made available nearly $1.3 billion annually for career and technical education (CTE) programs throughout the nation. Of this, Florida will receive approximately $73 million annually to expand opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value.

The majority of these funds will go directly to Florida College System institutions and school districts to support their local CTE programs. Increased flexibility and increased alignment between Every Student Succeeds Act (ESSA), the Workforce Innovation and Opportunity Act (WIOA), and Perkins are core considerations during the planning and development process. To that end, the Department has also invited the Department of Economic Opportunity, CareerSource Florida and Enterprise Florida to take part in these public hearings.

"Thanks to President Trump signing The Strengthening Career and Technical Education for the 21st Century Act, Florida is on its way to being the #1 state in the nation for workforce education by 2030," said Governor Ron DeSantis. "This grant, along with our Bold Vision for a Brighter Future budget, enables us to help provide Floridians with opportunities to achieve economic prosperity through expanded apprenticeship and pre-apprenticeship programs, affordable workforce housing, recovery workforce training grants and the Florida Job Growth Grant Fund.

Florida will remain a state where businesses are encouraged to grow and where meaningful jobs are created."

"The timing of this opportunity is impeccable as statewide interest in workforce education is at an all-time high, thanks to Governor DeSantis' Executive Order 19-31," said Commissioner of Education Richard Corcoran. "The Perkins V state plan will build upon the tremendous work taking place to ensure all Floridians have a pathway to achieve their career goals. It will likely be another decade before the next Perkins is enacted, so this is a significant opportunity to put in place funded strategies that will help us to achieve our goal of making Florida #1 in the nation in workforce education by 2030."

"Governor DeSantis and Commissioner Corcoran's dedication to enhancing Florida's workforce education is remarkable," said Ken Lawson, Executive Director of the Florida Department of Economic Opportunity. "We are eager to hear from the public and to work with our state partners to develop strategies to prepare Florida for the workforce jobs of the future."

"Equal access to quality career and technical education that aligns to market demand is so important for Florida's students in today's rapidly evolving business landscape," said CareerSource Florida President and CEO Michelle Dennard. "We are grateful to Governor Ron DeSantis and Education Commissioner Richard Corcoran for their leadership in this transformative process to ensure Florida has the strongest CTE system in the country."
"We appreciate Governor DeSantis' continuing efforts to develop Florida's talent pipeline," said Jamal Sowell, President & CEO of Enterprise Florida, Inc. "Enterprise Florida looks forward to working with our partners on this and other initiatives that make Florida a state leader in access to high-quality workforce training."

Floridians will have the opportunity to offer public input during the Florida Workforce Listening tour stops at the following locations:

- October 29 – Broward County, Atlantic Technical College
- October 30 – Manatee County, Manatee Technical College
- October 31 – Orange County, Orange Technical College
- November 4 – Leon County, Lively Technical College
- November 5 – Okaloosa, Northwest Florida State College
- November 7 – Duval County, Florida State College at Jacksonville
- Week of November 11: two webinars

For more information on the Florida Workforce Listening tour stops, please visit www.fldoe.org/perkins.

For more information about the Florida Department of Education, visit www.fldoe.org.

October 25, 2019 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Comment Period:

MEMORANDUM
TO: Career and Technical Directors
Technical Center Directors
Adult Education Directors
Florida College Occupational Deans

FROM: Dr. Eric Hall, Chancellor for Innovation
DATE: October 25, 2019
SUBJECT: Public Comment Invitation Regarding Florida's Perkins V State Plan

You are invited to present your views and make recommendations on the draft of Florida's Perkins V State Plan. This document lays out the Florida Department of Education's plans for implementing Perkins V, also known as The Strengthening Career and Technical Education for the 21st Century Act (Public Law No: 115-224). Your input will inform revisions made to the Perkins V State Plan prior to its submission to the U.S. Department of Education in Spring, 2020.

Perkins V is the preeminent Federal investment into career and technical education and deserves our thoughtful and strategic plans to improve the career preparation of Florida's students. Stakeholders are encouraged to review the draft State Plan available at http://fldoe.org/Perkins and then submit feedback through https://www.surveymonkey.com/r/perkins5.

The public comment period will open on October 28, 2019 and will close on December 2, 2019. If you have additional questions regarding the public comment process, contact Perkins@fldoe.org or 850-245-0446.

October 24, 2019 reminder email to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans of the public hearings:

Dear Colleagues:

We are looking forward to the upcoming Perkins V public hearings through which all interested Floridians will have the opportunity to provide feedback on Florida's draft state plan. As a reminder, we have scheduled public hearings, which are listed below. We hope you will not only plan to attend, but also share this information far and wide. More information about Perkins V is available at www.fldoe.org/perkins.

- October 29 – Broward County, Atlantic Technical College – Arthur Ashe, Jr. Campus, 4-6 p.m.
- October 30 – Manatee County, Manatee Technical College, 1-3 p.m.
- October 31 – Orange County, Orange Technical College – Mid Florida Campus, 10 a.m. - noon
- November 4 – Leon County, Lively Technical College, 1-3 p.m.
- November 5 – Okaloosa, Northwest Florida State College, 1-3 p.m. CST
- November 7 – Duval County, Florida State College at Jacksonville – Nathan Wilson Center for the Arts/South Campus, 1-3 p.m.
- November 12 – Virtual Public Workshop on Perkins V #1, 10 a.m. - noon
- November 12 – Virtual Public Workshop on Perkins V #2, 4-6 p.m.

If you plan to attend; please Register here for a Perkins V Public Hearing (Registration is not required. It is, however, requested in advance to provide appropriate accommodations.)
I am looking forward to seeing all of you and taking great steps together for Florida's students.
Sincerely,

Dr. Eric Hall

Florida Department of Education, Chancellor for Innovation

Notice of Public Hearings on Florida's Perkins V Draft State Plan to Representatives of Special Populations

Hi everyone,

I wanted to let you all know that the public hearings on the draft Florida Perkins V State Plan are being conducted over the next two weeks. You can find more information at these links: http://www.fldoe.org/newsroom/latest-news/florida-department-of-education-announces-workforce-education-listening-tour-.stml; and http://www.fldoe.org/perkins.

We hope to have the State Plan uploaded to the FDOE website by Monday, with links to ways you can comment if you cannot make one of the public hearings. Please share this information with your local contacts, staff and associations and any other interested parties. We would like to get input from as many people and groups as possible.

Thank you for helping us get the information out!

If you have any questions, please get in touch.

Cathy Hammond
Perkins Program Specialist, Division of Career and Adult Education

Public Comment on Florida's Perkins V Draft State Plan Open Until December 2

Hi everyone,

I wanted to let you all know that, although the public hearings on the draft Florida Perkins V State Plan have been conducted, there is still time to provide input on the plan. The deadline for comments is December 2, 2019. You can find the executive summary and draft state plan here: Executive Summary: http://www.fldoe.org/core/fileparse.php/18818/urlt/FL-PerkinsV-ExecSummary.pdf and the draft State Plan at:
http://www.fldoe.org/core/fileparse.php/18818/urlt/FloridaDraftStatePlanPerkinsV.pdf.
You can provide input and comments here: https://www.surveymonkey.com/r/perkins5
You can find more information at http://www.fldoe.org/perkins.

Please share this information with your local contacts, staff and associations and any other interested parties. We would like to get input from as many people and groups as possible.
Thank you for helping us get the information out!

If you have any questions, please get in touch.

Cathy Hammond
Perkins Program Specialist, Division of Career and Adult Education

March 4, 2024 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings on State Plan Revisions:

MEMORANDUM

TO: Florida College System Workforce Administrators

District Technical College Directors

District Career and Technical Education Directors

FROM: Kevin O'Farrell, Ph.D.

DATE: March 4, 2024

SUBJECT: Public Comment Period on Proposed Revisions to Florida's Perkins V State Plan

The Florida Department of Education (Department) announces a public comment period and public hearing related to proposed updates to the Perkins V State Plan. The public comment period runs from March 4, 2024 until April 8, 2024. A public hearing webinar is scheduled for March 11, 2024.

Florida's Perkins Four-Year State Plan was approved by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) in 2020. As the current plans are set to expire June 30, 2024, OCTAE has given states the option of submitting a new state plan or continuing with the current plan with any required revisions. Florida has elected to continue with the current plan with revisions. Revisions are proposed in the following areas:

- Revise the language related to Department of Juvenile Justice (DJJ) allocations to reflect the new Florida Scholars Academy.
- Revise the process for allocations to Developmental Research Schools (DRS)/University Lab Schools.
- Add the Master Credential List as a primary source for labor market alignment in the Comprehensive Local Needs Assessment (CLNA).
- Add language about providing analytic tools as a means of supporting local agencies.

The comment period is available for interested parties to provide written comment on these and any other proposed changes to the State Plan. Comments may be submitted through a brief survey at https://www.surveymonkey.com/r/6S5KJ7D before 5:00 PM Eastern Time on April 8, 2024. In addition, the Division of Career and Adult Education will host a public hearing webinar on March 11, 2024 at 10:00 AM Eastern Time for further review and comment. You may register for the webinar at https://attendee.gotowebinar.com/register/7804863935190888794.

Proposed revisions to the State Plan can be found at https://www.fldoe.org/academics/career-adult-edu/perkins/.

Questions about the public comment period may be submitted to Perkins@fldoe.org or contact Bruce Harrington at bruce.harrington@fldoe.org or 850-245-0949.

March 4, 2024 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings on Performance Measures:

MEMORANDUM

TO: Florida College System Workforce Administrators

District Technical College Directors

District Career and Technical Education Directors

FROM: Kevin O'Farrell, Ph.D.

DATE: March 4, 2024

SUBJECT: Public Comment Period on proposed Perkins V Measure Performance Targets

The Florida Department of Education (Department) announces a public comment period and public hearing related to proposed targets of the State Determined Level of Performance for the Perkins Secondary and Postsecondary Performance Measures. The public comment period runs from March 4, 2024 until April 8, 2024.

As part of the Perkins V State Plan, the Department agreed to performance targets on key metrics defined by Perkins V and implemented by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE). Measure targets were set for program years 2020–2021 through 2023–24. As this cycle comes to an end, the Department is required to set targets for the measures for program years 2024–25 through 2027–28. Definitions of the performance measures may be found in Florida's State Plan, available at https://www.fldoe.org/academics/career-adult-edu/perkins/. Proposed targets can also be found at https://www.fldoe.org/academics/career-adult-edu/perkins/.

The comment period is available for interested parties to provide written comment on how the proposed new levels of performance:

- meet the requirements of the law;
- support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
- support the needs of the local education and business community.

Those interested in commenting on the new performance targets may do so by completing the brief survey at https://www.surveymonkey.com/r/R7ZNQ7Y by 5:00 PM Eastern Time on April 8, 2024. In addition, the Division of Career and Adult Education will host a public hearing webinar on March 11, 2024, 2:00 PM Eastern Time for further review and comment.

You may register for the webinar at
https://attendee.gotowebinar.com/register/7613526921725368154.

Questions about the public comment period may be submitted to Perkins@fldoe.org or contact Bruce Harrington at bruce.harrington@fldoe.org or 850-245-0949.

February 24, 2025 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings on proposed Perkins performance targets:

MEMORANDUM TO: Florida College System Workforce Administrators
School District Technical College Directors School District Career and Technical Education Directors
FROM: Kevin O'Farrell, Ph.D. DATE: February 24, 2025
SUBJECT: Public Comment Period on proposed Perkins V Measure Performance Targets

The Florida Department of Education (Department) announces a public comment period and public hearing related to proposed targets of the State Determined Level of Performance for the Perkins Secondary and Postsecondary Performance Measures. The public comment period runs from March 2, 2025, to April 2, 2025.

As part of Florida's State Perkins Plan, the Department must agree to performance targets on key metrics defined by Perkins V and implemented by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE). Measure targets were previously set for the program years 2020-2021 through 2023-2024 as part of the Perkins Four Year State Plan. With the revisions to the State Plan in 2024, proposed performance targets must be submitted on an annual basis. Definitions of the performance measures may be found in Florida's State Plan pages 75 though 77, available at
https://www.fldoe.org/core/fileparse.php/18815/urlt/FloridaStatePlanPerkinsV.pdf .

A comment period is available for interested parties to provide written comment on how the proposed new levels of performance:

• meet the requirements of the law;
• support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
• support the needs of the local education and business community.

Those interested in commenting on the new performance targets may do so by completing the brief survey at

https://forms.office.com/Pages/ResponsePage.aspx?id=exC_Y2_Lc0GMHBQGu1y3lGjl4fTpO8 pNm3n7WUhu_IpUNVg0Q1hEWk1KRlBWTlZPWDhXTDVGQlFXNS4u 5:00 PM March 28, 2025. In addition, the Division of Career and Adult Education will host a public hearing webinar on March 6, 2025, 2:00 PM Eastern, for further review and comment.

You may register for the webinar at
https://attendee.gotowebinar.com/register/8784645351997910103

Questions about the public comment period may be submitted to Perkins@fldoe.org or contact Bruce Harrington at bruce.harrington@fldoe.org or 850-245-0949.

KO/blh

Notice for the Florida Administrative Review February 25, 2026

Notice of Meeting

DEPARTMENT OF EDUCATION

The Department announces a public meeting to which all persons are invited.

DATE AND TIME Perkins State Determined Performance Levels on March 6, 2025 at 2:00 pm, EST.

PLACE:
Webinar: https://attendee.gotowebinar.com/register/8784645351997910103

GENERAL SUBJECT MATTER TO BE CONSIDERED:

The Florida Department of Education (Department) announces a public comment period and public hearing related to the proposed Perkins State Determined Performance Levels for 2025-2026. The public comment period runs from March 2, 2025 to April 2, 2025, with an online public hearing scheduled for March 6, 2025 at 2:00 pm. EST.

As part of Florida's State Perkins Plan, the Department must agree to performance targets on key metrics defined by Perkins V and implemented by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE). Measure targets were previously set for the program years 2020-2021 through 2023-2024 as part of the Perkins Four Year State Plan. With the revisions to the State Plan in 2024, proposed performance targets must now be submitted on an annual basis. Definitions of the performance measures may be found in Florida's State Plan pages 75 though 77, available at https://www.fldoe.org/core/fileparse.php/18815/urlt/FloridaStatePlanPerkinsV.pdf.
Proposed target levels for 2024-2025 can be found at https://www.fldoe.org/academics/career-adult-edu/perkins/. A public comment form is available at https://forms.office.com/Pages/ResponsePage.aspx?id=exC_Y2_Lc0GMHBQGu1y3lGjl4fTpO8pNm3n7WUhu_IpUNVg0Q1hEWk1KRlBWTlZPWDhXTDVGQlFXNS4u
You may register for the online public hearing at:
https://attendee.gotowebinar.com/register/8784645351997910103

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least five days before the workshop/meeting by contacting: perkins@fldoe.org.

If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1-800-955-8771 (TDD) or 1-800-955-8770 (Voice).

Questions can be submitted to Bruce Harrington at perkins@fldoe.org.

February 26, 2026 memo to Career and Technical Directors, Technical Centers Directors, Adult Education Directors, and Florida College System Occupational Deans Announcing Public Hearings on proposed Perkins performance targets:

MEMORANDUM

TO: Florida College System Workforce Administrators
School District Technical College Directors
School District Career and Technical Education Directors

FROM: Ashley Meros, Ph.D.

DATE: February 26, 2026

SUBJECT: Public Comment Period on proposed Perkins V Measure Performance Targets

The Florida Department of Education (Department) announces a public comment period and public hearing related to proposed targets of the State Determined Level of Performance for the Perkins Secondary and Postsecondary Performance Measures. The public comment period runs from February 27, 2026, to March 30, 2026.

As part of Florida's State Perkins Plan, the Department must agree to performance targets on key metrics defined by Perkins V and implemented by the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE). Measure targets were previously set for the program years 2020-2021 through 2023-2024 as part of the Perkins Four Year State Plan. With the revisions to the State Plan in 2024, proposed performance targets must be submitted on an annual basis. Definitions of the performance measures may be found in Florida's State Plan pages 75 through 77, available at
https://www.fldoe.org/core/fileparse.php/18815/urlt/FloridaStatePlanPerkinsV.pdf
A comment period is available for interested parties to provide written comment on how the proposed new levels of performance:

- meet the requirements of the law;
- support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
- support the needs of the local education and business community.

Those interested in commenting on the new performance targets may do so by completing the brief survey at Perkins 2026-2027 Performance Targets Public Comment – Fill out form by 5:00 PM March 30, 2026

In addition, the Division of Career and Adult Education will host a public hearing webinar on March 11, 2026, 2:00 PM EST, for further review and comment.

You may register for the webinar at
https://attendee.gotowebinar.com/register/2646744843716745055

Questions about the public comment period may be submitted to Perkins@fldoe.org or contact Bruce Harrington at bruce.harrington@fldoe.org or 850-245-0949.

AYM/blh

Florida Department of Education Social Media posts regarding the original four-year plan public comment period

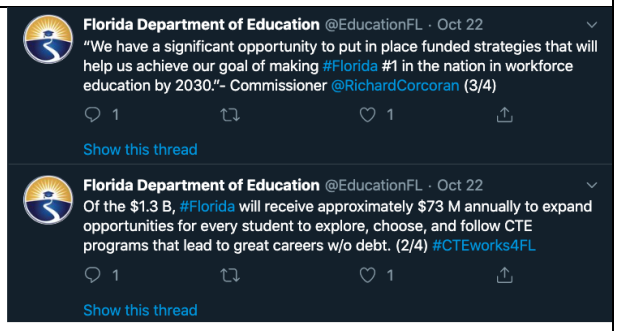
Twitter Posts



Pinned tweet until Nov. 12:












Florida Department of Education @EducationFL · Oct 29
REMINDER: The 1st stop on the #FL Workforce Education Listening Tour is at @CareerCenterATC in @browardschools, 4pm-6pm.
#CTEworks4FL #Florida #PerkinsV
Florida Department of Education @EducationFL · Oct 28
We want to hear from you!
Join us tomorrow for our 1st stop on the #FL Workforce Education Listening Tour at @CareerCenterATC & have YOUR voice heard about how $73 M of annual funds for CTE should be used throughout #Florida. More info >>> fldoe.org/perkins
#CTEworks4FL
STOP #1
BROWARD COUNTY
Atlantic Technical College
Arthur Ashe, Jr. Campus
Tuesday, October 29, 2019 - 4pm
PERKINS V
PUBLIC WORKSHOP
2019
2
10

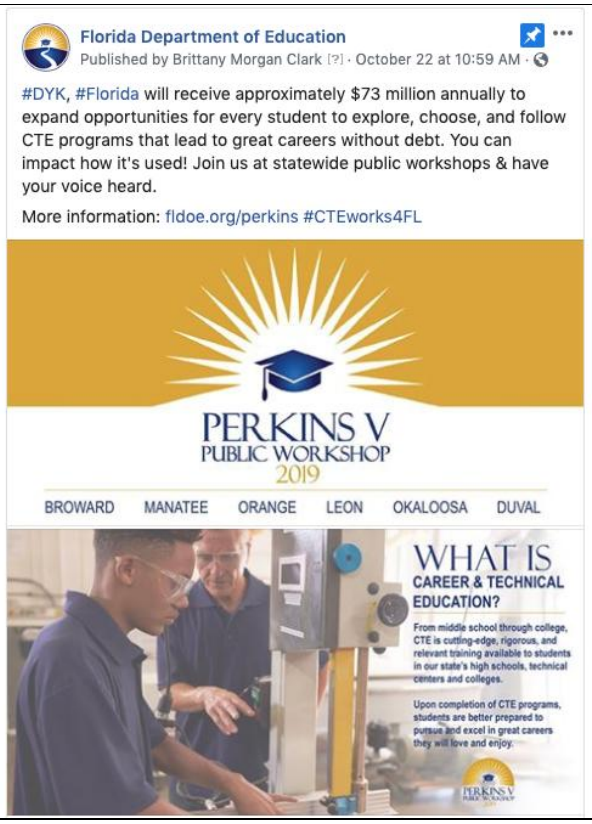

Florida Department of Education @EducationFL · Oct 29
Doors are open in the multipurpose room on the Arthur Ashe, Jr. Campus of @CareerCenterATC for the 1st stop of the #FL Workforce Education Listening Tour! Event begins at 4pm.
#cteworks4fl #perkinsv @CareerCenterATC @browardschools
multipurpose room
2
2
11

Facebook Posts

Facebook



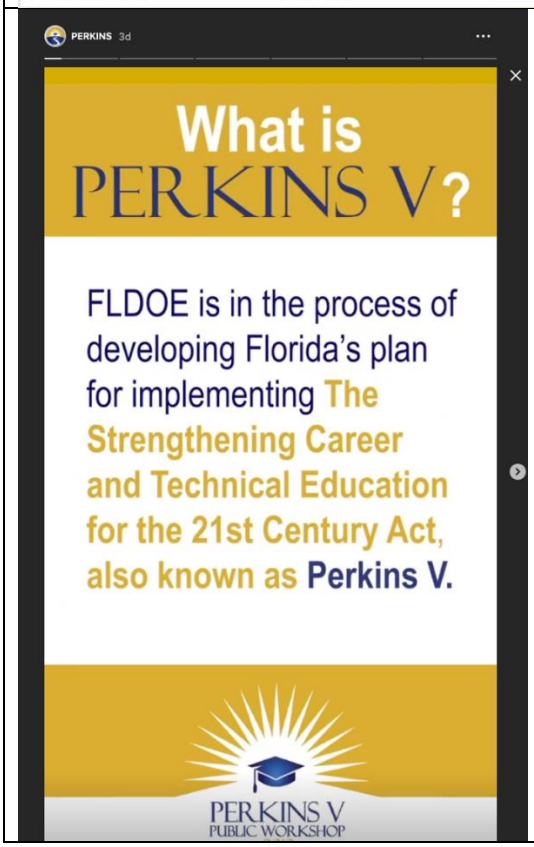


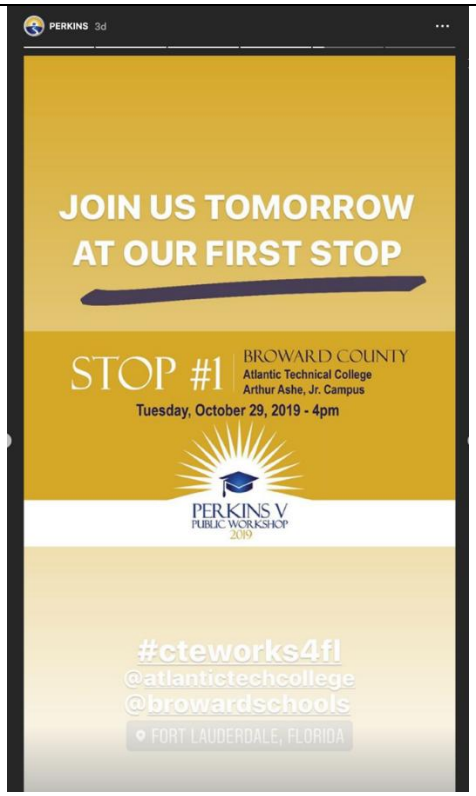





Florida Department of Education
Published by Brittany Morgan Clark [?] · October 30 at 7:23 AM ·
Don't forget Stop #2 on the #Florida Workforce Education Listening Tour is at Manatee Technical College at 1pm today! Join us & have your voice be heard about how $73 million of annual funds for CTE should be used throughout #Florida.
More info >>>fldoe.org/perkins
#CTEworks4FL
STOP #2
MANATEE COUNTY
Manatee Technical College
Wednesday, October 30, 2019 - 1pm
PERKINS V
PUBLIC WORKSHOP
2019
794
People Reached
18
Engagements
Boost Post

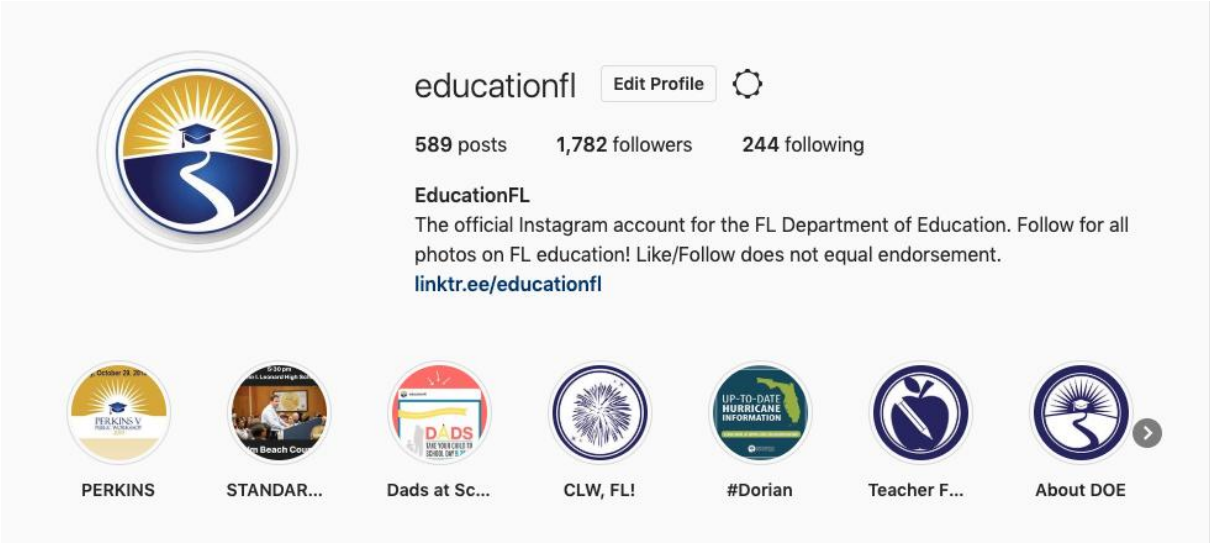

Florida Department of Education
Published by Brittany Morgan Clark [?] · October 30 at 6:13 PM ·
Join us tomorrow for stop #3 on the #FL Workforce Education Listening Tour! We want to hear from you. The workshop begins at 10 am at @otcmidflorida. Let us know you're coming- register here!
http://bit.ly/36j0Cbf
STOP #3
ORANGE COUNTY
Orange Technical College
Mid Florida Campus
Thursday, October 31, 2019 - 10am
PERKINS V
PUBLIC WORKSHOP
2019
746
People Reached
18
Engagements
Boost Post


PERKINS 3d
What is
PERKINS V?
FLDOE is in the process of developing Florida's plan for implementing The Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V.
PERKINS V
PUBLIC WORKSHOP


PERKINS 3d
JOIN US TOMORROW
AT OUR FIRST STOP
STOP #1
BROWARD COUNTY
Atlantic Technical College
Arthur Ashe, Jr. Campus
Tuesday, October 29, 2019 - 4pm
PERKINS V
PUBLIC WORKSHOP
2019
#cteworks4fl
@atlantictechcollege
@browardschools
FORT LAUDERDALE, FLORIDA


PERKINS 1d
TAP HERE
STOP #3
ORANGE COUNTY
Orange Technical College
Mid Florida Campus
Thursday, October 31, 2019 - 10am
PERKINS V
PUBLIC WORKSHOP

Instagram


educationfl
Edit Profile
589 posts
1,782 followers
244 following
EducationFL
The official Instagram account for the FL Department of Education. Follow for all photos on FL education! Like/Follow does not equal endorsement.
linktr.ee/educationfl
PERKINS
STANDAR...
Dads at Sc...
CLW, FL!
#Dorian
Teacher F...
About DOE


PERKINS V
PUBLIC WORKSHOP
2019
TOUR STOPS
WEEK 1
1 Broward County | Atlantic Technical College
2 Manatee County | Manatee Technical College
3 Orange County | Orange Technical College
WEEK 2
4 Leon County | Lively Technical College
5 Okaloosa County | Northwest Florida State College
6 Duval County | Florida State College at Jacksonville
educationfl
educationfl Reminder: The Florida Workforce Education Listening Tour starts next week, with stops in Broward, Manatee, and Orange counties! #DidYouKnow- #Florida will receive approximately $73 million annually to expand CTE opportunities for #FlStudents. You can impact how it's used- join us at one or our tour stops and have your voice be heard. More information at the #linkinprofile
6d
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On Monday we'll be #Tallahassee for the 4th stop on the tour at @livelytechcollege- 1pm to 3pm. We'd love to see you there! #CTEworks4FL #PerkinsV
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Summary of Public Hearing Feedback and Responses

Public hearings for Florida's Perkins V State Plan were held in six locations across the state in late October and early November of 2019 (see section A.3). Approximately 260 people participated, with approximately 41 attendees offering comments. Commenters included representatives of local Career Source boards, state colleges, technical colleges, secondary CTE school districts, and various associations, as well as local political leaders, a parent and a student. Additionally, approximately 127 individuals participated in two virtual public hearings.

Below is a summary of comments provided and the FDOE response by identified topic area.

Public Hearing Comments Summary

Content Area	Comments Provided
Additional Guidance Requested	Several questions were posed regarding: • implementation of specific plan aspects; • tracking and collecting data for performance measures; • size, scope, and quality data collection; • conducting the CLNA; • and work-based learning. These questions highlighted the need for additional training and information transfer to eligible recipients. FDOE has issued additional guidance through guidance documents, online training modules, FAQs, conferences, and webinars.
Support for the Plan	Several participants expressed support for the State Plan and appreciation for the hearings. Supportive comments were generally basic in nature, though some focused on specific aspects such as the integration of work-based learning into CTE coursework and the development of statewide Programs of Study.
Funding for Middle Grades	A few comments expressed a desire to fund career exploration down to the 5th grade, appearing to be based on a misunderstanding of the secondary distribution formula. While the formula uses only 7th and 8th grade FTE students, eligible recipients are permitted and encouraged to use Perkins funds down to the 5th grade pursuant to Sec. 215 of Perkins V and Sec. 8101 of ESEA, provided all State and Federal requirements are met.
Students with Disabilities	Several speakers expressed concern over equal access to CTE for students with disabilities, including compelling testimony about obstacles in accessing CTE programs and high post-graduation unemployment rates. Perkins V emphasizes closing participation and achievement gaps for special populations. FDOE requested technical assistance from Advance CTE to identify gaps and develop a comprehensive response; their analysis was presented in December 2020. Input from the comment period and stakeholders demonstrates a clear need to educate CTE providers and increase student awareness of CTE opportunities.

Content Area	Comments Provided
Apprenticeship	Suggestions were made to expand FDOE staff supporting apprenticeship and pre-apprenticeship, and concerns were raised about Perkins' potential impact on rules for developing new apprenticeship programs. These comments did not warrant updates to the Plan but will be referred to FDOE's apprenticeship team for review.
Program Development	The need for agility and responsiveness to local economic conditions in developing new CTE programs was emphasized. This will be addressed through clarifying guidance to recipients on the use of Perkins funds for program development and implementation. A set-aside for program development and implementation will also be considered.
Online Application	Requests were made to make the annual application process available online. Development of a fully online application is not currently feasible due to time constraints; however, the possibility of a web-based interface for portions of the application will be considered during Plan implementation, subject to FDOE policy.
Rural	It was suggested that the State work more closely with rural areas. The State Plan already addresses this with a grant providing additional funding to programs in rural counties. Language was also added to the plan indicating the State will review issues related to rural areas not defined under the existing rural designation.
CTSO Participation	The benefits of CTSO participation for CTE students was highlighted. It was requested that the list of Perkins Leadership Funded CTSOs be expanded beyond those historically approved by the FDOE. The Department is exploring the feasibility of establishing a process for the inclusion of additional CTSOs.
Branding of CTE	Misconceptions by students, parents, and the general public about the nature and role of CTE were cited as an ongoing problem that needs to be addressed through increased information sharing and re-branding of CTE. Specifically, there is a persistent belief that CTE is only for students that cannot go to college; that college is the only path to economic success; that CTE is not rigorous; and that CTE does not lead to further postsecondary education. These concerns are consistent with the message received from various stakeholders and will be considered in the development of promotional material for CTE, including material focused on special populations and sub-groups.

(b) Program Administration and Implementation

B.1. State's Vision for Education and Workforce Development

B.1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the

education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

The Perkins State Plan is incorporated into the WIOA 2024–2027 Combined Plan, 2 Year Modification. Florida will continue coordinating with core partners through the leadership structure identified below. Adding Perkins V to the Combined Plan deepens collaboration between education and workforce partners, keeping CTE programs responsive to labor market needs. By aligning secondary and postsecondary CTE with workforce priorities, Florida prepares learners for high-demand industries, connects training to recognized credentials, and supports career advancement, all while helping employers meet evolving hiring needs and expanding economic opportunity for Floridians.

Incorporating Perkins V in Florida's WIOA Combined Plan aligns directly with Pillar I: Industry-Driven Strategies, Pillar II: Worker Mobility, and Pillar III: Integrated Systems of America's Talent Strategy, and with Florida's statewide workforce strategy that emphasizes employer-led talent development, coordinated service delivery, and clear pathways to high-demand careers. By incorporating the Perkins State Plan into the WIOA Combined Plan and coordinating through a shared leadership structure, Florida advances an integrated education and workforce system that reduces fragmentation and strengthens alignment across partners. The focus on keeping secondary and postsecondary CTE programs responsive to labor market needs reflects an industry-driven approach, while the emphasis on recognized credentials, career advancement, and preparation for high-demand industries supports worker mobility and economic opportunity. Together, these strategies position Perkins V as a core mechanism for aligning education with workforce priorities, meeting employer hiring needs, and delivering a unified, demand-driven talent pipeline consistent with Florida's state strategy and the first three pillars of America's Talent Strategy.

Leadership Structure

Florida has a robust workforce development system with the involvement and oversight of several state agencies and supported by local education agencies. Overall, statewide policy leadership on workforce development is provided by the SWDB, CareerSource Florida,. Its partners include FloridaCommerce, and the CareerSource Florida network, which includes 21 LWDBs and 104 CareerSource Florida local centers throughout Florida. These entities connect employers with qualified, skilled talent and Floridians with employment and career development opportunities to achieve economic prosperity.

The SWDB provides policy oversight and directs strategies and investment to address critical statewide workforce development needs. Board members are industry, education and government leaders. There are three separate FDOE officials that serve on the Board and represent unique education constituencies:

- Commissioner of Education (or designee) represents K-20 interests, which include secondary and postsecondary CTE;
- Chancellor for Career and Adult Education represents Title II Adult Education and Family Literacy Act of the WIOA of 2014 (WIOA core partner); and
- Director for the Division of Blind Services represents Title IV Rehabilitation Services Act of WIOA (core partner).

CTE Education System and Program Alignment Audit

The state-supported CTE education system is provided by school districts, at the secondary and postsecondary level, and the 28 FCS institutions. The table below provides an overview of the types of programs offered by these institutions.

CTE Program Summary

Level and Type	Overview of Purpose and Design
Middle School Career Exploratory Courses	• Include the opportunity for students to understand the value of a CTE education and explore various careers in 17 career clusters. • Provide a foundation for secondary CTE programs.
Secondary CTE Programs	• Prepare students for high-demand, high-skill, middle-to-high wage and/or relevant job opportunities, locally or statewide. • Include sequential courses and teach the academic, technical and employability skills (which is comprehensive of mental agility, critical thinking, ability to value-create, pivot, communicate and engage in team work, etc.) required for mastery of the program and industry standards. • Provide a career pathway to postsecondary credentials in related fields and provide foundational skills that prepare students for a variety of employment opportunities. • Incorporate opportunities for quality experiential or work-based learning opportunities, capstone experiences, dual enrollment and/or the attainment of industry recognized credentials.
Postsecondary CTE Programs	• Meet Florida's labor force needs by preparing and qualifying students for high-demand, high-skill, middle-to-high wage and/or relevant job opportunities, locally or statewide. • Equip students with industry-relevant academic, technical and/or employability skills. • Are developed as career pathways with stackable credentials, where appropriate, to create and enhance pathways for students. • Incorporate opportunities for students to accelerate credential attainment through acceleration mechanisms such as career dual enrollment, work experience and/or earned industry-recognized postsecondary credentials.

As noted in the introduction, the goal is to ensure all CTE programs are aligned with market demand and to build strong partnerships between educational institutions and businesses. As part of this effort, several program quality indicators for the annual CTE program audit are based on program alignment with local and state labor market needs. These indicators include the following:

- whether the program trains for an occupation on the Statewide Demand Occupation List;
- whether the program trains for an occupation on the Regional Statewide Demand Occupation Lists;
- whether the final program Standard Occupational Classification code (SOC) in the framework is linked to an occupation that is expected to grow over the next eight years; and
- whether the program trains for an occupation with middle to high wages.

In July 2024, the SBE adopted rules related to the CTE program audit which mandates the closure of programs which do not meet performance standards. Programs which would be required to close are scheduled to be identified with the 2026 CTE audit.

Key Priorities and Activities with Workforce Development Partners
The following state-sponsored workforce development activities result in partnerships with public providers of CTE to fulfill the education and skill needs of Florida's employers:

Sector Strategy Solutions
Sector strategies are regional, industry-focused approaches to building a skilled workforce and are one of the most effective ways to align public and private resources to address the talent needs of employers. While the approach is not new, there is increasing evidence showing that sector strategies can simultaneously improve employment opportunities for job seekers and industry competitiveness.

At the heart of sector strategies are sector partnerships, sometimes referred to as industry partnerships, workforce collaboratives or regional skills alliances. These partnerships are led by businesses within a critical industry cluster working collaboratively with workforce development, education and training, economic development, labor and community organizations. Florida's public providers of postsecondary CTE are highly engaged in these regional efforts, including participation as part of the statutorily required Education and Industry Consortiums. Florida's sector strategy is adapting to align with state-identified targeted industry sectors. Additional information concerning this workforce development activity may be found at https://careersourceflorida.com/sector-strategies/.

Aligning Perkins V with Florida's Sector Strategies aligns with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, and Pillar II: Worker Mobility under America's Talent Strategy, and with Florida's state strategy emphasizing sector-based, employer-led workforce solutions tied to targeted industries. The focus on sector strategies and business-led sector partnerships reflects an industry-driven approach that centers employer-defined skill needs and regional industry demand. The active engagement of postsecondary CTE providers alongside workforce development, education, economic development, labor, and community partners demonstrates an integrated system that aligns public resources and reduces fragmentation across programs. By connecting these partnerships to state-identified targeted industry sectors and improving alignment between training and employment demand, Florida's approach also supports worker mobility by expanding access to quality employment opportunities while strengthening industry competitiveness and regional economic growth.

Registered Apprenticeship
FDOE has worked closely with the CareerSource Florida (SWDB) and FloridaCommerce to promote and expand registered apprenticeship. In February 2019, the SWDB adopted state workforce policy 2019.02.13.A.1 (O4) that recognized registered apprenticeship as one of two viable sector strategies. As of the writing of this plan, this policy is in revision to reflect new national guidance and partnerships at the June 2026 meeting of the State Workforce development Board. The policy applies to all 21 LWDBs in the CareerSource Florida network. As such, LWDBs–are required to describe their approach to establishing, implementing and sustaining effective sector strategies, including registered apprenticeship expansion opportunities. Their local workforce development plans should identify opportunities for new or expanded registered apprenticeships in targeted sectors and, with the approval of this modification, LWDBs have explicit apprenticeship participants and sponsor targets. Additionally, the SWDB approved funding allocations to all LWDBs via the Governor's Set Aside Initiative to

fund Apprenticeship Navigators at all LWDBs who work closely with FDOE ATRs in their expansion of registered apprenticeship.

Under Governor DeSantis, Florida has experienced remarkable growth in apprenticeship programs. Highlights from the 2024-2025 program year include:

- 11% increase in total active participants, with 24,919 individuals engaged–20,395 apprentices and 4,524 preapprentices.
  - 6,487 new active apprentices registered.
  - 1,816 new active preapprentices registered.
- 7% increase in newly registered apprentices
- 4% increase in total registered apprenticeship and preapprenticeship programs
- 43 new apprenticeship programs, bringing the total to 344 active programs
- 4 new preapprenticeship programs, bringing the total to 70 active programs
- 15 new apprenticeable occupations, a 12% increase, raising the total to 144 apprenticeable occupations.
- More than 2,100 unique employers and over 2,300 employer-to-sponsor linkages supporting training in apprenticeable occupations.
- 2,262 program completions, an increase of 95 over the previous year
- Apprentices completing their program earned an average exit wage of $27.91 per hour– equivalent to an annual salary of $58,058, an increase of $221 over the previous year

As of March 2026, $102,964,730 has been allocated through the Florida Pathways to Career Opportunities Grant (PCOG) in 369 projects. This has served 17,360 participants in 126 businesses and educational institutions. By the end of the 2025–26 program year, these numbers are projected to be $105M, 369 projects, 20,000 participants, and 126 awardees respectively. These numbers are from general release awards (including the 2022–23 Space Coast set-aside) and Grow-Your-Own teacher apprenticeship. These include 4 projects (2023–24 and 2024–25) that were withdrawn late in the project period.

Florida's Apprenticeship Strategy strongly aligns with Pillar I: Industry-Driven Strategies, Pillar II: Worker Mobility, Pillar III: Integrated Systems, and Pillar IV Accountability of America's Talent Strategy, and with Florida's state strategy emphasizing employer-led workforce solutions, systemwide coordination, and measurable outcomes. The emphasis on registered apprenticeship as a core sector strategy, adopted through statewide policy and applied consistently across all LWDBs, reflects an industry-driven approach that centers employer demand and targeted sectors. The required coordination among FDOE, CareerSource Florida, FloridaCommerce, LWDBs, and employers demonstrates an integrated education and workforce system that aligns policy, funding, and implementation across partners. The use of explicit participation and sponsor targets, dedicated Apprenticeship Navigators, and documented growth in programs, employers, completions, and wages underscores a strong accountability framework that ties public investment to clear performance outcomes and labor market value, reinforcing Florida's commitment to scaling high-quality, work-based learning that leads to high-wage employment.

Career and Professional Education Act (CAPE)[11]

In 2007, the Florida Legislature passed the Career and Professional Education (CAPE) Act. The purpose of the Act was to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industry and to sustain a strong knowledge-based economy. The objectives of the Act are to:

[11] Florida Career and Professional Education Act

- improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- support local and regional economic development;
- respond to Florida's critical workforce needs; and
- provide state residents with equal access to high-wage and high-demand careers.

To implement the Act, FDOE, FloridaCommerce and CareerSource Florida partner together. At the local level, the Act mandates the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions. A key component of the Act is a list of state-approved industry certifications that are critical to Florida's employers. The legislation originally tasked the Agency for Workforce Innovation (now known as FloridaCommerce) with defining "industry certification." The following definition of industry certification is included in Florida Statutes: Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

(a) Within an industry that addresses a critical local or statewide economic need;
(b) Linked to an occupation that is included in the workforce system's targeted occupation list; or
(c) Linked to an occupation that is identified as emerging.

Section 14.36, Florida Statutes, the Reimagining Education and Career Help (REACH) Act, was enacted to address the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among the state's business and education communities, while improving training within and access to a more integrated workforce and education system for all Floridians. This act established the Credentials Review Committee, which is charged with establishing definitions and a framework of quality for credentials offered in the state, including industry certifications. Under the REACH Act requirements, credentials identified for funding on the annual CAPE Industry Certification Funding List must be on the Master Credentials List adopted by the Credentials Review Committee.

Florida's CAPE Act aligns with Pillar I: Industry-Driven Strategies, Pillar II: Worker Mobility, Pillar III: Integrated Systems, and Pillar IV: Accountability of America's Talent Strategy, and with Florida's state strategy that emphasizes employer-defined credential value, cross-system coordination, and outcomes tied to labor market demand. The CAPE Act's focus on business–education planning partnerships, targeted industry sectors, and state-approved industry certifications reflects an industry-driven approach that anchors education and training to critical workforce needs. The clear articulation from secondary to postsecondary coursework leading to industry-recognized credentials supports worker mobility by providing structured pathways into high-wage, high-demand careers. Required collaboration among FDOE, FloridaCommerce, CareerSource Florida, school districts, workforce boards, and postsecondary institutions advances an integrated education and workforce system. The REACH Act and the Credentials Review Committee further reinforce accountability by establishing statewide definitions, quality frameworks, and funding controls for credentials, ensuring public investments support credentials of value that align with Florida's targeted and emerging occupations.

B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and

occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Florida set forth a strategic vision aimed at securing the top position in the nation for workforce education by 2030. Florida achieved this goal in February of 2026, four years ahead of the 2030 target. This achievement is not only a testament to the state's commitment but is also a recognition of the vital role workforce education plays in providing economic opportunities for our graduates. As the state continues to move forward, it is imperative to maintain a knowledgeable and skilled workforce, which is the cornerstone of Florida's economic growth.
Recent economic indicators further affirm the efficacy of Florida's policies. Graduates are equipped with the skills and knowledge requisite for meaningful careers, while businesses and employers are flourishing, exceeding expectations, and driving economic development.
The following goals guide the implementation of the State Plan to build an effective CTE system in Florida and one that fulfills the larger aims of Perkins V and Governor DeSantis' bold vision that made Florida number one in the nation for workforce education:

1. Ensure access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
2. Ensure all programs align with the technical and employability requirements of Florida's employers.
3. Recruit, support and retain qualified teachers, counselors and administrators to foster the highest level of student achievement.
4. Provide students with seamless career pathways by offering programs of study which result in credentials of value.
5. Engage industry partners to drive program innovation and work-based learning opportunities.
6. Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.

Strategic Areas of Focus for Florida's Perkins V State Plan
In anticipation of a rapidly evolving future, Florida is proactively modernizing its educational landscape to meet the needs of a dynamic workforce. As the state grows to accommodate 26 million residents by 2030, it acknowledges the imperative to adapt to technological advancements and global economic shifts. Florida stands at the forefront of innovation, poised to align its educational initiatives with emerging industry demands and equip its workforce with the necessary skills for success.

Computer Science
Florida remains steadfast in its commitment to advancing computer science education. Under section 1007.2616, Florida Statutes, school districts are required to provide students with access to computer science courses. The law also outlines the requirements for computer science education in K-12 schools, focusing on expanding access to computer science courses and professional learning for educators. This strategic area aligns with the State's Targeted Industry Sector of Information Technology.

New state academic standards for computer science became effective in July 2024 The new standards focus on strands such as Computational Thinking and Reasoning, Communication and Collaboration, Personal Health and Safety, Computing Components, Programming and Software Engineering, Technological Impact, Emerging Technologies, Cybersecurity and Digital Currencies and Financial Management.

Florida offers two state grants to specifically support the growth of computer science education. The Computer Science Teacher Certification Grant provides funding to Florida school districts to cover the costs associated with computer science certification and/or professional learning. The Computer Science Teacher Bonus Grant provides funding to districts for qualifying computer science teachers who teach an identified computer science course in the Course Code Directory. For the 2025–2026 fiscal year, the Florida Legislature has appropriated $7 million for the Computer Science Certification and Teachers Bonuses program.

As Florida's policy framework for computer science education continues to evolve, particularly in cybersecurity and artificial intelligence, collaboration with CTE (Career and Technical Education) leadership remains crucial to meeting the dynamic needs of industry sectors and occupations.

Florida's strategy to advance computer science education aligns with Pillar I: Industry-Driven Strategies, Pillar V: Flexibility and Innovation, and Pillar III: Integrated Systems of America's Talent Strategy, and with Florida's state strategy focused on targeted industries, future-ready skills, and cross-system coordination. Florida's emphasis on computer science education tied to the Information Technology targeted industry sector reflects an industry-driven approach that aligns education with documented employer demand and emerging occupations, including cybersecurity and artificial intelligence. The adoption of updated academic standards, investment in teacher certification and incentives, and focus on emerging technologies demonstrate flexibility and innovation by enabling the education system to adapt quickly to technological change and evolving workforce needs. Ongoing collaboration among K–12 education, CTE leadership, and workforce and economic development partners further supports an integrated system that aligns curriculum, professional learning, and workforce priorities to prepare learners for high-demand, high-skill careers critical to Florida's long-term economic growth.

Entrepreneurship

Recognizing the significance of entrepreneurship in fostering economic resilience and social mobility, Florida is prioritizing the development of a vibrant entrepreneurial ecosystem. By encouraging students to explore self-employment and value creation, the state aims to instill essential entrepreneurial competencies and skills. Through a multifaceted approach encompassing curriculum enhancements, teacher training, and collaborative partnerships with industry stakeholders, Florida endeavors to cultivate a culture of innovation and enterprise among its student population. Additionally, the state seeks to facilitate connections between students and existing start-ups or small businesses, fostering a collaborative environment conducive to economic growth and professional success.

Florida's Perkins V strategy to prioritize the development of entrepreneurships aligns with Pillar V: Flexibility and Innovation, Pillar I: Industry-Driven Strategies, and Pillar II: Worker Mobility of America's Talent Strategy, and with Florida's state strategy that emphasizes innovation, small business growth, and multiple pathways to economic opportunity. The focus on entrepreneurship as a driver of economic resilience and value creation reflects Florida's commitment to flexible, innovation-oriented workforce solutions that adapt to changing economic conditions and support new business formation. Engagement with industry stakeholders and start-ups aligns with an industry-driven approach that connects learning to real-world market activity and employer needs, particularly within small and emerging businesses. By equipping students with entrepreneurial competencies and supporting self-employment and business creation, Florida also advances worker mobility by expanding nontraditional pathways to employment, income growth, and long-term economic participation consistent with the state's broader workforce and economic development goals.

Supporting Instructional Excellence
The Division of Career and Adult Education is transitioning its curriculum frameworks, which outline learning objectives and program requirements for Career and Technical Education (CTE), to CPalms, an integrated online platform. CPalms, already established in non-CTE academic areas, now hosts nearly a thousand CTE programs with tens of thousands of learning objectives. The initiative aims to leverage CPalms's features, such as curriculum mapping tools and a vast repository of resources, to enhance academic integration into CTE. It seeks to create a unified CTE system within CPalms, consolidating information on teacher certifications, student industry certifications, credential pathways, articulated credits, related academics, and high-quality lesson plans developed by Florida CTE educators.

This effort recognizes the many backgrounds of CTE instructors and aims to provide them with evidence-based tools and resources grounded in effective pedagogy practices. CPalms is an integral part of Florida's CTE program management process, facilitating ongoing collaboration between educators and employers to address the evolving needs of the state's economy.

As we move forward, Florida continues to focus on new and innovative sectors, including Energy, Engineering and Technology, Architecture and Construction, Health Science, Manufacturing, and Transportation, Distribution, and Logistics. By embracing these sectors, Florida remains at the forefront of educational innovation, ensuring that its workforce is equipped to thrive in an ever-evolving global economy.

The Equipment and Upgrade Modernization (EUM) grant is a Perkins-V opportunity from the reserve fund that aims to assist school districts and state colleges in modernizing their postsecondary CTE classrooms with industry-standard equipment. Concept pitch proposals are reviewed, and selected recipients submit an application. EUM funds assist agencies in meeting industry standards, which better equips students for future job opportunities.

Supporting instructional excellence aligns directly with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, and Pillar V: Flexibility and Innovation of America's Talent Strategy, and with Florida's state strategy that prioritizes industry-aligned instruction, systemwide coordination, and continuous modernization of CTE delivery. The transition of CTE curriculum frameworks to CPalms supports an integrated education and workforce system by consolidating curriculum, credentials, certifications, and instructional resources into a single statewide platform that strengthens alignment between educators, employers, and workforce partners. The emphasis on evidence-based pedagogy, academic integration, and collaboration with employers reflects an industry-driven approach that ensures instruction remains responsive to evolving economic and workforce needs. Investments in industry-standard equipment through the Equipment and Upgrade Modernization grant and the focus on emerging and priority sectors demonstrate flexibility and innovation by enabling CTE programs to adapt quickly to technological change and prepare learners for high-skill, high-demand occupations critical to Florida's economic competitiveness.

B.1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs,

which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Florida has a fully integrated and comprehensive process for the planning, alignment, coordination and funding between the state's CTE programs and programs of study with Florida's workforce development system to achieve the strategic vision and goals as described in B.1.b. (above). Aside from the coordination and alignment efforts of the State Workforce Development Board (CareerSource Florida), WIOA implementation serves as a key strategy for joint planning, coordination and alignment.

WIOA prioritizes a market-driven approach to talent development that prepares people seeking employment for the jobs of today and of the future. Added emphasis is placed on the need for access to workforce services for all which is a consistent theme in Perkins V. Under WIOA, regional alignment of markets and resources are facilitated and encouraged. Florida swiftly adopted WIOA and explored opportunities to improve outcomes, grow partnerships and enhance customer service. Florida's workforce investment system built on momentum gained through expanded business engagement and improved alignment with regional economies and stakeholders.

Florida's strong focus on performance was sharpened by increasing the emphasis on achievement of results for job seekers, workers looking to grow in their careers and businesses looking to hire and enhance competitiveness. Since the submission of Florida's original Unified State Plan in 2016, regular interagency meetings of the WIOA Core Partner programs endeavor to address aspects of plan implementation. These meetings include leadership and subject matter experts from the FDOE's Divisions of Career and Adult Education, Division of Florida Colleges, Divisions of Vocational Rehabilitation and Blind Services, FloridaCommerce and CareerSource Florida. A stakeholders' workgroup including core and other partners met regularly to share information, provide input for a two-year modification of the unified plan and make recommendations to leadership for agencies and organizations to be included in a combined plan.

CTE is still represented by FDOE officials who serve on the state-level WIOA core partner team. Public postsecondary CTE training programs are identified on the LWDBs' eligible training provider lists (ETPL), and many postsecondary CTE students benefit from WIOA's federal support to ensure access for every student. The WIOA core partner team is invested in strategic coordination of core programs, as well as non-core partners such as CTE, that design, implement and drive Florida's workforce development efforts.

This strategy aligns with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, and Pillar IV: Accountability of America's Talent Strategy, and with Florida's state strategy that emphasizes market-responsive talent development, coordinated governance, and results-driven performance. The extensive interagency coordination among the State Workforce Development Board, FDOE divisions, FloridaCommerce, CareerSource Florida, and LWDBs demonstrates a highly integrated education and workforce system built on joint planning, shared implementation, and sustained collaboration. Florida's sharpened focus on performance, outcomes, and continuous improvement—supported by regular interagency meetings, stakeholder workgroups, and the inclusion of CTE programs on eligible training provider lists—reinforces accountability by linking strategy, funding, and service delivery to measurable results for job seekers, workers advancing in their careers, and businesses seeking skilled talent.

B.1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. (Section 122(d)(7) of Perkins V)

Building Capacity for Non-Traditional Program Participation and Completion
Florida will continue to support preparation for non-traditional fields in current and emerging professions in high-skill, high-wage and in-demand occupations. This commitment has been implemented through technical assistance, resources and professional development on strategies for secondary and postsecondary CTE programs to increase participation and completion of students in nontraditional programs. During the transition year, Florida launched a Professional Development (PD) to Practice competitive mini-grant project. The project provided mini-grants to compelling non-traditional projects to receive professional development designed around the PD to Practice capacity building model. Florida will endeavor to build upon these evidence-based PD to Practice models to build capacity to bring about change.

Serving the Unique Needs of Individuals in State Correctional Institutions
Florida is committed to providing high quality postsecondary CTE programs in state correctional settings and intends to continue its partnership with the Florida Department of Corrections (FDC) to ensure inmates have access to CTE programs that can prepare them for current and emerging employment in high-skill, high-wage and in-demand occupations. These instructional services are critical to ensuring the ease of transition for incarcerated individuals and ideally reduce the rate of recidivism upon release.

The use of state leadership funds to build capacity for non-traditional program participation and completion and serving the unique needs of individuals in state correctional institutions aligns with Pillar I: Industry-Driven Strategies, Pillar II: Worker Mobility, Pillar III: Integrated Systems, and Pillar IV: Accountability of America's Talent Strategy, and with Florida's state strategy. Through Building Capacity for Non-Traditional Program Participation and Completion, Florida advances industry-driven strategies by expanding preparation for current and emerging professions through targeted technical assistance, professional development, and evidence-based PD-to-Practice models designed to improve participation and completion. The use of competitive mini-grants and scalable capacity-building approaches reinforces accountability by directing resources toward strategies that demonstrate results. Through Serving the Unique Needs of Individuals in State Correctional Institutions, Florida strengthens worker mobility and system integration by aligning postsecondary CTE delivery with reentry pathways and labor market demand through sustained partnership with the Florida Department of Corrections. Together, these efforts demonstrate coordinated planning and implementation across education, workforce, and correctional systems to support successful transitions into employment and advance Florida's broader workforce and economic objectives.

Career and Technical Student Organizations
Florida continues to support the activities of career and technical student organizations (CTSOs) offered to students throughout the state. CTSOs are an integral part of CTE, providing students with the opportunity to develop and enhance their leadership and workforce skills. They provide hands-on, contextual learning that mirrors the industry environments students intend to join, reinforcing classroom lessons. CTSOs have been shown to boost student engagement, improve employability skills, and strengthen academic, technical, and leadership abilities.

CTSO-sponsored competition preparation integrates academic knowledge with industry-developed problem scenarios and involves direct engagement with business and industry judges. Members have opportunities to take on leadership roles at local, state, and national levels, while

gaining recognition for their skills. CTSOs also provide students with the opportunity to connect with future employers.

This strategy aligns with Pillar I: Industry-Driven Strategies, Pillar II: Worker Mobility, and Pillar V: Flexibility and Innovation of America's Talent Strategy, and with Florida's state strategy that emphasizes work-based learning, employability skills, and strong employer engagement. By strengthening leadership, technical, and employability skills and connecting students with future employers, CTSOs support worker mobility by preparing learners to transition successfully into careers and advance within the labor market. The use of competitions, leadership roles, and experiential learning models also reflects flexibility and innovation, providing dynamic, applied learning environments that mirror real-world industry settings and support Florida's broader goal of preparing a skilled, adaptable workforce aligned with employer needs.

Recruitment, Retention, and Support for CTE Teachers and Instructional Support
One of Florida's State Plan goals is to recruit, support and retain qualified teachers, counselors and administrators to foster the highest level of student achievement. To that end, Florida adopted provisions for size, scope and quality that all CTE programs using Perkins V funds must provide CTE instructors who are given support to: (1) maintain up-to-date knowledge and skills across all aspects of industry, and (2) maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning. FDOE is taking a comprehensive look at the current approach for statewide delivery of professional development to find opportunities for strategic improvement and expansion if needed. Through leadership funds, FDOE will provide resources to recruit, retain and support secondary and postsecondary CTE teachers and instructional support.

Recruitment, Retention, and Support for CTE Teachers and Instructional Support aligns directly with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, and Pillar IV: Accountability of America's Talent Strategy, and with Florida's state strategy that prioritizes high-quality instruction, workforce relevance, and continuous improvement across education and training systems. Florida's focus on recruiting, retaining, and supporting qualified CTE instructors with current industry knowledge reflects an industry-driven approach that ensures programs remain aligned with evolving employer needs. The statewide coordination of professional development through FDOE leadership funds and the integration of instructional support across secondary and postsecondary CTE demonstrate an integrated system that aligns standards, pedagogy, and workforce priorities. The emphasis on size, scope, and quality requirements, evidence-based instructional practices, and strategic review of professional development delivery reinforces accountability by tying educator capacity-building to student achievement, program quality, and workforce outcomes central to Florida's long-term talent development strategy.

Technical Assistance for Eligible Recipients
Technical assistance for secondary and postsecondary eligible recipients is the cornerstone of services provided by FDOE. FDOE will utilize leadership funds to provide technical assistance and leadership for secondary and postsecondary education programs on an ongoing basis. Examples of technical assistance include the following:

- program development responsive to student and industry needs;
- staff development on the alignment and integration of Florida's B.E.S.T. Standards in Mathematics and English Language Arts into CTE;
- staff development and other activities to ensure continuous improvement of CTE programs through state-of-the-art technology and instructional practices;
- staff development for program success for students with disabilities;

- program of study development, implementation and sustainability;
- identification and dissemination of promising practices, including strategies for special populations; and
- program performance and improvement for accountability effectiveness.

In addition to direct technical assistance described above, FDOE provides continuous support by:

- publishing technical assistance papers which provide guidance and clarification on a broad variety of procedural and policy issues;
- maintaining online training modules for data collection and reporting for Perkins performance measures;
- providing student data and tracking information to enhance student performance tracking (reports are produced based on data reported from school districts and state colleges);
- support with local Perkins V performance data analysis;
- providing an interactive analysis tool for acquiring information – including data on the quality of secondary, postsecondary, and WIOA programs and labor market alignment – on credentialing programs; and
- developing counseling and career preparation materials provided at no cost on the FDOE website.

This aligns with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, and Pillar IV: Accountability of America's Talent Strategy, and with Florida's state strategy emphasizing coordinated system support, continuous improvement, and performance-driven decision-making. Florida's use of leadership funds to deliver ongoing technical assistance ensures CTE programs remain responsive to student and industry needs, reinforcing an industry-driven approach grounded in labor market alignment and credential relevance. The statewide delivery of guidance, professional development, data tools, and performance analysis reflects an integrated education and workforce system that aligns curriculum, standards, reporting, and program management across secondary, postsecondary, and WIOA partners. The strong emphasis on data collection, performance tracking, local data analysis, and dissemination of promising practices reinforces accountability by linking technical assistance and program improvement efforts to measurable outcomes, program quality, and workforce relevance central to Florida's long-term talent development strategy.

B.2. Implementing Career and Technical Education Programs and Programs of Study

B.2.a. Describe the career and technical education programs or programs of study that will continue to be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Quality CTE Programs
Beginning with the 2020-2021 academic year and each year thereafter, Florida's secondary and postsecondary CTE programs that will continue to be supported, developed or improved upon at the state level with federal funds, will meet the aims of Perkins V and Executive Order 19-31. Effective for the 2026-27 program year, programs offered by eligible recipients which are not meeting minimum benchmarks established in SBE rule will be required to be phased out. Occupations and industries identified by the SWDB as well as FloridaCommerce/SelectFlorida Targeted Industry Sectors (i.e. aerospace and aviation, AgTech, energy security, financial

services, information technology, life sciences, maritime, military and defense: across 4 cross cutting target industries: corporate headquarters, logistics, manufacturing, and research and development) will continue to be prioritized when considering the installment of new programs. Part of this work will also focus on strengthening existing programs as needed to ensure the standards being taught match the technical, academic and employability needs of Florida's employers.

Florida's statewide CTE program inventory offers programming from sixth grade through Associate in Science (AS) degrees that are available for adoption by eligible recipients. Eligible recipient use of funds is subject to the size, scope and quality standards adopted in the State Plan and CLNA results. Each CTE program has an SBE-adopted curriculum framework comprised of rigorous course standards and a progressive sequence of courses, as well as the following core elements:

- alignment between CTE program standards and relevant industry standards for skills and competencies;
- integration of relevant academic standards;
- intentional sequence of courses that builds on academic and technical competencies gained in previous courses and builds knowledge and skills of the CTE program lifecycle; and
- culmination in state-approved credentials of value, where appropriate.

CTE programs are organized into 17 different career clusters and are specifically geared toward middle school, high school, district technical college/center and FCS students throughout the state. Federally, there are 16 career clusters, but Florida has identified energy as its own cluster. With the help of partners in education, trade associations and business and industry, each program includes the academic and technical skills required to be prepared for employment or continuing education in the given occupation or cluster. Florida is moving forward with adoptions of the new modernized career cluster during this plan period. Information on Florida's career clusters and associated programs is available on the Department's website (https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/).

Perkins V funds may be used to support secondary and postsecondary CTE programs offered in middle and high schools in 67 school districts (including public charter schools); 47 school district technical colleges/centers accredited by the Council on Occupational Education; 28 FCS institutions; Department of Juvenile Justice (DJJ) programs through the Florida Scholars Academy (FSA); Florida School for the Deaf and the Blind (FSDB); Florida Virtual School; Florida's University Developmental Research Schools; correctional facilities; and other eligible recipients. Eligible recipients are also permitted to use Perkins V funds to support related technical instruction associated with Florida registered pre-apprenticeship and apprenticeship programs, which must be linked to the county service area of the postsecondary provider. Funds may not be used to support apprenticeship students who are employed in counties outside the geographic service area of the postsecondary institution.

Comprehensive State-Level Programs of Study

Programs of study will continue to be developed at the state level and made available for adoption by eligible recipients. Based on feedback received during the stakeholder engagement process, the FDOE is renewing its commitment to offering state-level programs of study and re-envisioning a number of aspects of these. For much of the Perkins IV implementation, programs of study were developed solely by eligible recipients, and a single program of study was submitted to FDOE for approval during the yearly application process. The approval of a single program of study met the Perkins requirement that eligible recipients offer one or more program of study.

Given the historic shifts in Florida's delivery of CTE, FDOE seeks to increase the availability of programs of study for students and is implementing additional requirements to reflect the prioritization of credential sequences that allow for stack-ability, portability and career advancement resulting in higher wages and increased economic productivity.

To this end, FDOE is implementing requirements that explicitly focus on increasing local enrollment in state level programs of study. This effort will take a two-pronged approach – one that requires eligible recipients to increase their programs of study offerings and, secondly, for the state to develop and make available programs of study that eligible recipients can adopt.

Part of this effort will focus on systems alignment and integration of previously disparate CTE facets. Several examples are relevant here. Registered pre-apprenticeship and apprenticeship were previously not Perkins fundable under Florida's Perkins IV State Plan; now with the lifting of this prohibition under Perkins V, FDOE will create state-level programs of study that show the alignment between registered pre-apprenticeship and apprenticeships and recognized postsecondary credentials. Other notable areas of focus for alignment are integrating labor market information on wages, annual openings and growth; WIOA career pathways; accelerated graduation plans (pursuant to Florida Statute 1008.25); and work-based learning experiences.

Strategies for these programs align most directly with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, and Pillar IV: Accountability of Florida's state strategy. Through quality CTE Programs, Florida advances an industry-driven approach by prioritizing occupations and sectors identified by CareerSource Florida and FloridaCommerce, strengthening program standards to match employer skill needs, and phasing out programs that do not meet established benchmarks. The statewide CTE program inventory, size, scope, and quality requirements, and alignment with registered pre-apprenticeship and apprenticeship reinforce an integrated system that connects middle school, secondary, postsecondary, workforce, and work-based learning into a cohesive talent pipeline. Through Comprehensive State-Level Programs of Study, Florida further strengthens accountability and system alignment by expanding state-developed programs of study that emphasize credential sequences, stackability, portability, labor market alignment, and career advancement, while integrating WIOA career pathways, labor market information, accelerated graduation options, and work-based learning to drive measurable workforce outcomes tied to the state's targeted and emerging industries.

B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—

B.2.b.i. promote continuous improvement in academic achievement and technical skill attainment;

B.2.b.ii. expand access to career and technical education for special populations; and

B.2.b.iii. support employability skills in programs of study and career pathways.

Aligning with the Perkins V's definition of programs of study, FDOE has updated and expanded its requirements for programs of study. The changes to the definition lean on the strengths of the state's CTE curriculum frameworks and Florida's size, scope and quality requirements which ensure clarity regarding the progressive sequencing of academic, technical and employability skills. Furthermore, FDOE has expressed a commitment to several hallmarks of high-quality CTE programs of study in additional program of study requirements.

In addition to the requirements outlined in Section 3(41) of Perkins V, Florida's programs of study are composed of secondary and postsecondary programs that:

- meet the requirements of the relevant CTE curriculum frameworks;
- meet FDOE's size, scope and quality criteria;
- are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity;
- offer at least one opportunity within the program of study for accelerated credit through:
    - dual enrollment;
    - local or statewide articulation agreement;
    - integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school;
- are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry; and
- optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.

Employability skills are a key component of the standards and benchmarks defined in the curriculum frameworks. FDOE seeks to further strengthen students' employability skills by including work-based learning opportunities, capstone experiences or Career and Technical Student Organization (CTSO) participation as a part of the size, scope, and quality requirements. FDOE has added additional academic rigor to the definition of programs of study and requires that eligible recipients include opportunities for accelerated credit in each program of study. FDOE views this as an important feature of being a "coordinated, non-duplicative sequence of academic and technical content," as defined in Section 3 of Perkins V. Existing opportunities for accelerated credit, such as Florida's Gold Standard Career Pathways Articulation Agreements of Industry Certification to AAS/AS Degree, will remain and be expanded upon. In addition, agencies will continue to be permitted to use other accelerated credit opportunities, such as but not limited to dual enrollment, Career and Technical Certificate or Applied Technology Diploma to Associate of Applied Science/Associate of Science Degree articulation agreements, apprenticeship to Associate of Applied Science/Associate of Science Degree articulation agreements, or integrated academic courses that include accelerated credit (examples: AP, IB, AICE; or CLEP completed prior to the student graduating from high school).

Advisory councils will continue to be an additional requirement for all programs of study. These councils must have membership with, at a minimum, representatives of secondary, postsecondary and business and industry. These councils play a pivotal role in the coordination between eligible recipient program levels, alignment of academic and technical content, seamless student transitions between program levels and the integration of work-based learning opportunities.

There is also encouragement and guidance on how to start programs of study sequences in the middle grades. This is most frequently within exploratory programs that give students overviews of career clusters but is also comprehensive opportunities for middle school students to get high school credit by starting high school-level CTE programs early.

FDOE will utilize its annual comprehensive local application review process to approve locally-developed programs of study based on the criteria outlined above. As part of this process, eligible recipients will provide information on all local programs of study. FDOE will review these and provide oversight and extensive technical assistance to eligible recipients. An internal evaluation

instrument will continue to be used to determine whether local programs of study are being implemented with fidelity and in accordance with state and federal requirements. In addition, narrative responses will continue to be reviewed to ensure the local program of study addresses workforce development needs, promotes continuous academic and technical improvement, includes and expands CTE for special populations and considers the role of employability skills. Using a phased approach, FDOE will require secondary eligible recipients to progressively raise student enrollment in programs of study. The table below summarizes the progressive standards by year.

Program of Study Requirements by Year for Secondary Eligible Recipients

Program Year	Summary of Requirements and Activities

2020-2021	• The first program year serves as a baseline year for all secondary eligible recipients to study existing/operational Perkins IV programs of study during the CLNA and determine if they meet the core components established for Perkins V.
	• Secondary eligible recipients will be required to:
	  ○ have one fully implemented program of study in place;
	  ○ estimate the percent of total CTE enrollment engaged in active programs of study; and
	  ○ undertake the necessary steps to identify, adopt or develop additional programs of study to increase this percent.

2021-2022	• Eligible recipients will be required to have 25 percent of total secondary CTE enrollment served by operational programs of study.
2022-2023	• Eligible recipients will be required to have 50 percent of total secondary CTE enrollment served by operational programs of study.
2023-2024	• Eligible recipients will be required to have 75 percent of total secondary CTE enrollment served by operational programs of study.
2024-2028	• Eligible recipients will be required to have 75 percent of total secondary CTE enrollment served by operational programs of study.

FDOE will review on an annual basis enrollment data for all CTE programs and determine the percentage of CTE students enrolled in programs of study at each eligible recipient. Eligible recipients not meeting the required percentage for the year will receive targeted technical assistance. Postsecondary eligible recipients will continue to be required to provide a minimum of one fully implemented program of study.

Expansion of student enrollment in programs of study at both the secondary and postsecondary levels will be supported through the development of state-level programs of study, as indicated in B.2.a. of the State Plan. Eligible recipients in FCS institutions will be encouraged, through targeted technical support, to develop local programs of study with all school districts in their service area. All eligible recipients will continue to be required to comply with all federal statutes relating to nondiscrimination, which is outlined in the beginning of the application in the Equal Access section, as part of the agreed upon requirements for receipt of Perkins funding.

As part of the required CLNA process, eligible recipients are required to review trends in data on special populations, subgroups and performance in CTE programs and programs of study across

groups. Recipients are required to identify performance gaps in participation and performance of each special population and subgroup and describe progress toward implementation of equal access to high-quality CTE courses and programs for all students. Recipients are required to describe how identified issues will be addressed.

The resulting local applications are reviewed to ensure that the eligible recipient's plan targets the groups with the largest gaps in enrollment and/or performance. The application should reflect new and continued mechanisms for ensuring equal access to high-quality, high-skill, high-wage and/or in-demand CTE programs for special populations.

Eligible recipients describe in local applications the ways that special populations' access to CTE will be expanded and ways to ensure that all students have opportunities to receive a meaningful credential that can improve a student's employment and future outcomes.

Detailed reports are available annually, overall and by sub-population. Year-to-year progress is monitored locally through reports on performance measures and in annual progress reports in local applications. Schools will receive technical assistance and those eligible recipients not making significant progress in targeted groups' enrollment/outcomes after two years will receive additional focused technical assistance from FDOE.

This strategy aligns with Pillar I: Industry-Driven Strategies, Pillar II: Worker Mobility, Pillar III: Integrated Systems, and Pillar IV: Accountability of America's Talent Strategy, and Florida's WIOA Combined Plan. Florida's strengthened definition of programs of study advances an industry-driven approach by ensuring curriculum frameworks, advisory councils, and work-based learning opportunities align academic, technical, and employability skills with workforce demand. The emphasis on accelerated credit, stackable credentials, and seamless transitions across middle school, secondary, and postsecondary levels supports worker mobility by enabling learners to progress efficiently toward recognized credentials and career advancement. The required coordination among education levels, business and industry representatives, workforce pathways, and labor market information reflects an integrated system designed to reduce duplication and improve alignment.

B.2.c.i Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

The primary means of dissemination of the state-level information on these topics is through FDOE webpages. All state-approved CTE programs, along with their curriculum frameworks, are listed on the website under each of Florida's 17 career clusters. Also on FDOE's website is a list of career dual enrollment courses that give high school and college credit as well as a list of CTE programs and courses that satisfy the Bright Futures Gold Seal Vocational Scholarship requirements, a merit-based state scholarship for students in CTE programs.

Interviews with FDOE staff highlighted that secondary school counselors and postsecondary student advisors are interested in learning more about Career and Technical Education (CTE). Enhanced technical assistance is available to ensure school counselors are aware of and understand the many aspects of CTE. For instance, CTE brochures and basic details about

Perkins V are distributed to local contact lists. FDOE staff has partnered with an association supporting students with disabilities to create a CTE brochure tailored for parents and students with disabilities. Additionally, a comprehensive information packet for school counselors and advisors has been developed, outlining CTE options and their benefits for students. FDOE is committed to researching best practices and exploring innovative approaches, aiming to ensure that all students have access to the opportunities afforded by CTE.

Florida's state-sponsored Career Planning and Work-based Learning Coordination System, called Xello, is a free career planning tool available to all Florida public secondary and adult general education students. The system enables students to explore their interests in associated careers, review educational requirements for various careers, build a career and education plan customized to the offerings at their local school and search financial aid opportunities.
Career exploration and planning tools such as Career Cruiser, Xello, Educator's Toolkit for the Career and Education Planning Course and Parent Primer for Career Exploration are used throughout the state and will continue to be supported by FDOE.

More specific information on locally available programs, career guidance, work-based learning opportunities and dual/concurrent enrollment options is required to be disseminated at least annually by each eligible recipient to school personnel, students, parents and other local stakeholders. The importance of making easy-to-understand, non-technical materials available in languages of various subgroups in their areas is emphasized to eligible recipients.

FDOE offers a program of study template as a resource for informing and promoting elements of programs of study to parents, students and school counselors. The template lists the career cluster, career pathway, industry certification(s), secondary program courses, postsecondary institutions that offer relevant certificates/degrees, accelerated credit opportunities, related CTSOs and any work-based learning opportunities.

Florida CTE Enrollment and Perkins Measure Performance data are available to eligible agencies and the public through data dashboards available at https://www.fldoe.org/academics/career-adult-edu/research-evaluation/data-dashboards.stml. Powered by Tableau, the Perkins dashboards provide data disaggregated by agency and career cluster. The CTE Enrollment dashboards provide data disaggregated by agency, program type, program, sex and race/ethnicity. Additionally, Perkins local-level data reports are provided to each agency and include data by school, career cluster, subgroups and special populations.

B.2.c.ii. Describe how the eligible agency will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points.

Development and implementation of CTE programs and programs of study are not accomplished in isolation. They necessitate the use of a partnership between secondary and postsecondary eligible recipients that is strategic, collaborative and decisive. Local programs of study are the mechanism to drive secondary and postsecondary institutions to have a formalized relationship that facilitates regular interactions and mutual planning. They require secondary and postsecondary institutions to work as partners in the design, development and implementation of CTE programs of study, which is critical to creating successful career pathways. FDOE actively works to facilitate collaboration among secondary, postsecondary, business and other partners and other important stakeholders in a variety of ways, such as through conference presentations, webinars and various types of technical assistance.

The primary means by which FDOE promotes collaboration among eligible recipients and their partners is through the annual local application process and Florida's Perkins V program of study requirements. Several of the core criteria are related to collaboration and articulation between levels as well as preparing students to earn credentials at higher levels within the pathway. FDOE provides ongoing technical assistance to eligible recipients on the development and implementation of programs of study. In addition, FDOE reviews local application narrative responses to ensure the local program of study addresses workforce development needs, promotes continuous academic and technical improvement, includes and expands CTE for special populations and considers the role of employability skills.

In addition, Executive Order 19-31 challenged FDOE to develop CTE best practices for partnerships between high schools, postsecondary institutions and businesses. These CTE best practices will serve to guide the implementation of high-quality CTE programs and programs of study by eligible recipients of Perkins V funds. The audit results and policies for CTE best practices will serve to operationalize the requirements of high-quality CTE programs of study under Perkins V.

Facilitating collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways aligns with Pillar II: Worker Mobility, Pillar III: Integrated Systems, Pillar IV: Accountability, and Pillar V: Flexibility and Innovation of America's Talent Strategy, and with Florida's state strategy emphasizing informed career navigation, coordinated guidance, and data-driven decision-making. Florida's statewide dissemination of CTE information through FDOE webpages, counselor toolkits, and career planning platforms such as Xello strengthens worker mobility by helping students understand career options, education requirements, accelerated credit opportunities, and financial supports tied to CTE pathways. The coordinated use of public-facing dashboards and local-level performance reports reinforce accountability by increasing transparency around enrollment, program participation, and Perkins performance outcomes. The continued use of modern digital tools and user-friendly materials demonstrates flexibility and innovation by improving access to timely, actionable information that supports career planning and workforce alignment across Florida's education and workforce systems.

B.2.c.iii. Describe how the eligible agency will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.

As part of the CLNA, eligible recipients are required to review all CTE program offerings and evaluate the alignment of each program offered with state and local labor market needs. In the local application, agencies must describe and provide documentation of the labor market alignment for their programs, which shall substantiate the funds being spent "to develop, coordinate, implement, or improve" programs. Furthermore, eligible recipients will be asked to list all the occupations/programs and programs of study that meet the labor market criteria in their region, and provide rationale for any gaps in their CTE offerings that, if implemented, would lead students to high-skill, high-wage, in-demand careers, as well as steps that will be taken to the close the identified gaps.

The following CTE program types provide instruction and training for specific occupations and must be matched with available labor market information:

1. K-12 career preparatory programs,
2. K-12 technology education programs,
3. postsecondary Career Certificate,
4. postsecondary Applied Technology Diploma,
5. postsecondary Apprenticeship Certificate,
6. postsecondary Associate in Science/Associate in Applied Science Degrees, and
7. postsecondary College Credit Certificate.

For all program types, with the exception of K-12 technology education, each state-approved program provides the specific occupations for which the program provides instruction and training and lists a primary, plus additional, Standard Occupational Classification (SOC) codes. The SOC system is a federal statistical standard that is used to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data. Recipients must use the primary SOC code identified in the SOC crosswalk (postsecondary) or curriculum framework (secondary) for the initial labor market alignment review; this is the SOC code associated with full program completion. If the labor market alignment cannot be documented with the primary SOC code, the recipient may use a secondary SOC code identified in the curriculum framework and use placement information from their program to document the linkage to a secondary occupation to conduct the review.

FDOE has a list of approved sources for documenting the alignment of their program to occupations with statewide and/or local demand. The list of sources provided are classified as primary and secondary. If a recipient can document demand with one primary source, this is considered sufficient for the labor market alignment of the program. If a primary source cannot be documented, the eligible recipient must document labor market demand with at least two secondary sources.

The approved primary sources are the following:

1. Statewide Demand Occupation List;
2. Regional Demand Occupation List for the service area of the recipient, including the local targeted occupations list;
3. Statewide FloridaCommerce/SelectFlorida Targeted Sectors (Tech Prep only);
4. Targeted Sector identified by LWDB in current local WIOA Plan for the service area of the recipient; and
5. for Agriculture programs only, written confirmation from the Florida Department of Agriculture and Consumer Services of the labor market alignment for the program.

The approved secondary sources are the following:

1. analysis provided by job analytics resources;
2. local CareerSource Board letter of support with documentation of local demand for the program;
3. economic development agency letter of support with documentation of local demand for the program;
4. local chamber of commerce letter of support with documentation of local demand for the program; and
5. one from any of the following: local employer with a documented history of hiring graduates from the program, recent employer in an emerging occupational area, state industry associations or regional industry associations.

As part of the local application, recipients will submit detailed information on each program offered to validate those which have a demonstrated local demand based upon the primary and

secondary sources listed above. Only programs with documented labor market alignment will be eligible for the expenditure of funds.

The use of labor market information to make data-driven decisions is critical to workforce system partnerships. These strategies align with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, and Pillar IV: Accountability of Florida's state strategy. The required Comprehensive Local Needs Assessment process for Perkins V anchors CTE program decisions in documented state and local labor market demand, reinforcing an industry-driven approach that prioritizes high-skill, high-wage, and in-demand occupations identified through CareerSource Florida, FloridaCommerce, and regional partners. The structured use of Standard Occupational Classification codes, approved labor market data sources, and collaboration with workforce boards, economic development organizations, and employers demonstrates an integrated system that aligns education, workforce, and economic development efforts. The requirement that only programs with verified labor market alignment remain eligible for funding, coupled with documentation, gap analysis, and corrective actions, reinforces accountability by tying program continuation and investment decisions to measurable workforce relevance and outcomes central to Florida's statewide talent development strategy.

B.2.c.iv. Describe how the eligible agency will ensure access to approved career and technical education programs of study and activities assisted under this Act for special populations.

FDOE provides eligible recipients with technical assistance, including training and publications, to meet the needs of special population students. Technical assistance and training are provided by FDOE staff members to ensure the delivery of appropriate services to students with disabilities, including those in state correctional facilities, providing programs that lead to opportunities in high-skill, high-wage and/or high-demand occupations. Providing equal access ranges from diligent monitoring by FDOE staff members of practitioner compliance with the 34 Code of Federal Regulations Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs to proactive implementation of customized strategies for special populations.

FDOE will continue special set-aside funding for individuals in state correctional facilities, for both juveniles and adults, and for state institutions serving individuals with disabilities. The FDC will continue to be designated to administer postsecondary CTE programs for individuals in state correctional institutions and the DJJ for CTE programs for individuals in those facilities. In both state correctional and juvenile justice facilities, students can receive training in various program areas and funds will continue to be used to provide staff professional development through conference attendance and participation in training events, as well as providing technical assistance to colleagues.

In addition to receiving training in specific programs, students in DJJ facilities also have opportunities to explore occupational options and assess their interests and aptitudes, as well as receive training in basic occupational skills.

The FSDB is a state institution that serves K-12 students with hearing or vision impairments. The Perkins set-aside for FSDB will continue under Perkins V to provide students with opportunities to participate in a number of CTE programs. Students will continue to receive accommodations and services needed to meet program requirements.

To expand equal access to CTE for special populations, eligible recipients will be required to describe in local applications the ways in which they will expand access during each program year. Additional information on strategies to ensure equal access for all students to CTE programs and the use of set-aside funds for recruitment of special populations is included in Plan.

B.2.c.v. Describe how the eligible agency will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.

FDOE will continue to leverage its role on the state-level WIOA core partner team to support the use of the career pathways approach as a viable workforce solution. Florida has a fully integrated and comprehensive system for coordination to support LWDBs in the development of career pathways. The SWDB is business-led and provides policy oversight and directs strategies and investments to address critical statewide workforce development needs. WIOA champions a career pathways approach to fulfill workforce development needs.

The local application includes an assurance that eligible recipients collaborate with their LWDBs and other workforce agencies to provide:

- career exploration and career development coursework, activities, or services;
- 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
- an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

Coordination among WIOA Core and Combined Planning Partners is critical to Florida's state workforce development strategy and aligns closely with Pillar I: Industry-Driven Strategies, Pillar II: Worker Mobility, and Pillar III: Integrated Systems described in Section II: Strategic Elements. The business-led SWDB directing strategies and investments reflects an industry-driven approach that aligns education and training with critical workforce needs. Florida's coordinated support for LWDBs and the use of a career pathways approach strengthen worker mobility by connecting career exploration, labor market–informed guidance, and counseling to high-skill, high-wage, and in-demand occupations identified through the Comprehensive Local Needs Assessment. The required collaboration among eligible recipients, workforce boards, and workforce agencies demonstrates an integrated system that aligns education, career guidance, and workforce services into a cohesive framework that supports regional and statewide priorities.

B.2.c.vi. Describe how the eligible agency will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.

Florida's standards for size, scope and quality includes a requirement that all programs using Perkins funds must:

1. Provide students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom.

2. Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the Comprehensive Local Needs Assessment.
3. Require that all programs of study are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry.

These requirements will be assessed during the annual local application and the CLNA and verified during compliance monitoring.

To support these requirements, FDOE has updated guidance on cooperative education, work-based learning and advisory council management. This guidance is comprehensive of recruiting business and industry representatives, effective engagement strategies, the establishment and coordination of various types of work-based learning, the maintenance of education/employer relationships and the evaluation of work-based learning outcomes amongst other relevant topics. The Perkins IV funding restrictions prohibiting Florida's eligible recipients from using Perkins dollars on apprenticeship programs have been lifted. School districts and state colleges have the discretion to use Perkins funds on classroom-related instruction for registered pre-apprenticeships and apprenticeships, provided the instruction meets the state standards for size, scope and quality and are substantiated by the CLNA. The state's criteria for programs of study were also intentionally crafted to include pre-apprenticeships or apprenticeships within these educational pathways.

One challenge within work-based learning is the recruitment of employers and the coordination of student placements. To address this, the FDOE, in partnership with the Florida Virtual Campus, the Florida Chamber Foundation, CareerSource Florida's Future of Work Florida, and Xello, has introduced a comprehensive career planning and work-based learning coordination platform. This platform serves as a centralized database, offering a wide range of opportunities spanning from introductory experiences, such as virtual guest speakers and job shadowing, to immersive internships and apprenticeships.

The system offers K-12 and adult education students in Florida public schools the ability to explore high-skill, high-wage, and in-demand occupations in Florida; understand their own career interests, values, and skills through assessments; explore postsecondary training opportunities; complete interactive college and career readiness lessons; manage the entire college application process, including transcripts and letters of recommendation submission, scholarships, and Common App integration; participate in local internships and other work-based learning opportunities; and develop a resume and shareable professional portfolio. Content in the system is available in Spanish and other languages.

Educators benefit from the system's standardized policies and procedures related to work-based learning and access to a comprehensive database of companies and opportunities. Employers, in turn, gain a valuable tool for developing their workforce pipeline and contributing to local youth career development and readiness.

However, the implementation of an online work-based learning system alone is insufficient to ensure high-quality experiences statewide. There is a need for intentional recruitment and coordination of employers, particularly in rural areas. Regional intermediaries or coordinators can play a vital role in engaging employers, making the case for hosting work-based learning, addressing concerns, and evaluating experiences to ensure they effectively build employability and technical skills.

Effective partnerships between workforce, education, and economic development are critical to Florida's strategy, particularly in developing relationships with LWDBs and planning regions. Florida's strategies align with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, Pillar V: Flexibility and Innovation, and Pillar II: Worker Mobility of America's Talent Strategy.

Florida's size, scope, and quality requirements requiring work-based learning, business and industry engagement, and advisory councils reinforce an industry-driven approach grounded in employer-validated demand identified through the Comprehensive Local Needs Assessment. The coordinated use of guidance, compliance review, and partnerships across FDOE, workforce entities, education providers, and employers reflects an integrated system that aligns programs of study, pre-apprenticeships, apprenticeships, and career exploration into a cohesive talent pipeline. The expansion of Perkins V eligibility to support classroom instruction for pre-apprenticeships and apprenticeships, along with the deployment of a statewide career planning and work-based learning coordination platform, demonstrates flexibility and innovation by modernizing access to experiential learning and reducing barriers to participation. The emphasis on career exploration, skills assessment, postsecondary navigation, and structured work-based learning opportunities supports worker mobility by helping learners connect interests and skills to high-skill, high-wage, and in-demand occupations, while regional intermediaries strengthen employer recruitment and ensure high-quality experiences aligned with Florida's workforce priorities.

B.2.c.vii. Describe how the eligible agency will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Annually, the state approves rigorous competency-based CTE frameworks. The inclusion of competency-based courses allows for differentiation in instructional delivery and the incorporation of hands-on and work-based learning opportunities. The frameworks allow for flexibility and accommodations to adapt to individual learner needs, such as those identified as special populations. The incorporation of flexibility and personalized learning opportunities facilitates academic success for all students.

All secondary frameworks incorporate English language development (ELD) standards to ensure English language learner (ELL) special populations are provided visual, graphic or interactive support to ensure academic success. For adult ELLs, the state has developed a model allowing integration between programs supported by WIOA and postsecondary CTE. The model provides continued opportunities to develop the student's literacy skills and provide ELD support through contextualized learning in a postsecondary CTE program. To support and improve the performance of students with disabilities, the secondary CTE frameworks allow for modified courses to support students with moderate to severe disabilities while learning the same competencies in the traditional course. Adult students with disabilities are provided accommodations within the postsecondary programs and may be exempted from any basic skills requirements required for program completion.

To support the evaluation of performance, the state provides access for all to resources and tools to improve performance. FDOE staff responsible for CTE accountability and performance evaluation support eligible recipients through professional development, training opportunities and targeted technical assistance. In addition, FDOE has created Perkins V specific state definitions in section B.3 as well as definitions of performance and meaningful progress in section D.5. To identify performance gaps, FDOE and eligible agencies have reports showing enrollment and performance data with varying levels of aggregation. In addition, FDOE is developing an

improved data application to allow users to customize reports to their unique needs, as well as reports with a focus on performance gaps. To support agencies struggling with student performance, Florida uses a comprehensive data-driven program improvement process. The process includes the evaluation of program quality indicators and the development of an agency-specific action plan to address gaps. Program improvement plans are required of agencies who fail to meet 90% of their local agreed upon level of performance in any of the core indicators. Additional technical assistance is provided to select agencies who fail to meet performance goals for a core indicator over multiple years.

Continuous improvement is critical to successfully implementing Pillar V: Flexibility and Innovation, Pillar III: Integrated Systems, and Pillar IV: Accountability of Florida's state workforce development strategy and America's Talent Strategy. Florida's workforce development system emphasizes modernized instruction, cross-program coordination, and data-driven improvement. Florida's use of rigorous, competency-based CTE frameworks that support personalized learning, hands-on instruction, and work-based learning reflects a flexible and innovative approach designed to adapt instruction to diverse learner needs and evolving workforce demands. The strong emphasis on performance evaluation—supported by statewide definitions, disaggregated data reporting, customized analytics, and structured program improvement plans—reinforces accountability by tying instructional quality, technical assistance, and resource deployment to measurable progress and sustained outcomes aligned with Florida's workforce and economic priorities.

B.2.d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

As one of four statutory education goals, Seamless Articulation and Maximum Access, dual enrollment is a mainstay of Florida's education system. Secondary school students are provided the opportunity to participate in dual enrollment and other forms of acceleration (credit by exam, AP, local and statewide articulation agreements) in accordance with Chapter 1007 Articulation and Access, State Statutes.

Dual enrollment is an acceleration mechanism that is defined in state statute as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Career dual enrollment is a specific form of dual enrollment defined in state statute in which students enroll in postsecondary courses that lead to an industry certification as identified in s. 1008.44, F.S. and plays an integral role as an acceleration mechanism that leads to a certificate and or degree and an industry certification. Rather than counting as a random postsecondary elective credit, career dual enrollment culminates in a meaningful postsecondary credential of value.

Acceleration mechanisms, including dual enrollment, shorten the time needed to complete postsecondary certificate or degree requirements, broaden the scope of available options after high school and increase the depth of content available to students in a particular field.

This strategy aligns with Pillar II: Worker Mobility, Pillar I: Industry-Driven Strategies, and Pillar III: Integrated Systems of America's Talent Strategy, and with Florida's state strategy focused on seamless pathways, credential attainment, and workforce relevance. Florida's use of dual enrollment and other acceleration mechanisms supports worker mobility by shortening time to completion, expanding postsecondary options, and culminating in credentials of value tied to

industry certification, certificates, and degrees. The statutory articulation framework and coordination across secondary and postsecondary systems reflect an integrated, employer-informed approach that aligns education pathways with workforce demand and supports Florida's broader talent pipeline goals.

B.2.e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)[12]

FDOE is committed to continuous engagement with its key stakeholders (parents, teachers, administrators, faculty, guidance and academic counselors, local business and industry, organizations that represent students with disabilities and students) in a variety of ways during the entire Perkins V lifecycle. The Florida Department of Education (FDOE) has underscored the crucial role of stakeholder engagement. FDOE has enhanced its approach to stakeholder engagement, developing a more robust strategy to ensure ongoing involvement throughout the duration of the four-year State Plan period.

As described in A.1, through a multi-tiered committee structure, FDOE leadership and CTE teachers, administrators and faculty were engaged to provide subject matter expertise and policy guidance for development of the State Plan. The various committees made recommendations regarding overall goals for the Plan and helped to formulate secondary and postsecondary CTE priorities. Working committees, comprised of secondary and postsecondary CTE professionals from across the state, made recommendations regarding issues related to program innovation, accountability and data-driven decision making, fiscal policy and equal access. As the State Plan is implemented over the next four-year period, aspects of this multi-tiered committee structure will be continued to provide policy guidance and advice on ways in which the Plan can be improved and/or revised.

All program development and approval occur with consultation of industry expert advisors and workforce development resources and teachers/faculty in the relevant area. With the help of these stakeholders, CTE programs are aligned with the skill requirements needed for Florida's workforce. In accordance with state statute, each secondary and postsecondary CTE program is reviewed every three years by representatives from relevant businesses/industries, CTE teachers, administrators and faculty to reflect current business and industry needs specific to the occupation for which it prepares.

To capture perceptions and experiences with CTE courses and programs from both secondary and postsecondary students, parents and CTE secondary and postsecondary faculty, surveys and focus groups were conducted to collect information on the state of CTE in Florida and help to guide future development and implementation of the Plan. Surveys targeted students in grades 6-12, postsecondary students and parents of public school students in grades 6-12, regardless of their participation in CTE. Information was gathered on their participation and experiences in and opinions of CTE programs and courses.[13]

[12] Note: This section includes historical information related to engagement with key stakeholders as part of Florida's initial Perkins V Plan

[13] Surveys and focus groups are not an ongoing process. These activities were conducted as part of developing Florida's initial Perkins V Plan.

To collect more in-depth information on the ways in which CTE prepares students for careers and college and how their CTE course selection has influenced their plans after high school graduation, focus groups were conducted with parents of children in grades 6-12, students in grades 9-12, postsecondary CTE students and CTE secondary and postsecondary teachers. Information gleaned from these surveys and focus group discussions will be used to assist in identifying areas needing improvement in CTE programs and to evaluate the current perceptions of CTE, to shape future plans for information dissemination and assist in setting future priorities for CTE programs and courses.

Local-Level Stakeholder Engagement

Apart from state-level engagement, local stakeholders play a critical role in the CLNA process conducted by eligible recipients to inform needs, identify strengths and weaknesses and ultimately drive program innovation. Eligible recipients are tasked with assuring that all stakeholder groups highlighted in Perkins V, including members of special populations, are represented in their evaluation of current programs and identification of challenges and developing strategies to address these challenges.

This strategy aligns with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, Pillar IV: Accountability, and Pillar V: Flexibility and Innovation of Florida's state workforce development strategy. Florida's structured, ongoing engagement with educators, business and industry, workforce partners, families, and students reinforces an industry-driven approach that keeps CTE programs aligned with current skill requirements and labor market needs. The multi-tiered committee structure, recurring program reviews, and use of surveys and focus groups demonstrate an integrated and accountable system that uses stakeholder input and data to guide program design, policy decisions, and iterative improvement throughout the Perkins V lifecycle at both the state and local levels.

B.2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

The following are the application for secondary and postsecondary eligible recipients for 2025-26.

2025-26 Application for Secondary Eligible Recipients

FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA Entitlement)

Perkins V – Secondary

Bureau/Office

Division of Career and Adult Education

TAPS Number

26B004

Program Name

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) Career and Technical Education Secondary Programs, Section 131

Specific Funding Authority(ies)

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Title I; Workforce Investment Act, Section 503, CFDA #84.048.

The Florida Department of Education's Perkins V State Plan for 2020–2024 was approved by the United States Department of Education (US ED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." Florida has elected to continue its current State Plan beyond the original four-year period, and State Plan revisions were approved by US ED for the 2024-2028 program years.

To view Florida's Perkins V State Plan, visit http://www.fldoe.org/perkins.

Funding Purpose / Priorities

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Title I; Workforce Investment Act, Section 503, CFDA #84.048

The Florida Department of Education's Perkins V State Plan for 2020–2024 was approved by the United States Department of Education (US ED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." Florida has elected to continue its current State Plan beyond the original four-year period, and State Plan revisions were approved by US ED for the 2024-2028 program years.

To view Florida's **Perkins V State Plan**, visit http://www.fldoe.org/perkins.

Total Funding Amount

$35,042,500 (Allocation is contingent on Florida's 2025 Federal Award)

See **Allocation Chart** in the **Attachments** section

Note:

- The Florida Department of Education (FDOE) is posting this Request for Application (RFA) before the passage of the U.S. Department of Education's (US ED) Fiscal Year (FY) 2025 appropriation. This is in anticipation of the Program Year (PY) 2025 Perkins V grants appropriation of funds. We will not obligate any funds for PY 2025 grants until federal funds are appropriated, and FDOE has received its federal award notification from US ED.
- The allocations posted in this RFA are subject to change, based on Florida's federal award notification.
- The Commissioner may recommend an amount greater or less than the amount requested in the application.

Type of Award

Entitlement

Budget / Program Performance Period

July 1, 2025 – June 30, 2026

Target Population(s)

Secondary career and technical education students (grades 5–12)

Eligible Applicant(s)

Florida Public School Districts and Charter School Districts

Application Due Date

Friday, May 16, 2025

Matching Requirement

None

Contact Persons

Program Contact		**Grants Management Contact**
Program Managers:		
Daphne Kilpatrick Daphne.Kilpatrick@fldoe.org (850) 245-9042	Bay Calhoun Escambia Gulf Holmes Jackson Okaloosa Santa Rosa	Walton Washington Chipola College Gulf Coast State College Northwest Florida State College Pensacola State College
Rachel Levine Rachel.Levine@fldoe.org (850) 245-9044	Franklin Gadsden Hamilton Jefferson Lafayette Leon Liberty	Madison Suwannee Taylor Wakulla North Florida College Tallahassee State College
Nick Key Nicholas.Key@fldoe.org (850) 245-9041	Alachua Baker Bradford Clay Duval Flagler Nassau Putnam	St. Johns Union Daytona State College Florida State College at Jacksonville Santa Fe College St. Johns River State College
Diane Tarver Diane.Tarver1@fldoe.org (850) 245-9048	Citrus Columbia Dixie Gilchrist Lake Levy Marion	Seminole Sumter Volusia College of Central Florida Florida Gateway College Lake-Sumter State College Seminole State College of Florida
William English William.English@fldoe.org (850) 245-9045	DeSoto Hardee Hernando Highlands Hillsborough Manatee Pasco Pinellas Polk	Sarasota Hillsborough Community College Pasco-Hernando State College Polk State College South Florida State College St. Petersburg College State College of Florida, Manatee-Sarasota
Lucinda Coverston Lucinda.Coverston1@fldoe.org (850) 245-9037	Brevard Broward Indian River Martin Okeechobee	Palm Beach St. Lucie Broward College Eastern Florida State College Indian River State College

Program Managers:		
	Orange Osceola	Palm Beach State College Valencia College
Kristin Joyner Kristin.Joyner2@fldoe.org (850) 245-9040	Charlotte Collier Miami-Dade Glades Hendry Lee	Monroe College of Florida Keys Florida Southwestern State College Miami Dade College

- Grants Management Contact: Phyllis White, 850-245-0715, Phyllis.White@fldoe.org
- Grants Management Contact: Ashley Williamson, 850-245-9479, Ashley.Williamson@fldoe.org
- Comptroller Contact: Randall Simmons, 850-245-1881, Randall.Simmons@fldoe.org

Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 Code of Federal Regulations (C.F.R.) 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in Federal programs funded by the United States Education Department (USED); applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of State funds.

In order to receive funding, **applicants must have on file with FDOE, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 C.F.R. Part 80), A-110 (former 34 C.F.R. Part 74), A-21, A-87, A-122, A-133, A-50. For FDOE, this means the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings are available at The Chief Financial Officers Council website at https://cfo.gov/cofar.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls

Funding Method:

Federal Cash Advance (Public Entities only as authorized by FDOE)

Federal cash advances will be made by State warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For Federal-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). In accordance with federal regulations outlined in the Cash Management Improvement Act (CMIA), cash should be requested no more than three business days from the anticipated date of disbursement. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to, invoices with check numbers verifying payment, bank statements, time and effort logs for staff, and/or salary/benefits schedules for staff. All must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

To report expenditures, all project recipients must submit a completed DOE 399 form to the Comptroller's Office, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Financial Consequences

The grant manager shall periodically review the progress made on the activities and deliverables listed. If the sub-recipient fails to meet and comply with the activities/deliverables established in the grant or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the grant manager may approve a reduced payment or request the sub-recipient redo the work or terminate the grant. The grant manager must assess one or more of these consequences based on the severity of the failure to perform

and the impact of such failure on the ability of the sub-recipient to meet the timely and desired results. These financial consequences shall not be considered penalties.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable Federal and State laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will kept secure.

Unallowable Expenses:

Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of FDOE, and shall promptly notify FDOE in the event that an agent, employee or representative of FDOE attempts to solicit the same.

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not a comprehensive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation

Costs not allowable for Federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6

Equipment Purchases

Any equipment purchased under this program must follow the UGG at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl and the Reference Guide for State Expenditures at

https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6.

Any equipment purchases not listed on the original budget approved by FDOE require an amendment submission and approval prior to purchase by the agency awarding the funds.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at

https://www.fldoe.org/core/fileparse.php/5625/urlt/0076985-2013greenbook.pdf.

Administrative Costs including Indirect Costs:

School Districts
FDOE has been given the authority by USED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by FDOE's Comptroller. **Indirect costs shall only apply to Federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

State Agencies, Public Universities and State Colleges

FDOE will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of $50,000, stipends, tuition and related fees, and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by FDOE. This rate is intended to be all-encompassing of typical administrative and overhead costs, including, but not limited to, rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, FDOE will approve an indirect cost rate of percent plus the direct charges for typical administrative and overhead costs such as rental of office space when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to Federal programs**.

Chapter 1010.06 Florida Statute (F.S.) Indirect cost limitation – State funds appropriated by the Legislature to the Division of Public Schools (DPS) within FDOE may not be used to pay indirect costs to a university, state university, school district or any other entity.

Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value: (a) the contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the contract term, (b) require contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the State contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at

http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf. More information can be found at https://www.fldoe.org/core/fileparse.php/7736/urlt/EC-11-116-EVerify.pdf.

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities, through contract or other agreement with the State, annually receive 50% or more of their budget from the State, or from a combination of State and Federal funds, shall provide to FDOE an annual report in the format required by FDOE. Email exorder@fldoe.org to obtain the form. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year to exorder@fldoe.org.

Executive Order 20-44 may be found at https://www.flgov.com/eog/news/executive-orders/2020-44.

For Federal Programs - General Education Provisions Act (GEPA)

The agency head's certification of the DOE 100A serves as an attestation of compliance with the General Education Provisions Act (GEPA) requirements, incorporated herein by reference, to ensure access to and participation of students, teachers, and other program beneficiaries with special needs. GEPA requirements may be accessed at: https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm.

For Federal Programs –Services for Private School Participation – If Applicable

In accordance with 20 U.S.C., Title IX, Part E Uniform Provisions, Subpart 1, Section 7881, the applicant must provide a detailed plan of action for providing consultation for services to private school children and teachers with the LEAs service area. For details, refer to https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap70-subchapIX-partE-subpart1-sec7881.htm.:
https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf.

PERKINS V REQUIREMENTS
Secondary, Section 131

The Florida Department of Education's Perkins V State Plan for was approved by the United States Department of Education (US ED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." State Plan revisions were approved by US ED for the 2024-2028 program years. To view Florida's Perkins V State Plan, visit http://fldoe.org/academics/career-adult-edu/perkins/

All eligible recipients using funds under this Act must adhere to all of the provisions included in the Act, Florida's Perkins V State Plan, the Florida Department of Education (FDOE) Perkins V Implementation Guide and those listed below. Implementation of this new state plan requires each eligible recipient to submit a local application in compliance with the requirements in Section 134 of the Act.

The application shall cover the same period of time as the State Plan. Funding for Perkins projects in fiscal year 2025–2026 is contingent upon the final federal Perkins V allocation from the U.S. Department of Education.

For information regarding the distribution of funds to secondary career and technical education programs, see the Fiscal Responsibilities section of the State Plan.

Program Accountability: Local Program Improvement Plans (PIPs) and Outcome Reporting

As part of the 2020–2021 local application process, local agencies agreed to four years of Perkins V Performance measure targets. Agencies were held accountable for performance targets beginning with data from the 2020–2021 program year. Those eligible recipients that fail to achieve at least 90% on any of their local agreed upon performance levels in the 2023–2024 program year will need to provide a program improvement plan (PIP) as part of their 2025–2026 local continuation application. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Agencies that have failed to meet 90% of their local agreed upon performance level on any measure for two consecutive years after the eligible recipient has been identified for improvement will be required to take additional steps. They will be asked to provide additional evidence of implementation of specific actions taken to improve agency performance and to address any student performance gaps discussed in Section 113 of the Act. Additionally, agencies may be required to participate in technical assistance and professional development with the Department and will be contacted separately by staff should they be selected.

Secondary Local 2025–2026 Continuation Grant Application for Perkins V

To receive funds under the Act, eligible recipients completed their local plan application in the 2020–2021 program year. The 2025–2026 application represents a continuation year and the fifth year of the school district's local plan. Therefore, the 2025–2026 continuation grant application serves as the method to communicate any substantive changes to the district's local plan. To assist with preparing the 2025–2026 continuation grant application narrative and required attachments, eligible recipients MUST read the accompanying Perkins V Implementation Guide, which can be accessed at http://fldoe.org/academics/career-adult-edu/perkins/. This guide details federal, state requirements, and must be used as a resource to prepare the 2025–2026 local continuation grant application.

Instructions for Submitting the Application and Completing the Application Narrative

IMPORTANT INFORMATION:
To secure a July 1, 2025, Grant Award Notification start date agencies MUST submit all application required files on or before June 30, 2025.

- Before inserting any text or information into the application narrative, forms, and tables, save a blank application form in a separate Word document on your computer.
- Use size 12-point font.
- Responses should be clear and concise.

The application and all required forms must be submitted electronically to the Office of Grants Management via ShareFile folder Agency

Number_AgencyName_XXB004_submit

- How to submit the grant application documents: Submit three separate Files.
    - (1). PDF File: Submission Naming Convention: XXX-Agency Name-SEC. Place the PDF documents in the order listed below.
- DOE 100A, Project Application Form (signed by the agency head or other authorized person)
- Attachment Sections
- Program of Study Template
- Secondary CTE Assurances Form
- General Assurance (if applicable)
- DOE 610 Form (if applicable). Please email this form to FDOERiskAnalysis@fldoe.org as a separate document.
    - (2). Word File: Submission Naming Convention: XXX-Agency Name-SEC
- Application Narrative Sections
- Application Review Criteria and Checklist
    - (3). Excel File: Submission Naming Convention: XXX-Agency Name-SEC
- Secondary CLNA and Budget Excel Workbook

- Signatures:
    - All required forms must have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with Section 668.50(2)(h), Florida Statutes.
    - An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protection).
    - The Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
    - The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.

Be sure to read the Perkins V information in the Attachments section prior to preparing the application package. In accordance with Section 134(b), each year eligible recipients must address the nine specific requirements.

For a list of all items that must be included in the application package, see the Application Review Criteria and Checklist in the Attachments section.

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement
A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years in order to guide activity and program development to meet Perkins V requirements. The third CLNA was conducted during the 2023–2024 program year for implementation in the 2024–2025 and 2025–2026 program years. The fourth CLNA is to be conducted in the 2025-2026 program year.

CLNA requirements for the 2025–2026 local continuation grant application:

- Provide information from the 2023-2024 CLNA in the CLNA Program Summary form and related narrative questions, as well as priority needs identified during the CLNA process.
- Describe the process the eligible recipient will use to conduct the fourth CLNA during the 2025-2026 program year by responding to the following:
    - A Secondary CLNA and Budget Excel Workbook contains required worksheets, including: CLNA Program Summary, DOE 101 Budget Narrative Form; and Projected Equipment Purchases Form. (NOTE that the size, scope and quality, labor market alignment, programs of study, and fundable programs worksheets have been combined into the CLNA Program Summary form for the 2025–2026 program year.) The Secondary CLNA and Budget Excel Workbook will be provided under separate cover.
- Use the 2025–2026 Excel Workbook Secondary CLNA and Budget Excel Workbook and submit as XXX-Agency Name-SEC
- Each eligible agency is required to populate the CLNA Program Summary worksheet to ensure that the program data reflects current criteria (see Parts 1-A and 1-B below).
- DOE 101 Budget Narrative Form must be completed.
- Projected Equipment Purchases Form must be completed (if applicable).

How to Submit the Secondary CLNA and Budget Excel Workbook

Step 1: Directions on how to submit the Secondary CLNA and Budget Excel Workbook are in the Perkins V Implementation Guide.

Step 2: The Secondary CLNA and Budget Excel Workbook must be submitted in Excel format to the Office of Grant Management (OGM) ShareFile system.

Step 3: Districts must use the naming convention below for uploading the Secondary CLNA and Budget Excel Workbook.

Naming Convention: XXX-Agency Name-SEC (the number “XXX” represents your district agency code number).

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 2025-2026 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 2026-2027 and 2027-2028 program years.	
ii.	Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2025-2026 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).	
iii.	Describe what fiscal resources will be needed to effectively conduct the biennial 2025-2026 update to the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.	

B. **Complete the Stakeholder Consultation Summary Table below**:
Instructions:

This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This table serves as a summary of the process and methods used to consult and identification of the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

CLNA: Stakeholder Consultation Summary Table:

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals			
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators			
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries			
(iv) parents and students			
(v) representatives of special populations			

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)			
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)	NOTE: Provide a response, if applicable; otherwise, enter “N/A”		
(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	NOTE: Provide a response, if applicable; otherwise, enter “N/A”		

C. **Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9–12 Career Preparatory and Technology Education Programs**

The purpose of this section is to give local eligible recipients an opportunity to provide information related to size, scope and quality of career and technical education programs.

Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required SSQ information. Report both middle grades and secondary.

ii. Complete the following narrative summaries.

Middle Grades Narrative Summary for SSQ

		RESPONSE
(a) SIZE: Intentionally Designed Pathways	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	
(c) QUALITY: Appropriate Instructional Supports	Describe how your district's middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.	
(d) QUALITY: Prepared and Effective Teachers	Describe how your district's middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.	
(e) QUALITY: Access and Equity	Describe how your district's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.	

9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ

		RESPONSE
(f) SCOPE: Business and Industry Engagement and Workforce Alignment	Describe how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	
(g) QUALITY: Engaging Instruction	Describe how your district's CTE programs provide instruction that integrates academic, technical and	

		RESPONSE
	employability skills and how those programs support the integration of academic skills into your CTE programs.	
(h) QUALITY: Appropriate Instructional Supports	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	
(i) QUALITY: Prepared and Effective Faculty and Staff	Describe how your CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	

iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 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 2025–2026 program year.

Add additional rows as necessary.

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

Add additional rows, as needed

D. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to labor market alignment for career and technical education programs.

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

As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program

development in the program year 2025–2026. If your district has identified these programs, please complete the appropriate table.

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

Program Number	Program Name	# of 2023–2024 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered

Add additional rows, as needed

Programs Considered for Development (if applicable)

Program Number	Program Name	Documentation of Local Need

Add additional rows, as needed

E. Development and Implementation of CTE Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

i.

		RESPONSE
a.	**Alignment**: Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	
b.	**Acceleration**: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned academic accelerated credit courses?	
c.	**Coordination**: Which program areas are un- or underrepresented on your advisory council(s)?	
d.	**Percent Enrollment**: Per Florida's Perkins V State Plan, all secondary eligible recipients	

		RESPONSE
	are to have 75% enrollment in fully compliant Programs of Study in 2024–2025. Estimate your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs of study will need to be launched in 2025–2026 to meet the 75% enrollment in programs of study goal.	

ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 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 2025–2026 program year.

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

Add additional rows, as needed

F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to the recruitment, retention and training of CTE personnel.

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

Faculty and Staff:

	RESPONSE
a. Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals,	

	RESPONSE
and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.	
b. Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	
c. Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	

ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2025–2026 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 2025–2026 program year.

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

Add additional rows, as needed

G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data.

Complete the following narrative summary.

Performance Review:

	RESPONSE
a. **Underperformance**: Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	
b. **Gaps**: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	
c. **Trends**: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	
d. **Root Causes**: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	

ii. **List High-Priority CTE Performance Needs:** As a result of reviewing the data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 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 2025–2026 program year.

Reference Number	**Need (Use for Planning and Budgeting)**
1	
2	

Reference Number	Need (Use for Planning and Budgeting)
3	
4	

Add additional rows, as needed

H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

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

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

Equal Access:

	RESPONSE
a. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	
b. Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.	
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	
d. Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	

ii. **List High-Priority Equal 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 2025–2026 program year.

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

Add additional rows, as needed

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

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA. Describe the process used to identify these other priority needs.

i. **List Other High-Priority Needs:** As a result of your CLNA review, provide a **numbered list** or other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2025–2026 program year.

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

Add additional rows, as needed

Section 2. Primary Program of Study and CTE Secondary Programs for 2025–2026

NOTE: In accordance with Florida's Perkins V State Plan, during the 2025–2026 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 2023–2024 Comprehensive Local Needs Assessment.

In addition, for the 2025–2026 program year, eligible secondary recipients must offer a sufficient number of fully compliant programs of study, so at least 75% of the agency's CTE students are enrolled in these programs of study. A list of the program of study requirements can be found in **Attachment A** of this RFA and in the Perkins V Implementation Guide.

In submitting your primary program of study and listing your compliant programs of study needed to meet the enrollment percentage requirement, your agency is attesting to the fact that the submitted primary program of study and the other required programs of study will meet all state required elements throughout the 2025–2026 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 2025–2026 program year.

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Secondary CLNA and Budget Excel Workbook and indicate the CTE secondary programs that meet all state requirements for funding eligibility.** CTE secondary programs with expenses included on the Budget Narrative Form: DOE 101 must appear as fundable on the Program Needs Assessment worksheet.
- See the Perkins V Implementation Guide for further instructions on how to complete the Fundable Programs Worksheet.
- Some CTE programs are not Perkins fundable. Please see the Secondary CTE Programs Not Eligible for Perkins Funding list in the Perkins V Implementation Guide.

B. 2025–2026 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 2025–2026 project year, it is required that seventy-five percent or more of the agency's total CTE enrollment be in fully compliant programs of study.)

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook and identify all compliant programs of study.

See the Perkins V Implementation Guide for further instructions on how to complete the Programs of Study Worksheet.

C. Template for the Submission of the 2025–2026 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 2025–2026 program year on the Perkins V template located in **Attachment B.** The primary program of study MUST be submitted on the Perkins V template. Programs of study submitted on the prior Perkins IV template will not be accepted. An example program of study and further guidance is included in the Perkins V Implementation Guide and on the FDOE Program of Study Page.

Complete the Primary Program of Study template in Attachment B.

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List Table Below.

Secondary Program of Study Advisory Council Member List		
Name	**Organization**	**Representation Category** (Secondary, Postsecondary, Business and Industry, Other)

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 2025–2026 program year.	

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.	
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.	
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.	

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.	
ii.	Describe how your agency will support the integration of academic skills	

	Response
into your CTE secondary programs in the 2025–2026 program year.	

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:

	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.	
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	
iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	
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 2025–2026 program 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.	

	Response
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 2025–2026 program year.	

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 2025–2026 program year.	

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.	
ii. Describe how you will identify and support those underrepresented in the teaching profession.	

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 2025–2026 program year.	

Section 10. Accountability and Program Improvement

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

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

	Response
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.	

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local plan. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

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

A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education's K–20 Strategic Plan

Eligible recipients must respond to the narrative question in Part 11-A.

	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.	

Section 12. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)

A. Description of Process to Ensure Access

Eligible recipients must respond to the narrative question in Part 12-A.

	Response
For the fiscal year 2025–2026, provide a concise, one-page description of the process to ensure access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.	

Section 13. Budget Narrative Requirements and Secondary CTE Assurances Form

A. Complete Budget Narrative DOE 101 Form and Secondary CTE Assurances Form

Budget Narrative Guidelines: (Local Plan Applications)

All eligible recipients' budget line items will be evaluated and approved based on the CLNA results and written narrative in the local application to support direct alignment of the CLNA results to the proposed budget expenditures.

Perkins V allows eligible recipients to use funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment.

Therefore, all budget narrative line items must be aligned with the 2025–2026 CLNA priorities and needs addressed in the narrative sections of this RFA. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

i. Eligible recipients must complete and submit a signed **Secondary CTE Assurances Form**. This form is located in the attachments section of this RFA.
ii. Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101**, located in the Secondary **CLNA and Budget Excel Workbook.**
iii. Budget Narrative must align with the following:
   a. (Sec. 134) Comprehensive Local Needs Assessment Results
   b. (Sec. 135) Requirements for Uses of Funds and
   c. (Sec. 135) Size, Scope, and Quality to be effective.

To meet this requirement of Perkins V, eligible recipients must provide on the DOE 101, Budget Narrative Form under Column (3), **Account Title and Narrative**, the specified CLNA need,

requirements for the Uses of Funds and *Program number or CIP#, for all budgetary line items supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc.

An example of how to complete the budget form is located in the attachments section. The chart below shows all of the information required for each budget line item (this chart does not include all allowable budget line items).

Account Title	**CLNA Need #**	***Program Number**	**Requirements for Uses of Fund #**
Salary	X	X	X
Benefits	X	X	X
Travel	X	X	X
Supplies	X	X	X
Equipment	X	X	X
Textbooks	X	X	X
Admin Cost/Indirect Cost	n/a	n/a	n/a

*Any budget line item for a **particular CTE program** must meet Labor Market alignment standards; therefore, each cost on the budget narrative form must provide program number or CIP# for the appropriate CTE programs.

Support for Strategic Plan

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

Attachments

A. **Program of Study Requirements**
B. **Program of Study Template**
C. **Performance Accountability**
D. **Allocation Chart**
E. **Secondary CTE Assurances Form**
F. **DOE 100A, Project Application Form**
G. **Application Review Criteria and Checklist**

ATTACHMENT A

Program of Study Requirements

Florida's programs of study are comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant FDOE CTE curriculum frameworks
- Meet labor market alignment criteria
- Meet FDOE's size, scope, and quality criteria
- Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity
- Offer at least one opportunity within the program of study for accelerated credit through:
  - Dual enrollment
  - Local or statewide articulation agreement
  - Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school
- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early

ATTACHMENT B

Program of Study Template Instructions

Secondary agencies must submit a primary program of study on the Perkins V template. See the requirements for a program of study (POS) in Attachment A.

Instructions by Column:

Program Name: In the cell directly below, write the name of the CTE program(s) offered at each educational level.

Secondary:

- **Middle School:** (optional)
  - FDOE strongly encourages facilitation of early career exploration.
  - If there is no locally offered aligned middle school course, leave the section blank.
- **High School:**
  - Must have at least one high school CTE program.

Postsecondary: Agencies must provide one or more postsecondary opportunities that are sub-baccalaureate. The POS need NOT contain all levels of postsecondary, though more options can be beneficial for students.

- **Registered Apprenticeship:**
- In collaboration with local employers, registered apprenticeships may be included as a postsecondary program within a program of study. Visit Florida's Registered Apprenticeship page to search for local, existing apprenticeships or to find contact information for your regional Apprenticeship Training Representative.
- **Technical College/Center:**
- List the name of an aligned CTE program offered at a Florida technical college/center
- **State College:**
- List the name of an aligned CTE program offered at a Florida College System institution
- **University:** (optional)
- The inclusion of university programs and/or higher is included for the benefit of students, NOT as a requirement.
- If there is no aligned University program, leave this section blank.
- Perkins funds **cannot** be used to support baccalaureate programs.

Program Code/CIP: Use an official code from the most recent, relevant FDOE CTE Curriculum Framework.

Participating Schools and Institutions: List the schools and institutions where students can take the CTE program.

Accelerated Credit Opportunity(ies):

- Agencies must provide one or more opportunities for accelerated credit within the program of study. This can be at the secondary level or postsecondary level.
- Articulation agreements should include the following:
- What students must achieve to receive credit (e.g., CompTIA A+ certification)
- The number of clock hour credits/college credits awarded (e.g., 6 credit hours)
- To what course(s)/program(s) the awarded credit applies (e.g., Computer Engineering Technology AS)

- What institutions recognize the credit agreements (e.g., Broward College) or if the articulation agreement is statewide
- Dual enrollment should include the following:
- Specific course names and codes
- Academic and CTE dual enrollment are permissible, but postsecondary courses listed must be required for graduation from a postsecondary CTE program list in the Program of Study Template.
- Accelerated, aligned academics (AP, IB, AICE, CLEP, etc.) should include the following:
  - name of the course(s),
  - where they can be taken, and
  - any other relevant information

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	Middle School:			
	High school:			
Postsecondary	Registered Apprenticeship:			
	Technical College/Center:			
	FCS Institution:			
	University:			

ATTACHMENT C

Performance Accountability Requirements

Section 113 (Perkins V, Section 134 (c)(2))

Data Collection, Reporting and Analysis

Data reporting is a requirement for implementation of Florida's Perkins V State Plan. There are three important reasons for creating a data-driven accountability system for career and technical programs:

- The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance, particularly with regard to special populations.
- The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
- Establishing program performance targets focuses the attention of Department consultants, program administrators, and other practitioners on program improvement.

Performance Accountability Targets

The state is required to report annually on progress toward meeting federally approved student performance targets. Statewide progress is an aggregation of local program improvements made by local eligible recipients of Perkins funds. Local recipients are required to work toward meeting local improvement targets that are established by the Florida Department of Education.

Local eligible recipients accepted or negotiated local targets for all measures as part of the 2020–2021 application process. 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 as part of the 2022–2023, 2023–2024 and 2024-2025 local continuation grant application for those measures not meeting at least 90% of the agreed upon performance level. In 2024, agencies negotiated the targets for the 2024-2025 program year. Program Improvement Plans (PIP) will be required as part of the 2025–2026 local continuation grant application for those measures not meeting at least 90% of the agreed-upon performance level in 2023-2024. Agencies must complete any required PIPs before a final Grant Award Letter may be issued. Procedures for reviewing performance levels and submitting PIPs will be provided under separate cover.

Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

For more information on Florida's Perkins V Performance Measures, see the Perkins V Implementation Guide.

ATTACHMENT D — Allocation Chart

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

FY 2025–2026 Secondary Allocations

The **Allocation Chart** is subject to change based on the final federal allocation and local performance data.

AGENCY	2025-26 ALLOCATION
Alachua County School District	**$436,577**
Baker County School District	**$65,260**
Bay County School District	**$313,189**
Bradford County School District	**$58,015**
Brevard County School District	**$876,539**
Brevard - Odyssey Charter School	**$27,497**
Broward County School District	**$3,147,880**
Calhoun County School District	**$31,623**
Charlotte County School District	**$175,310**
Citrus County School District	**$241,577**
Clay County School District	**$329,969**
Collier County School District	**$554,662**
Columbia County School District	**$161,052**
Miami-Dade County School District	**$4,377,773**
Miami-Dade MATER Charter School	**$22,512**
Miami-Dade KIPP Charter School*	**$7,477**
Desoto County School District	**$75,245**
Dixie County School District	**$44,541**
Duval County School District	**$1,945,161**
Duval - IDEA Charter School	**$45,322**
Escambia County School District	**$666,761**
Flagler County School District	**$161,018**
Franklin County School District	**$22,188**
Gadsden County School District	**$126,951**
Gilchrist County School District	**$38,740**
Glades County School District	**$18,071**
Gulf County School District	**$27,407**
Hamilton County School District	**$38,364**
Hardee County School District	**$70,252**
Hendry County School District	**$127,958**
Hernando County School District	**$314,678**
Highlands County School District	**$224,067**
Hillsborough County School District	**$2,459,348**

AGENCY	2025-26 ALLOCATION
Hillsborough - IDEA Charter School	**$35,647**
Holmes County School District	**$49,658**
Indian River County School District	**$196,999**
Jackson County School District	**$107,638**
Jefferson County School District	**$31,110**
Lafayette County School District	**$17,627**
Lake County School District	**$576,791**
Lee County School District	**$1,172,769**
Leon County School District	**$486,206**
Levy County School District	**$101,453**
Liberty County School District	**$16,066**
Madison County School District	**$42,587**
Manatee County School District	**$537,120**
Marion County School District	**$819,905**
Martin County School District	**$214,181**
Monroe County School District	**$93,986**
Nassau County School District	**$131,750**
Okaloosa County School District	**$335,365**
Okeechobee County School District	**$94,362**
Orange County School District	**$2,403,200**
Orange - UCP Orange Charter School*	**$13,497**
Osceola County School District	**$800,452**
Palm Beach County School District	**$2,048,800**
Palm Beach - South Tech Charter School	**$21,014**
Pasco County School District	**$874,274**
Pinellas County School District	**$1,161,355**
Polk County School District	**$1,542,245**
Polk - Lake Wales Charter School	**$75,469**
Polk - IDEA Charter School*	**$7,523**
Putnam County School District	**$200,025**
Santa Rosa County School District	**$243,860**
Sarasota County School District	**$466,863**
Seminole County School District	**$608,224**
St. Johns County School District	**$323,615**
St. Lucie County School District	**$484,725**
Sumter County School District	**$109,839**
Suwannee County School District	**$107,188**
Taylor County School District	**$50,912**
Union County School District	**$32,166**
Volusia County School District	**$928,222**

AGENCY	2025-26 ALLOCATION
Wakulla County School District	**$56,679**
Walton County School District	**$130,022**
Washington County School District	**$58,127**
TOTAL	**$35,042,500**

***Waivers for Allocations Under $15,000 to Secondary Education Programs**

[Section 131(c) (2) (A) (B)]
The FDOE may waive the application of eligible recipients in any case in which the local educational agency —
(A)(i) is located in a rural, sparsely populated area; or
(ii) is a public charter school operating secondary school career and technical education program; and
(B) Demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

Submit waiver requests for approval before the application due date to the following email: Charles.Feehrer@fldoe.org.

Consortium Requirements

[Section 131 (f) (1) (2)]
(1) **Alliance.** — Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of Section135 is encouraged to –

(A) form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of Section 135;

(B) transfer such allocation to the area career and technical education school or educational service agency; and

(C) operate programs that are of sufficient size, scope, and quality to be effective.

(2) Funds to Consortium. — Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

ATTACHMENT E

2025–2026 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 2025-2026.
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.
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.

_____ 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.

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.
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.

_____ 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:

1. _____ To accept the State Plan as revised for the 2024-2028 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:
    a. _____ document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c –e)
    b. _____ 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
    c. _____ 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 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.
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:
    a. _____ 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.
    b. _____ 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.
    c. _____ 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 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, 2026.
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 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.
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 USED provided information on FERPA on this site: https://studentprivacy.ed.gov/ferpa.
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.

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

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

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 Friday, May 16, 2025.**
- 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
PDF File	**Attachments**	**Page Number(s)**
Submit as PDF File #1	DOE 100A, Project Application — with original signature or electronic signature	
	Program of Study Template	
	2025–2026 Secondary CTE Assurances Form	
Word Document File	**Narrative Sections**	**Page Number(s)**
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 2025–2026	
	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	

File # and Type	Item	Applicant Provide page #s for items listed
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	
	Section 12. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	
	Section 13. DOE 101 Budget Narrative	
	Application Checklist – must be last page of the Word Document File	
Excel File	**Secondary Grant Application CLNA and Budget Excel Workbook**	
Submit as Excel File #3	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with Instructions)	
	Projected Equipment Purchases Form (with Instructions)	

Conditions for Acceptance

1) For applications to be considered review, the following requirements must be met:
   1. Submit application within the timeframe specified in the RFA.
   2. Include DOE 100A Project Application Form and DOE 101 Budget Narrative Form in the application.
   3. Include the assigned TAPs number in all required forms.

All required forms are signed by an authorized entity. (FDOE will accept electronic signatures from the agency head in accordance with s. 668.50(2)(h), F.S.)**Note**: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A form when the application is submitted.

- An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
- FDOE will accept an electronic signature, a scanned signature, or a PDF of a hardcopy signature.
- FDOE will accept a typed signature if the document is uploaded by the individual signing the document.

4. The application must be submitted electronically to OGM via ShareFile.

FLORIDA DEPARTMENT OF EDUCATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	**A) Program Name:** **TAPS NUMBER:**	**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



Division of Finance and Operation Requirements

In addition to adhering to the requirements in the Request for Application, eligible applicants must have a valid W-9 on file with the Division of Financial Services to receive state or federal funds.

Agency Registrations

Depending on the funding source, agencies must complete registrations with the following entities:

State and Federal Funding

1. **My Florida Market Place (MFMP)**
    - Website: My Florida Market Place
    - For questions about submitting the application, contact the My Florida Market Place Customer Service Desk at 1-866-352-3776 or visit the Vendor Information Portal.
2. **W-9 Information**
    - Additional information can be found at the Florida Department of Financial Services Vendor Management.
    - For questions about submitting the W-9, contact the DFS Vendor Management Services Customer Service Desk at (850) 413-5519 or email FLW9@myfloridacfo.com.
3. **Sunbiz**
    - Website: Sunbiz
    - For questions about submitting the application, contact the Florida Department of State at (850) 245-6000.
    - **Note:** Florida public government agencies are not required to register with Sunbiz. All other entities must register with the Division of Corporations.

Federal Funding

In addition to the above registrations, agencies receiving federal funds must register in SAM.gov to receive a Unique Entity Identifier.

1. **SAM.gov**
    - Website: SAM.gov

- For questions about submitting the application, contact the Florida Department of State at 1-866-606-8220 or email IAEOutreach@gsa.gov.

Risk Analysis

1. **DOE 610 Risk Analysis Form (Local and Charter Educational Agencies Only)**

This form should be updated and emailed to FDOERiskAnalysis@fldoe.org in the following situations:

- A change in the management of the Superintendent or Chief Financial Officer.
- An update to the Green Book.

2. **DOE 620 Risk Analysis Form**

- Form: DOE 620 Risk Analysis Form
- For questions about submitting the form, email FDOERiskAnalysis@fldoe.org. Submit the signed form and required attachments to the same email address.

3. **FDOE General Assurances, Terms, and Conditions**

- Page two of section D in the FDOE General Assurances, Terms, and Conditions for Participating in Federal and State Programs form should be submitted with the application. This form is located at https://www.fldoe.org/core/fileparse.php/5625/urlt/0076977-secd.doc.
- For questions about submitting General Assurances, contact Dwayne Gordon at Dwayne.Gordon1@fldoe.org or Katrina Wilson at Katrina.Wilson@fldoe.org or call (850) 245-9220.

2025-26 Application for Postsecondary Eligible Recipients

FLORIDA DEPARTMENT OF EDUCATION
Request for Application (RFA Entitlement)

Perkins V – Postsecondary

Bureau/Office
Division of Career and Adult Education

TAPS Number
26B005

Program Name
Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) Career and Technical Education Postsecondary Programs, Section 132

Specific Funding Authority(ies)
The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Title I; Workforce Investment Act, Section 503, CFDA #84.048

The Florida Department of Education's Perkins V State Plan for 2020–2024 was approved by the United States Department of Education (US ED) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." Florida has elected to continue its current State Plan beyond the original four-year period, and State Plan revisions were approved by US ED for the 2024-2028 program years.

To view Florida's Perkins V State Plan, visit http://www.fldoe.org/perkins.

Funding Purpose / Priorities
The purpose is to develop more fully the academic, career and technical skills of postsecondary education students who elect to enroll in career and technical education programs.

For more information, see the Florida Perkins V Implementation Guide on the website, https://www.fldoe.org/academics/career-adult-edu/perkins.

Total Funding Amount
$30,457,500 (Allocation is contingent on Florida's 2025 Federal Award)
See **Allocation Chart** in the **Attachments** section
Note:

- The Florida Department of Education (FDOE) is posting this Request for Application (RFA) before the passage of the U.S. Department of Education's (US ED) Fiscal Year (FY) 2025 appropriation. This is in anticipation of the Program Year (PY) 2025 Perkins V grants appropriation of funds. We will not obligate any funds for PY 2025 grants until federal funds are appropriated, and FDOE has received its federal award notification from US ED.
- The allocations posted in this RFA are subject to change, based on Florida's federal award notification.
- The Commissioner may recommend an amount greater or less than the amount requested in the application.

Type of Award
Entitlement

Budget / Program Performance Period
July 1, 2025 – June 30, 2026

Target Population(s)
Postsecondary career and technical education students

Eligible Applicant(s)
Florida Public School Districts and Florida Colleges

Application Due Date
Friday, May 16, 2025

The due date refers to the date of receipt in the Office of Grants Management.

For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

Matching Requirement
None

Contact Persons

Program Contact	**Grants Management Contact**	
Program Managers:		
Daphne Kilpatrick Daphne.Kilpatrick@fldoe.org (850) 245-9042	Bay Calhoun Escambia Gulf Holmes Jackson Okaloosa Santa Rosa	Walton Washington Chipola College Gulf Coast State College Northwest Florida State College

		Pensacola State College
Rachel Levine Rachel.Levine@fldoe.org (850) 245-9044	Franklin Gadsden Hamilton Jefferson Lafayette Leon Liberty	Madison Suwannee Taylor Wakulla North Florida College Tallahassee State College
Nick Key Nicholas.Key@fldoe.org (850) 245-9041	Alachua Baker Bradford Clay Duval Flagler Nassau Putnam	St. Johns Union Daytona State College Florida State College at Jacksonville Santa Fe College St. Johns River State College
Diane Tarver Diane.Tarver1@fldoe.org (850) 245-9048	Citrus Columbia Dixie Gilchrist Lake Levy Marion	Seminole Sumter Volusia College of Central Florida Florida Gateway College Lake-Sumter State College Seminole State College of Florida
William English William.English@fldoe.org (850) 245-9045	DeSoto Hardee Hernando Highlands Hillsborough Manatee Pasco Pinellas Polk	Sarasota Hillsborough Community College Pasco-Hernando State College Polk State College South Florida State College St. Petersburg College State College of Florida, Manatee-Sarasota
Lucinda Coverston Lucinda.Coverston1@fldoe.org (850) 245-9037	Brevard Broward Indian River	Palm Beach St. Lucie Broward College

	Martin Okeechobee Orange Osceola	Eastern Florida State College Indian River State College Palm Beach State College Valencia College
Kristin Joyner Kristin.Joyner2@fldoe.org (850) 245-9040	Charlotte Collier Miami-Dade Glades Hendry Lee	Monroe College of Florida Keys Florida Southwestern State College Miami Dade College

- Grants Management Contact: Phyllis White, 850-245-0715, Phyllis.White@fldoe.org
- Grants Management Contact: Ashley Williamson, 850-245-9479, Ashley.Williamson@fldoe.org
- Comptroller Contact: Randall Simmons, 850-245-1881, Randall.Simmons@fldoe.org

Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 Code of Federal Regulations (C.F.R.) 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in Federal programs funded by the United States Education Department (USED); applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of State funds.

In order to receive funding, **applicants must have on file with FDOE, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 C.F.R. Part 80), A-110 (former 34 C.F.R. Part 74), A-21, A-87, A-122, A-133, A-50. For FDOE, this means the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings are available at The Chief Financial Officers Council website at https://cfo.gov/cofar.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls

Funding Method**:**

Federal Cash Advance (Public Entities only as authorized by FDOE)
Federal cash advances will be made by State warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For Federal-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). In accordance with federal regulations outlined in the Cash Management Improvement Act (CMIA), cash should be requested no more than three business days from the anticipated date of disbursement. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation
Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to, invoices

with check numbers verifying payment, bank statements, time and effort logs for staff, and/or salary/benefits schedules for staff. All must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

To report expenditures, all project recipients must submit a completed DOE 399 form to the Comptroller's Office, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Financial Consequences
The grant manager shall periodically review the progress made on the activities and deliverables listed. If the sub-recipient fails to meet and comply with the activities/deliverables established in the grant or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the grant manager may approve a reduced payment or request the sub-recipient redo the work or terminate the grant. The grant manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the sub-recipient to meet the timely and desired results. These financial consequences shall not be considered penalties.

Allowable Expenses:
Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable Federal and State laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will kept secure.

Unallowable Expenses:
Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of FDOE, and shall promptly notify FDOE in the event that an agent, employee or representative of FDOE attempts to solicit the same.

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not a comprehensive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)

- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation

Costs not allowable for Federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6

Equipment Purchases
Any equipment purchased under this program must follow the UGG at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl and the Reference Guide for State Expenditures at https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf?sfvrsn=b4cc3337_6.

Any equipment purchases not listed on the original budget approved by FDOE require an amendment submission and approval prior to purchase by the agency awarding the funds.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at https://www.fldoe.org/core/fileparse.php/5625/urlt/0076985-2013greenbook.pdf.

Administrative Costs including Indirect Costs:

School Districts
FDOE has been given the authority by USED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by FDOE's Comptroller. **Indirect costs shall only apply to Federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

State Agencies, Public Universities and State Colleges

FDOE will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of $50,000, stipends, tuition and related fees, and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by FDOE. This rate is intended to be all-encompassing of typical administrative and overhead costs, including, but not limited to, rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, FDOE will approve an indirect cost rate of percent plus the direct charges for typical administrative and overhead costs such as rental of office space when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to Federal programs**.

Chapter 1010.06 Florida Statute (F.S.) Indirect cost limitation – State funds appropriated by the Legislature to the Division of Public Schools (DPS) within FDOE may not be used to pay indirect costs to a university, state university, school district or any other entity.

Executive Order 11-116
The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value: (a) the contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the contract term, (b) require contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the State contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf. More information can be found at https://www.fldoe.org/core/fileparse.php/7736/urlt/EC-11-116-EVerify.pdf.

State of Florida, Executive Order 20-44
In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities, through contract or other agreement with the State, annually receive 50% or more of their budget from the State, or from a combination of State and Federal funds, shall provide to FDOE an annual report in the format required by FDOE. Email exorder@fldoe.org to obtain the form. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year to exorder@fldoe.org. . Executive Order 20-44 may be found at https://www.flgov.com/eog/news/executive-orders/2020-44.

For Federal Programs - General Education Provisions Act (GEPA)
The agency head's certification of the DOE 100A serves as an attestation of compliance with the General Education Provisions Act (GEPA) requirements, incorporated herein by reference, to ensure access to and participation of students, teachers, and other program beneficiaries with special needs. GEPA requirements may be accessed at:

https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm.

For Federal Programs –Services for Private School Participation – If Applicable
In accordance with 20 U.S.C., Title IX, Part E Uniform Provisions, Subpart 1, Section 7881, the applicant must provide a detailed plan of action for providing consultation for services to private school children and teachers with the LEAs service area. For details, refer to https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap70-subchapIX-partE-subpart1-sec7881.htm.:
https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf.
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PERKINS V REQUIREMENTS
Postsecondary, Section 132

The Florida Department of Education's Perkins V State Plan for 2020–2024 was approved by the United States Department of Education (US ED or USDE) in 2020. The State Plan is required by the Strengthening Career and Technical Education for the 21st Century Act of 2018, herein known as "Perkins V." Florida has elected to continue its current State Plan beyond the original four-year period. State Plan revisions were approved by US ED for the 2024-2028 program years.

To view Florida's **Perkins V State Plan**, visit: http://fldoe.org/academics/career-adult-edu/perkins/.

All eligible recipients using funds under this Act must adhere to all of the provisions included in the Act, Florida's Perkins V State Plan, the Florida Department of Education (FDOE) Perkins V Implementation Guide and those listed below. Implementation of this new state plan requires each eligible recipient to submit a local application in compliance with the requirements in Section 134 of the Act.

The application shall cover the same period of time as the State Plan. Funding for Perkins projects in fiscal year 2025–2026 is contingent upon the final federal Perkins V allocation from the U.S. Department of Education.

For information regarding the distribution of funds to postsecondary career and technical education programs, see the Fiscal Responsibilities section of the State Plan.

Program Accountability: Local Program Improvement Plans (PIPs) and Outcome Reporting

As part of the 2020–2021 local application process, local agencies agreed to four years of Perkins V Performance measure targets. Agencies were held accountable for performance targets beginning with data from the 2020–2021 program year. Those eligible recipients that fail to achieve at least 90% on any of their local agreed upon performance levels in the 2023–2024 program year will need to provide a program improvement plan (PIP) as part of their 2025–2026 local continuation application. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Agencies that have failed to meet 90% of their local agreed upon performance level on any measure for two consecutive years after the eligible recipient has been identified for improvement will be required to take additional steps. They will be asked to provide additional evidence of implementation of specific actions taken to improve agency performance and to address any student performance gaps discussed in Section 113 of the Act. Additionally, agencies may be required to participate in technical assistance and professional development with the Department and will be contacted separately by staff should they be selected.

Postsecondary Local 2025–2026 Continuation Grant Application for Perkins V

To receive funds under the Act, eligible recipients completed their local plan application in the 2020–2021 program year. The 2025–2026 application represents a continuation year and the fifth year of the school district's local plan. Therefore, the 2025–2026 continuation grant application serves as the method to communicate any substantive changes to the agency's local plan. To assist with preparing the 2025–2026 continuation grant application narrative and required

attachments, eligible recipients MUST read the accompanying Perkins V Implementation Guide, which can be accessed at http://fldoe.org/academics/career-adult-edu/perkins/. This guide details federal, state requirements, and must be used as a resource to prepare the 2025–2026 local continuation grant application.

Instructions for Submitting the Application and Completing the Application Narrative

IMPORTANT INFORMATION:
To secure July 1, 2025, Grant Award Notification start date agencies **MUST** submit all application required files on or before June 30, 2025.

- Before inserting any text or information into the Application narrative, forms and tables, save a blank template in a separate Word document on your computer.
- Use size 12-point font.
- Responses should be clear and concise.
- The application and all required forms must be submitted electronically to the Office of Grants Management via ShareFile folder **Agency Number_AgencyName_XXB005_submit**
- How to submit the grant application documents: Submit three separate files.
  - (1). PDF File: Submission Naming Convention: XXX-Agency Name-POSTSEC. Place the PDF documents in the order listed below.
    - DOE 100A, Project Application Form (signed by the agency head or other authorized person)
    - Attachment Sections
- Program of Study Template
- Postsecondary CTE Assurances Form
- General Assurance (if applicable)
- DOE 610 Form (if applicable) Please email this form to FDOERiskAnalysis@fldoe.org as a separate document.
  - (2). Word File: Submission Naming Convention: XXX-Agency Name-POSTSEC
    - Application Narrative Sections
    - Application Review Criteria and Checklist
  - (3). Excel File: Submission Naming Convention: XXX-Agency Name-POSTSEC
    - Postsecondary **CLNA and Budget Excel Workbook**
- Signatures:
  - All required forms must have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with Section 668.50(2)(h), Florida Statutes.
  - An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record (do not use signature password protections).
  - The Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
  - The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.

Be sure to read the Perkins V information in the **Attachments** section prior to preparing the application package. In accordance with Section 134(b), each year eligible recipients must address the nine specific requirements.

For a list of all items that must be included in the application package, see the **Application Review Criteria and Checklist** in the **Attachments** section.

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years in order to guide activity and program development to meet Perkins V requirements. The third CLNA was conducted during the 2023–2024 program year for implementation in the 2024–2025 and 2025–2026 program years, pending continuation of the State's Perkins plan. The fourth CLNA is to be conducted in the 2025-2026 program year.

CLNA requirements for the 2025–2026 local continuation grant application:

- Provide information from the 2023-2024 CLNA in the CLNA Program Summary form and related narrative questions, as well as priority needs identified during the CLNA process.
- Describe the process the eligible recipient will to conduct the fourth CLNA during the 2025-2026 program year by responding to the following questions:

A **Postsecondary CLNA and Budget Excel Workbook** contains required worksheets, including: CLNA Program Summary, DOE 101 Budget Narrative Form; and Projected Equipment Purchases Form. (NOTE that the size, scope and quality, labor market alignment, programs of study, and fundable programs worksheets have been combined into the CLNA Program Summary form for the 2025–2026 program year.)

- Use the 2025–2026 Excel Workbook
- Each eligible agency is required to populate the CLNA Program Summary worksheet to ensure that the program data reflect current criteria (see Parts 1-A and 1-B below).
- DOE 101 Budget Narrative Form must be completed.
- Projected Equipment Purchases Form must be completed (if applicable).

How to Submit the Postsecondary CLNA and Budget Excel Workbook

Step 1. Directions on how to submit the Postsecondary CLNA and Budget Excel Workbook are in the Perkins V Implementation Guide.

Step 2. The Postsecondary **CLNA and Budget Excel Workbook** must be submitted in Excel format to the Office of Grant Management (OGM) ShareFile system.

Step 3. Districts must use the naming convention below for uploading the Postsecondary **CLNA and Budget Excel Workbook**.

Naming Convention: **XXX-Agency Name-POSTSEC** (the number "XXX" is your project agency number that was assigned by the Office of Grants Management).

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 2025-2026 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 2026-2027 and 2027-2028 program years.	
ii. Describe the process your agency will implement to engage and consult with	

Question	Response
stakeholders to conduct the required biennial 2025-2026 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). iii. Describe what fiscal resources will be needed to effectively conduct the biennial 2025-2026 update to the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.	

B. Complete the Stakeholder Consultation Summary Table below:

Instructions:

This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This table serves as a summary of the process and methods used to consult and identify the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

CLNA: Stakeholder Consultation Summary Table:

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other			

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
school leaders, administrators, and specialized instructional support personnel and paraprofessionals			
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators			
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries			
(iv) parents and students			
(v) representatives of special populations			
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)			
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)	NOTE: Provide a response, if applicable; otherwise, enter "N/A"		
(viii) any other stakeholders that the eligible agency may require the eligible	NOTE: Provide a response, if		

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
recipient to consult (if applicable)	applicable; otherwise, enter "N/A"		

C. Size, Scope and Quality (SSQ) for CTE Postsecondary 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 Postsecondary CLNA and Budget Excel Workbook with the required SSQ information.**
ii. Complete the following narrative summary.

Postsecondary Programs Narrative Summary for SSQ

		RESPONSE
(a) SIZE: Intentionally Designed Pathways	Do all CTE postsecondary programs offered by your agency provide an opportunity for students to complete an entire CTE program? (Institution offers the entire program length and not just part of the program.) Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer (if applicable).	
(b) SCOPE: Business and Industry Engagement and Workforce Alignment	Provide a summary description for how your agency's CTE postsecondary programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	
(c) QUALITY: Engaging Instruction	Provide a summary description for how your agency's CTE postsecondary programs provide instruction that integrates academic, technical and employability skills and how those programs support the	

		RESPONSE
	integration of academic skills into your CTE programs.	
(d) QUALITY: Appropriate Instructional Supports	Provide a summary description for how your CTE postsecondary programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	
(e) QUALITY: Prepared and Effective Faculty and Staff	Provide a summary description of how your CTE postsecondary programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	

iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024 2025–2025 2026 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024 2025–2025 2026 program year.
Add additional rows as necessary.

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

Add additional rows, as needed

D. 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 local plan.

i. **Populate the CLNA Program Summary Worksheet in the Postsecondary 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.**
ii. As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program year from 2024 2025–2025 2026. If your district has identified these programs, please complete the appropriate table.

Programs to be Phased Out (if applicable)

Program Number/CIP	Program Name	Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)	# of 2022 –2023 / 2024 –2025 Enrolled Students	# of sites which this program is offered	Last Year Program will be offered

Insert rows as needed

iii. Programs Considered for Development (if applicable)

Program Number/CIP	Program Name	Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)	Documentation of Local Need

Insert rows as needed

E. Development and Implementation of CTE Postsecondary Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

i.

		RESPONSE
a.	**Alignment**: Which of your district's locally offered programs would benefit from additional secondary or postsecondary program, course, and/or curriculum alignment?	
b.	**Acceleration:** Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned, academic accelerated credit courses?	
c.	**Coordination:** Which program areas are un- or underrepresented on your advisory council(s)?	

ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review and updates of SSQ, LMA, and POS criteria, provide a list of the high-priority need(s) that will be addressed in the 2024 2025–2025 2026 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024 2025–2025 2026 program year.

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

Add additional rows, as needed

F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to recruitment, retention and training of CTE personnel.

i.

		RESPONSE
a.	Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.	
b.	Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	
c.	Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	

ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year,

provide a list of the high-priority need(s) that will be addressed in the 2025–2026 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024 2025–2025 2026 program year.

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

Add additional rows, as needed

G. Evaluation of Performance on Perkins Accountability Measures

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

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

Performance Review:

	RESPONSE
a. **Underperformance**: Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	
b. **Gaps**: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	
c. **Trends**: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	
d. **Root Causes**: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	

ii. **List High-Priority CTE Performance Needs:** As a result of reviewing past performance data for Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024 2025–2025 2026 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024 2025–2025 2026 program year.

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

Add additional rows, as needed

H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

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

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

Equal Access:

	RESPONSE
a. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	
b. Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.	
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance; and	
d. Evaluate the local implementation of activities to prepare special	

	RESPONSE
populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	

ii. **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 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 current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024 2025–2025 2026 program year.

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

Add additional rows, as needed

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

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

i. **List Other High-Priority Needs:** As a result of your CLNA review or any additional findings resulting from implementation in the past program year, list other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024 2025–2025 2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	
2	

Reference Number	Need (Use for Planning and Budgeting)
3	
4	

Add additional rows, as needed

Section 2. Primary Program of Study and CTE Postsecondary Programs for 2025–2026

NOTE: In accordance with Florida's Perkins V State Plan, during the 2024 2025–2025 2026 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 2023–2024 Comprehensive Local Needs Assessment program year that are supported by the CLNA.

In addition, eligible postsecondary recipients must offer not less than one CTE program of study that meets all of the state requirements. A list of the program of study requirements can be found in **Attachment A** of this RFA and in the Perkins V Implementation Guide.

In submitting your primary program of study and listing your compliant programs of study, your agency is attesting to the fact that the submitted primary program of study and the other programs of study will meet all state required elements throughout the 20242025–2025 2026 program year.

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE postsecondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2024 2025–2025 2026 program year.

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Postsecondary CLNA and Budget Excel Workbook and indicate the CTE postsecondary programs that meet all state requirements for funding eligibility.** CTE postsecondary programs with expenses included on the Budget Narrative Form: DOE 101 must appear as fundable on the Program Needs Assessment worksheet.
- See the Perkins V Implementation Guide for further instructions on how to complete the Fundable Programs portion of the Worksheet.

B. 2024 2025–2025 2026 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all postsecondary CTE programs that meet the state's definition of a Program of Study.

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Postsecondary CLNA and Budget Excel Workbook and identify all compliant programs of study.

- See the Perkins V Implementation Guide for further instructions on how to complete the Programs of Study Worksheet.

C. Template for the Submission of the 2024 2025–20265 Primary Postsecondary Program of Study

The purpose of this section is for local eligible recipients to submit their annual required primary program of study for the 2024 2025–2025 2026 program year on the Perkins V template located in **Attachment B.** The primary program of study MUST be submitted on the Perkins V template. Programs of study submitted on the prior Perkins IV template will not be accepted. An example program of study and further guidance is included in the Perkins V Implementation Guide and on the FDOE Program of Study Page.

Complete the Primary Program of Study template in Attachment B.

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List table below.

Postsecondary Program of Study Advisory Council Member List		
Name	**Organization**	**Representation Category** (Secondary, Postsecondary, Business and Industry, Other)

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

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

	Response
Describe how postsecondary 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 2025–2026 program year.	

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.	
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.	
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.	

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.	
ii. Describe how your agency will support the integration of academic skills into your CTE postsecondary programs in the 2025–2026 program year.	

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.

		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.	
ii.	Describe how your agency will prepare CTE postsecondary participants for non-traditional fields.	
iii.	Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	
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 2025–2026 program 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 postsecondary programs and the types of opportunities that will be available.	
ii.	Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE postsecondary	

	Response
students in the 2025–2026 program year.	

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Credit for Secondary Students

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

	Response
i. 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 2025–2026 program year.	

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.	
ii. Describe how you will identify and support those underrepresented in the teaching profession.	

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. 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 2025–2026 program year.	

Section 10. Accountability and Program Improvement

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

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

	Response
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 regarding 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 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.	

	Response

Section 12. 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 12-A.

	Response
For the fiscal year 2025–2026, provide a concise, one-page description of the process to ensure access to, and participation of, students teachers, and other program beneficiaries with special needs. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.	

Section 13. Budget Narrative Requirements and Postsecondary CTE Assurances Form

A. Complete Budget Narrative DOE 101 Form and Postsecondary CTE Assurances Form

Budget Narrative Guidelines: (Local Plan Applications)

All eligible recipients' budget line items will be evaluated and approved based on the CLNA results and written narrative in the local application to support direct alignment of the CLNA results to the proposed Budget expenditures.

Perkins V allows eligible recipients to use funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment.

Therefore, all budget narrative must be aligned with the 2024 2025–2025 2026 CLNA priorities and needs addressed in the narrative sections of this RFA. This information is significant as it relates to how eligible recipients will be allowed to support CTE program costs with Perkins V funds.

i. Eligible recipients must complete and submit a signed **Postsecondary CTE Assurances Form**. This form is located in the attachments section of this RFA.
ii. Eligible recipients must complete and submit the **Budget Narrative Form, DOE 101**, located in the Postsecondary **CLNA and Budget Excel Workbook.**
iii. Budget Narrative must align with the following:
    a. (Sec. 134) Comprehensive Local Needs Assessment Results
    b. (Sec. 135) Requirements for Uses of Funds and
    c. (Sec. 135) Size, Scope, and Quality to be effective.

To meet this requirement of the Perkins V, eligible recipients must provide on the DOE 101, Budget Narrative Form under Column (3), **Account Title and Narrative**, the specified CLNA need, Requirements for the Uses of Funds and *Program number or CIP#, for all budgetary line items supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc.

An example of how to complete the budget form is located in the attachments section. The chart below shows all of the information required for each budget line item (this chart does not include all allowable budget line items).

Account Title	CLNA Need #	*Program Number or CIP#	Requirements for Uses of Fund #
Salary	X	X	X
Benefits	X	X	X
Travel	X	X	X
Supplies	X	X	X
Equipment	X	X	X
Textbooks	X	X	X
Admin Cost/Indirect Cost	n/a	n/a	n/a

*Any budget line item for a **particular CTE program** must meet Labor Market alignment standards; therefore, each cost on the budget narrative form must provide program number or CIP# for the appropriate CTE programs.

Contractual Service Agreements

Contractual Service Agreements must be in compliance with Florida Statutes, Sections 215.422, 215.971, 216.347, 216.3475, 287.058, and 287.133; Rule 60A-1.017, Florida Administrative Code. Applicants proposing fiscal/programmatic agreements should carefully review and follow the guidance of the State of Florida Contract and Grant User Guide, Chapter 3, Agreements at URL: https://www.myfloridacfo.com/sitePages/services/flow.aspx?ut=Grant+Professionals.

All proposed contractual expenditures between the fiscal agent and subcontractors shall be accompanied by a formal, properly executed (agency head or designee's signature, and subcontractor signature), clear and comprehensive agreement which provides the legal basis for enforcement before rendering any contractual services. Because the success of a project can be directly linked to the quality of the agreement, issuing a formal agreement including a detailed scope of work is critical.

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

2) Application is received in the Office of Grants Management within the timeframe specified by the RFA
3) Application includes required forms: DOE 100A Project Application Form and DOE 101S Budget Narrative Form
4) All required forms must have the assigned TAPS Number included on the form
5) All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
    - **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

- An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
- The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
- The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

6) Application must be submitted electronically to the Office of Grants Management via ShareFile.

ATTACHMENT A
Program of Study Requirements
Florida's programs of study are comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant FDOE CTE curriculum frameworks
- Meet labor market alignment criteria
- Meet FDOE's size, scope, and quality criteria
- Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity
- Offer at least one opportunity within the program of study for accelerated credit through:
  - Dual enrollment
  - Local or statewide articulation agreement
  - Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school
- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early

ATTACHMENT B
Program of Study Template Instructions
For the 2024 2025–2025 2026 application year, postsecondary agencies must submit a primary program of study on the Perkins V template. See the requirements for a program of study (POS) in Attachment A.

Instructions by Column:
Program Name: In the cell directly below, write the name of the CTE program(s) offered at each educational level.
Secondary:
- **Middle School:** (optional)
  - FDOE strongly encourages facilitation of early career exploration.
  - If there is no locally-offered aligned middle school course, leave the section blank.
- **High School:**
  - Must have at least one high school CTE program.

Postsecondary: Agencies must provide one or more postsecondary opportunities that are sub-baccalaureate. The POS need NOT contain all levels of postsecondary, though more options can be beneficial for students.
- **Registered Apprenticeship:**
  - In collaboration with local employers, registered apprenticeships may be included as a postsecondary program within a program of study. Visit Florida's Registered Apprenticeship page to search for local, existing apprenticeships or to find contact information for your regional Apprenticeship Training Representative.
- **Technical College/Center:**
  - List the name of an aligned CTE program offered at a Florida technical college/center
- **State College:**
  - List the name of an aligned CTE program offered at a Florida College System institution
- **University:** (optional)
  - The inclusion of university programs and/or higher is included for the benefit of students, NOT as a requirement.
  - If there is no aligned University program, leave this section blank.
  - Perkins funds cannot be used to support baccalaureate programs.

Program Code/CIP: Use an official code from the most recent, relevant FDOE CTE Curriculum Framework.

Participating Schools and Institutions: List the schools and institutions where students can take the CTE program.

Accelerated Credit Opportunity(ies):
- Agencies must provide one or more opportunities for accelerated credit within the program of study. This can be at the secondary level or postsecondary level.
- Articulation agreements should include the following:
- What students must achieve to receive credit (e.g., CompTIA A+ certification)
- The number of clock hour credits/college credits awarded (e.g., 6 credit hours)
- What course(s)/program(s) the awarded credit applies (e.g., Computer Engineering Technology AS)
- What institutions recognize the credit agreements (e.g., Broward College) or if the articulation agreement is statewide

- Dual enrollment should include the following:
- Specific course names and codes
- Academic and CTE dual enrollment are permissible, but postsecondary courses listed must be required for graduation from a postsecondary CTE program list in the Program of Study Template.
- Accelerated, aligned academics (AP, IB, AICE, CLEP, etc.) should include the following:
    - name of the course(s),
    - where they can be taken, and
    - any other relevant information

ATTACHMENT B
Perkins V: 2025–2026 Program of Study

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	Middle School:			
	High school:			
Postsecondary	Registered Apprenticeship:			
	Technical College/Center:			
	FCS Institution:			
	University:			

ATTACHMENT C
Performance Accountability Requirements

Section 113 (Perkins V, Section 134 (c)(2))

Data Collection, Reporting and Analysis

Data reporting is a requirement for implementation of Florida's Perkins V State Plan. There are three important reasons for creating a data-driven accountability system for career and technical programs:

- The U.S. Department of Education requires each state to establish and utilize performance measures for making continued funding decisions for federal grant programs. Furthermore, each state is expected to institute a system for program monitoring and continued technical assistance that is centered on program enrollment and performance, particularly with regard to special populations.
- The Florida Department of Education has enhanced its monitoring processes by instituting a data-driven system for determining program performance.
- Establishing program performance targets focuses the attention of Department consultants, program administrators, and other practitioners on program improvement.

Performance Accountability Targets

The state is required to report annually on progress toward meeting federally approved student performance targets. Statewide progress is an aggregation of local program improvements made by local eligible recipients of Perkins funds. Local recipients are required to work toward meeting local improvement targets that are established by the Florida Department of Education.

Local eligible recipients accepted or negotiated local targets for all measures as part of the 2020–2021 application process. 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 as part of the 2022–2023, 2023–2024 and 2024-2025 local continuation grant applications for those measures not meeting at least 90% of the agreed-upon performance level. In 2024, agencies negotiated the targets for the 2024-2025 program year. Program Improvement Plans (PIP) will be required as part of the 2025–2026 local continuation grant application for those measures not meeting at least 90% of the agreed-upon performance level in 2023-2024. Agencies must complete any required PIPs before a final Grant Award Letter may be issued. Procedures for reviewing performance levels and submitting PIPs will be provided under separate cover.

Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

For more information on Florida's Perkins V Performance Measures, see the Perkins V Implementation Guide.

ATTACHMENT D – Allocation Chart

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
FY 2025–2026 Postsecondary Allocations

The **Allocation Chart** is subject to change based on the final federal allocation and local performance data.

AGENCY	2025-26 ALLOCATION
Bay County School District	**$115,685**
Bradford County School District*	**$10,387**
Brevard County School District*	**$1,791**
Broward County School District	**$626,420**
Charlotte County School District	**$84,167**
Citrus County School District	**$58,022**
Clay County School District*	**$1,076**
Collier County School District	**$151,143**
Miami-Dade County School District	**$711,304**
Desoto County School District*	**-**
Dixie County School District*	**-**
Escambia County School District	**$90,256**
Flagler County School District*	**$6,805**
Gadsden County School District*	**$14,326**
Hendry County School District*	**$2,149**
Hernando County School District*	**$23,997**
Hillsborough County School District	**$400,064**
Indian River County School District*	**$25,071**
Lake County School District	**$148,278**
Lee County School District	**$174,424**
Leon County School District	**$193,764**
Manatee County School District	**$182,303**
Marion County School District	**$89,540**
Okaloosa County School District	**$82,735**
Orange County School District	**$329,506**
Osceola County School District	**$133,593**
Palm Beach County School District*	**$17,192**
Pasco County School District*	**$45,844**
Pinellas County School District	**$405,436**
Polk County School District	**$182,303**
St Johns County School District	**$115,685**
Santa Rosa County School District*	**$39,398**
Sarasota County School District	**$86,316**
Sumter County School District*	**$1,074**

AGENCY	2025-26 ALLOCATION
Suwannee County School District	**$57,305**
Taylor County School District*	**$42,979**
Walton County School District*	**$44,770**
Washington County School District	**$70,916**
SCHOOL DISTRICT TOTAL	**$4,766,024**

AGENCY	2025-26 ALLOCATION
Eastern FL State College	**$600,991**
Broward College	**$2,566,927**
College of Central Florida	**$332,014**
Chipola College	**$74,139**
Daytona State College	**$846,688**
Florida Southwestern State College	**$766,461**
Florida State College at Jacksonville	**$1,897,169**
The College of the Florida Keys	**$88,107**
Gulf Coast State College	**$226,357**
Hillsborough Community College	**$1,598,823**
Indian River State College	**$859,224**
Florida Gateway College	**$275,424**
Lake-Sumter State College	**$156,516**
State College Of Florida, Manatee-Sarasota	**$340,251**
Miami Dade College	**$5,150,687**
North Florida College	**$134,310**
Northwest Florida State College	**$193,048**
Palm Beach State College	**$1,982,053**
Pasco-Hernando State College	**$362,815**
Pensacola State College	**$732,794**
Polk State College	**$483,873**
St. Johns River State College	**$246,055**
St. Petersburg College	**$1,408,282**
Santa Fe College	**$458,444**
Seminole State College of Florida	**$732,794**
South Florida State College	**$275,066**
Tallahassee State College	**$460,235**
Valencia College	**$2,441,929**
FLORIDA COLLEGE SYSTEM TOTAL	**$25,691,476**

***Minimum Grant Amount**

Section 132(c) In General. — No institution or consortium shall receive an allocation under this section in an amount that is less than $50,000.

Consortium Requirements

Section 132(a)(3)(A), eligible institutions may enter into consortium to operate joint projects that:

- *(i) provide services to all institutions participating in the consortium, and;
- (ii) are of sufficient size, scope, and quality to be effective.

To meet the requirements of Section 132, funds allocated to a consortium must be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of the consortium.

Section 132 (a)(4), Waiver. — The eligible agency may waive the application of paragraph *(3)(A)(i) in any case in which the eligible institution is located in a rural, sparsely populated area.

Submit a waiver request for approval before the application due date to the following email: Charles.Feehrer@fldoe.org.

District Consortium Application Requirements

In order to be eligible to participate in a postsecondary consortium, each district must have an approved postsecondary Perkins V plan.

The postsecondary district that elects to submit a consortium application **MUST** complete the following requirements.

1. A separate CLNA section, including updates to the Postsecondary **CLNA and Budget Excel Workbook** with district postsecondary program information.
2. A separate Program Narrative section.
3. A program of study template for a program that meets all state-required elements.
4. A signed postsecondary assurances form.
5. Budget DOE 101 Form: a separate budget form for each member of the consortium, which clearly delineates the expenditures and projects that mutually benefit all members of the consortium.

The consortium application will be reviewed by the DCAE as one grant application.

The consortium application cannot be approved until all parts of both the college and district postsecondary program of study sections are complete and approved.

ATTACHMENT E

2025–2026 Postsecondary 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 agrees to the statements below.
Name of Grantee

A. **Career and Technica Education Instructional and Programmatic Assurances**
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 postsecondary career and technical education instructors and faculty employed by school districts meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes; or (for FCS institutions)
3. _____ To ensure that all career and technical education instructors and faculty meet the minimum credential requirements set forth by the FCS institution's Board of Trustees and the Southern Association of Schools and Colleges (if applicable) and abide by the provisions in Chapter 1012, Subpart B of the Florida Statutes.
4. _____ 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.
5. _____ 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.
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 provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
8. _____ To prepare career and technical education participants for non-traditional fields.

9. _____ To provide equal access for special populations to career and technical education courses, programs, and programs of study.
10. _____ To ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

B. **Comprehensive Local Needs Assessment (CLNA)**

The Grantee agrees:

1. _____ To ensure that all eligible postsecondary career and technical education programs being supported with Perkins funds meet Florida's Perkins V Postsecondary 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)). Starting in program year 2020–2021, newly implemented postsecondary 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. Newly implemented programs must have students enrolled as a condition to utilize Perkins funds for support.
2. _____ To ensure all career and technical 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 (134(c)(2)(B)(ii)).
3. _____ To maintain all relevant documentation relating to need identification and stakeholder engagement for 5 years beyond the time of submission to the FDOE.
4. _____ To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.

C. **Program Performance: Program Improvement and Data Reporting**

The Grantee agrees:

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. Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. _____ To ensure accurate and detailed reporting, as mandated by Perkins V by making every effort to collect social security numbers without coercion or to use a Florida student identification number associated with a social security number for all career and technical education participants, as specified under s. 1008.386, F.S.
3. _____ To accept that failure to collect social security numbers can result in a negative impact on any performance measure that requires follow-up into other postsecondary education and employment and that without a social security number additional data collection on exit outcomes may be required to be collected and submitted through a supplemental process.
4. _____ To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each postsecondary performance measure beginning with the data in program year 2020-2021.
5. _____ To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance data as reported to the state.

6. _____ To accept the requirements 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.
7. _____ 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.

Grants and Fiscal Management and other Federal and State Administrative Provisions
The Grantee agrees:

2. _____ To accept the State Plan as revised for the 2024-2028 grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expend 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 assure that Perkins V funds will only be used to support the following eligible postsecondary career and technical education programs: career certificate, applied technology diploma, college credit certificate, Associate in Applied Science degree, Associate in Science degree, related technical instruction associated with a registered pre-apprenticeship/apprenticeship program.
3. _____ 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:

    i. _____ Education Department General Administrative Regulations (EDGAR) http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.
    ii. _____ 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

4. _____ 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.
5. _____ 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/.

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

9. _____ 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, 2026.
10. _____ 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
11. _____ To ensure equal 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
12. _____ 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.

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://studentprivacy.ed.gov/ferpa.
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.

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

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

Conditions for Acceptance

7) For applications to be considered review, the following requirements must be met:
    5. Submit application within the timeframe specified in the RFA.
    6. Include DOE 100A Project Application Form and DOE 101 Budget Narrative Form in the application.
    7. Include the assigned TAPs number in all required forms.

All required forms are signed by an authorized entity. (FDOE will accept electronic signatures from the agency head in accordance with s. 668.50(2)(h), F.S.)**Note**: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A form when the application is submitted.

- An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
- FDOE will accept an electronic signature, a scanned signature, or a PDF of a hardcopy signature.
- FDOE will accept a typed signature if the document is uploaded by the individual signing the document.

8. The application must be submitted electronically to OGM via ShareFile.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Postsecondary, Section 132

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_XXB005_submit, on the **due date of Friday, May 16, 2025**
- 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
PDF File	**Attachments**	**Page Number(s)**
Submit as PDF File #1	DOE 100A, Project Application — with original signature or electronic signature	
	Program of Study Template	
	2024–2025 Postsecondary CTE Assurances Form	
Word Document File	**Narrative Sections**	**Page Number(s)**
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	
	Section 2. Primary Program of Study and CTE Postsecondary Programs for 2024–2025	
	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. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	
	Section 13. Budget Narrative	
	Application Checklist – must be last page of the Word Document File	
Excel File	**Postsecondary Grant Application CLNA and Budget Excel Workbook**	
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

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	**A) Program Name:** **TAPS NUMBER:**	**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

Instructions for Completion of DOE 100A

A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.

E. The original signature of the appropriate agency head is required. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.

- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



Division of Finance and Operation Requirements

In addition to adhering to the requirements in the Request for Application, eligible applicants must have a valid W-9 on file with the Division of Financial Services to receive state or federal funds.

Agency Registrations

Depending on the funding source, agencies must complete registrations with the following entities:

State and Federal Funding

4. **My Florida Market Place (MFMP)**
    - Website: My Florida Market Place
    - For questions about submitting the application, contact the My Florida Market Place Customer Service Desk at 1-866-352-3776 or visit the Vendor Information Portal.
5. **W-9 Information**
    - Additional information can be found at the Florida Department of Financial Services Vendor Management.
    - For questions about submitting the W-9, contact the DFS Vendor Management Services Customer Service Desk at (850) 413-5519 or email FLW9@myfloridacfo.com.
6. **Sunbiz**
    - Website: Sunbiz
    - For questions about submitting the application, contact the Florida Department of State at (850) 245-6000.
    - **Note:** Florida public government agencies are not required to register with Sunbiz. All other entities must register with the Division of Corporations.

Federal Funding

In addition to the above registrations, agencies receiving federal funds must register in SAM.gov to receive a Unique Entity Identifier.

2. **SAM.gov**
    - Website: SAM.gov
    - For questions about submitting the application, contact the Florida Department of State at 1-866-606-8220 or email IAEOutreach@gsa.gov.

Risk Analysis

4. **DOE 610 Risk Analysis Form (Local and Charter Educational Agencies Only)**

This form should be updated and emailed to FDOERiskAnalysis@fldoe.org in the following situations:

- A change in the management of the Superintendent or Chief Financial Officer.
- An update to the Green Book.

5. **DOE 620 Risk Analysis Form**
    - Form: DOE 620 Risk Analysis Form
    - For questions about submitting the form, email FDOERiskAnalysis@fldoe.org. Submit the signed form and required attachments to the same email address.

6. **FDOE General Assurances, Terms, and Conditions**
    - Page two of section D in the FDOE General Assurances, Terms, and Conditions for Participating in Federal and State Programs form should be submitted with the application. This form is located at https://www.fldoe.org/core/fileparse.php/5625/urlt/0076977-secd.doc.
    - For questions about submitting General Assurances, contact Dwayne Gordon at Dwayne.Gordon1@fldoe.org or Katrina Wilson at Katrina.Wilson@fldoe.org or call (850) 245-9220.

B.2.g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Agencies report on the outcomes of their CLNA in the annual RFA and CLNA and Budget Workbooks. The RFA includes CLNA-related narrative questions in Sections 1 through 10. The CLNA and Budget Workbook, Program Needs Assessment sheet includes size, scope and quality, and labor market alignment details. The RFAs and Workbooks can be found at https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/

Requirements for the Perkins V Comprehensive Local Needs Assessment (CLNA)
Below is a summary of the narrative components and information the eligible recipients will be required to submit as part of the local application.

1. **Summary of Florida's Requirements for the CLNA components and the Stakeholder Consultation**
2. **CLNA Stakeholder Consultation**
3. **Overview of Size, Scope, and Quality**
4. **Overview of Labor Market Alignment Requirements and Standards**

Section 1. – Summary of Florida's Requirements for the CLNA Components and the Stakeholder Consultation

Local eligible recipients will be expected to provide narrative and supporting documents in the application for funds (RFA) which demonstrate that the local eligible recipient completed the required activities for the comprehensive local needs assessment (CLNA) as specified in Section 134.

The tables below represent the information to be requested in the application regarding the required CLNA elements section and stakeholder consultation. The required attachments identified below must be completed for all programs in which the agency anticipates enrollment during the current academic year.

REQUIREMENTS FOR NARRATIVE AND ATTACHMENTS FOR ELIGIBLE RECIPIENT'S CLNA

Element	Narrative and Attachments
SIZE, SCOPE, AND QUALITY	**REQUIRED NARRATIVE INFORMATION FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY STANDARDS** - Provide an overview of your agency's process for reviewing each middle grades CTE course at each school to determine if it met the state standards for the size, scope, and quality. - Provide the percentage of all middle grades courses that met the state standards for size, scope, and quality. **SIZE: Intentionally Designed Pathways** ▪ Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs. ▪ Identify the 9-12 CTE program title(s) and program number(s) by school that students can start in middle school and continue in high school. **SCOPE: Engaging Instruction** ▪ Provide a summary description for how your LEA's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills. **QUALITY: Appropriate Instructional Supports** ▪ Provide a summary description for how your LEA's middle grades exploratory courses provides instruction that incorporates relevant equipment, technology, and materials to support learning. **QUALITY: Prepared and Effective Teachers** ▪ Provide a summary description for how your LEA's middle grades exploratory courses provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning. **QUALITY: Equal Access** ▪ Provide a summary description for how your LEA's middle grades exploratory courses create opportunities for all students to succeed in CTE. **REQUIRED ATTACHMENT FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY** - District Secondary CLNA and Budget Workbook **REQUIRED NARRATIVE INFORMATION FOR HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS** **SIZE: Intentionally Designed Pathways**

Element	Narrative and Attachments
Size, Scope, And Quality	▪ Identify the schools which provide an opportunity for students to take three CTE courses in a single CTE program (or two courses in programs with only two courses). Note: Perkins funds may not be used to support CTE programs in high schools or other instructional sites that do not meet the state standard for "size." **SCOPE: Business and Industry Engagement and Workforce Alignment** ▪ Provide a summary description for how your LEA's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment. **QUALITY: Engaging Instruction** ▪ Provide a summary description for how your LEA's CTE programs provide instruction that integrates academic, technical and employability skills. **QUALITY: Appropriate Instructional Supports** ▪ Provide a summary description for how your CTE programs provides instruction that incorporates relevant equipment, technology, and materials to support learning. **QUALITY: Prepared and Effective Faculty and Staff** ▪ Provide a summary description of how your CTE programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning. **QUALITY: Equal Access** ▪ Provide a summary description for how your CTE programs implement measures for all students to succeed in CTE. **REQUIRED ATTACHMENT FOR HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS** - District Secondary CLNA and Budget Workbook
Size, Scope, And Quality	**REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY (SCHOOL DISTRICT AND FCS INSTITUTION) SIZE, SCOPE, AND QUALITY STANDARDS** **SIZE: Intentionally Designed Programs** ▪ Provide a summary description explaining whether or not the agency provides an opportunity for postsecondary students to complete an entire CTE program. Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer. **SCOPE: Experiential Learning**

Element	Narrative and Attachments
	• List experiential learning in the form of either work-based learning, capstone experiences, or career and technical student organizations. **SCOPE: Business and Industry Engagement and Workforce Alignment** ▪ Provide a summary description for how your agency's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment. **QUALITY: Engaging Instruction** ▪ Provide a summary description for how your agency's CTE programs provide instruction that integrates academic, technical and employability skills. **QUALITY: Equal Access** ▪ Provide a summary description for how your agency's programs implements measures to create opportunities for all students to succeed in CTE. **REQUIRED ATTACHMENT FOR POSTSECONDARY SIZE, SCOPE, AND QUALITY STANDARDS** - FCS CLNA and Budget Workbook - District Postsecondary CLNA and Budget Workbook
Labor Market Alignment	**REQUIRED NARRATIVE INFORMATION (FOR BOTH SECONDARY AND POSTSECONDARY PROGRAMS)** - Based on the results of the CLNA, list programs that will be phased out or considered for development due to local or statewide labor market demand. **REQUIRED ATTACHMENTS FOR SECONDARY PROGRAM LABOR MARKET ALIGNMENT** - District Secondary CLNA and Budget Workbook **REQUIRED ATTACHMENTS FOR POSTSECONDARY PROGRAM LABOR MARKET ALIGNMENT** - FCS CLNA and Budget Workbook - District Postsecondary CLNA and Budget Workbook
Implementation of career and technical education programs and programs of study	**REQUIRED NARRATIVE INFORMATION FOR SECONDARY CTE PROGRAMS** - Indicate which programs are part of a fully developed and compliant Perkins V programs of study.

Element	Narrative and Attachments
	- Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed. **REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY CTE PROGRAMS** - Indicate which programs are part of a fully developed and compliant Perkins V programs of study. - Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed.

Recruitment, retention, and training of teachers, faculty and all other professionals	**REQUIRED NARRATIVE INFORMATION (FOR BOTH SECONDARY AND POSTSECONDARY PROGRAMS)**
	- Provide an overview of your agency's process and method for:
	  - Evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in such professions and what the evaluation revealed about those efforts.
	  - Evaluating whether the agency has underrepresented individuals in the professions.
	- Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.

Evaluation of performance on Perkins Accountability measures	**REQUIRED NARRATIVE INFORMATION** - Using the last three years of performance data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level. - Analyze and describe any gaps in performance outcomes for Perkins using the following definition of an achievement gap: - Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators.
Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students	- Provide a narrative response on implementation strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.

Agencies are required to consult with stakeholders as specified in Section 134. The following table provides a summary of the expectations for this consultation.

REQUIREMENTS FOR REQUIRED STAKEHOLDER CONSULTATION DOCUMENTATION

Agencies are required to consult with stakeholders as specified in Section 134.

The Stakeholder Consultation Summary Table in the RFA will be used to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA. The following narrative descriptions must be addressed:

- Describe the process and methods used for stakeholder consultation for this category of stakeholder.
- Provide a summary of meetings/convenings or public meetings held.
- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
- Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.

Section 2. – CLNA Stakeholder Consultation Table

[A] **Stakeholder Category Required by Perkins V Law**	**[B]** **List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.**	**[C]** **Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.**	**[D]** **List the CLNA component(s) for which this category of stakeholder was consulted.**
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals			
(ii) representatives of career and technical education programs at postsecondary			

[A] **Stakeholder Category Required by Perkins V Law**	[B] **List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.**	[C] **Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.**	[D] **List the CLNA component(s) for which this category of stakeholder was consulted.**
educational institutions, including faculty and administrators			
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries			
(iv) parents and students			
(v) representatives of special populations			
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)			
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)	NOTE: Provide a response, if applicable; otherwise, enter “N/A”		
(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	NOTE: Provide a response, if applicable; otherwise, enter “N/A”		

Section 3. – Overview of Size, Scope, and Quality

Section 135 – Local Use of Funds requires that funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective. As part of the comprehensive local needs assessment (CLNA), all eligible recipients receiving Perkins V funds must assess how the programs being offered meet the state's standards for size, scope, and quality to meet the needs of all students. Size, scope, and quality serves as a filter to determine if an agency is eligible for funds.

Agencies must review and document alignment with the size, scope, and quality requirements, and must report the results of the review on standard templates. The templates can be found on the Perkins Funding Opportunities webpage at https://www.fldoe.org/academics/career-adult-edu/funding-opportunities/. The following templates will be posted in the above location:

- District Secondary CLNA and Budget Workbook
- District Postsecondary CLNA and Budget Workbook
- State College CLNA and Budget Workbook

See below for a list of the fields that are included in each template listed above.

9-12 Career Preparatory and Technology Education

Grant Agency/District Identifiers
District Name
Program Number
Program Name
Is there a fully developed Program of Study for this program that meets Perkins V requirements?

Size – Intentionally Designed Pathways

- Identify the high school(s) or other instructional sites (including virtual) where the program identified offers at least 3 courses (or 2 courses for 2 course programs) as applicable.
- Identify the high school(s) or other instructional sites (including virtual) where the program does not offer at least 3 courses (or 2 courses for 2 course programs) as applicable.

Scope - Experiential Learning

- Does the 9-12 CTE program provide an opportunity for students to participate in work-based learning, CTSOs or capstone experiences? Indicate which opportunities are available using a drop-down menu.
- If the program will provide an opportunity for students to participate in a CTSO, identify the applicable CTSO.

Scope - Business and Industry Engagement and Workforce Alignment

- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Indicate the industry recognized credentials that students may earn in the program.

District Postsecondary CTE

Grant Agency/District Identifiers
District Name
Program Number
Program Name
Program of Study

- Is this postsecondary program part of a local program of study developed in conjunction with a local school system and/or FCS intuition?

Size – Intentionally Designed Pathways

- Does the CTE program provide an opportunity for students to become a full program completer?
- Identify the instructional sites/campus where the program will be offered.

Scope - Experiential Learning

- Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate which opportunities are available using the drop down menu.
- If WBL is provided, describe the method (i.e. internship, clinical/practicum, registered apprenticeship, cooperative on the job training) used to deliver WBL.
- If the program provides opportunities for CTSO participation, identify the applicable CTSO.

Scope - Business and Industry Engagement and Workforce Alignment

- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment

Quality

- Indicate the industry recognized credentials that students may earn in the program.

FCS Institution Postsecondary CTE

Grant Agency/FCS Identifiers
FCS Institution Name
CIP Number
Program Name
Program of Study

- Is this postsecondary program part of a local program of study developed in conjunction with a local school system?

Size – Intentionally Designed Pathways

- Does the CTE program provide an opportunity for students to become a full program completer?
- Identify the instructional sites/campus where the program will be offered

Scope - Experiential Learning

- Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate which opportunities are available.
- If the program provides opportunities for CTSO participation, identify the applicable CTSO.

- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Indicate the industry recognized credentials that students may earn in the program.

Section 4. – Overview of Labor Market Alignment Requirements and Standards

As part of the CLNA, all eligible recipients funded through Perkins V must assess alignment of their programs with local labor market needs..

As part of the labor market alignment, eligible recipients must do the following:

- Evaluate the current labor market needs in comparison to their current program offerings. Recipients should determine whether there are gaps in the local labor market needs that are not currently adequately addressed in their region. This evaluation may serve to identify additional program offerings for future planning and development.
- Evaluate all planned program offerings to determine their alignment with local labor market needs. Any program that is not aligned will not be eligible for the use of Perkins V funds. Recipients will have to maintain local documentation on this alignment process.
- Labor market alignment must be reviewed at least every two years as part of the CLNA.

For the review of current program offerings, recipients may use a variety of methods to document the alignment. These methods are divided into primary and secondary sources. Recipients may document alignment with 1 primary source or 2 secondary sources.

Option 1: Primary Source Methods (Must have one)

Method Type	Standard for Alignment
Master Credentials List (Postsecondary Only)	The program is on the Master Credentials List.
Statewide Demand Occupation List (primary program SOC Code)	The primary SOC code appears on the current Statewide Demand Occupation List
Statewide Demand Occupation List (secondary program SOC Code)	The agency has identified another SOC included in the program framework for the program for which students in their program are placed for employment (documentation should be kept locally). This secondary SOC code appears on the current Statewide Demand Occupation List.
Regional Demand Occupation List (primary program SOC code)	The primary SOC code appears on the current Regional Demand Occupation List for the CareerSource region of the agency.
Regional Demand Occupation List (secondary program SOC code)	The agency has identified another SOC included in the program framework for the program for which students in

Option 1: Primary Source Methods (Must have one)	
	their programs are placed for employment (documentation should be kept locally). This secondary SOC code appears on the current Regional Demand Occupation List for the CareerSource region of the agency.
Regional Targeted Occupation List (primary program SOC Code)	The primary SOC code appears on the current Targeted Occupation List for the CareerSource region of the agency.
Regional Targeted Occupation List (secondary program SOC Code)	The agency has identified another SOC included in the program framework for the program for which students in their programs are placed for employment (documentation should be kept locally). This secondary SOC code appears on the current Regional Targeted Occupation List.
Florida Commerce/Select Florida Targeted Industry Sector	The program is a technical education program identified by FDOE as meeting the Florida Commerce/Select Florida targeted sector.
Targeted Occupation or Sector identified by local CareerSource Board in current local WIOA Plan	The agency has documentation that the program can be linked to an identified occupation or sector in the local CareerSource Board's current WIOA plan.
Agriculture-related Programs	For any program identified as primarily agricultural, the agency has documentation from the Florida Department of Agriculture and Consumer Services on the evidence of current labor market demand for completers of the program.
Master Credentials List (MCL)	The program SOC code appears on the MCL. Linkages listed as "provisionally approved" will not qualify for LMA.

Option 2: Secondary Source Method (must have two)	
Method Type	**Standard for Alignment**
Job Analytics Resources for the region	The agency has documentation of labor market demand from completers of the program from a resource that produces labor market demand information for the agency's region.
Local Workforce Development Board letter of support	The agency has a letter of support from the local CareerSource Florida Workforce Development Board which includes information on the local employment demand for completers of the program.
Economic development agency letter of support	The agency has a letter of support from a local economic development agency with documentation of local demand for the program.

Option 2: Secondary Source Method (must have two)	
Local Chamber of Commerce letter of support	The agency has a letter of support from the local chamber of commerce for the agency's service area. This letter includes information on the local employment demand for completers of the program.
Other Employer or Industry Association	The agency has a letter of support with information on the local employment demand for completers of the program from one of the following: ▪ Local employer with a documented history of hiring graduates from the program ▪ Recent employer in an emerging occupational area ▪ State industry associations, or ▪ Regional industry associations

B.2.h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Pursuant to Section 135(b), definitions of size, scope and quality have been crafted through process of stakeholder engagement that will set a high bar for programs that use Perkins funds. All programs using Perkins funds will be required to meet these standards as verified through the CLNA and aligned during the annual local application. Perkins V builds upon the Perkins IV historic shifts in terms of how Florida delivers CTE programs through the conceptual framework of size, scope and quality which is not formally defined in Perkins V. Defining size, scope and quality was a key policy charge of the statewide Program Innovation working committee. The committee recommended a policy framework that would ensure that Perkins V funds are used to drive intentionally-designed programs for student participation in such programs and impactful student outcomes. To guide this work, the committee studied Perkins V and identified the following key CTE programmatic components consistent throughout the law:

- workforce alignment and business involvement;
- work-based learning and CTSOs;
- equal access;
- engaging instruction and prepared and effective staff; and
- sequencing, acceleration and articulation, credential of value.

Those key programmatic components became the basis for the development of the size, scope, and quality policy framework that honors Perkins V and Florida's goals toward intentionally-designed program offerings. Florida's definition of size, scope, and quality are described in the tables below.

Florida's Perkins V Size, Scope, and Quality Standards

Secondary

Size
Middle School • Provide an opportunity for middle school students who earn CTE high school credit to take at least two additional CTE courses in high school in the CTE program started in

middle school (or one additional course in programs with only two courses).
- Provide middle grades exploratory CTE courses (as identified by FDOE) that introduce students to CTE programs available at the high school level (grades 9-12) in the school district.

High School
- Provide an opportunity for students to take three CTE courses in a single CTE program (or two courses in programs with only two courses).

Scope
- Provide students an opportunity for work-based learning, career and technical student organizations or capstone experiences that engage students learning inside or outside the classroom.
- Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the eligible recipient's most recent CLNA.

Quality
- Provide an opportunity for students to earn a recognized postsecondary credential.
- Provide instruction that integrates academic, technical and employability knowledge.
- Provide instruction that incorporates relevant equipment, technology and materials to support learning.
- Provide CTE instructors who are given support to: (1) maintain up-to-date knowledge and skills across all aspects of industry; and (2) maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
- Implement measures to create opportunities for all students to succeed in CTE.

Florida's Perkins V Size, Scope, and Quality Standards

Postsecondary

Size
- Provide an opportunity for students to become full program completers.

Scope
- Provide students an opportunity for work-based learning, career and technical student organizations or capstone experiences that engage students learning inside or outside the classroom.
- Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the eligible recipient's most recent CLNA.

Quality
- Provide an opportunity for students to earn a recognized postsecondary credential.
- Provide instruction that integrates academic, technical and employability knowledge.
- Provide instruction that incorporates relevant equipment, technology and materials to support learning.
- Provide CTE instructors who are given support to: (1) maintain up-to-date knowledge and skills across all aspects of industry; and (2) maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
- Implement measures to create opportunities for all students to succeed in CTE.

B.2.I. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;
ii. will not be discriminated against on the basis of status as a member of a special population;
iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
iv. will be provided with appropriate accommodations; and
v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

As part of the original state plan development, Access for Special Populations working committee was formed to develop a comprehensive plan and assist eligible recipients in addressing equal access in their local applications and CLNAs. The Policy Advisory and Steering Committees adopted the following definition of equal access: "Executing tactics and protocols aimed at furnishing students with the necessary resources, services, and academic assistance crucial for their academic success."

The Program Innovation working committee adopted state standards for size, scope, and quality, prioritizing equal access as a standard of program quality. Eligible recipients must demonstrate in their local application the measures being implemented to ensure all students succeed in CTE.

FDOE conducted extensive interagency consultation with program offices serving special populations at both the secondary and postsecondary levels, including the McKinney-Vento state coordinator and outside agencies working with foster youth and individuals with disabilities. Staff from the Florida Governor's Council on Indian Affairs, Florida Agricultural and Mechanical University (FAMU), and Veterans Florida provided insight on their missions and the populations they serve. Discussions centered on: (1) barriers special populations face in accessing and succeeding in CTE programs; and (2) applicable strategies and initiatives. Key themes included: the need for additional CTE information; career counseling to support smoother transitions to further education or employment; real differences in circumstances and support needs across subgroups requiring expert consultation; misconceptions about what special populations can accomplish; insufficient coordination across federal and state funding streams; and the need for additional services at school district technical centers and colleges.

Access and Opportunities to CTE Programs and Activities

Florida's first Perkins V State Plan goal is to "ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state." This goal underscores the state's commitment to those practices which ensure that members of special populations will have access to, and success in, CTE opportunities. FDOE's Office of Equal Educational Opportunity provides services and information to Florida schools, school districts, parents, students and community groups on topics impacting equal access. It assists in ensuring that all institutions receiving federal funds provide equal access and equal opportunity in its programs, services and activities to all students and staff, regardless of race, sex, national origin, disability, age and marital status.

School districts and FCS institutions ensure their educational and employment programs, services and activities are provided without discrimination on the basis of race, color, national origin, sex, age or disability.

Any institution receiving federal financial assistance must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, American with Disabilities Act, and the Florida Educational Equity Act.
- Establish and publish grievance procedures with timelines for timely, fair resolution, accessible to students, parents, employees, and the broader community; and
- Provide ongoing notice to students, parents, employees, and the public that discrimination is prohibited, including annual CTE nondiscrimination notices with complaint contact information.

FDOE strategies to ensure access and prevent discrimination include:

- monitoring of school district and FCS institution compliance with:
    - 34 Code of Federal Regulations Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs;
    - Title VI of the Civil Rights Act of 1964;
    - Title IX of the Education Amendments of 1972;
    - Americans with Disabilities Act (ADA) and Section 504;
    - Age Discrimination Act;
    - Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap; and
    - Florida Educational Equity Act
- professional development, training and technical assistance on state and federal statute and regulations, institutional responsibilities and promising practices;
- awareness information on secondary and postsecondary students with disabilities and other special populations through online training materials and other resources for school counselors, student advisors, CTE teachers and administrators;
- assistance with local staff development on program success for students with disabilities;
- sharing of best practices, including strategies for special populations; and
- supporting the academic success and secondary transition of students with disabilities to postsecondary through the statewide Project 10: Transition Education Network; the Florida Center for Students with Unique Abilities; and the Florida Consortium on Inclusive Higher Education.[14]

As part of the local application, eligible recipients will describe recruitment and retention strategies for special population students and identify local policies that address resources, social services, and academic support to encourage participation in CTE programs.

High Quality CTE Programs Designed to Meet or Exceed State Determined Performance Levels; Opportunities for Work-Based Learning and Appropriate Accommodations

Florida's program standards for size, scope, and quality set the expectation that all students, including those from special populations, will participate in high-quality CTE programs that

[14] Inclusive Higher Education is the name or an organization/group

include work-based learning opportunities and prepare them for fulfilling careers. The following are examples of strategies in place to assist all students meeting or exceeding state-determined levels of performance:

1. Rule 6A-10.040, Florida Administrative Code, requires school districts and FCS institutions adopt a policy exempting postsecondary students with disabilities from certain basic skills testing requirements associated with some postsecondary CTE programs.
2. Florida's adult education programs provide integrated education and training to adult ELLs and adults lacking a high school diploma who are concurrently enrolled in postsecondary CTE programs. Integrated Education and Training service approaches built into Florida's WIOA Combined Plan provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to further promote educational and career advancement.
3. To help special populations, the Academic Skills Building program provides academic support and academic development to postsecondary CTE programs.
4. Secondary CTE program standards may be modified to ensure students with disabilities can access them.
5. Programs that allow for flexible design, delivery and differentiated instruction for students with significant cognitive disabilities are provided and supported, including Vocational Employability Skills for Youth (secondary); Career Education Services for Students with Disabilities (secondary); Specialized Career Education Basic (postsecondary); and Specialized Career Education Advanced (postsecondary).
6. In both state correctional and juvenile justice facilities (DJJ), students can receive training in various program areas and funds will continue to be used to provide staff professional development to help to assure student success. In addition to receiving training in specific programs, students in DJJ facilities also have opportunities to explore occupational options and assess their interests and aptitudes, as well as receive training in basic occupational skills.

Work-based learning is available to all students, including special populations. A key goal of the Plan is to ensure these opportunities are accessible regardless of zip code. This includes raising awareness among students, parents, educators, and employers about existing opportunities, guidance, resources, accommodations, and training, as well as developing new pathways in rural and low-income areas through employer recruitment, simulated work environments, micro-credentialing, distance mentoring, wrap-around services, school enterprises, service learning, and on-campus industry projects.

CTSOs provide another avenue for special populations to engage in work-based learning and skill-building in integrated settings. All students are invited to participate, and local marketing efforts are designed to reach students in special populations specifically. CTSOs must include recruitment and retention goals for special population students in their annual plans, and individuals with disabilities receive assistance at all CTSO activities and competitions.

Students involved in CTSOs are in integrated settings that help them learn leadership skills and gain skills to be competitive in the labor force. Individuals with disabilities are provided assistance at all CTSO activities and competitions.

Appropriate accommodations are also an important strategy that school districts and FCS institutions should provide to members of special populations in order to help students meet or exceed state-determined performance levels. FDOE supports the use accommodations for instruction and assessment and continues to provide professional development, technical

assistance and numerous resources on this topic. Use of accessible instructional materials, the format of such materials and the necessary related accommodations for the students to participate successfully in CTE programs is actively promoted at the state level.

Other State Level Strategies to Support Special Populations

FDOE staff will provide support to ensure the delivery of appropriate services to special populations, including those in state correctional facilities. In-person and virtual training addressing effective instructional strategies, accommodations and modifications, assessment, career counseling and activities for special populations will be provided to school districts and FCS institutions during the State Plan period.

Efforts to improve and expand participation in CTE programs designated as non-traditional will be supported. Statewide publications, websites and communications have been developed and distributed to eligible recipients for adaptation and used to encourage increased non-traditional participation. In addition, FDOE's career cluster state supervisors will continue to engage local practitioners in discussions about how best to expand statewide and local participation in non-traditional programs.

The following evidence-based practices will be supported to advance access and participation:

- targeted community outreach and recruitment;
- school and program orientation sessions;
- comprehensive career assessment and counseling;
- ongoing support counseling, including referrals for agency assistance when needed;
- peer support groups;
- advisors and mentors from the business community;
- job placement services;
- availability of accommodations/modifications and support services;
- work-based learning opportunities;
- participation in CTSOs;
- parental involvement in student support activities when appropriate;
- transition services; and
- English language instruction.

As FDOE reviews its statewide professional development approach, particular attention will be given to improving CTE teacher preparation for working with special populations, especially students with disabilities, as well as expanding guidance counselor training on CTE options best suited to these students.

From a strategic workforce perspective, this strategy to provide quality access to CTE programs aligns with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, Pillar IV: Accountability, and Pillar V: Flexibility and Innovation of America's Talent Strategy, and with Florida's state strategy focused on coordinated governance, system alignment, and performance improvement across the talent pipeline. Florida's use of cross-agency working committees, recurring industry consultation, and structured stakeholder engagement ensures CTE programs remain aligned with workforce skill requirements while adapting to varied learner needs through flexible program design, work-based learning, and differentiated instructional models.

B.4. Preparing Teachers and Faculty

B.4.a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Florida is committed to prioritizing professional learning opportunities that focus on recruitment, preparation, retention and ongoing support for CTE teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel and paraprofessionals. Of particular importance is providing the necessary supports instructional personnel need to ensure special populations receive rigorous and engaging instruction. High-quality CTE teachers are key to engaging instruction and successful outcomes for all learners.

The majority of Florida's secondary and postsecondary CTE instructors enter the classroom from industry. While that experience contributes greatly to instructional quality, this also means that many did not receive the benefits associated with graduating from a traditional teacher education program in the subject in which they are teaching.

Florida has the following two pathways for secondary CTE teacher certification:

- State-issued CTE teaching certificates in one of the following subjects: agriculture (grades 6-12), business education (grades 6-12), engineering and technology education (grades 6-12), family and consumer sciences (grades 6-12) and marketing (grades 6-12) for individuals who hold a bachelor's degree or higher in the subject area or individuals who hold a bachelor's degree.
- Local school-district-issued CTE teaching certificates that are subject to specific education, industry experience and industry certification or licensure requirements pursuant to Florida law. Locally licensed teachers must complete a career education training program conducted through the school district's in-service master plan that includes instruction on teaching methods, course construction, lesson planning and evaluation, and teaching students with disabilities.

FDOE has utilized Perkins leadership funds to support online training to meet these requirements through the Florida Association for Career and Technical Education (FACTE) and allows school districts to administer school district-approved training programs. Working in partnership with subject matter experts, FDOE seeks to offer a greater level of support for these locally offered training programs by developing content, competencies and evaluations for local teacher preparation programs. With an eye toward ensuring both the quality and availability of CTE teachers, FDOE will study turnover of CTE teachers, school district-reported openings and needs, and program-specific requirements.

FDOE will continue to offer statewide professional development through a number of avenues. For instance, FACTE offers professional development training via synchronous and asynchronous online training and a yearly conference that hosts several hundred CTE educators from across the state. FDOE is looking to evaluate these professional development programs and weigh options for providing additional professional development opportunities for CTE teachers. One example follows models from several other states that offer summer CTE teacher training and externships collaboratively hosted by business and industry to provide additional skill development and industry experience.

The CLNAs carried out by eligible recipients, alongside the state-level CTE program audit, may influence the availability of CTE programs in Florida. Recognizing this impact, FDOE is developing guidance and initiatives to assist teachers. This support encompasses re-training, re-certification, obtaining industry credentials, and other essential steps aimed at retaining CTE teachers.

There are also numerous efforts to support all instructional personnel in Florida's Every Student Succeeds Act (ESSA) State Plan, and FDOE will leverage these efforts to specifically support secondary CTE instructional personnel.

Using ESSA Reforms to Cultivate Great Teachers and Leaders

Florida has been improving its teacher and school leader preparation programs and strengthening the support for teachers, principals and other school leaders. In addition to statutory and administrative rule revisions, Florida has been seeking ways to improve student learning through the improvement of teacher preparation via a site review process that provides the state, as well as individual programs, detailed insights into teacher preparation quality that will foster program improvement and ensure that all new teachers are able to support student learning from day one. These review procedures promote the improvement of individual programs through clear feedback against an evidence-based evaluation framework; provide information to the state about the quality of training teacher candidates; and monitor the efficacy of program improvement efforts.

Florida is examining ways to improve admission requirements to its two-level school leader preparation/certification programs, ensuring that those who enter and complete these programs are prepared to be the most effective instructional leaders that students and teachers deserve. Discussions among state leaders, higher education institutions and school districts are focusing on innovative ways to build an effective principal pipeline in Florida that will meet the needs of the population and geographical areas.

FDOE is committed to ensuring that every student is taught by highly effective teachers and that schools are led by highly effective school leaders. FDOE will continue its efforts to support all educators in being able to identify students with specific learning needs, including children with disabilities, ELLs, gifted and talented students, and students with low literacy levels, and to ensure each students' needs are met.

Florida provides extensive teacher training that leads to several content endorsements. For example, a reading endorsement for instructional personnel who provide reading instruction, English for Speakers of Other Languages (ESOL) endorsement for those who support ELLs, and a gifted endorsement for those who support gifted and talented students. Additional efforts will focus on continuing to improve Florida's certification system to ensure that all teachers are subject content experts and highly skilled in research- and evidence-based pedagogical methods proven to contribute to improved student learning.

Resources have been, and will continue to be, directed toward reforming statewide pre-service preparation, as well as assisting districts in developing high-quality professional learning and support systems resulting from deep analyses of a variety of student data that will assist in targeting the specific professional development needs of instructional personnel. Evaluation systems serve as frameworks for the professional growth of teachers. High-quality professional learning will be provided for principals and other school leaders to enable them to identify the learning needs for all students throughout the state. By supporting the use of data to provide professional learning opportunities for principals and other school leaders, FDOE will build

statewide communities of practice to engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes.

A commitment to the improvement of student outcomes at low-performing schools is also a mainstay of Florida's ESSA plan. Consistent with research on the impact of highly effective school leaders on student performance, FDOE is actively working to increase the capacity of school leaders to recruit, develop, retain and support effective educators. In addition, the state continues to provide technical assistance by monitoring school district implementation for the improvement of instructional practice through:

- assistance to school districts to evaluate the effectiveness of professional development activities and to focus on research-based professional development;
- assistance to school districts to ensure individual professional development is based on data that includes, but is not limited to, the results/analysis of instructional practice and student performance;
- monitoring and feedback to school districts on their professional development systems and their alignment to the state's Professional Development Evaluation Protocol Standards; and
- statewide support to school districts in building capacity for a common language of instruction that includes classroom-level learning goals and formative assessments based on Florida's academic standards, Florida Educator Accomplished Practices, and Florida's Multi-tiered System of Support.

Florida's Perkins V strategy for preparing teachers and faculty directly aligns with Pillar I: Industry-Driven Strategies, Pillar III: Integrated Systems, Pillar IV: Accountability, and Pillar V: Flexibility and Innovation of Florida's state strategy emphasizing instructional quality, systemwide alignment, and continuous improvement. Florida's focus on recruiting, preparing, and retaining CTE teachers with current industry expertise ensures programs remain responsive to workforce needs, while multiple certification pathways and industry-informed training reflect a flexible approach to building instructional capacity. The coordinated use of Perkins leadership funds, ESSA reforms, statewide professional development, data-informed evaluation, and partnerships with business and industry demonstrates an integrated and accountable system that strengthens teaching quality, leadership pipelines, and instructional effectiveness to support strong workforce outcomes across the state.

(c) Fiscal Responsibility

C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

a. each eligible recipient will promote academic achievement;

b. each eligible recipient will promote skill attainment, including skill attainment that leads a recognized postsecondary credential; and

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Eligible recipients are identified according to Sections 131 and 132 of Perkins V, which stipulates that the purpose of the law is to "develop more fully the academic knowledge and technical and employability skills of secondary postsecondary education students who elect to enroll in CTE programs and programs of study." Each eligible recipient that offers a CTE program and program

of study aligned with the provisions in the State Plan may be approved to receive funds under this Act.

Annually, Florida will require eligible recipients desiring financial assistance under Perkins V to submit a local application. All eligible recipients will be included in the formula for the program year and will also meet initial eligibility criteria to participate in any supplemental reserve dollars targeted to specific priorities determined by FDOE.

FDOE will evaluate all local applications for funding to determine that the eligible recipient plans to utilize the funds in accordance with provisions of Perkins V, including, but not limited to, promoting continuous improvement in academic achievement, technical skills attainment and addressing current or emerging occupations. Further, an eligible recipient shall conduct a CLNA and include its results in the local application, and FDOE will evaluate and approve allowable budget items based on the CLNA results. Eligible recipients are required to submit written narrative in the local application to support direct alignment of the CLNA results to proposed budget expenditures. The local application includes CLNA budget alignment documents such as CLNA-required categories, CLNA needs identified, strategies to address the CLNA needs and budget narrative to address the CLNA needs.

Eligible recipients must ensure that the budgeted items are categorized as appropriate, pursuant to Section 135 (B). In addition, all proposed expenditures must support CTE programs that are of sufficient size, scope and quality to be effective as defined by FDOE.

As described in B.2.h., Florida has adopted rigorous standards for size, scope and quality, which will serve as a filter for eligible recipients to determine if Perkins V funds may be used to support local CTE programs. Florida's size, scope and quality standards operationalize CTE program delivery and serve to drive intentionally-designed programs. The size, scope and quality standards include benchmarks for academic attainment, culmination in a recognized postsecondary credential and validation by the most recent CLNA.

Eligible recipients will be expected to provide narrative and supporting documents for funds which demonstrate how the CTE programs to be supported with Perkins V funds meet the state standards for size, scope and quality as substantiated by the CLNA. Eligible recipients will be required to provide the following:

- an overview of the agency's process for reviewing each CTE program at each school/campus to determine if it met the state standards for the size, scope and quality; and
- summary statistics on the percentage of all programs (percentage of all programs offered the meet the size, scope and quality requirements).

C.2.a. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;

Overall Distribution of Funds to LEAs

The state of Florida has determined that funding should be allocated to CTE programs based on the relative need at the secondary and postsecondary level. The sectors include eligible CTE programs in the following sectors:

- school district secondary CTE programs and courses; and

- postsecondary CTE programs delivered by school districts (certificate programs) and FCS institutions (certificate and degree programs).

Florida will continue to use student participation in career and technical programs at each level, measured by instructional or membership hours and converted to full-time equivalent (FTE) students, for the state allocation formula. The FTE student enrollment in CTE is used for the formula distribution of funds to each sector.

The amounts of funds appropriated for each sector will be derived by using the following FTE categories to determine each sector's percentage of basic grant funds.

Secondary Sector

District Secondary Career Education FTE generated by students in grades 7 through 12 will be used and includes the following:

- the number of FTE in grades 9-12 Career Education reported by local educational agencies for the state funding formula calculation (classified as program 300 in state reporting);
- the number of FTE in eligible Career Education courses taken by students in grades 7 and 8, based on course enrollments of 7th and 8th graders reported by local educational agencies;
- the number of FTE in eligible Career Education courses taken by ESE students in grades 9 through 12 as reported by local educational agencies; and
- the number of FTE in Career Dual Enrollment courses, clock hour and credit hour, as reported by local educational agencies.

Postsecondary Sector

Postsecondary CTE FTE will be used and includes the following:

- the number of Career Certificate and Applied Technology Diploma FTE reported by local educational agencies;
- the number of FTE in courses classified as College Credit Certificate and Associate in Science or Associate in Applied Science degrees as reported by FCS institutions; and
- the number of FTE in courses classified as Career Certificate as reported by FCS institutions.

Eligible recipients shall file a single plan/application for funding pursuant to Section 134. Basic Grant Funds will be distributed to the two career and technical sectors, secondary and postsecondary, based on proportionate share of total CTE FTE:

- secondary: district programs; and
- postsecondary: district programs and FCS institution programs

A three-year average FTE is calculated annually for categories listed above and used to determine the sector split of funds. Annual sector allocations may change based on changes in reported FTE. For example, the average of 2021-2022, 2022-2023 and 2023-2024 were used to distribute basic grant funds for 2025-2026. This is the same methodology used for Perkins IV. This funding distribution model awards funds annually based on relative need and CTE activity in each sector.

The percentage of basic grant funds for each delivery system will be calculated using a three-year average FTE as follows:

Secondary – District Percentage (%) =

District Secondary FTE (7-12)

District Secondary FTE (7-12) + Postsecondary FTE (combined)

Postsecondary – College and District Percentage (%) =

Postsecondary FTE (combined)

District Secondary FTE (7-12) + Postsecondary FTE (combined)

C.2.b. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Secondary eligible recipients that receive less than $15,000 in basic grant funds as stipulated in section 131(c) may request a waiver based on section 131 (c)(2) or enter into a consortium agreement with other local educational agencies (LEA). Consortium agreements with other eligible institutions must be for the purpose of pooling funds together to offer CTE activities and programs that are mutually beneficial to all members of the consortium. Waiver requests must be submitted to FDOE for approval.

In Florida, when an LEA elects to enter into a secondary consortium agreement, the consortium members will determine the specific amount of funds that each member will contribute by consensus and ensure the consortium is mutually beneficial to all members. Funds may not be reallocated to individual consortium members for purposes or programs benefitting only one member of the consortium and funds cannot be reallocated dollar-for-dollar to the consortium members.

The rationale of such distribution will be proportionate to the specific CTE activities each member is required to achieve. FDOE will annually review and approve all local consortia's applications and agreements.

C.3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

The allocation for secondary CTE programs and programs of study is to be determined based upon the anticipated fiscal year funds and the most recent formula for determining overall secondary and postsecondary allocations. The secondary school district's allocation is calculated based on Section 131 and Section 112 (c) of the Act.

In Florida, LEAs are defined as secondary school districts as authorized by state statute. Allocations are distributed to secondary school districts following the approval of an annual Perkins local application submitted to FDOE that meets the Perkins V requirements in the following areas: budget narrative that aligns with the CLNA need results, CTE program of study, requirement for uses of funds and CTE program of size, scope and quality.

Florida distributes secondary funds to charter schools that are approved by the state as an Independent Local Education (ILE) agency (which authorizes the charter school the ability to use federal funds) and have CTE programs of sufficient size, scope and quality and are individually included as eligible recipients in the secondary Section 131 allocation chart based on their proportionate share of their sponsoring public school district's eligible population.

The allocation amount awarded to each secondary school district is determined by each LEA's most recent data from the U.S. Census Small Area Income and Poverty Estimate (SAIPE). This methodology is consistent with what was approved by the U.S. Department of Education's Office of Career and Technical and Adult Education under previous versions of Perkins.

C.4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The allocation for postsecondary CTE programs is to be determined based upon the anticipated fiscal year funds and the most recent formula for determining overall secondary and postsecondary allocations. The postsecondary allocations are calculated based on the Section 132 and Section 112 (c) of the Act, with an alternative formula.

Florida is unique in the administration of CTE by having a dual delivery system at the postsecondary level consisting of area district technical colleges/centers (governed by K-12 public school systems) and community colleges (governed by FCS). The institutions are geographically located in rural and urban areas so that all persons have access to the institution of their choice.

The FDOE submitted an alternative allocation formula for distribution of postsecondary CTE programs to the Secretary of the U.S. Department of Education, which was approved as part of the initial state plan. The funds will be distributed based on each eligible recipient's proportion of students enrolled in CTE who are economically disadvantaged. This methodology is consistent with what was approved by the U.S. Department of Education's Office of Career and Technical and Adult Education under previous versions of Perkins.

Postsecondary districts with an allocation of less than $50,000 must apply in partnership with the state college serving their area. Both the district and the college must submit all parts of the RFA and CLNA and Budget workbook. Neither agency's application can be approved until all parts of both the college and district postsecondary program of study sections are complete. Allocations are distributed to postsecondary institutions following the approval of an annual Perkins local application submitted to FDOE that meets the Perkins V requirements in the following areas:

- budget narrative that aligns with the CLNA need results;
- CTE program of study;
- requirement for uses of funds; and
- CTE program of size, scope and quality.

C.5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Data adjustments due to district boundary changes will not be necessary as Florida has 67 school districts, one for each county. These district boundaries do not change as they are constitutional boundaries. All charter schools in Florida are public schools and have been approved to use the term "charter" in its name. Within this designation, there are charter schools that function as districts and receive Perkins funds as eligible recipients and other charters that are sponsored by a public school district through which they receive Perkins funding.

Florida's one K-12 Bureau of Indian Affairs school falls under the jurisdiction of a public school district. Charter schools that are approved by the state as an ILE agency and have CTE programs of sufficient size, scope and quality are individually included as eligible recipients in the

secondary section 131 allocation chart based on their proportionate share of their sponsoring public school district's eligible population.

These ILEs are funded in the same manner as provided to other districts as long as they meet the same requirements. Florida has several independent charter districts who are eligible to apply for their funds separately. Eligibility is reviewed annually to identify new charter districts. Florida will annually update the ILE charter school list to reflect the most current approvals.

In situations where charter schools are not approved as ILEs, the sponsoring public school district will distribute funds to charter schools within their authorized boundaries that offer CTE programs in the same manner as other traditional public schools, as long as their CTE programs are of sufficient size, scope and quality.

C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

a. include a proposal for such an alternative formula; and

b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

FDOE will not submit a waiver of the secondary allocation formula described in section 131(a).

C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

a. include a proposal for such an alternative formula; and

b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

FDOE uses an alternative allocation formula for distribution of postsecondary CTE programs. The alternative formula was approved as part of the 2020-2024 State Plan and is a modified version of the alternative formula approved for Perkins IV.

Florida is unique in the administration of CTE by having a dual delivery system at the postsecondary level consisting of school district technical colleges/centers and FCS institutions. The institutions are geographically located in rural and urban areas so that all persons have access to the institution of their choice. These institutions may offer courses in degree and college credit certification programs as well as technical clock hour certificates.

Lower level of participation in the Pell Grant program by school district technical colleges/centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in career and technical postsecondary and adult programs. In addition, Florida has several high-quality short-term training programs which do not qualify for the Pell Grant program because their length is not at least 600 clock hours. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary CTE

programs. Under the last calculation, about 20 percent of the students identified as economically disadvantaged were identified as a result of non-Pell indicators.

Alternative Formula

Funds are distributed based on each eligible recipient's proportion of students enrolled in postsecondary CTE programs who are economically disadvantaged. Students will be identified as economically disadvantaged based on their inclusion in at least one of the following categories:

- recipients of Pell Grants;
- recipients of Student Education Opportunity Grants;
- participants in a federal vocational work-study program;
- participants receiving services above the core level in Title I of the Workforce Innovation and Opportunity Act;
- recipients of the Florida Student Assistance Grant for Career Education;
- recipients of Temporary Assistance for Needy Families;
- recipients of the Supplemental Nutrition Assistance Program;
- recipients of Florida's Welfare Transition Program; and
- recipients of Homeless Tuition Exemption.

Postsecondary CTE students will be identified based upon declared programs of study in Perkins-eligible postsecondary CTE programs. Postsecondary CTE students will be matched to the economically disadvantaged factors listed above to identify the student population used for the postsecondary allocation.

C.8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Florida will exercise its right to reserve a percentage of the funds sent to local programs to support uses described Section 112 of the Act. This amount is dependent upon final agency award. Through the reserve fund allocation, Florida intends to support Rural Innovation Grants, DJJ programs through the FSA, the FSDB, University Developmental Research Schools and the Florida Virtual School.

FDOE will determine whether the eligible recipients for the following grants meet one or more of the following criteria as specified in Section 112, prior to the award of any funds:

- serve students in rural areas;
- have high percentages of CTE concentrators or CTE participants;
- have high numbers of CTE concentrators or CTE participants; and
- have disparities or gaps in performance.

These funds will be used to promote innovation and opportunities for career pathways aligned with high-skill, high-wage or in-demand occupations or industries. Funds may only be used to support CTE programs which meet the size, scope and quality requirements as specified above.

Rural Innovation Grants

Florida has determined that its general allocation adversely impacts rural districts because of their size. Specifically, the model for allocation of funds based on population results in allocations for small population districts that are not sufficient to make a meaningful impact on the availability and quality of CTE programs in those areas. Many of these rural areas include a high percentage of students who are members of subgroups or who are economically disadvantaged. The state

therefore resolved that a primary goal in the use of state reserve funds would be to provide additional funding to rural areas through rural innovation grants.

The rural grants will be based on geographic identifications of counties classified by the state as rural and rural municipalities in non-rural counties. Rural areas are defined by the state and documented by the Rural Economic Development Initiative (REDI), which recognizes those rural or economically distressed counties or communities designated pursuant to sections 288.0656 and 288.06561, Florida Statutes, as REDI qualified. The REDI program is administered by Florida Commerce and the designation of the REDI counties is updated periodically. Only rural counties and non-rural counties with rural municipalities as identified by REDI shall be considered for participation in this funding.

The geographic allocation by rural county will be calculated as follows:

- minimum base amount of $50,000; and
- proportionate share of remaining funds based upon the non-seasonally adjusted labor force size for the most recently available year.

Pending completion of a public comment period and public hearing, Florida will revise the geographic allocation by rural county in the 2027-2028 program year as follows:

- minimum base amount of $50,000; and
- **inverse** proportionate share of remaining funds based upon the non-seasonally adjusted labor force size for the most recently available year. The inverse proportionate share formula allows smaller districts to receive a larger share of the overall allocation.

The geographic allocation for nonrural counties with rural municipalities will be calculated as follows:

- base amount of $25,000 for each county with at least one rural municipality.

Eligible recipients providing secondary and postsecondary programs in the geographic area will be required to submit a joint application based upon a local agreement. The local agreement on use of the Rural Innovation Grant funds must include the school district, any district postsecondary institution serving the county and the FCS institution serving the county. The fiscal arrangement for funds must include documentation that the students served with the funds are from the rural county or receiving services in the county and must reflect the project and the size of the population (secondary and postsecondary) impacted by the funds. If all eligible recipients cannot reach an agreement on the use of funds, FDOE will select the fiscal agency and make allocation decisions based upon the number of students served in the county with the proposed use of funds.

Department of Juvenile Justice (DJJ)
DJJ CTE programs are eligible for funds through the Florida Scholars Academy (FSA) to more fully develop the academic, career and technical skills of secondary students. Funds are awarded to the DJJ to support CTE programs which must meet all the requirements of the Comprehensive Local Needs Assessment (CLNA), including labor market alignment and size, scope and quality.

Florida School for the Deaf and Blind
FDOE will award a base allocation from reserve funds to the Florida School for the Deaf and Blind (FSDB) to support the CTE activities and programs.

Developmental Research Schools
FDOE will award a base allocation from reserve funds to support the CTE programs at the Florida Virtual School.

FDOE will award an enrollment-based allocation from reserve funds to support the CTE activities and programs at the following schools:

- Florida Agricultural and Mechanical University Developmental Research School (FAMU High School);
- University of Florida Developmental Research School (PK Young School);
- Florida State University Developmental Research School (Florida High School and FSU Bay County);
- Florida Atlantic University Developmental Research School (FAU High School); and
- Tallahassee Collegiate Academy

Florida Virtual School
The Florida Virtual School (FLVS) is a tuition-free statewide online K-12 school that serves students in all 67 Florida counties. FLVS seeks to deliver highly effective digital learning through an intuitive online platform, and provides both flexible, year-round, 24/7 accessible courses as well as a structured full-time 180-day school year program. FLVS receives an annual allocation of Perkins funds to support its online CTE programs.

C.9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Florida commits to a fiscal effort of $7,394 per student or $1,209,338,264 aggregate expenditures (based on 2024-25 fiscal data).

(d) Accountability for Results
D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality. Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

The program quality measure that will be used is the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

- Denominator: Secondary CTE concentrators who graduated in the reporting year;
- Numerator: Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.

D.2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

State Determined Performance Levels

Section 113(b) Core Indicators of Performance
Secondary Level

Indicator	Code	Indicator Name	Numerator	Denominator
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate	Those students in the denominator who have one of diploma types used for the ESSA calculation by the end of the fourth year of the cohort.	Students in the district's ESSA graduation cohort who are identified as secondary CTE concentrators.
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	1S2	Academic Proficiency in Reading/Language Arts	Those students from the denominator who scored a Level 3 or above on the FSA/FSAA ELA exam on the most recently taken grade level assessment.	CTE Concentrators who were enrolled in the reporting year and who took an FSA Exam in English Language Arts (ELA).
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education	2S2	Academic Proficiency in Mathematics	Those students from the denominator who scored a Level 3 or above on the FSA, Algebra 1 EOC, Geometry EOC or alternative assessment.	CTE Concentrators who were enrolled in the reporting year and who took a mathematics FSA, high school level

Indicator	Code	Indicator Name	Numerator	Denominator
Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.				mathematic exam (Algebra I EOC or Geometry EOC).
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	3S2	Academic Proficiency in Science	Those students from the denominator who scored a Level 3 or above on the Biology 1 EOC or alternative assessment.	CTE Concentrators who were enrolled in the reporting year and who took the Biology I exam.
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement	Those students from the denominator who were found in the 2nd quarter after exiting in the following: - Enrolled in Postsecondary Education or Advanced - Employed - Other placement types	CTE Concentrators who exited K-12 in the prior year

Indicator	Code	Indicator Name	Numerator	Denominator
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration	Those students from the denominator who were concentrators in a program identified as non-traditional for their sex.	CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential	Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.	Secondary CTE concentrators who graduated in the reporting year

Postsecondary Level

Indicator	Code	Indicator Name	Numerator	Denominator
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement	Those students from the denominator who were found in the 2nd quarter after exiting in the following types of placement: - Enrolled in Postsecondary Education or Advanced Training - Employed - Other placement types	CTE Concentrators who completed a program in the prior year.

Indicator	Code	Indicator Name	Numerator	Denominator
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	2P1	Earned Recognized Postsecondary Credential	Those students in the denominator who: - Earned a recognized postsecondary credential in the current year - Earned a recognized postsecondary credential in the prior year	CTE concentrators enrolled in the prior year and exited
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Concentration	Those students from the denominator who were concentrators in a program identified as non-traditional for their sex.	CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.

State Determined Performance Levels (SDPL) Form for Florida

	Performance Levels			
Secondary Indicators	**FY 2023**	**FY 2024**	**FY2025**	**FY2026***
1S1: Four-Year Graduation Rate	96.5%	96%	97.2%	97.85%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	71.75%	65.5%	64.6%	62.54%
2S2: Academic Proficiency in Mathematics	61.5%	68.4%	66.4%	65.76%
2S3: Academic Proficiency in Science	74%	68.5%	71.6%	73.06%
3S1: Post-Program Placement	71%	72.35	72.2%	71.74%
4S1: Non-traditional Program Concentration	34.5%	34.7%	33.5%	33.19%
5S1: Program Quality – Attained Recognized Postsecondary Credential	41%	53.5%	63%	64.37%
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work- Based Learning	N/A	N/A	N/A	N/A
S4: Program Quality – Other	N/A	N/A	N/A	N/A

	Performance Levels			
Postsecondary Indicators	**FY 2023**	**FY 2024**	**FY2025**	**FY2026***
1P1: Post-Program Placement	79.25%	80.5%	82.1%	84.00%
2P1: Earned Recognized Postsecondary Credential	55.75%	58.6%	57.6%	58.80%
3P1: Non-traditional Program Concentrator	21.5%	24.7%	24.9%	24.34%

*Pending public comment and hearing feedback and final approval.

D.3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include-

a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance.

b. an explanation for the State determined levels of performance that meet each of the statutory requirements; and

c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).
As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The proposed levels of performance were posted for comment with a survey instrument allowing interested individuals to provide feedback on the accountability measures and targets. In addition, the proposed level of performance was presented, along with detailed information in the calculations, to the eligible recipients in a statewide webinar. Respondents were provided the opportunity to provide specific feedback on each indicator and the proposed targets as well to provide overall comments as provided in the law.

The tables in section D.2 provide the numerators and denominators for all secondary and postsecondary core indicators of performance. FDOE developed detailed business rules for each secondary and postsecondary indicator of performance. Performance levels for FY 2024 through FY 2027 are based on the prior levels and meet the requirement for continuous improvement as required in Perkins.

The business rules for the calculation are aligned with the industry recognized postsecondary credentials approved for state accountability measures, performance funding and accountability requirements for ESSA. The assessments used for the academic proficiency align with the assessments used for reading/language arts, mathematics and science. The CTE concentrator cohort used for the four-year graduation rate is a subset of the ESSA calculation for all students. The post-program placement calculations are aligned with the state reporting requirements for the Workforce Innovation and Opportunity Act.

The proposed performance levels were set based upon the following methodologies:

- An average of the two most recent years' actual performance is determined.
- The targets are set at .1% greater than the average of the two years' performance.

D.4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Critical feedback received during the original public comment period for the four-year state plan was incorporated into the state-determined performance levels. Seven individuals provided

comments on the accountability measures and proposed levels. The following table summarizes the feedback received and the FDOE response.

2019 Public Comments and FDOE Responses on State Determined Performance Levels

Comment	Response
For indicator 1S1 (graduation rate), respondent believes the target rate is too high and should only be around 90%.	No proposed changes to the level. The most recent four-year graduation rate for all students is approaching 89%. Historically, CTE concentrators have a significantly higher performance level than all students on the graduation rate calculation. FDOE will monitor the state's performance in 2020-2021 and evaluate whether changes to performance levels should be initiated.
For indicator 2S1, 2S2 (academic proficiency – reading/language arts and mathematics), respondent inquired about the potential use of ACT and SAT scores as a substitute for proficiency.	No proposed changes to the methodology. The current business rules are in alignment with the assessments used for ESSA.
For indicator 2S3 (academic proficiency-science), respondent proposed that the target should be the same as either Reading or Math.	No proposed changes to the methodology. The current business rules are in alignment with the assessments used for ESSA and with the baseline calculation.
For the nontraditional program indicators, one respondent indicated concern that the list of non-traditional programs used for the baseline may differ from the list of programs used in future years of accountability measurement.	There are no proposed changes at this time. If major changes to the non-traditional program list are approved, FDOE will review the effect of these changes on the performance levels to determine whether a change should be initiated.
For indicator 5S1, respondents expressed a concern that the changes to the recognized postsecondary credentials over the four years would need to result in an updated calculation and impact analysis.	The proposed targets for the indicator were adjusted after the initial publications to address anticipated changes to the approved list of postsecondary credentials. If additional changes are made to this list (i.e., removal of credentials), FDOE will review the effect of these changes on the performance levels to determine whether a change should be initiated.
For postsecondary retention and placement, respondent expressed concerns about the ability to track this information with fidelity.	No proposed changes to this calculation. FDOE can use the employment and postsecondary education placements except self-employment/contracted work and out of state. Whenever possible, additional sources will be added to supplement the current sources.
One respondent encouraged additional measures such as open educational resources, zero textbook cost indicator and	No proposed changes to the indicators.

Comment	Response
dual enrollment in career courses.	
One respondent proposed an additional program quality measure for secondary; the percentage of CTE concentrators graduating from high school having participated in work-based learning.	No proposed changes to the indicators. FDOE agrees that work-based learning is an important component of quality CTE programs. This activity is included in size, scope and quality requirements for this reason. As quality opportunities for work-based learning are better identified, FDOE will initiate additional data collection that better captures the depth and breadth of work-based learning in secondary CTE programs. If reliable data is available, future changes to the indicators may be considered.

A public comment period was held from March 2, 2025 to April 2, 2025 on the proposed state targets for 2025-2026, with a public hearing webinar on March 6, 2025. There were no public comments received.

A public comment period was held from February 27,2026 to March 30, 2026 on the proposed state targets for 2026-2027, with a public hearing webinar on March 11, 2026. One individual provided comments on the accountability measures and proposed levels. The following table summarizes the feedback received and the FDOE response.

2026 Public Comments and FDOE Responses on State Determined Performance Levels

Comment	Response
Please consider the negative impact of measuring non-traditional students and setting established baselines. This goes against highest quality candidates, and merit-based approaches. Furthermore it can be challenging depending on region and area served.	The non-traditional student measures are defined in the Perkins Act as required performance measures. Local agencies can negotiate their local target based on their historical performance on these measures.

D.5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V). As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),8 the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

FDOE adopts the following definitions for the purpose of identifying and addressing performance for students in special populations:

> Access: Implementing strategies and policies to provide the resources, social services and academic support that certain students need to succeed in school.
>
> Achievement Gap: Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators.
>
> Meaningful Progress: For special populations and subpopulations numbering 10 or fewer, the agency should implement strategies related to increasing the overall number of students included in the cohort. For special populations and subpopulations greater than 10, meaningful progress is defined as all groups must make progress in closing the achievement gap and the groups with the greatest gaps must progress at a faster rate in closing the gap.

FDOE will design data reports for all eligible recipients that provide detailed performance summaries on performance indicators, disaggregated for all special populations. As part of the CLNA, as well as the local application, recipients will be required to identify local gaps in performance among special populations and to address their activities and strategies that will be used to close any performance gaps.

Budget

Florida's Budget for Fiscal Year (FY): 2025-26
(Pending release of 2026-27 Allocation for Florida)

Line Number	Budget Item	Amount of Funds	Percent of Funds
1	**Total Perkins V Allocation**	**$83,150,534**	
2	**State Administration**	**$1,200,000**	**1.44%**
3	**State Leadership**	**$6,652,042**	**8.00%**
4	**Individuals in State Institutions**	**$1,000,000**	**1.20%**
4a	- Correctional Institutions	$1,000,000	
4b	- Juvenile Justice Facilities	$0	
4c	- Institutions that Serve Individuals with Disabilities	$0	
5	**Non-traditional Training and Employment**	**66,690**	
6	**Special Populations Recruitment**	**$59,260**	0.001% or 50K
7	**Local Formula Distribution**	**$75,298,492**	90.56%
8	**Reserve**	$9,798,492	13.0%
9	- Secondary Recipients		
10	- Postsecondary Recipients		
11	**Allocation to Eligible Recipients**	$65,500,000	86.99%
12	- Secondary Recipients	$35,042,500	53.50%
13	- Postsecondary Recipients	$30,457,500	46.50%
14	**State Match (from non-federal funds)**	**$1,200,000**	

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM TEMPORARY ASSISTANCE FOR NEEDY FAMILIES PROGRAM (TANF)

(OMB Control Number: 0970-0145)

The Florida Workforce System was instructed to include the complete Temporary Assistance for Needy Families (TANF) plan in its WIOA Combined Plan. The complete plan including elements not specific to workforce development strategies can be viewed on the Florida Department of Children and Families Website.

States that include TANF in the Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act including how it will:

The TANF portion of the Unified or Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act.

(a) Conduct a program designed to serve all political subdivisions in the State (not necessarily in a uniform manner) that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program, specifically cash assistance, and become self-sufficient (section 402(a)(1)(A)(i) of the Social Security Act).

The TANF Program. Florida administers the TANF program through three state departments, a network of LWDBs, and a workforce services delivery system. A description follows of how these organizations work together to deliver programs to assist TANF/Temporary Cash Assistance (TCA) recipients make the transition from welfare to self-sufficiency and provide other family support that meet one of the four purposes of TANF:

- **Department of Children and Families (DCF): Eligibility Determination, Temporary Cash Assistance Payment, and Nonrecurring Short-term Benefit Programs.** DCF is the recipient of the TANF block grant and is responsible for determining eligibility for a TCA payment to eligible families and imposing penalties for a participant who fails to meet Welfare Transition (WT) work requirements. In addition, DCF contracts with other public and private organizations to provide some of the TANF family support services (non-assistance) programs described in WIOA Combined Plan.
- **Department of Commerce (FloridaCommerce): Administration and Accountability.** FloridaCommerce is the designated state agency for administering workforce programs, funding, and personnel. The Florida Legislature appropriates TANF funds to FloridaCommerce, and charges it with providing administrative and program guidance for the merged workforce and TANF/WT support delivery system. FloridaCommerce also serves as the administrative and fiscal entity for the State Board, and FloridaCommerce ensures the appropriate administration of workforce programs and funds.
- **State Workforce Development Board (SWDB) and CareerSource Florida (CSF): Planning, Policy, and Strategic Direction.** Pursuant to the Workforce Innovation and Opportunity Act (WIOA) the SWDB consists of a board of directors and chair appointed

by the Governor. The SWDB is the state's chief workforce policy organization. The SWDB provides policy direction and oversight to Florida's LWDBs. CareerSource Florida is the administrative entity created by the Florida Legislature to act under the SWDB. The state's broad workforce strategic vision and goals are expressed through the WIOA Combined Plan.

- **LWDBs: Local Control, Accountability, and Delivery of Services.** The LWDBs are responsible for implementing the state's workforce programs, including WT, other TANF non-assistance programs and employment support services at local career centers. The LWDBs develop innovative programs tailored to the specific economic and employment needs of the community. Primarily made up of local business representatives in each area, the LWDBs focus on planning, policy implementation, and fiscal and programmatic oversight of the local workforce system.

  Workforce System: Job Training, Education, and Employment Options. The workforce system provides a full menu of job training, education, and employment options for workers, job seekers, WT participants, and local businesses at the local career centers or via electronic access. The workforce delivery system includes numerous partners, including DCF, working together under memoranda of agreement, customer referral procedures, specifying services provided, and cost allocation formulas.

  Department of Education, Division of Early Learning (DOE, DEL): Administration of TANF Childcare Services. DEL functions as the funding and oversight entity for the local coalitions providing childcare assistance to current and transitional TANF participants.

(b) Require a parent or caretaker receiving assistance to engage in work (defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once he or she has received 24 months of assistance, whichever is earlier, consistent with the child care exception at 407(e)(2) (section 402(a)(1)(A)(ii) of the Social Security Act).

Work Requirement.
Individuals who apply for TCA and are not exempt from work activity requirements must complete the work registration process as a condition of eligibility for TCA. Section 414.095, F.S., requires that an individual must meet certain eligibility requirements before receiving services or TCA, except that a participant shall be required to register for work and engage in work activities in accordance with section 445.024, F.S. Florida operates an online process that allows applicants to complete work registration requirements. These requirements include an overview of the WT program and an assessment. The LWDBs may require additional registration tasks when the participant completes the online program overview and assessment. The additional requirements are displayed immediately after the applicant completes the online portion of work registration.

As part of the work registration process, participants learn about the WT program, their opportunities, and their responsibilities. They engage in work activities based on their ability to comply. If a participant unable to begin immediate involvement in job search or other activities because of medical limitations, mental health issues, substance abuse issues, or domestic violence, the participant is engaged in a modified work registration process. An individual who needs assistance to look for work, to participate in work activities, or who requires special accommodation to participate are offered services based on their needs.

Failure to complete the work registration process, unless the applicant meets an exemption, results in a denial of benefits. Individuals who are not able to work because of a medical incapacity, substance abuse or mental health issue, domestic violence or other disability/limitation may be excused from having to work, register, or participate in work activities prior to receiving assistance. DCF refers non-exempt individuals to FloridaCommerce for assessment and assignment to appropriate work activities.

Section 445.024, F.S., specifies the work activity requirements of the WT program. These requirements ensure that TANF-eligible parents and caretakers engage in work in accordance with sections 402(a)(1)(A)(ii) and 407 of the Social Security Act as amended by the PRWORA, the Deficit Reduction Act and 45 CFR Parts 261, 262, 263 and 265, Reauthorization of the TANF Program, Final Rule published Feb. 5, 2008. Unless a parent or caretaker meets a specified exemption, the statute requires immediate entry into work or other activities, subject to federal and state funding.

(c) Ensure that parents and caretakers receiving assistance engage in work in accordance with section 407 (section 402(a)(1)(A)(iii) of the Social Security Act). Consistent with the required strategic elements discussed in section II (a)(2) herein, provide a specific analysis of how the State's workforce development activities are addressing employment and training services for parents or caretakers receiving assistance.

Participants must participate in work activities for not less than the minimum number of hours required under federal law in 42 USC s. 607(c), SSA, as amended. The amount of time in a work activity cannot exceed that which is permitted under federal law or regulation.

LWBDs may develop activities under each of the following categories of work activities. They may use the following categories of work activities, based on federal law and regulations, individually, or in combination to satisfy the work requirement for a participant in the WT program:

- Unsubsidized employment.
- Subsidized private sector employment.
- Subsidized public-sector employment.
- On-the-job training.
- Community service programs.
- Work experience.
- Job search and job readiness assistance.
- Vocational educational training.
- Job skills training directly related to employment.
- Education directly related to employment.
- Satisfactory attendance at a secondary school or in a course of study leading to a graduate equivalency diploma.
- Providing childcare services.

Florida defines its work activities in its approved Work Verification Plan. The state uses the same definition for each work activity as described in the Deficit Reconciliation Act of 2005 Final Regulations, 45 CFR Parts 261, 262, 263 and 265, Reauthorization of the Temporary Assistance for Needy Families Program, Final Rule published Feb. 5, 2008.

(d) Take such reasonable steps as the State deems necessary to restrict the use and

disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal Government (section 402(a)(1)(A)(iv) of the Social Security Act).

Disclosure of Information. Florida uses an integrated eligibility process on the FLORIDA system that simultaneously determines eligibility for food assistance, TCA, and Medicaid. While the federal AFDC cash assistance regulations changed in many respects because of TANF, the confidentiality requirements for food assistance and Medicaid remain unchanged. Consequently, when DCF obtains information as part of an integrated eligibility process that includes either food assistance or Medicaid and TCA, or both, it safeguards the use or disclosure of such information in accordance with food assistance regulations (7 CFR 272.1(c), Medicaid regulations (42 CFR 431.300-431.306), and Florida's TCA statutory exemption laws (sections 414.106, 414.295 and 445.007, F.S.).

(e) Establish goals and take action to prevent and reduce out-of-wedlock pregnancies, with special emphasis on teenage pregnancies (section 402(a)(1)(A)(v) of the Social Security Act).

Out-of-Wedlock Pregnancies. Florida defines "out-of-wedlock" as: "The mother is not married at the time of delivery." If the parents were married at time of conception, but are not married at time of delivery, this is termed an "unwed birth." If the father dies prior to delivery, this is termed an "unwed birth."

The birth rate among teens 19 and under in Florida and the nation is steadily declining.

In Florida, the birth rate for female teenagers between the ages of 15 and 19 was 50.6 per 1,000 females in 2000, 16.7 per 1,000 in 2018, and further declined to 13.1 per 1,000 females in 2022.

The state has a broad array of programming directed toward reducing out-of-wedlock births and teenage pregnancy. This programming is not included in this plan because it is offered through public agencies and private or community-based groups. These agencies and groups make these programs available to individuals and families without regard to specialized eligibility criteria and are not tied to individuals receiving TANF or MOE funding.

DOE offers programs and initiatives extensively throughout Florida through its school districts, the Department of Health (DOH) through its local health agencies, the Department of Juvenile Justice, the Department of Legal Affairs, the Urban League, and a variety of community and church groups. All provide outreach and education and seek non-restricted participation in their activities.

Examples include:

- Education Now and Babies Later (ENABL).
- Teen Pregnancy Programs in school districts.
- Sexual Risk Avoidance Programs.
- Family Planning Clinics and Programs.
- Juvenile Redirections Programs.
- Practical Academic Cultural Education (PACE) for Girls.
- Children In Need of Services/Families in Need of Services (CINS/FINS).

(f) Conduct a program designed to reach State and local law enforcement officials, the education system, and relevant counseling services, that provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded to include men (section 402(a)(1)(A)(vi) of the Social Security Act)

Section 6: Statutory Rape Prevention and Male Involvement

These are state/federal funded initiatives complementary to and coordinated with the TANF program at the local level. They are not TANF or TANF/MOE funded.

Florida programs that provide educational information and training to state and local law enforcement officials, educational institutions, and relevant counseling services on the problem of statutory rape, teenage pregnancy prevention programs, and the role of fathers have been expanded in scope to include improved strategies to reach more males.

6.1 Violence Intervention and Prevention Program

The Violence and Injury Prevention Section's Rape Prevention and Education (RPE) Program is funded by the Centers for Disease Control and Prevention to educate the public, professionals, and underserved populations on sexual violence interventions and prevention through creation of safe, healthy environments, and behaviors.

The Centers for Disease Control and Prevention provides recommendations on successful evidence-based strategies for preventing sexual violence in a technical package entitled "STOP SV." This package uses the best available evidence to provide a select group of strategies with the greatest potential to reduce sexual violence. These strategies focus on promoting social norms that protect against violence (S); teaching skills to prevent sexual violence (T); providing economic and social opportunities to empower and support girls and women (O); creating protective environments (P); and supporting victims/survivors to lessen harms (SV). The approaches included for these strategies address shared risk and protective factors for multiple forms of violence across the socio-ecological spectrum.

TANF Figure 7.01
Stop Sexual Violence

STOP Sexual Violence		
	Strategy	**Approach**
S	Promote **Social Norms** that Protect Against Violence	• Bystander approaches • Mobilizing men and boys as allies
T	**Teach** Skills to Prevent Sexual Violence	• Social-emotional learning • Teaching healthy, safe dating and intimate relationship skills to adolescents • Empowerment-based training
O	Provide **Opportunities** to Empower and Support Girls and Women	• Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
P	Create **Protective** Environments	• Improving safety in schools • Establishing and consistently applying workplace policies • Addressing community level risks through environmental approaches
SV	**Support Victims**/Survivors to Lessen Harms	• Victim-centered services • Treatment for victims of SV • Treatment for at-risk children and families to prevent problem behavior including sex offending

Research presented in the co-text guidance “Connecting the Dots” demonstrates children and families living in communities with many risk factors, such as high poverty, unemployment and crime, are more likely to experience multiple forms of violence than children and families in other communities. Similarly, people living in communities with protective factors, such as coordination of resources and services, access to mental health and substance abuse services and community support and connectedness are less likely to experience violence and more likely to be resilient. Addressing shared risk and protective factors provides an opportunity to move beyond individual-level programming to address the co-occurrence of multiple forms of violence on the community level.

Applying strategies to address factors on all levels of the social ecological model (SEM) is a key public health approach and will maximize impact for both communities and disproportionately affected populations. Florida’s efforts continue to focus on building capacity to impact multiple forms of violence by addressing shared risk and protective factors. With a focus on community level efforts.

6.2 Rape Crisis Program Trust Fund

In 2003, the Florida Legislature created the Sexual Battery Victims' Access to Services Act in section 794.055, F.S., and the Rape Crisis Program Trust Fund in section 794.056, F.S. The Sexual Battery Victims' Access to Services Act acknowledges that victims of sexual assault in the state of Florida should have access to basic services including:

- Hotline
- Crisis intervention
- Advocacy
- Support services
- Therapy
- Medical intervention
- Service coordination
- Community Awareness

The Act created a funding system for distribution of monies generated by a $151 surcharge assessed on each offender who pleads guilty or nolo contender or found guilty of sexual battery and other offenses that included many of the aggravated battery and other battery offenses. While the clerk of the court retained $1 of the surcharge, the Department deposits $150 in the Rape Crisis Program Trust Fund. This Act requires the Department of Health to contract with a statewide, nonprofit association to distribute these funds to provide sexual battery recovery services.

DCF must use funds received under section 938.085, F.S., to provide sexual battery recovery services to victims and their families. Department of Health retains five percent for administrative costs and provides the remaining 95 percent to the Florida Council Against Sexual Violence (FCASV) via contract. The FCASV retains no more than 15 percent of the funds for statewide initiatives and distributes the remainder of the funds to rape crisis centers, based on an allocation formula that takes into account the population and rural characteristics of each county.

Section 409.2355, F.S., directs DCF to establish a program (if the Legislature appropriates funds) so local communities may apply for grants through the state attorney's office of each judicial circuit to fund innovative programs for the prosecution of males over age 21 who victimize girls younger than 16 years old in violation of sections 794.011, 794.05, 800.04, 827.04(3), or 847.0135(5), F.S.

Section 382.356, F.S., directs the Office of Vital Statistics of the Department of Health, the Department of Revenue, and the Florida Prosecuting Attorneys Association to develop a protocol for sharing birth certificate information to facilitate the prosecution of offenses in which a male over the age of 21 impregnates a child less than 17 years old.

(g) Implement policies and procedures as necessary to prevent access to assistance provided under the State program funded under this part through any electronic fund transaction in an automated teller machine or point-of-sale device located in a place described in section 408(a)(12), including a plan to ensure that recipients of the assistance have adequate access to their cash assistance (section 402(a)(1)(A)(vii) of the Social Security Act).

EBT Restrictions. Section 402.82(4)(a), F.S., prohibits the use or acceptance of an electronic benefit transfer card for the purchase of an alcoholic beverage as defined in section 561.01, F.S., and sold pursuant to the Beverage Law.

Sections 402.82(4) (b) through (f), F.S., prohibit use or acceptance of an Electronic Benefit Transfer (EBT) card at the following locations:

- An adult entertainment establishment as defined in section 847.001, F.S.
- A pari-mutuel facility as defined in section 550.002, F.S.
- A slot machine facility as defined in section 551.102, F.S.
- A commercial bingo facility that operates outside the provisions of section 849.0931, F.S.
- A casino, gaming facility, or gambling facility, or any gaming activities authorized under part II of chapter 285, F.S.

Procedures to prevent access to TCA through use of EBT cards at the above locations will require the EBT vendor to block both Point of Sale (POS) machines and Automated Teller Machines (ATM) at the prohibited locations.

The vendor will block POS transactions from businesses identified by the Merchant Category Code (MCC), developed by the "Card Association," at package stores (beer, wine, and liquor), high risk adult entertainment, and betting, which includes lottery/casino/wagers. The state will identify which MCC codes the vendor should block. If the MCC code is present and, on the vendor's, "no process" list, the transaction will be declined.

The EBT vendor will block ATM transactions by programming a block on the specific ATM terminal ID. ATM transactions are reviewed monthly through a data analysis process to identify ATM terminal IDs in prohibited locations. The EBT vendor will then enter this terminal ID into their system to block any EBT cash transactions from the ATM machine at the prohibited location.

Retail stores, other than liquor stores where use of the EBT card is prohibited, will be responsible for ensuring the EBT card is not used for the purchase of an alcoholic beverage as defined in section 561.01, F.S. The Florida Retail Association has advised all retail stores of the state law.

(h) Ensure that recipients of assistance provided under the State program funded under this part have the ability to use or withdraw assistance with minimal fees or charges, including an opportunity to access assistance with no fee or charges, and are provided information on applicable fees and surcharges that apply to electronic fund transactions involving the assistance, and that such information is made publicly available (section 402(a)(1)(A)(viii) of the Social Security Act).

TCA Access. Recipients may redeem TCA benefits at any commercial POS machine that displays the QUEST® logo and any financial institution's ATM that displays the QUEST®, STAR®, or PRESTO® logos. Merchants that accept the Florida EBT card display the QUEST® logo to let cardholders know they can use their cards at these locations.

ATMs offer TCA withdrawal services only. POS machines offer TCA purchase transactions and may offer TCA back with a TCA purchase and TCA withdrawal transactions. Transactions performed at ATMs and some POS machine merchants are subject to surcharges by the financial institution or owner. ATMs and POS machines that redeem EBT TCA benefits will have a dollar sign on their QUEST® logos.

The cardholder can use their EBT card in all fifty states plus Washington, DC and the U.S. territories of Guam and the Virgin Islands.

Fees and Surcharges

- **Fees:** The first two TCA only withdrawal transactions each month are provided at no cost to the cardholder. There is a $0.85 fee for the third and subsequent TCA only withdrawal transactions. There is no fee charged by DCF or its fiscal agent (FIS eFunds) for TCA purchases, or for receiving TCA back with a purchase.
- **Surcharges:** A surcharge is an additional fee that may be charged for using a card at an ATM machine, or for withdrawing cash only at some point-of-sale machines in retail stores. The surcharge is charged by the owner of the equipment or financial institution supporting the ATM. Banks and other retailers may have varying surcharges. For example, some banks charge a $1.50 surcharge to customers who do not have an account with them. Other ATMs/financial institutions may charge anywhere from $1 up to $3.50 for the same service. Some ATM networks do not surcharge EBT cash cardholders.

Direct Deposit
Customers can choose to have their TCA benefits deposited into their own bank accounts through direct deposit. TCA benefits are deposited into recipient's bank account on the same schedule as those posted to EBT accounts at the financial institution designated on the Direct Deposit Authorization form.

The Department of Children and Families provides information on accessing TCA benefits with minimal fees or charges, including an opportunity to access TCA with no fee or charge to the EBT cardholder in a printed informational brochure included with EBT cards. EBT account access, card use, and customer service information is available on DCF's website www.myflfamilies.com.

(i) Indicate whether it intends to treat families moving from another State differently from other families under the program, and if so how (section 402(a)(1)(B)(i) of the Social Security Act)

State-to-State Eligibility. Florida does not determine eligibility for families moving into the state from another state differently than in-state families participating under the program. Individuals who move from another state are subject to the same time limitation as Florida residents. Florida counts the months of TANF assistance received in another state toward its 48-month lifetime limit.

(j) Indicate whether it intends to provide assistance to non-citizens, and if so include an overview of the assistance (section 402(a)(1)(B)(ii) of the Social Security Act).

Noncitizen Eligibility. Florida provides assistance to qualified noncitizens as required by federal law and in accordance with state law. Qualified noncitizens who receive TCA are subject to the same work requirements and time limits as other recipients.

(k) Set forth objective criteria for the delivery of benefits and the determination of eligibility and for fair treatment, including an explanation of how it will provide opportunities for recipients who have been adversely affected to be heard in a State administrative or appeal process (section 402(a)(1)(B)(iii) of the Social Security Act).

Due Process. WIOA provides for applicant/participant protections against erroneous and arbitrary decision-making through opportunities for hearings and appeals in accordance with section 409.285, F.S. Participants are subject to the same health, safety, and nondiscrimination

standards established under federal, state, or local laws that otherwise apply to other individuals engaged in similar activities who are not participants in the WT. The act also provides DCF with administrative rulemaking authority and directs DCF to adopt such administrative rules to ensure participant protection and due process in accordance with section 414.45, F.S. DCF does not discriminate against any person based on race, color, national origin, disability, sex, or age in admission, treatment, or participation in its programs, services and activities, or in employment.

(l) Indicate whether the State intends to assist individuals to train for, seek, and maintain employment (Section 402(a)(1)(B)(v) of the Social Security Act)—

(1) providing direct care in a long-term care facility (as such terms are defined under section 1397j of this title); or

(2) in other occupations related to elder care, high-demand occupations, or occupations expected to experience labor shortages as, determined appropriate by the State for which the State identifies an unmet need for service personnel, and, if so, shall include an overview of such assistance.

Elder Care. Florida affirms that it includes healthcare needs of elders in its planning for workforce and economic development.

Florida intends to assist individuals to train for, seek, and maintain employment in other (healthcare) occupations related to elder care determined appropriate by the State for which the State identifies an unmet need for service personnel.

The following is a brief description of some of the labor market analysis, training opportunities, and healthcare related initiatives in Florida. While not all demand occupations mentioned below are for elder care exclusively, the fact that Florida is one of the primary locations for the nation's retirement population means that most healthcare workers will cope with the issues of elder care during their career.

Description: Florida has been the destination of choice for decades for retirees seeking a home in a state with year-round sunshine, a relatively low cost of living and no state income tax, so that their retirement funds stretch further. The state currently ranks number one in the percentage of citizens who are elders and will likely continue. For this reason, Florida has long been aware of the need to train a labor force with the skills to care for the needs of this large segment of its population. Florida's technical schools, community colleges, and universities all have strong records of preparing individuals for all areas of the elder health care industry – from physicians specializing in gerontology to in-home caregivers. The Florida Statewide Demand Occupations List, which sets the training agenda for all workforce training programs in Florida, includes more than 11 health-related occupations, all listed as high-skill, high-wage occupations. The list does not include all the beginning-level training programs, such as Certified Nurse Assistants, where many individuals start their career path in elder health care in the state's many assisted living facilities and nursing homes.

As an integral part of the workforce system in Florida, TANF-funded WT Program participants are encouraged to train for occupations with growth and high wage potential.

(m) Provide for all MOE-funded services the following information: the name of the program benefit or service, and the financial eligibility criteria that families must meet in order to receive that benefit or service. In addition, for TANF MOE-funded services (co-

mingled or segregated MOE) describe the program benefit provided to eligible families (SSP services do not have to include a description but the Department of Health and Human Services encourages it) (§263.2(b)(3) & §263.2(c) preamble pages 17826-7).

MOE. TANF MOE funded TCA is provided to eligible families at or below 185 percent of the federal poverty level. All TANF MOE funded services are provided to eligible families at or below 200 percent of the federal poverty level. MOE funded programs include:

- TANF TCA: This program provides TCA payments, vouchers, and other benefits to meet a family's ongoing basic needs (food, shelter, clothing, utilities, household goods, personal care items and general incidental expenses). Program expenditures also include administrative and systems costs related to assisting those families.
- Childcare/School Readiness: This program provides childcare to children from low-income families, allowing parents to participate in counseling and workforce training that will ultimately result in economic self-sufficiency. The program seeks to provide extended-day and extended-year services to the maximum extent possible to meet the needs of parents who work or participate in work activities.
- In Home Supports (Includes Family Builders and Other Services, such as Protective Investigations, Hotline, Case Management, And Other Family Safety Activities): In home support services provide certain measures of safety and care for the entire family through intensive in-home services. The program provides:
    - Support to families in providing prevention services and promoting family well-being, to maintain the safety of children in their own homes, to support families preparing to reunify or adopt and to assist families in obtaining services and other supports necessary to address their multiple needs.
    - In-home intervention for families to provide safety and care for the entire family and to prevent the out of home placement of children.
    - Assessments, family preservation plans, parent education, role modeling, case management, advocacy for families and teaching techniques to improve the environment, including improvement of communication skills through an in-home service model of moderate duration, not to exceed 90 days, or 120 days if an extension has been granted.
- Healthy Families Florida: This program provides a community-based, voluntary home visiting program for expectant families and families with newborns who are experiencing stressful life situations. The program provides prevention services and promotes family well-being.
- Family Intensive Treatment: Provides intensive services to families in the child welfare system with parental substance use. Upon successful completion, the family would have the skills and natural support system needed to maintain improvements made during services.
- Community Action Team: Provides community-based serves to children and young adults with a mental health or co-occurring substance abuse diagnosis who are at-risk for out-of-home placement.
- Responsible Fatherhood Initiative: Provides an opportunity for every father in the state to be able to obtain information and inspiration that will motivate and enable him to enhance his abilities as a father, recognizing that some fathers have greater challenges than others and would benefit from greater support.

TANF CERTIFICATIONS

TANF Figure 7.02
TANF Certifications

States that include TANF in the Combined State Plan must provide a certification by the chief executive officer of that State, that during the fiscal year, the State will:	
1.	Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act);
2.	Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under the State Plan under title XIX. (section 402(a)(3) of the Social Security Act);
3.	Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)— (A) have been consulted regarding the plan and design of welfare services in the State so that services are provided in a manner appropriate to local populations; and (B) have had at least 45 days to submit comments on the plan and the design of such services:
4.	Provide each member of an Indian tribe, who is domiciled in the State and is not eligible for assistance under a tribal family assistance plan approved under section 412, with access to assistance under the State program funded under this part attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act);
5.	Establish and enforce standards and procedures to ensure against program fraud and abuse, including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act).
6.	(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).— (i) screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals. (ii) refer such individuals to counseling and supportive services; and (iii) waive, pursuant to a determination of good cause, other program requirements such as time limits (for so long as necessary) for individuals receiving assistance, residency requirements, child support cooperation requirements, and family cap provisions, in cases where compliance with such requirements would make it more difficult for individuals receiving assistance under this part to escape domestic violence

	or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence.

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM, EMPLOYMENT AND TRAINING (SNAP E &T) and WORK PROGRAMS AUTHORIZED UNDER SECTIONS 6(d)(4) and 6(o) OF THE FOOD AND NUTRITION ACT OF 2008

(OMB Control Number: 0584-0083)

(a) General Requirements: The State agency must prepare and submit an Employment and Training (E&T) Plan to its appropriate Food and Nutrition Service (FNS) Regional Office. The E&T Plan must be available for public inspection at the State agency headquarters. A State agency may include its plan for the SNAP E&T program in a Combined Plan under WIOA but will require FNS approval prior to implementation and must continue to make a copy of the plan available for public inspection. If a State includes SNAP E&T in a Combined Plan under WIOA, the State agency will detail the following for each year covered by the Combined Plan:

(1) The nature of the E&T components the State agency plans to offer and the reasons for such components, including cost information. The methodology for State agency reimbursement for education components must be specifically addressed;

The Florida SNAP E&T program offers participants the opportunity to meet the able-bodied adults without dependents (ABAWD) and general work requirements of the program through participation in qualifying program components available through LWDBs and career centers across the state. The table below details each component.

SNAP E&T Figure 7.01
Qualifying Program Components

Supervised Job Search	Participants assigned to the supervised job search component are provided with job search assistance and guidance to include job referrals and job leads, hiring events invitations, and labor market information. These types of activities ensure a direct linkage to the employment opportunities of individuals engaged in the activity. This means a participant in a supervised job search must likely be able to find a job through the activity, and there must be appropriate jobs available for the participant in the community.	$230.00 per participant
Job Search Training	Job search training assists in the development of essential job readiness and employability skills for the participant to secure and retain employment. Job search training may include career assessments, classroom instruction, job development and placement services, or other training or support activities such as workshops that address life skills, time management, soft skills, interpersonal skills, decision making, foundational courses to address resume development, appropriate dress for the workplace, and career planning.	$360.00 per participant
Basic Education	Basic education services are defined as academic instruction and education services below the postsecondary level that increase the mandatory participants' ability to: • Read, write, and speak English. • Perform math or other activities necessary for the attainment of a secondary school diploma or equivalent. • Transition to post-secondary education and training; and • Obtain employment (WIOA Title II sec. 203).	$228.00 per participant

	Allowable education activities may include, but are not limited to: • Adult basic education. • Remedial education. • High school completion or General Educational Development; and • English lessons for speakers of other languages.	
Vocational Training	Career/technical education and vocational training provides an opportunity for mandatory participants to participate in courses or programs of study that are part of a program of career and technical education (as defined in section 3 of the Carl D. Perkins Act of 2006) and other post-secondary education. The vocational training component offers participants an opportunity to earn postsecondary credentials valued by employers and industry, including certifications and degrees, industry-recognized credentials, and licensures in alignment with demand occupations in the local area.	$594.00 per participant
Work Experience	Work experience connects participants with employers to build job-related skills through practical experience or training at a worksite. Work experience is a planned, structured learning experience that takes place in a workplace for a limited period of time. LWDBs arrange worksites within the private for-profit sector, the non-profit sector, and the public sector where participants can gain work experience designed to increase their employability.	$285.00 per participant
Job Retention Services	Job retention services are support services offered to individuals who successfully participate in program components and obtain employment within 30 days of participation in a qualifying component.	$250.00 per participant

- Comprehensive intake assessments
- Individualized Service Plans
- Progress monitoring
- Coordination with service providers
- Reassessment

LWDBs are required to provide case management for all participants who are referred to the workforce system by DCF. After participants complete the orientation and assessment, they are assigned a case manager who continues the case management process during the initial appointment. Subsequent to the initial appointment, case managers meet with the E&T participants monthly to review their progress and success in program components, such as completing an education component, work experience and/or obtaining gainful employment. The case manager may also provide support services, information on employer events (i.e., job fairs hiring fairs, information sessions), and/or referrals to community resources based on the individual needs of the participant. All case management activities are recorded and tracked in the OSST system, FloridaCommerce's case management system.

Throughout the case management process, case managers housed in the career centers of the LWDB communicate with DCF staff regarding participation hours, household changes, compliance/non-compliance, etc. via the interface between DCF's FLORIDA system and OSST. Most local areas also communicate directly with DCF staff that are considered their local liaisons to resolve or troubleshoot any issues that arise. Communication between LWDB case managers and DCF staff may be verbal (telephonic/in-person meetings) or electronic (email or FLORIDA messages).

SNAP Eligibility Staff

While serving mandatory participants, E&T case managers may be informed of changes in the household from the participant or through the interface between the FLORIDA (DCF) and OSST (FloridaCommerce) systems. The participant must report any changes to DCF within 10 days and/or the E&T case manager may provide the updated information to DCF staff directly. Additionally, each LWDB is assigned with a DCF staff serving as point of contact. The DCF point of contact email address and phone number is provided to local E & T case managers to handle any participant case management needs.

State E&T Staff

State E&T staff track referrals through the FLORIDA system. The FLORIDA system includes participant information such as the case number, the personal identification number, social security number, name, ethnicity, date of birth, sex, residence/mailing address, benefit history, food assistance amounts, approval periods, and other information.

The daily eligibility transactions are communicated to FloridaCommerce via a secure file data transfer between FLORIDA and OSST. Once FloridaCommerce receives the referral notice through the case to do in OSST, an Employment and Training Referral (ETR) notification is sent to the participant. The ETR informs the participants of the mandatory requirements for participation and includes the online initial engagement steps. The online initial engagement steps

include completing an orientation, assessment and scheduling an initial engagement appointment.

Once the participant completes the required steps, the participant will meet with a LWDB case manager. The LWDB case manager will further explain the program requirements, review the assessment, discuss goals, assignment to program components, support services, and/or participant reimbursements as needed. The participant will be assigned to program components based on the information obtained through the initial engagement, including assessments, education/employment goals, etc.

Community resources and partnerships may also be provided to participants. If participants have challenges completing the online requirements the participant can request to come into the office to complete the manual processes.

Other E&T Providers

There are no E&T providers other than LWDBs.

Community Resources

All LWDBs maintain a community resource listing (manual or electronic referral system) of local partnerships within their local network to provide support to participants as needed. Community resources and partnerships with LWDBs are made throughout their communities to better serve participants. The case manager may refer participants to community resources and/or partners through their locally established referral procedures to receive additional support outside of what is available through the career center.

DCF ensures E&T participants receive targeted case management services by reviewing local workforce development board case files during monitoring. DCF's programmatic monitoring reviews include a review of the case managers oversight of assessment, orientation, grievance/compliance, administering of components, employment verification and participant reimbursements. During the monitoring review, the case managers are informed of any identified issues (observation or finding) and are given up to 10 days to resolve. Any unresolved issue (observation or finding) is documented and addressed between DCF's and FloridaCommerce's agency leadership to determine a resolution or apply a corrective action.

While FloridaCommerce is responsible for the administration of the E&T services and OSST serves as the case management system, DCF ensures participants receive targeted case management through monitoring of the services provided by FloridaCommerce. E&T case managers use OSST as an accountability tool and use to track participation, reimbursements, notification letters, documents, case notes, activities and other case management services. Case management appointments are scheduled in a manner that allows appropriate follow-up time to discuss progress, appropriate and available components. Participants are able to provide mandatory documentation via electronic communication. Having electronic communication capabilities allows participants to provide documentation timely to their case manager and maintain compliance with program requirements thereby avoiding adverse impacts to their benefits.

(2) An operating budget for the Federal fiscal year with an estimate of the cost of operation for each Federal fiscal year covered by the Combined Plan. Any State agency that requests 50% Federal reimbursement for State agency E&T administrative costs, other than for participant reimbursements, must include in its plan, or amendments to its plan, an itemized list of all activities and costs for which those Federal funds will be claimed, including the costs for case management and casework to facilitate the transition from economic dependency to self-sufficiency through work. Costs in excess of the Federal grant will be allowed only with the prior approval of FNS and must be adequately documented to assure that they are necessary, reasonable and properly allocated. A State must submit a plan amendment to request budget adjustments at least 30 days prior to planned implementation;

SNAP E&T Figure 7.02
SNAP E&T Funding Sources

Total Fiscal Year Plan Funding			
Funding Sources	**Non-Federal Share**	**Federal Share**	**Total**
100% Federal Grant		$ 5,971,836.00	$ 5,971,836.00
ABAWD Pledge Grant, if applicable		$ -	$ -
50% Administrative	$ -	$ -	$ -
50% Dependent Care	$ -	$ -	
50% Transportation/Other	$ 148,882.00	$ 148,882.00	
50% Total Participant Reimbursements	$ 148,882.00	$ 148,882.00	$ 297,764.00
Total 50% Funds	$ 148,882.00	$ 148,882.00	$ 297,764.00
Total	$ 148,882.00	$ 6,120,718.00	$ 6,269,600.00

(3) The categories and types of individuals the State agency intends to exempt from E&T participation, the estimated percentage of work registrants the State agency plans to exempt, and the frequency with which the State agency plans to reevaluate the validity of its exemptions;

Florida's exemption categories include:

- Mandatory work registrant who is head of household and has a child in the home under

age 18.
- Mandatory work registrant who is not head of household and has a child in the home under age 18.
- Illness (medical limitation).
- Confirmed pregnancy.
- Transportation unavailable for over two hours or due to rural location.
- Extreme communication or language limitation.
- Circumstances beyond control.
- Lack of childcare for ages 6 to 12 years old.
- ABAWD with indicator 'N' mandatory FSET/ ABAWD only (ABAWD already meeting the work requirement).
- ABAWD with indicator 'N' mandatory refugee referral (refugees in first 12 months and already meeting the work requirement).
- Non-reimbursable expenses for participating in E&T.
- No available openings in an E&T component.
- Homeless.
- Veteran.
- Former foster care individual age 24 or younger.

It is anticipated that 82% of work registrants will be exempt from E&T services. Florida re-evaluates its exemption categories on an annual basis.

(4) The characteristics of the population the State agency intends to place in E&T;

Florida's SNAP E&T population includes ABAWDs, returning citizens, underemployed, those that reside in rural areas, and mandatory work registrants ages 53-59 that do not meet any exemptions.

(5) The estimated number of volunteers the State agency expects to place in E&T;

Florida operates a mandatory SNAP E&T program that serves ABAWDs and individuals subject to general work requirements between the ages of 18 and 59 who do not have children under age 18 in the home, do not meet an exemption, and determined eligible for the program by DCF.

CareerSource Florida and FloridaCommerce conferred with the DCF and confirmed that as the state agency operates the mandatory E&T program, the estimated number of volunteers the State agency expects to place in employment and training is zero.

(6) The geographic areas covered and not covered by the E&T Plan and why, and the type and location of services to be offered;

Florida offers a statewide SNAP E&T program, and services include supervised job search, job search training, work experience, education, vocational training, and job retention services.

(7) The method the State agency uses to count all work registrants as of the first day of the new fiscal year;

Based on work registrant data received from DCF's FLORIDA system, DCF's process for tracking

work registrant data includes creating a base table at the beginning of the federal fiscal year, then adding individuals to that base table every month and marking those individuals as “NEW” only if they are not already in the base table. Each month, “NEW” registrants are only counted if they were not identified in any previous month during the FFY.

Work registrants are defined as SNAP eligible participants receiving food assistance in the report month and identified with work registrant and deferred work registration codes in the FLORIDA eligibility system. Participants must be between the ages of 16 and 59, and not a current Temporary Cash Assistance (TCA) recipient in the report month. At the beginning of each FFY (October 1), DCF determines the number of work registrants receiving food assistance benefits as of September 30th.

(8) The method the State agency uses to report work registrant information on the quarterly Form FNS–583;

Federal E&T National Reporting Measure data will be collected from the OSST data entry system and FloridaCommerce Unemployment Insurance (UI) wage data. E&T program participants whose cases close due to notification from DCF (E&T participation no longer required, exempt, sanction imposed, etc.) will have the case closure date or the set activity end date, whichever is greater, used as the E&T exit date. This date will be used to determine the quarter of exit from E&T participation. UI wage data will be used to provide employment counts and wage information (employment & median earnings) for the second and fourth quarters after E&T exit.

Participant characteristics, including highest educational level, are collected during the assessment, and stored in the OSST system. Participant characteristics are verified during E&T assessment. The OSST system will be used to determine the disaggregation of the number and percentage of participants for each national measure. When determining the participants’ age category, the participants’ age at E&T participation will be used rather than the participants’ age at the E&T exit. The number and percentage of participants that completed a training, educational, work experience or an on-the-job training component will be calculated from the OSST system when the activity outcome equals “completed” and the end date is within the program year.

(9) The method the State agency uses to prevent work registrants from being counted twice within a Federal fiscal year. If the State agency universally work registers all SNAP applicants, this method must specify how the State agency excludes those exempt from work registration under 7 C.F.R. §273.7(b)(1). If the State agency work registers nonexempt participants whenever a new application is submitted, this method must also specify how the State agency excludes those participants who may have already been registered within the past 12 months as specified under 7 C.F.R. §273.7(a)(1)(i).

To prevent duplicate counting, each recipient is coded with a unique identifier and work registration code. Each FFY, DCF builds a table of all SNAP recipients with work registration codes. This table includes a unique identifier (the PIN), as well as the recipient’s work registration code. The PIN allows DCF to conduct a distinct count of recipients, thereby preventing duplication.

(10) The organizational relationship between the units responsible for certification and the units operating the E&T components, including units of the Statewide workforce development system, if available.

FNS is specifically concerned that the lines of communication be efficient and that noncompliance by the participant be reported to the certification unit within 10 working days after the noncompliance occurs.

DCF is responsible for and administers the SNAP E&T program in Florida. DCF is responsible for determining food assistance eligibility, screening, and identifying individuals who are subject to work requirements, ensuring appropriateness of referrals to the SNAP E&T program, determining exemptions and exceptions from the program, determining if good cause exists, and imposing of sanctions due to noncompliance and lifting of sanctions. The SNAP E&T team works closely with FloridaCommerce to ensure SNAP E&T participant information is coordinated between the State agency and LWDBs. Coordination and communication to eligibility workers takes place through regular training sessions, updated policies and procedures, broadcast messages, and updated policy resources on DCF's intranet.

FloridaCommerce oversees the 21 LWDBs and conducts annual programmatic monitoring reviews of SNAP participants.

Participant data and information is shared daily through an interface between DCF's FLORIDA eligibility system and FloridaCommerce's OSST system. FloridaCommerce notifies DCF through the nightly interface when an individual fails to comply with work requirements. A good cause notice is mailed to the household by DCF which identifies the noncompliant individual, informs the individual of the reason for the noncompliance, and provides a due date to respond if good cause exists or if they meet an exemption (within 10 days), if applicable.

(11) The relationship between the State agency and other organizations it plans to coordinate with for the provision of services, including organizations in the Statewide workforce development system, if available. Copies of contracts must be available for inspection.

DCF contracts with FloridaCommerce to administer the SNAP E&T components outlined in this state plan, Section I. These services and activities include supervised job search, job search training, education and vocational training, work experience, and/or a combination of components.

FloridaCommerce holds a grantee/sub-grantee agreement with each of the 21 LWDBs which outlines the LWDBs requirements to operate the SNAP E&T program in accordance with the federal and state laws and policy. As it relates to monitoring for adherence with 7 CFR 275.8, national target areas and/or at-risk areas as identified by Federally by Food and Nutrition Services, as well as compliance with the SNAP E&T Plan, Interagency Agreement and any other federal or state requirements as needed, DCF will work with FloridaCommerce to ensure compliance.

CareerSource Florida is the State Workforce Development Board for Florida. In the development of the FFY2026 SNAP E&T state plan, FloridaCommerce consulted with the CSF by providing the draft state plan to the CareerSource Florida professional team for review and input. Key members from DCF, FloridaCommerce, and CSF reviewed and responded to the CareerSource Florida team's feedback and input.

The below input was provided by CareerSource Florida and incorporated in the SNAP E&T state plan:

- Inclusion of WIOA Governor's Set-Aside Initiatives developed through partner collaboration for implementation during PY 2026 – The Governor's Set-Aside Initiatives advances the statewide strategic goals for workforce which provides opportunities for a wide range of job seekers, including SNAP E&T participants, in gaining occupational and foundational training to build a pipeline of talent for current and future in-demand occupations.
- During the 2023-2024 Program Year, the CareerSource Florida Board of Directors approved the Florida Workforce System Transformation Plan, which called for a reduction in the number of LWDBs from 24 to 21, which the Governor approved. The plan focused on three main pillars: alignment and consolidation, system-wide improvements, and regional planning in order to streamline and modernize the state's workforce system, enhancing alignment and accountability. Additionally, these consolidations intend to increase collaboration among economic, educational, and governmental agencies; enhance services to customers to be consistent across the state, especially disadvantaged populations such as recipients of government assistance; use resources more effectively; and strengthen the state's economy by supporting regional economies. The next evolution of change – called Advancing Florida's Workforce System – will have three focuses, including providing ongoing support for the newly consolidated boards, ongoing system-wide improvements, and regional planning. Additional information about this ongoing work can be obtained online at the following link: https://careersourceflorida.com/boardroom/reach-act/
- Implementation of the Education and Industry Consortia throughout the state to convene industry and education leaders quarterly to ensure that local talent pipelines are being developed intentionally as a means of supporting Florida's growing economy and to guide conversations regarding current skills gap that informs the development of strategies within the local workforce development board service area. This allows local workforce boards to develop the talent needed to fill future vacancies.
- Implementation and evaluation activities associated with Florida's WIOA State Plan, which includes the SNAP E&T State Plan, will occur during PY 2026. The intent of the evaluation activities is to ensure the effectiveness of policies and procedures based on data and information gathered from stakeholders through an array of methods. Continuous improvement will lead to greater insight on the impact of WIOA and its partner programs, including SNAP E&T.

FloridaCommerce also values the input of the LWDBs to ensure both state- and local-level perspectives are considered in the design of the state's E&T program. A workgroup comprised of subject matter experts from small, medium, and large LWDBs was formed and convened to gather feedback regarding the design and delivery of E&T services. These consultations helped gather feedback related to local needs in the development of the SNAP E&T program, needs of local employers, and needs of the participants. During the consultation, LWDBs and FloridaCommerce staff discussed case management practices and expectations, funding concerns, leveraging resources, usage of participant reimbursements and received suggestions for overall program improvement. The feedback received from the LWDBs contributed to the proposed initiatives of the program.

Further, consultation with the LWDBs will occur throughout FFY2026 to gain meaningful feedback on a more consistent basis for improvement of services to E&T participants in

Florida. Specifically, the consultations will discuss:

- Design and delivery of E&T services (including case management expectations).
- Program enhancements (including participant reimbursement processes).
- New initiatives for FFY2026
- Emerging challenges and needs for FFY 2026 (including funding concerns and leveraging resources).

The required consultation with the state workforce development board will occur in the second quarter of FFY2026.

(12) The availability, if appropriate, of E&T programs for Indians living on reservations after the State agency has consulted in good faith with appropriate tribal organizations.

DCF consulted with the Indian Tribal Organizations (ITOs) by phone and email with an invitation to discuss the purpose of the SNAP E&T program, availability of services/activities through the SNAP E&T program and review the state plan for their feedback on addressing the unique needs of tribal members living on the reservation through the E&T program.

Both ITOs were provided with a copy of the SNAP E&T State Plan. The ITOs were also offered direct contact information at DCF who can assist with providing eligibility assistance to any member.

The Miccosukee Tribe Council and Seminole Tribe advised that members of each tribe are likely precluded from qualification for SNAP assistance. The Tribes advised they will confirm whether additional consultation is needed.

(13) If a conciliation process is planned, the procedures that will be used when an individual fails to comply with an E&T program requirement. Include the length of the conciliation period; and

N/A

(14) The payment rates for childcare established in accordance with the Child Care and Development Block Grant provisions of 45 CFR 98.43 and based on local market rate surveys.

N/A

(15) The combined (Federal/State) State agency reimbursement rate for transportation costs and other expenses reasonably necessary and directly related to participation incurred by E&T participants. If the State agency proposes to provide different reimbursement amounts to account for varying levels of expenses, for instance for greater or lesser costs of transportation in different areas of the State, it must include them here.

N/A

(16) Information about expenses the State agency proposes to reimburse. FNS must be afforded the opportunity to review and comment on the proposed reimbursements before they are implemented.

The approved reimbursements include:

SNAP E&T Figure 7.03
Participant Reimbursements

Allowable Participant Reimbursements	Participant Reimbursement Caps (optional)	Who provides the participant reimbursement?	Method of disbursement
Any allowable, reasonable, and necessary expenses for participation in SNAP E&T		LWDBs	Reimbursement via EBT (actual amount)
Transportation	$100 monthly per participant	LWDBs	Reimbursement via EBT (actual amount)
Books	$200 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)
Tools	$200 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)
Professional Licensure or Exam Fees	$300 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)
Work Uniforms (including shoes)	$200 per participant based on program	LWDBs	Reimbursement via EBT (actual amount)
Driver's License/Exam Fees	$75 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)
Clothing (interview/job)	$100 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)
Electronic Device (laptop/computer)	$400 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)
Background Checks	$50 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)
Drug Test Fee	$100 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)

Fingerprinting Fee	$100 per participant based on program year	LWDBs	Reimbursement via EBT (actual amount)

For each component that is expected to include 100 or more participants, reporting measures that the State will collect and include in the annual report in paragraph (c)(17) of this section. Such measures may include the percentage and number of program participants who received E&T services and are in unsubsidized employment subsequent to the receipt of those services;

As outlined in the Fiscal Year 2025 Annual Report, the following information provides the number of individuals in unsubsidized employment after program completion:

- 4,970 of 23,656 individuals in unsubsidized employment in the 2nd quarter which equals 21.01 percent.

- 4,720 of 22,492 individuals in unsubsidized employment in the 4th quarter which equals 20.99 percent.

The percentage and number of participants who obtain a recognized credential, a registered apprenticeship, or a regular secondary school diploma (or its recognized equivalent), while participating in, or within 1 year after receiving E&T services;

As outlined in the Fiscal Year 2025 Annual Report, the following information provides the number of individuals who obtained a recognized credential, registered apprenticeship or diploma (or its recognized equivalent) while participating in, or within one year after receiving program services:

- 30 of 267 individuals who completed vocational training and obtained a credential which equals 11.24 percent.

The percentage and number of participants who are in an education or training program that is intended to lead to a recognized credential, a registered apprenticeship an on-the-job training program, a regular secondary school diploma (or its recognized equivalent), or unsubsidized employment;

As outlined in the Fiscal Year 2025 Annual Report, the following information provides the number of individuals who are in an education or training program leading to a recognized credential, registered apprenticeship, on-the-job training or diploma (or its recognized equivalent) or unsubsidized employment:

- 2,518 of 18,561 which equals 13.57 percent.

Measures developed to assess the skills acquisition of E&T program participants that reflect the goals of the specific components including the percentage and number of participants who are meeting program requirements or are gaining skills likely to lead to employment; and

SNAP E&T Figure 7.04
Measures Developed to Assess
Skills Acquisition of E&T Program Participants

Below are the state component measures noted in the Fiscal Year 2025 Annual Report.

Component	Measure	Value
Non-Education, Non-Work Components—Job Search Training	Number and percentage of individuals that participated in Job Search Training and obtained employment	20.4% Numerator: 223 Denominator: 1,092
Non-Education, Non-Work Components- Employment Retention Services	Number of participants who received job retention services for 30, 60, and 90 days after they obtained employment	0% Numerator: 0 Denominator: 0 *(No local board requested)*
Education Components – Basic Education	Number of participants who participated in basic education to pursue a GED or HSE and obtained a General Equivalency Degree (GED) or High School Equivalency (HSE) or successful completion of a basic education program.	18.9% Numerator: 2,476 Denominator: 13,040
Education Components – Vocational Training	Number and percentage of individuals who completed vocational training and obtained a credential	11.2% Numerator: 30 Denominator: 267
Work Components – Work Experience	Number and percentage of individuals who completed work experience and obtained employment	18.1% Numerator: 41 Denominator: 227
Non-Education, Non-Work Components— Supervised Job Search	Number of participants who participated in Supervised Job Search and obtained employment.	19.8% Numerator: 777 Denominator: 3,935

Other indicators approved by FNS in the E&T State plan.

N/A

(b) <u>Able-bodied Adults without Dependents (ABAWD):</u>

State agencies interested in receiving additional funding for serving able-bodied adults without dependents (ABAWDs) subject to the 3- month time limit, in accordance with 7 C.F.R. §273.7(d)(3), must include the following for each Federal fiscal year covered by the Combined Plan under WIOA:

(1) Its pledge to offer a qualifying activity to all at-risk ABAWD applicants and recipients.

N/A

(2) Estimated costs of fulfilling its pledge.

N/A

(3) A description of management controls in place to meet pledge requirements.

N/A

(4) A discussion of its capacity and ability to serve at-risk ABAWDs; Information about the size and special needs of its ABAWD population; and

N/A

(5) Information about the education, training, and workfare components it will offer to meet the ABAWD work requirement.

N/A

(c) Optional Workfare: State agencies or other political subdivisions must describe in detail in the plan how the political subdivision, working with the State agency and any other cooperating agencies that may be involved in the program, will fulfill the provisions of 7 C.F.R. §273.7(m). If a State opts to operate an optional workfare program or modify an existing optional workfare program, through a Combined Plan under WIOA, it must provide the following:

(1) State agencies or political subdivisions submitting a workfare plan must submit with the plan an operating budget covering the period from the initiation of the workfare program's implementation schedule to the close of the Federal fiscal year for each year covered by the Combined Plan. In addition, an estimate of the cost for one full year of operation must be submitted together with the workfare plan for each Federal fiscal year covered by the Combined Plan.

N/A

(2) If workfare plans are submitted by more than one political subdivision, each representing the same population (such as a city within a county), FNS will determine which political subdivision will have its plan approved. Under no circumstances will a SNAP recipient be subject to more than one SNAP workfare program. If a political subdivision chooses to operate a workfare program and represents a population which is already, at least in part, subject to a SNAP workfare program administered by another political subdivision, it must establish in its workfare plan how SNAP recipients will not be subject to more than one SNAP workfare program.

N/A

(d) Voluntary Workfare: State agencies and political subdivisions may operate workfare programs whereby participation by SNAP recipients is voluntary. In such a program, the penalties for failure to comply, as provided in 7 C.F.R.

§273.7(f), will not apply for noncompliance. The number of hours to be worked will be negotiated between the household and the operating agency, though not to exceed the limits provided under 7 C.F.R. §273.7(m)(5)(ii). In addition, all protections provided under 7 C.F.R. §273.7(m)(6)(i) shall continue to apply. Those State agencies and political subdivisions choosing to operate such a program shall indicate in their workfare plan how their staffing will adapt to anticipated and unanticipated levels of participation for each Federal fiscal year covered by the Combined Plan under WIOA. FNS will not approve plans which do not show that the benefits of the workfare program, in terms of hours worked by participants and reduced SNAP allotments due to successful job attainment, are expected to exceed the costs of such a program. In addition, if FNS finds that an approved voluntary program does not meet this criterion, FNS reserves the right to withdraw approval.

N/A

(e) Comparable Workfare: The State agency or political subdivision must provide a description of its program, including a methodology for ensuring compliance with 7 C.F.R §273.7(m)(9)(ii) for each Federal fiscal year covered by the Combined Plan under WIOA.

N/A

(f) Process: The State agency must submit amendments to the SNAP E&T segment of the Combined Plan for FNS approval at least 30 days prior to the planned implementation in order to receive federal SNAP E&T funding for the activities not covered by the approved Combined Plan.

(g) Plan Modifications: If FNS determines that the performance of a state agency with respect to employment and training outcomes is inadequate, FNS may require the State agency to make modifications to the State E&T plan to improve the outcomes.

Funding Disclaimer: *Funds may not be available when SNAP E&T portions of a Combined State Plan under WIOA are approved. FNS's obligation after approving a SNAP E&T plan submitted as part of a Combined State Plan is contingent upon the availability of an appropriation from which payment can be made. Any FNS funding resulting from an approval of a SNAP E&T plan submitted as part of a Combined State Plan is subject to FNS receiving sufficient funds (in the Program Financial Control System for FNS) to fund this and all prior approved SNAP E&T plans submitted as part of a Combined State Plan in their entirety in the time and date order received. Federal reimbursement to States for 50 percent of State administrative expenditures and for participant reimbursements is subject to the above conditions.*

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM TRADE ADJUSTMENT ASSISTANCE (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

The One Big Beautiful Bill Act, enacted in 2025, sunset the standalone Trade Adjustment Assistance (TAA) Program effective July 1, 2025, and consolidated its services into the Workforce Innovation and Opportunity Act (WIOA) Title I framework. This change streamlines service delivery through local workforce development boards (LWDBs), shifting TAA functions into existing WIOA Dislocated Worker programs. In Florida, TAA was administered by the Florida Department of Commerce which is winding down active TAA petitions and participant services effective FY 2025.

CareerSource Florida and FloridaCommerce will update state workforce policies to reflect the elimination of TAA-specific reporting and the integration of TAA-like services into WIOA programs. This includes coordinating with the WIOA partners to ensure continued support for affected workers and alignment with federal guidance.

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM JOBS FOR VETERANS STATE GRANTS

(OMB Control Number: 1225-0086)

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to States (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B)) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported quarterly on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

(a) How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG.

Florida's workforce system is led by the state workforce development board, comprised of business and government leaders charged with guiding workforce development for the state of Florida, and CareerSource Florida, the agency that provides support to the state board. Collectively, the state board and CareerSource Florida provide policy direction for talent development programs administered and overseen by the Florida Department of Commerce (FloridaCommerce), the designated state workforce agency responsible for workforce policy implementation and the state's administrative and fiscal entity for workforce development programs and funds, including JVSG.

FloridaCommerce provides services through the state's 21 local workforce development boards (LWDBs) and their network of local career centers. FloridaCommerce partners with CareerSource Florida and the state's 21 LWDBs to strengthen Florida's business climate by supporting employers and helping Floridians gain employment, remain employed, and advance in their careers.

Florida's JVSG program creates opportunities for all eligible veterans and eligible persons to obtain meaningful and successful careers through provision of resources and expertise that maximize employment opportunities and protect eligible veterans' employment rights. Services provided by DVOP specialists include, but are not limited to, comprehensive assessments, development of an Individual Employment Plan (IEP), career counseling, and referrals to eligible veteran and community organizations as needed. LVER staff are fully integrated members of the LWDBs' Business Services Team (BST). LVER staff promote the hiring of veterans to employers, employer associations, and business groups; facilitate employer training; plan and participate in career fairs; and conduct job development contacts on behalf of veterans with employers.

Veterans determined to need occupational skills training or access to apprenticeship opportunities to enhance their marketability for employment will be referred to partners in the Workforce Innovation and Opportunity Act (WIOA) program and/or FDOE Veterans determined to be job

ready are referred to the LVER to ensure they are promoted within the business community as available for immediate job placement.

The CareerSource Florida Board of Directors implemented the policy below to provide employment and training and job placement services to veterans and eligible persons.

CareerSource Florida Workforce P111 – Services for Veterans, Members of the Military, and Spouses. This policy provides guidance to all programs including WIOA, Wagner-Peyser, Migrant and Seasonal Farmworker Program, JVSG, and National Dislocated Worker Grants to help LWDBs provide veterans and eligible spouses priority access to employment, training, and job placement services. This policy requires LWDBs to use qualified staff, standardized intake procedures, and immediate referrals to DVOP specialists to deliver timely and tailored support. The policy also mandates integration of JVSG-funded staff into one-stop centers and encourages co-enrollment and partnerships to improve outcomes. Its purpose is to help veterans and their families find meaningful careers by recognizing their unique skills and ensuring they receive high-quality, responsive services.

Career Centers
Florida's career centers, operated by the LWDBs, are designed to deliver, and provide access to services for employers seeking qualified workers, as well as career services and training for new and existing employees and all job seekers. Services are available to Florida's veterans and businesses through local career centers in areas strategically located throughout the state. All of Florida's career centers are easily identified using the CareerSource Florida network brand and the identifier "A proud partner of the American Job Center network."

Florida's comprehensive career centers provide expanded services and access to WIOA core and required partner programs either through colocation of partners or linkages to partner services. Programs and services available to veterans in comprehensive career centers include, but are not limited to:

- WIOA Adult, Youth and Dislocated Worker.
- Wagner-Peyser Act Employment Service.
- National Dislocated Worker Grants, as applicable.
- Senior Community Service Employment Program.
- Indian and Native American Programs.
- Migrant and Seasonal Farmworker.
- Reintegration of Returning Citizens.
- National Registered Apprenticeship Programs.
- Reemployment Services and Eligibility Assessment.

While these programs and services are universally accessible to all eligible job seekers, veterans and covered persons who meet the program eligibility requirements receive priority of service.

(b) The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance.

FloridaCommerce has determined that the deliberate assignment of JVSG-funded staff to LWDBs is paramount to the success of the program. Integration of JVSG-funded staff in career centers is

accomplished by utilizing established procedures for serving eligible veterans and other eligible persons with qualifying employment barriers (QEB) and combining them with the state administrative policies and processes that will support functional alignment within the career center. All partners will work together to support a seamless, customer-driven system.

FloridaCommerce fills vacant JVSG-funded staff positions at the recommendation of the LWDBs and the State Veteran Program Coordinator. All veterans who meet the published requirements are offered an opportunity to interview for open positions. Provisions under JVSG require the state to fill these positions with eligible veterans and give preference to those with disabilities as defined in Title 38 U.S.C., with priority given to special disabled, disabled, and others who are eligible. All Florida JVSG-funded staff are designated as full-time.

Disabled Veteran Outreach Program (DVOP) Specialists
DVOP specialists are assigned to career centers for the purpose of providing individualized career services to eligible veterans and eligible persons through the case management process. DVOP specialists are made available to eligible veterans who have been identified as having a QEB and require additional enhanced services through case management consistent with VPL 05-24. Through integration within career centers, DVOP specialists provide individualized career services under a coordinated case management strategy to QEB veterans who have been identified by career center partner staff.

Service delivery starts at the initial point of entry into the career center where the veteran encounters will be a non-JVSG staff member trained in all aspects of career center services available to the veteran. This staff member will conduct an initial assessment using a questionnaire that has been developed in accordance with federal guidance to determine the level and type of service(s) needed. If the staff member decides that the initial assessment precludes the need to see a DVOP specialist, the veteran will be referred to the next available non-JVSG staff member for assistance. If the eligible veteran, or other eligible person, is deemed to have a BSE and has a need for enhanced services, the covered person will be referred to a DVOP specialist for assistance. Upon referral, the DVOP specialist must provide the following elements of the case management framework:

- Conduct an in-depth assessment of individualized needs.
- Develop a documented IEP.
- Conduct consistent contacts.

These three activities form the core of an effective case management plan under which most individualized career services will be delivered. These services may include:

- Providing vocational guidance and counseling as required, such as skills assessment, career planning, communications skills, interviewing skills, punctuality, personal maintenance skills and professional conduct.
- Coordination of supportive services by:
    - Providing technical assistance to community-based organizations regarding employment and training services to eligible veterans.
    - Developing relationships with Veteran Service Officers (VSO) and consulting with other representatives of federal, state, and local programs to provide additional services.
    - Job referral for specific employment opportunities.
    - Referral to training with federal partners and other state agencies.

DVOP specialists will conduct outreach activities with the intent of locating eligible veterans with QEBs and providing them with appropriate individualized career services. DVOP specialists must seek out potential veteran clients at locations such as:

- Veterans Affairs (VA) facilities.
- Veteran Readiness and Employment (VR&E) offices.
- Regional medical centers.
- VA-sponsored veteran centers.
- Homeless Veterans Reintegration Plan (HVRP) partner offices.
- Homeless shelters.
- Incarcerated Veterans Transition Program offices.
- Civic and service organizations.
- LWDB partners.
- State vocational rehabilitation agencies.
- Other service providers as deemed to be a probable location for eligible veterans with QEBs.

Florida will continually collect, monitor, and assess the performance data of services provided to ensure that the roles and responsibilities of DVOP specialists are adhered to and adjust the administration of the program, as needed. This is accomplished through the Veterans Quarterly Manager's Reports (VQMRs), along with onsite office validations completed by the State Veterans Program Office.

VR&E Program

The VR&E program, administered by the VA, assists veterans with service-connected disabilities by helping them prepare for, find, and keep suitable employment. Florida's DVOP specialists establish contact with these veterans and assist in any way possible to ensure positive outcomes are achieved by VR&E participants. Although nationally there has been a pause in the process in which VR&E program graduates are referred to the JVSG-funded staff for job search assistance and other workforce development services, Florida will continue its efforts to engage VR&E program graduates to ensure their continued access to JVSG-funded services.

The Assistant State Coordinator (ASVPC) will be responsible for compiling the Chapter 31 report (formerly known as the 201 report). Once compiled, the ASVPC will send the report to the SVPC 28 days after the end of each quarter.

The ASVPC functions as a liaison between the veteran, Employment Counselors, Vocational Readiness Counselors (VRCs), and the local career centers. VR&E program participants who have completed training and are deemed job ready are referred to the ASVPC through the flvre@commerce.fl.gov email inbox. These veterans will be referred to a Veteran Program Manager or designated Chapter 31 contact at one of the 21 LWDBs. A DVOP specialist will then be assigned to the VR&E participant for the provision of individualized career services through the case management process and offered access to applicable career center services.

Local Veterans' Employment Representative (LVER) Staff

LVER staff are assigned to career centers to facilitate employment, training, and placement services and ensure easier access to the appropriate employment and training services for job seeking veterans. LVER staff are placed throughout the state to reach out to employers and promote the benefits of hiring veterans. LVER staff advocate for all veterans served by career

centers with business, industry, and other community- based organizations by participating in activities such as:

- Planning and participating in job and career fairs.
- Conducting employer outreach.
- Coordinating with unions, apprenticeship programs and business to promote and secure employment and training opportunities for veterans.
- Informing federal contractors of the process to recruit qualified veterans.
- Promoting credentialing and licensing opportunities for veterans.
- Coordinating and participating with other business outreach efforts.

LVER staff actively advocate for employment and training opportunities with business, industry, and community-based organizations on behalf of veterans consistent with VPL 05-24. LVER staff will be assigned duties that promote to employers, employer associations, and business groups the advantages of hiring veterans and will be fully integrated with the Business Services Team (BST) within the career center to conduct outreach activities to these entities. As part of these assigned duties, LVER staff will:

- In conjunction with employers, conduct job searches and workshops and establish job search groups to facilitate the use of the State's labor exchange and case management system (Employ Florida) to enhance their employee search activities.
- Form effective relationships with the business community and trade unions to enhance the availability of employment and training opportunities for veterans.
- Encourage businesses to hire veterans and to provide On-the-Job Training (OJT) and apprenticeship programs geared to the veteran community.
- Maintain current labor market information on trends and adjust strategies accordingly.
- Work with training providers and credentialing bodies to promote opportunities for veterans.
- Encourage employers in professions requiring licensure or certification to develop OJT and/or apprenticeship programs for veterans.
- Promote the participation of veterans in programs leading to certification or licensure.
- Advocate with training providers and credentialing agencies for recognition of equivalent military training.
- Plan and participate in job fairs to provide employment opportunities for veterans. LVER staff will facilitate this by:
    - Initiating contact and developing relationships with employers, industry and economic development organizations, community leaders, labor unions, veterans' organizations, and training program representatives to develop their commitment to providing employment and training opportunities for veterans.
    - Maintaining current information regarding a full range of employment and training options available to veterans.
- Work with federal contractors to inform them of the process they can use to recruit and hire veterans within Employ Florida and discuss their responsibilities under the Office of Federal Contractor Compliance Program and the Vietnam Era Veterans Readjustment Assistance Act final rule to attain the appropriate percentage of veteran hires.

The result of LVER staff outreach to employers and the community will be an increased awareness of the benefits of hiring veterans and the capabilities of veterans. LVER staff will also promote the Honoring Investments in Recruiting and Employing American Military Veterans (HIREVets) Medallion Award is the only federal-level veterans' employment award program that

recognizes a company or organization's commitment to veteran hiring, retention, and professional development.

Employer Relations
LVER staff will establish and maintain regular contact with employers to maximize the development of employment and training opportunities for the veteran community. This will be accomplished through the following:

Development of an employer contact plan designed to encourage the employment of veterans using business and community organizations such as the Chamber of Commerce, human resource groups, and others as determined to be beneficial in the facilitation of hiring veterans. This can be accomplished by:

- Personal visits.
- Phone calls.
- Email contacts.
- Internet and social media connections or other means deemed effective.
- Monitoring federal contractor job listings and encouraging the hiring of veterans by federal contractors.
- Coordinating activities with DVOP specialists, along with other career center staff and partners to promote veteran job seekers who have been deemed job ready to employers looking to match the specific skill sets of individuals to their needs.
- Advocating veterans as a category of job seekers who have highly transferable skills and experience. This can be accomplished by encouraging employers to develop apprenticeship programs to increase the employment opportunities for veterans.

Capacity Building of Other Service Providers
It is essential that LVER staff assist other workforce development providers in increasing their ability to recognize and respond to the employment and training needs of veterans. LVERs accomplish this through training career center staff and service delivery system partners to enhance their knowledge of veterans' employment and training issues by:

- Providing technical assistance to LWDB staff and managers and other one-stop partners.
- Encouraging participation by raising the awareness of veterans in employment and training programs.

Consolidated Positions
The SVPC assigns Consolidated Position (CP) staff to select areas of the state in accordance with Workforce Policy P111 - Services for Veterans, Members of the Military, and Spouses. The assignment of CP staff is determined through consultation with a LWDB and USDOL's Veterans' Employment and Training Service (VETS) State Director. LWDBs will be assigned CP staff when it is established that the assignment of a CP staff person will:

- Promote a more efficient administration of services to veterans with an emphasis on services to disabled veterans.
- Have no hindrance on the provision of services to veterans and employers.
- Maximize the effectiveness of the JVSG program within the career center and local area.

CP staff perform both the role of the LVER and DVOP specialists. CP staff attend all mandated National Veterans Training Institute training for both LVER staff and DVOP specialists within 18

months of appointment. The SVPC monitors the activities of CP staff throughout the state on a quarterly basis to ensure the positions are being utilized to promote a more efficient administration of services to veterans and employers.

State Veterans' Program Coordinator (SVPC)
The SVPC is responsible for managing the Assistant State Veteran Program Coordinator (ASVPC) and four Regional Veterans Program Coordinators (RVPCs). . The SVPC also provides functional oversight, direction, guidance, training, and technical assistance to LWDB Executive Directors, Career Center Operators/Directors, FloridaCommerce Administrators and their staffs in the management and operation of the DVOP/LVER Grant and career center Veterans' Program responsibilities.

The SVPC ensures that DVOP/LVER grant, and career center Veterans' Program administrative policies, procedures, guidelines, and related directives are implemented; evaluates impact on career center operations; and identifies potential problems and recommends appropriate action.

The SVPC will ensure that FloridaCommerce's Bureau of Human Resource Management is aware of the JVSG program's unique funding stream and will keep all vacancies filled by veterans, as well as non-veterans when appropriate, within the 60-day period in accordance with Title 38 U.S.C. and outlined in VPL 03-22: Jobs for Veterans State Grant Recurring Report Requirements.

To maintain accurate tracking and reporting of all JVSG-funded positions across all 21 LWDBs, FloridaCommerce maintains a statewide standardized tracking mechanism (501 report) that monitors new hires, vacancies, and changes in staffing.

The SVPC ensures that all JVSG-funded staff attend the mandated training offered by NVTI located in Dallas, Texas and administered by Management Concepts, Inc. This training must be completed within 18 months of their position start date as a LVER staff, DVOP specialist or CP staff.

Assistant State Veteran Program Coordinator
The ASVPC assists in providing functional oversight to LWDBs, One-Stop Operators and partners, including in the review of LWDB policies and procedures. The ASVPC is charged with the oversight of the management of the Vocational Readiness and Employment (VR&E) program and takes the lead with special projects.

Regional Veterans' Program Coordinator
RVPCs will assist the SVPC with oversight, monitoring, and training/technical assistance for all 21 LWDBs. The RVPCs are responsible for collecting, monitoring, and assessing the performance data of services provided to ensure that the roles and responsibilities of the JVSG staff are adhered to per federal guidelines. This is accomplished through Veteran Quarterly Manager's Report (VQMR) and routine state monitoring.

The RVPCs also assist with the development, revision, and implementation of administrative policies for the JVSG program. RVPCs conduct one-on-one virtual and on-site training, site audit visits, and continuous program support for all 21 LWDBs.

(c) The manner in which DVOP specialists and LVER staff are integrated into the State's employment service delivery system or American Job Center.

DVOP Specialist, CP, and LVER Staff Integration

DVOP specialists, CP, and LVER staff are fully integrated into career centers to form a comprehensive team that provides services to eligible veterans to address their employment and training needs. All career centers (except for those located in extremely rural locations) have assigned JVSG staff allocated according to veteran population and the needs of the community. DVOP specialists are assigned to areas with the highest concentration of veterans, including disabled, homeless, and veterans with QEBs. LVER staff assignments are based on the employer population and the probabilities of economic growth in their areas. Placement of veteran staff is under constant review by the SVPC to determine if changes in staffing are warranted.

DVOP specialists are integrated into career centers' eligible veteran referral process. DVOP specialists collaborate with career center partners to assist eligible veterans and eligible persons by providing appropriate referrals and supportive services. DVOP specialists also participate in career center workshops and community-sponsored events organized by community-based organizations and veteran resource groups to promote the JVSG program.

In addition, DVOP specialists work closely with VA/VR&E Program and USDOL VETS partners to provide services to eligible veterans who are receiving funding from the VA/VR&E Program to gain the skills and training needed to enter the workforce.

DVOP specialists also collaborate with the Homeless Veterans' Reintegration Program (HVRP) grant programs, along with local shelters, food banks, and community and faith-based organizations, to connect veterans with employers and support systems. Formerly incarcerated veterans also receive DVOP specialist provided individualized career services and support to help them integrate back into society as valued members of the community.

LVER staff promote veterans to local labor markets and businesses through presentations that highlight the advantages of hiring veterans and by creating job development contacts. LVERs coordinate with career center partners to promote employer participation in veteran focused job fairs, hiring events and stand downs. This collaboration serves to connect employers and job-ready veterans identified through the efforts of the career center, to include the DVOP specialists. In addition, LVERs work with all career center staff and partners to identify and build capacity to increase resources for all veterans.

CP staff perform the duties, tasks, and functions of the LVER and DVOP as established in Title 38, U.S.C., and outlined in federal and state guidance.

Service Providers
DVOP specialists are assigned to career centers where a full range of workforce programs are accessible to eligible veteran job seekers. In addition to the partners located within the career center (National Council on Aging, FDOE Division of Vocational Rehabilitation, etc.), the DVOP specialist is also tasked with developing relationships with other agencies that provide services to veterans. These may include, but are not limited to:

- HVRPs.
- Supportive Services of Veterans and Families.
- Other organizations dedicated to providing employment and training services to veterans.

DVOP specialists actively seek to establish partnerships in providing services to veterans with other state and federal agencies, County VSOs, and community service organizations. LVER staff will perform outreach to businesses, training providers, and any other entities with the ability to positively impact the employability of Veterans.

In-Demand Careers
LVER staff work with local industry leaders to identify employment opportunities and the requisite skill sets needed for in-demand careers for their area and develop opportunities for training through programs such as OJT grants, WIOA, and other locally available programs. Additionally, LVER staff coordinate with state educational facilities to promote training programs for in-demand jobs.

Public Outreach to Veterans Concerning Employment and Training Opportunities
In addition to the efforts of the DVOP specialist and LVER staff, BST members will promote the available services, including employment and job training opportunities, to veterans through the variety of forums in which they are involved. These can include job fairs, Chamber of Commerce meetings, SHRM meetings, employer visits, public radio, television spots, and departmental brochures.

(d) Describe the state's performance incentive award program to encourage individuals and/or employment service offices to improve and/or achieve excellence in the provision of services to veterans, including:

- **the nomination and selection process for all performance incentive awards to individuals and/or offices;**

During the summer, FloridaCommerce seeks nominations from LWDBs for LVERs and DVOPs. The LWDBs are divided into three categories: small, medium, and large. The review team consists of JVSG staff, as well as staff from the USDOL VETS office, and Veterans Florida, with members rating the submissions independently based on performance during the year as reflected in the Veterans Quarterly Management Report and written submission of community outreach. The team convenes and selects recipients (1st and, in some cases, 2nd place).

Additionally, one DVOP and one LVER are recognized as Veteran of the Quarter. (Because of the limited number of Consolidated Position staff, such employees are not recognized every quarter.) LWDBs are encouraged to nominate one staff member for each category. The nominations are then reviewed by JVSG State and Regional Coordinators based on performance and initiative.

- **the approximate number and value of cash awards using the one percent incentive award allocation;**

The cash awards are evenly split among the small, medium, and large LWDBs. For the most recent fiscal year the total allocated to incentive awards was $110,597. The LWDBs in 1st place each received $25,000 and the 2nd place LWDBs received $11,865/11,866.

- **the general nature and approximate value of non-cash performance incentive awards to be charged to the base allocation;**

Non-cash awards are provided to individual JVSG staff in the form of paid travel/attendance at statewide, regional or national conferences, such as the National Association of State Workforce Agencies or Southeastern Employment and Training Association. Attendance at these events allow them to network with their peers and bring back best practices that inform their provision of services to Florida’s veterans. The approximate cost of such attendance annually would be $100,000-200,000.

- **any challenges the state may anticipate to carrying out a performance incentive award program as mandated by 38 U.S.C. § 4102A(c). This should include any state laws or policies that prohibit such awards, if applicable. Describe the state's efforts in overcoming those challenges.**

No challenges *per se*. State law prohibits the payment of cash incentives to state employees. Thus, cash incentive awards are made to the JVSG staff's LWDB.

(e) The populations of eligible veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes).

The Secretary of the U.S Department of Labor (USDOL), through the ASVET, has identified certain categories of veterans most in need of individualized career services to mitigate QEBs. Within these categories, certain populations of veterans must be targeted for services.

38 U.S.C. 4101(4) and 4211(4) define the term "eligible veteran" as a person who:

a) served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge.
b) was discharged or released from active duty because of a service-connected disability.
c) was a member of a reserve component under an order to active duty pursuant to section 12301(a), (d), or (g), 12302, or 12304 of title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge; or
d) was discharged or released from active duty by reason of a sole survivorship discharge (as that term is defined in section 1174(i) of title 10).

Under 20 CFR Part 1010 and 38 U.S.C. 4215, "priority of service" is provided to all "covered persons." Section 4215(a)(l) defines "covered persons" to mean veterans and the spouses "of any of the following:

a. any veteran who died of a service-connected disability.
b. any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
    i. Missing in action.
    ii. Captured in the line of duty by a hostile force; or
    iii. Forcibly detained or interned in the line of duty by a foreign government or power; or
c. Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs or any veteran who died while such a disability was in existence." Under the regulatory definition of "covered persons", "veteran" is defined as it is in 38 U.S.C. 101(2) as a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable.

Under 38 U.S.C. 1720G(d), the term "family caregiver" is defined as an individual who provides personal care services to the veteran.

An eligible veteran or eligible person is determined to have a QEB if they attest to belonging to at least one of the criteria below:

- Special disabled veteran, defined in 38 U.S.C. § 4211(1) as a veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs for a disability rated at 30 percent or more, or rated at 10 or 20 percent in the case of a veteran who has been determined to have a serious employment handicap; or person who was discharged or released from active duty because of a service-connected disability.
- Disabled veteran, defined in 38 U.S.C. § 4211(3) as a veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs1F 2 ; or a person who was discharged or released from active duty because of a service-connected disability.
- Other disability. Eligible veterans and eligible persons who self-identify as having a disability, as defined by the Americans with Disabilities Act, 42 U.S.C. § 12102.
- Vietnam-era veteran, as defined by 38 U.S.C. § 4211(2) as an eligible veteran any part of whose active military, naval, or air service was during the Vietnam era, as defined by 38 U.S.C. § 101(29).
- Recently separated veteran, defined in 38 U.S.C. § 4211(6) as a veteran who was discharged or released from active duty within the last three years.
- Referred for employment services by a representative of the Department of Veterans Affairs.
- Experiencing homelessness, as defined in Sections 103(a) and (b) of the McKinney Vento Homeless Assistance Act (42 U.S.C. § 11302(a) and (b)).
- Justice-involved, as defined in WIOA Section 3(38), 29 U.S.C. § 3102(38) (definition of “offender”).
- Between the ages of 18–24 years of age at the time of enrollment.
- Educationally disadvantaged, meaning that the individual lacks a high school diploma or equivalent certificate.
- Economically disadvantaged, which means any of the following:
    i. Meets the definition of a low-income individual in WIOA Section 3(36), 29 U.S.C. § 3102(36).
    ii. Unemployed.
    iii. Heads of single-parent households containing at least one dependent child.

In annual appropriation bills since the Consolidated Appropriations Act of 2014, Congress authorized JVSG grants to support services as described in Veterans’ Program Letter (VPL) 05-24 to:

- Eligible transitioning members of the Armed Forces who have been identified as in need of individualized career services, per guidance issued through the most current VPL.
- Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities (MTF) or warrior transition units (WTU).
- The spouses or other family caregivers of such wounded, ill, or injured members.

Note: Veterans with a QEB, or labeled in a specified category, have access to all appropriate career center services and are not limited to receiving services exclusively from DVOP specialists.

DVOP specialists are required to take an active role in seeking out and assisting these targeted groups by networking with other local, state, and federal government agencies. DVOP specialists develop partnerships with veteran service organizations, community service organizations, LWDB

partners, faith-based organizations, and any other entities that are dedicated to serving veterans in need.

FloridaCommerce acknowledges that homeless veterans are not likely to seek workforce services on their own and that initiative is to be taken by DVOP specialists to go where these veterans can be located. In locations where there is access to organizations such as USDOL VETS HVRP grantees, VA facilities, warrior transition units, military treatment facilities, etc., direct partnerships have been established where the DVOP specialist regularly visits the facility to provide services as needed.

(f) How the State implements and monitors the administration of priority of service to covered persons.

Career center operators must enable veterans and covered persons to identify as such at the point of entry to the system or program, so that they may take full advantage of priority of service and be offered immediate services. To ensure that veterans and covered persons have the opportunity to self-identify, banners and posters are posted around the career center along with clear signage on each LWDB's webpage. Once identified, career center operators ensure that covered persons are made aware of:

- Priority of service entitlement.
- The full array of employment training and placement services available.
- Applicable eligibility requirements for programs and services.

To receive priority of service for individualized career services, customers may self-attest their veteran or eligible person status. It is neither necessary nor appropriate, for any staff to require verification of the status of a veteran or covered persons at the point of entry for priority of service for individualized career services from career center or JVSG staff.

The only services that require eligibility verification are those cases where a decision is made to commit funding to a covered person over another non-covered person. For all other purposes, covered persons should be enrolled and provided immediate priority before requiring verification. To receive priority for training services under WIOA, veteran status must be verified. This can be done by reviewing the original or a photocopy of the veteran's Certificate of Release or Discharge from Active Duty, which is commonly known as the DD-214 Form. Verification from another official source may also be accepted. For example, Florida affixes a Veteran designation on driver licenses and state identity cards.

(g) How the State provides or intends to provide and measure, through both the DVOP and American Job Center staff: (1) job and job training individualized career services, (2) employment placement services, and (3) job-driven training and subsequent placement service program for eligible veterans and eligible persons.

- Employment rate in the second quarter after exit from the program.
- Employment rate in the fourth quarter after exit.
- Median earnings in the second quarter after exit.

JVSG Figure 7.01
JVSG Performance Measures

Florida Outcomes	Program Year (PY)			
Employment Rate 2nd Quarter After Exit	53.1%	50.6%	59.2%	58.6%
Employment Rate 4th Quarter After Exit	50.3%	58.7%	57.1%	57.5%
Median Earnings 2nd Quarter After Exit	$6,113	$7,929	$7,810	$7,810
Employment Rate 2nd Quarter After Exit	51.0%	58.07		
Employment Rate 4th Quarter After Exit	49.0%	57.05		
Median Earnings 2nd Quarter After Exit	$5,750	$8,866.5		

Florida will continually collect, monitor, and assess the performance data of services provided to ensure that the roles and responsibilities of DVOP specialists are adhered to and adjust the administration of the program, as needed. This is accomplished through the VQMRs, along with onsite office validations completed by the State Veterans Program Office.

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM UNEMPLOYMENT INSURANCE

(OMB Control Number: 1205-0132)

The Unemployment Insurance (UI) program requires a State Quality Service Plan (SQSP) on a 2-year planning cycle that is a condition of receipt of administrative funding to administer the program. The SQSP is the State's UI performance management and planning process that allows for an exchange of information between Federal and State partners to enhance the UI program's ability to reflect their joint commitment to performance excellence and client-centered services.

A formal two-year SQSP is submitted biennially. On the off years, States may be required to modify the SQSP with additional corrective action plans and narrative if they are failing any new performance measures, and they are required to provide updated budget documents, certifications, and assurances. Employment and Training Administration (ETA) Handbook No. 336, 18th Edition provides detailed guidance for the preparation and submittal of the SQSP, and supplemental guidance is provided in an annual Unemployment Insurance Program Letters (UIPL), issued as UIPL 14-25 for the fiscal year 2026 SQSP.

The Social Security Act sections 302 and 303 authorize the Secretary of Labor to provide funds to administer the UI program and govern the expenditure of those funds. States that choose the option to include UI in the Workforce Innovation and Opportunity Act (WIOA) Combined State Plan will be required to submit their SQSP through the Combined State Plan process. The SQSP must be prepared in accordance to the instructions in ETA Handbook No. 336, 18th Edition and there are no changes to the established SQSP cycle if a State chose to submit their SQSP through the Combined State Plan process.

(a) Contents of a complete UI SQSP package: A complete UI SQSP package includes the following documents, as described in Chapter 1, ETA Handbook No. 336, 18th Edition:

(1) *Transmittal Letter:* A cover letter to the appropriate Regional Office transmitting all the required SQSP documents.

(2) *Budget Worksheets/Forms:* Budget worksheets/forms and plan for program administration based on projected allocations received from the Federal partner. These forms include Worksheet UI-1 and SF 424, SF 424A and SF 424B. The SF 424A is only required if the State varies the quarterly distribution of base claims activity staff years.

(3) *The State Plan Narrative:* The State Plan Narrative is a vital element of the SQSP that provides a vehicle for sharing with the Federal partner State-specific efforts that affect the administration of the UI Program. The State Plan Narrative allows the State to describe in a single narrative: a) State performance in comparison to the Government Performance Review Act goals; b) actions planned to correct deficiencies regarding UI programs, UI program reviews and reporting requirements; and c) results of customer satisfaction surveys (optional).

(4) *Corrective Action Plans (CAPs):* CAPs are expected as a part of the SQSP when State's annual performance does not meet the established criteria for core measures, Secretary's Standards, UI program, assurances, and other program deficiencies identified in the annual SQSP guidance provided by the Department. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.

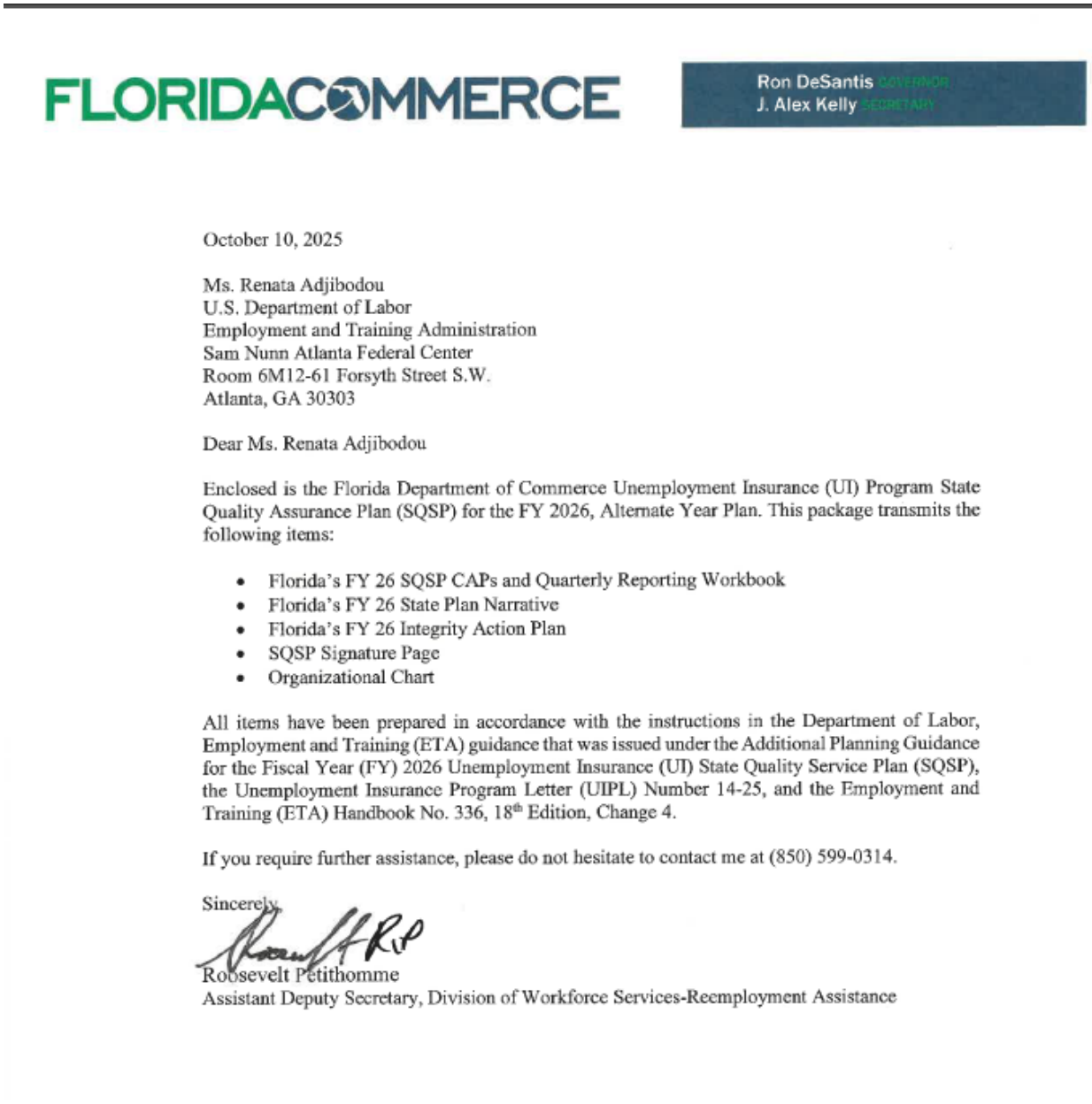
(5) *UI Program Integrity Action Plan (UI IAP):* The UI IAP outlines the strategies the State will undertake during the planning period regarding the prevention reduction and recovery of UI improper payments.

(6) *Organizational Chart:* The organization chart must conform to the requirement for delivery of service through public employment offices, or such other designated providers as the Secretary may authorize; show the State's configuration from the Governor of the State down to the point of Employment Service and UI customer service delivery; and provide sufficient detail to show each organizational unit involved and the title of the unit manager.

(7) *SQSP Signature Page*. The State administrator must sign and date the SQSP Signature Page. By signing the Signature Page, the State administrator certifies that the State will comply with all the assurances and activities contained in the SQSP guidelines.

(8) *Transmittal Letter:* A cover letter to the appropriate Regional Office transmitting all the required SQSP documents.

Unemployment Insurance Figure 7.01
SQSP Fiscal Year 2026 Transmittal Letter



FLORIDACOMMERCE

Ron DeSantis GOVERNOR
J. Alex Kelly SECRETARY

October 10, 2025

Ms. Renata Adjibodou
U.S. Department of Labor
Employment and Training Administration
Sam Nunn Atlanta Federal Center
Room 6M12-61 Forsyth Street S.W.
Atlanta, GA 30303

Dear Ms. Renata Adjibodou

Enclosed is the Florida Department of Commerce Unemployment Insurance (UI) Program State Quality Assurance Plan (SQSP) for the FY 2026, Alternate Year Plan. This package transmits the following items:

- Florida's FY 26 SQSP CAPs and Quarterly Reporting Workbook
- Florida's FY 26 State Plan Narrative
- Florida's FY 26 Integrity Action Plan
- SQSP Signature Page
- Organizational Chart

All items have been prepared in accordance with the instructions in the Department of Labor, Employment and Training (ETA) guidance that was issued under the Additional Planning Guidance for the Fiscal Year (FY) 2026 Unemployment Insurance (UI) State Quality Service Plan (SQSP), the Unemployment Insurance Program Letter (UIPL) Number 14-25, and the Employment and Training (ETA) Handbook No. 336, 18th Edition, Change 4.

If you require further assistance, please do not hesitate to contact me at (850) 599-0314.

Sincerely,

Roosevelt Petithomme
Assistant Deputy Secretary, Division of Workforce Services-Reemployment Assistance

(2) Budget Worksheets/Forms: **Budget worksheets/forms and plan for program administration based on projected allocations received from the Federal partner. These forms include Worksheet UI-1 and SF 424, SF 424A and SF 424B. The SF 424A is only required if the State varies the quarterly distribution of base claims activity staff years.**

Unemployment Insurance Figure 7.02
ETA UI-I

ETA UI1 STAFF HOURS

STATE: FL	REGION: 03	REPORT FOR PERIOD ENDING: 09/30/2025

ANNUAL HOURS PER STAFF YEAR AND QUARTERLY DISTRIBUTION					
	Annual	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Hours Worked	1,723.16	422.99	442.27	437.39	420.51
Hours Paid	2,088.00	528.00	512.00	520.00	528.00

OMB No.: 1205-0132 **OMB Expiration Date:** 02/28/2021 **OMB Burden Minutes:** 53

OMB Burden Statement: O M B Burden Statement: These reporting instructions have been approved under the Paperwork reduction Act of 1995. Persons are not required to respond to this collection of information unless it displays a valid OMB control number. Public reporting burden for this collection of information includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Submission is required to obtain or retain benefits under SSA 303(a)(6). Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Security, Room S-4231, 200 Constitution Ave., NW, Washington, DC, 20210.

Unemployment Insurance Figure 7.03
FY2025 State Workforce Agency Unemployment Insurance Resource Planning Targets and Guidelines (ETA-UIPL-19-24-BASE)

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WORKSPACE FORM

1-800-518-4726
SUPPORT@GRANTS.GOV

This Workspace form is one of the forms you need to complete prior to submitting your Application Package. This form can be completed in its entirety offline using Adobe Reader. You can save your form by clicking the "Save" button and see any errors by clicking the "Check For Errors" button. In-progress and completed forms can be uploaded at any time to Grants.gov using the Workspace feature.

When you open a form, required fields are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message. Additional instructions and FAQs about the Application Package can be found in the Grants.gov Applicants tab.

OPPORTUNITY & PACKAGE DETAILS:

Opportunity Number:	ETA-UIPL-19-24-BASE
Opportunity Title:	Fiscal Year (FY) 2025 State Workforce Agency Unemployment Insurance (UI) Resource Planning Targets and Guidelines
Opportunity Package ID:	PKG00287919
CFDA Number:	17.225
CFDA Description:	Unemployment Insurance
Competition ID:	ETA-UIPL-19-24-BASE
Competition Title:	Fiscal Year (FY) 2025 State Workforce Agency Unemployment Insurance (UI) Resource Planning Targets and Guidelines
Opening Date:	09/17/2024
Closing Date:	10/17/2024
Agency:	Employment and Training Administration
Contact Information:	Rahel Bizuayene

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS01417466
Application Filing Name:	Workforce Agency Unemployment Insurance (UI) Resource Planning Targets and Guidelines
UEI:	WVR6ECT1G9F8
Organization:	FLORIDA DEPARTMENT OF COMMERCE
Form Name:	Application for Federal Assistance (SF-424)
Form Version:	4.0
Requirement:	Mandatory
Download Date/Time:	Sep 17, 2024 11:01:38 AM EDT
Form State:	No Errors

FORM ACTIONS:

CHECK FOR ERRORS | SAVE | PRINT

View Burden Statement

OMB Number: 4040-0004
Expiration Date: 11/30/2025

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
Completed by Grants.gov upon submission.	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Florida Department of Commerce

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
36-4706134	WVR6ECT1G9F8

d. Address:

* Street1:	107 East Madison Street
Street2:	
* City:	Tallahassee
County/Parish:	
* State:	FL: Florida
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	32399-6545

e. Organizational Unit:

Department Name:	Division Name:
Florida Department of Commerce	Finance and Administration

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:		* First Name:	Wendy
Middle Name:			
* Last Name:	Castle		
Suffix:			

Title:	Deputy Director, Reemployment Assistance
Organizational Affiliation:	
* Telephone Number:	850-599-0314
Fax Number:	
* Email:	Wendy.Castle@Commerce.FL.Gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Employment and Training Administration

11. Catalog of Federal Domestic Assistance Number:

17.225

CFDA Title:

Unemployment Insurance

*** 12. Funding Opportunity Number:**

ETA-UIPL-19-24-BASE

* Title:

Fiscal Year (FY) 2025 State Workforce Agency Unemployment Insurance (UI) Resource Planning Targets and Guidelines

13. Competition Identification Number:

ETA-UIPL-19-24-BASE

Title:

Fiscal Year (FY) 2025 State Workforce Agency Unemployment Insurance (UI) Resource Planning Targets and Guidelines

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

State UI Activities
The estimated indirect cost is $5,072,956

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: FL-02 * b. Program/Project: FLALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2024 * b. End Date: 12/31/2025

18. Estimated Funding ($):

* a. Federal	89,006,780.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	89,006,780.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Caroline

Middle Name:

* Last Name: Womack

Suffix:

* Title: Chief Financial Officer

* Telephone Number: 850-245-7126 Fax Number:

* Email: Caroline.Womack@Commerce.FL.Gov

* Signature of Authorized Representative: Completed by Grants.gov upon submission. * Date Signed: Completed by Grants.gov upon submission.

(3) The State Plan Narrative: **The State Plan Narrative is a vital element of the SQSP that provides a vehicle for sharing with the Federal partner State-specific efforts that affect the administration of the UI Program. The State Plan Narrative allows the State to describe in a single narrative: a) State performance in comparison to the Government Performance Review Act goals; b) actions planned to correct deficiencies regarding UI programs, UI program reviews and reporting requirements; and c) results of customer satisfaction surveys (optional).**

The region was informed on July 18, 2024, that because of the sensitive nature of some SQSP documents, the National Office of Unemployment Insurance requires that only specific documents be included with the WIOA Combined state plan.

The State Plan Narrative is removed as instructed.

Corrective Action Plans (CAPs): **CAPs are expected as a part of the SQSP when State's annual performance does not meet the established criteria for core measures, Secretary's Standards, UI program, assurances, and other program deficiencies identified in the annual SQSP guidance provided by the Department. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.**

Unemployment Insurance Figure 7.04
Corrective Action Plans
Measures/Programs to be Addressed for Biennial SQSP Fiscal Year 2026

Florida

MEASURES/PROGRAMS TO BE ADDRESSED FOR ALTERNATE SQSP FISCAL YEAR (FY) 2026

	Measures/Programs to be Addressed (Each Measure Below is Hyperlinked to the CAP Worksheet)	Acceptable Level of Performance (ALP)	Corrective Action Plan (CAP) N	Corrective Action Plan (CAP) E	Narrative Required (In Word Doc.)	SQSP 2026 Performance Year Data
BENEFITS	First Payment Promptness	≥ 87%		X		53.20%
	First Payment Promptness (IntraState 14/21 Days)	≥ 87%		X		53.0%
	First Payment Promptness (InterState 14/21 Days)	≥ 70%	X			66.4%
	First Payment Promptness (IntraState 35 Days)	≥ 93%		X		69.0%
	First Payment Promptness (InterState 35 Days)	≥ 78%				78.0%
	Nonmonetary Determination Timeliness	≥ 80%		X		28.10%
	Nonmonetary Determination Quality - Separations	≥ 75%		X		33.30%
	Nonmonetary Determination Quality - Nonsepa	≥ 75%		X		56.10%
APPEALS	Lower Authority Appeals (30 Days)	≥ 60%				82.30%
	Lower Authority Appeals (45 Days)	≥ 80%				95.20%
	Average Age of Pending Lower Authority Appeals	≤ 30 days				15.6
	Average Age of Pending Higher Authority Appeals	≤ 40 days				17.6
	Lower Authority Appeals Quality	≥ 80%				92.70%
TAX	New Employer Status Determinations Timelapse	≥ 70%				93.90%
	Tax Quality (Part A)	No more than 3 tax functions failing TPS in a year				Pass
	Tax Quality (Part B)	The same tax function cannot fail for 3 consecutive years				Pass
	TPS Sample Reviews	Pass				Pass
	Effective Audit Measure	Pass 4 factors/score ≥ 7		X		**Fail:** Factor 1: 0.8% Factor 3: 0.9%
INTEGRITY	Improper Payments Measure	< 10%		X		23.21%
	Detection of Overpayments - 3 Year Measure	≥ 50% & ≤ 95%				67.48%
	Overpayment Recovery Measure	≥ 68%		X		15.65%
	Data Validation - Benefits (All Submitted & Passing)	All Benefit Pops Submitted & Passing		X		**Fail:** Benefits 3a, 4, 5, 8, 13 **Not Submit:** BTQ 1-3
	Data Validation - Tax (All Submitted & Passing)	All Tax Pops Submitted & Passing				Pass
BAM	NDNH BAM Compliance	Pass				Pass
	BAM Operations Compliant	Pass All M&P		X		**Fail** Comparison Report: Denied (Monetary) = -29.53% Denied (Separation) = -19.00% Denied (Non-Separation) = -62.87%
	Incorrect Recording of Issue Detection Date	95%			X	65.85%
	Incorrect Recording of Determination Date	95%				100.00%
	UI Reporting Requirements	Pass				Pass
GPRA	Percent of Intrastate Payments Made Timely	87%				53.00%
	Detection of Recoverable Overpayments	57.5%				53.65%
	Percent of Employer Tax Liability Determinations Made Timely	90%				93.93%
RESEA	Particpant Reemployment Rate- 2nd Quarter after Program Exit	Cannot fall target for 3 consecutive years				Pass
	Integrity Action Plan (IAP) Top Three Root Causes - Payment Integrity Information Act (PIIA) Year Data					
	Separation Issues					
	Benefit Year Earnings					
	Sev./Vac./SSI/Pension					
	Monitoring Findings/Audit Resolution					

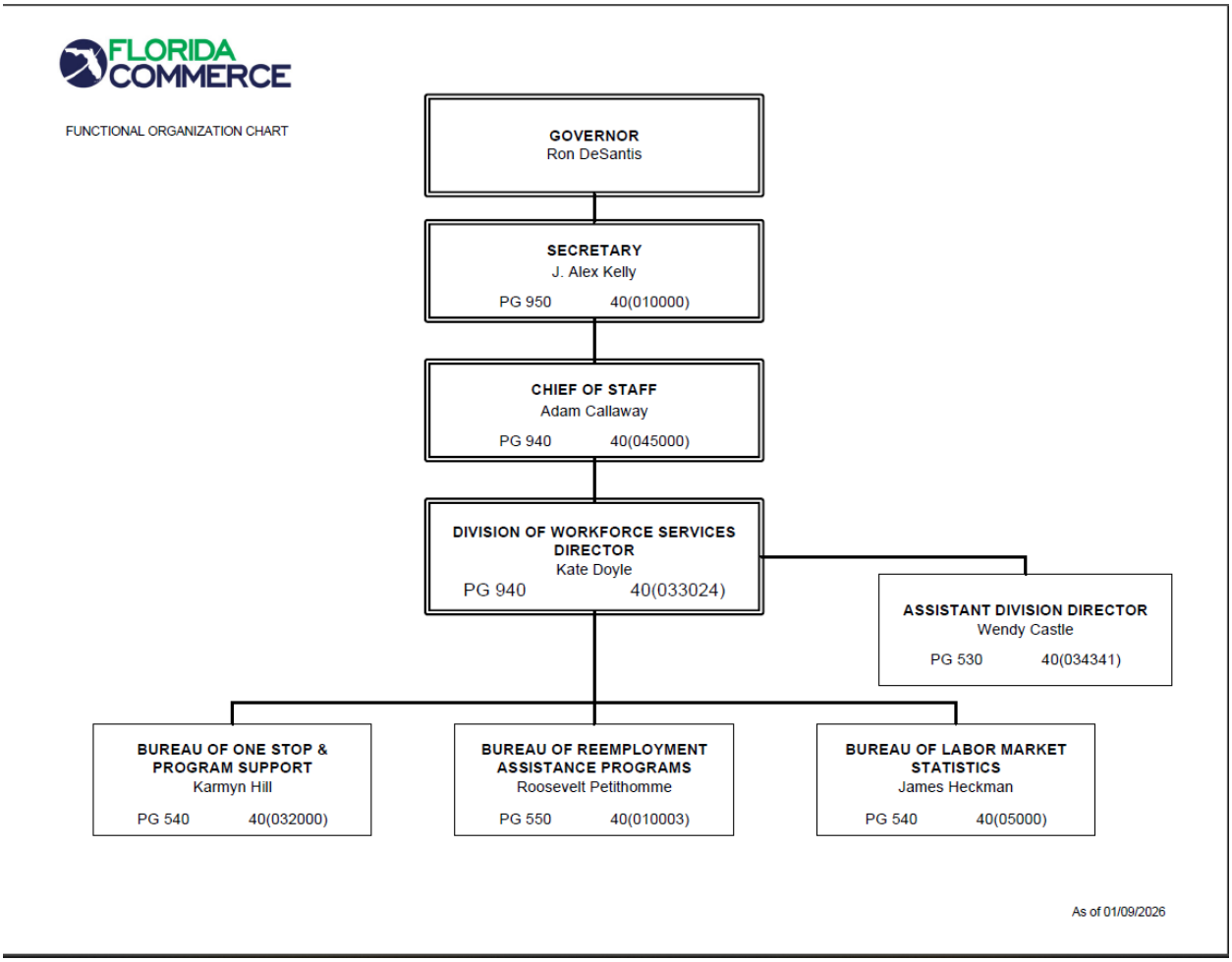
***UI Program Integrity Action Plan (UI IAP):* The UI IAP outlines the strategies the State will undertake during the planning period regarding the prevention reduction and recovery of UI improper payments.**

The region was informed on July 18, 2024, that because of the sensitive nature of some SQSP documents, the Office of Unemployment Insurance requires that only specific documents be included with the WIOA Combined state plan.

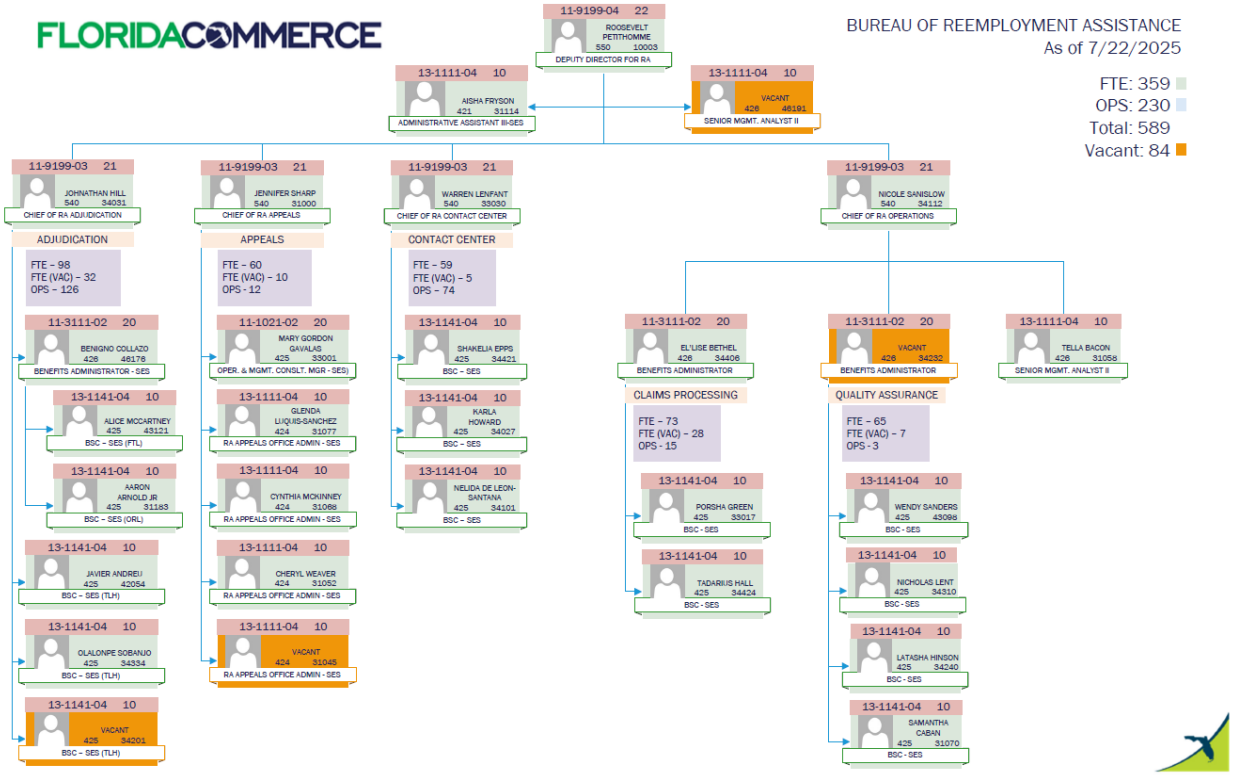
The UI Program Integrity Action Plan (UIAP) is removed as instructed.

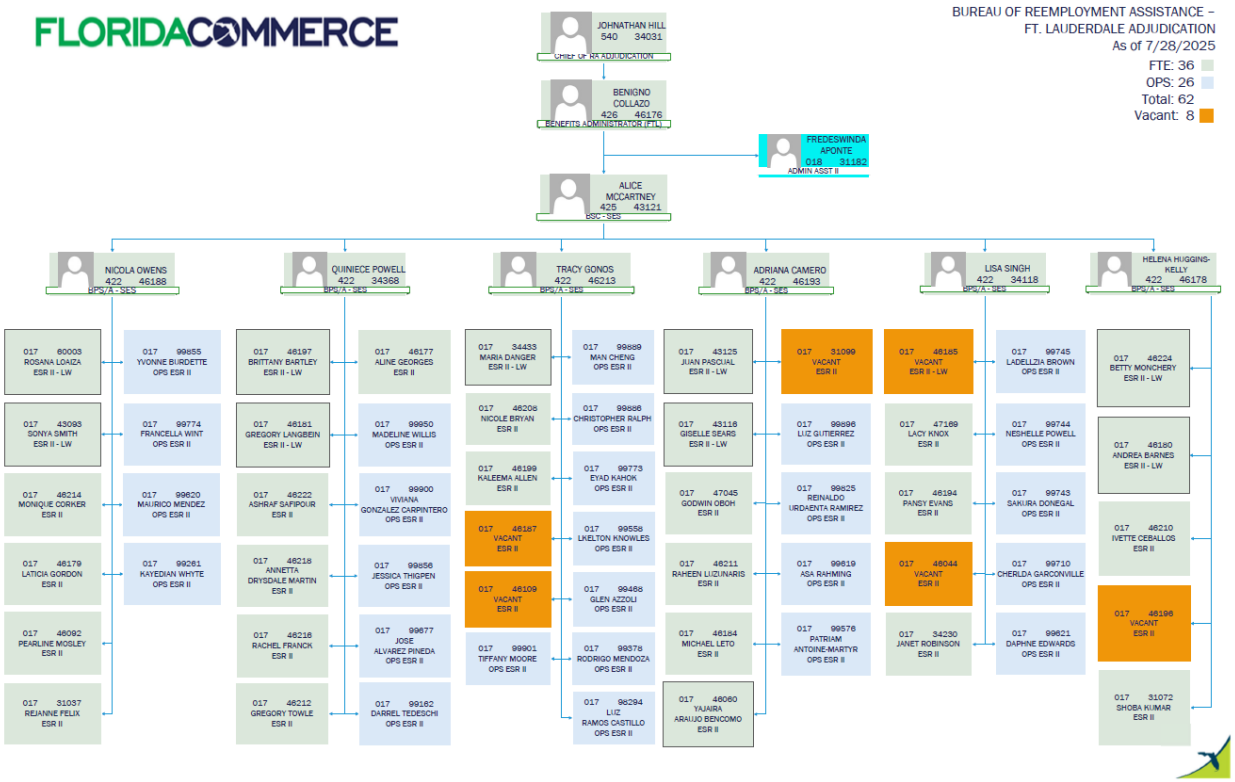
***Organizational Chart:* The organization chart must conform to the requirement for delivery of service through public employment offices, or such other designated providers as the Secretary may authorize; show the State's configuration from the Governor of the State down to the point of Employment Service and UI customer service delivery; and provide sufficient detail to show each organizational unit involved and the title of the unit manager.**

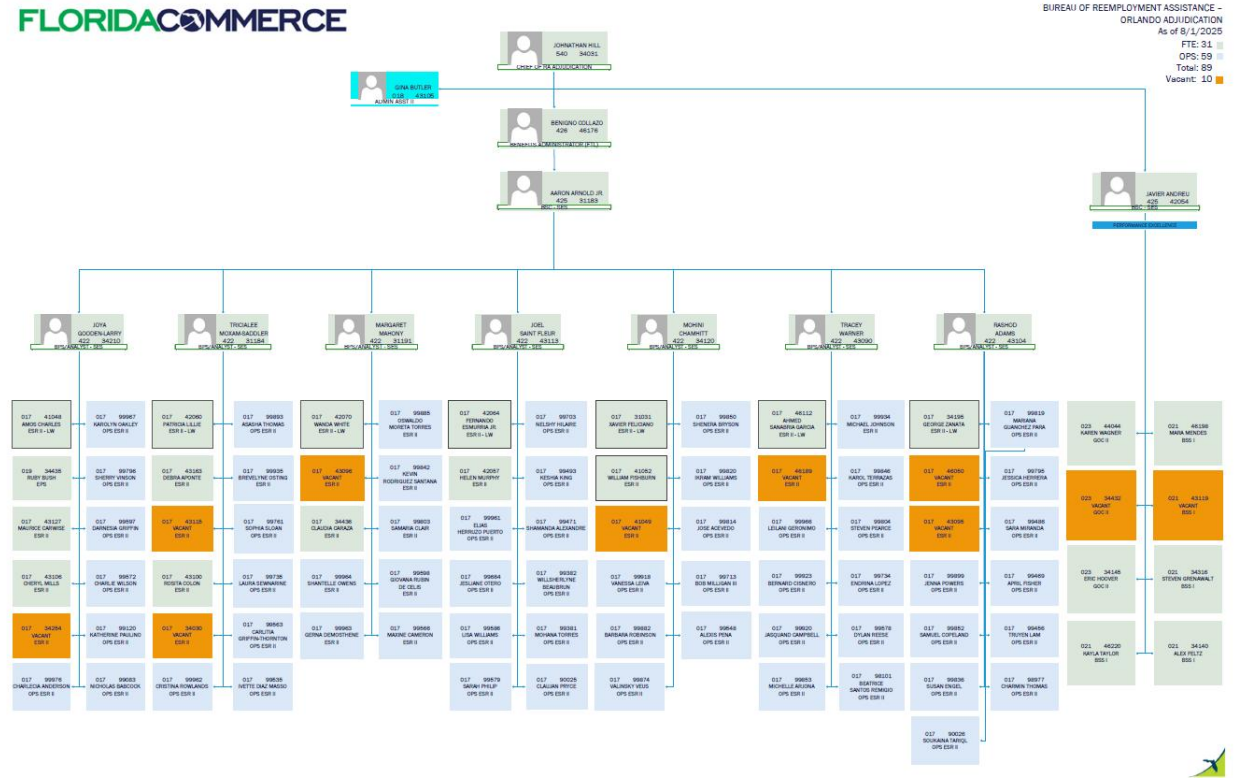
Unemployment Insurance Figure 7.05
Organizational Chart

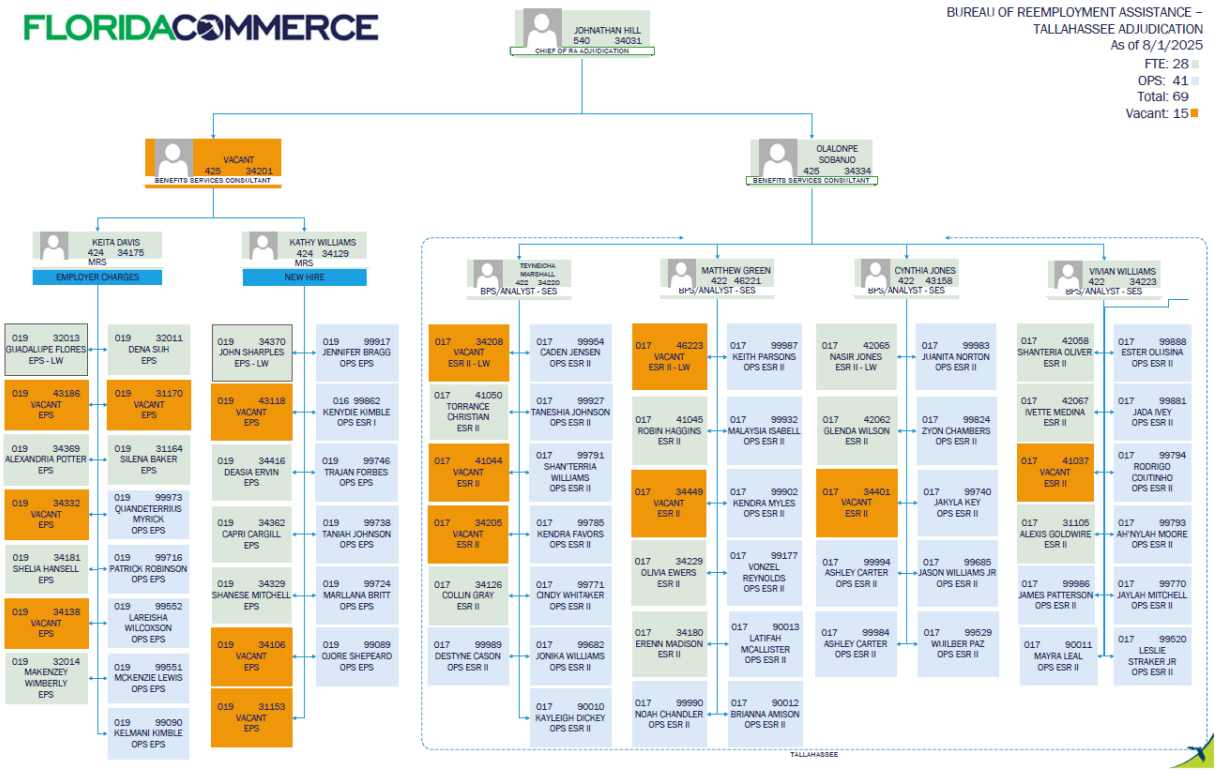


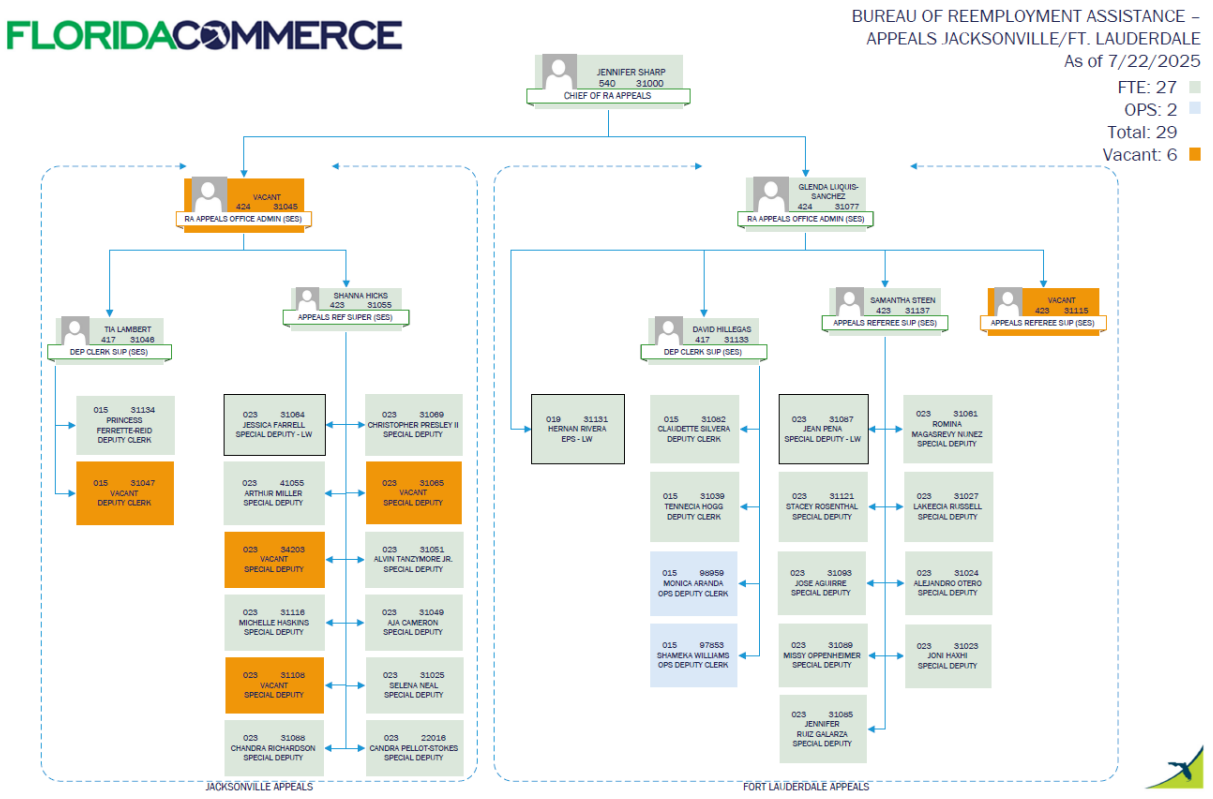
Unemployment Insurance Figure 7.06
FloridaCommerce Bureau of Reemployment Assistance
Organizational Chart

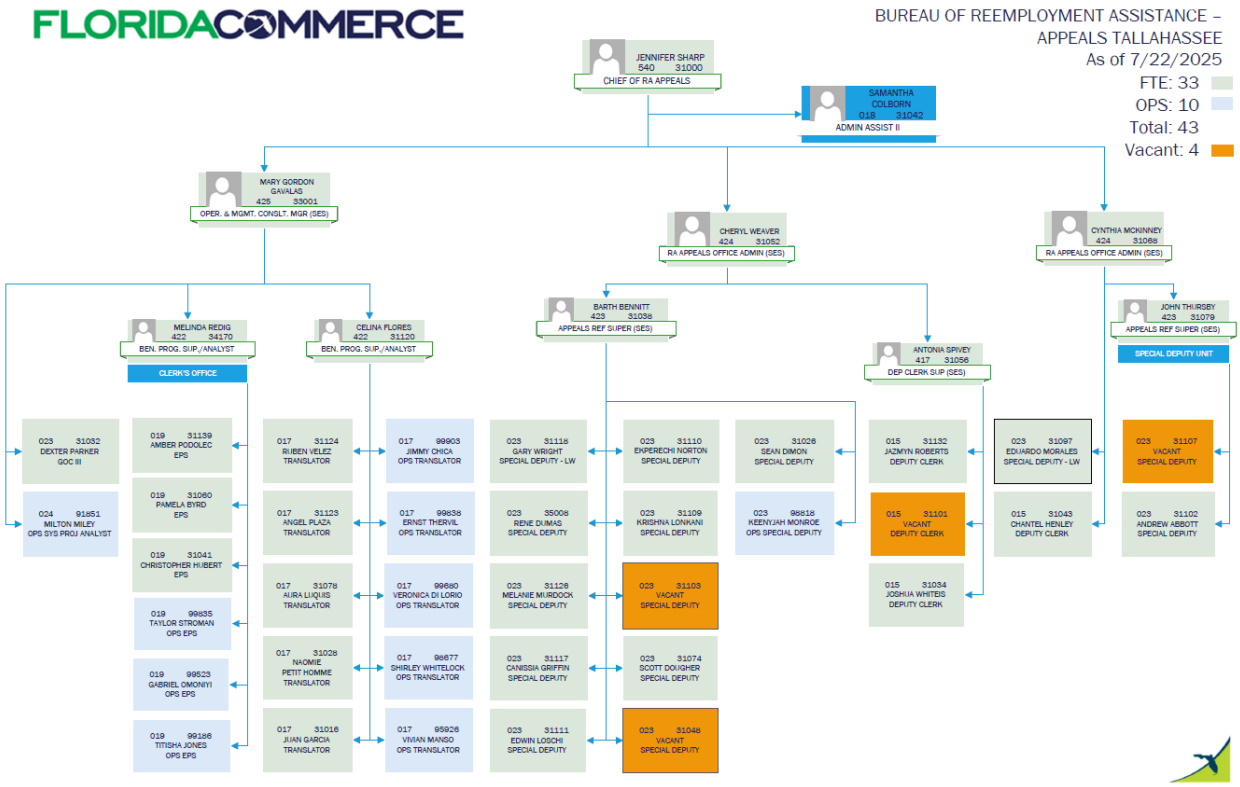


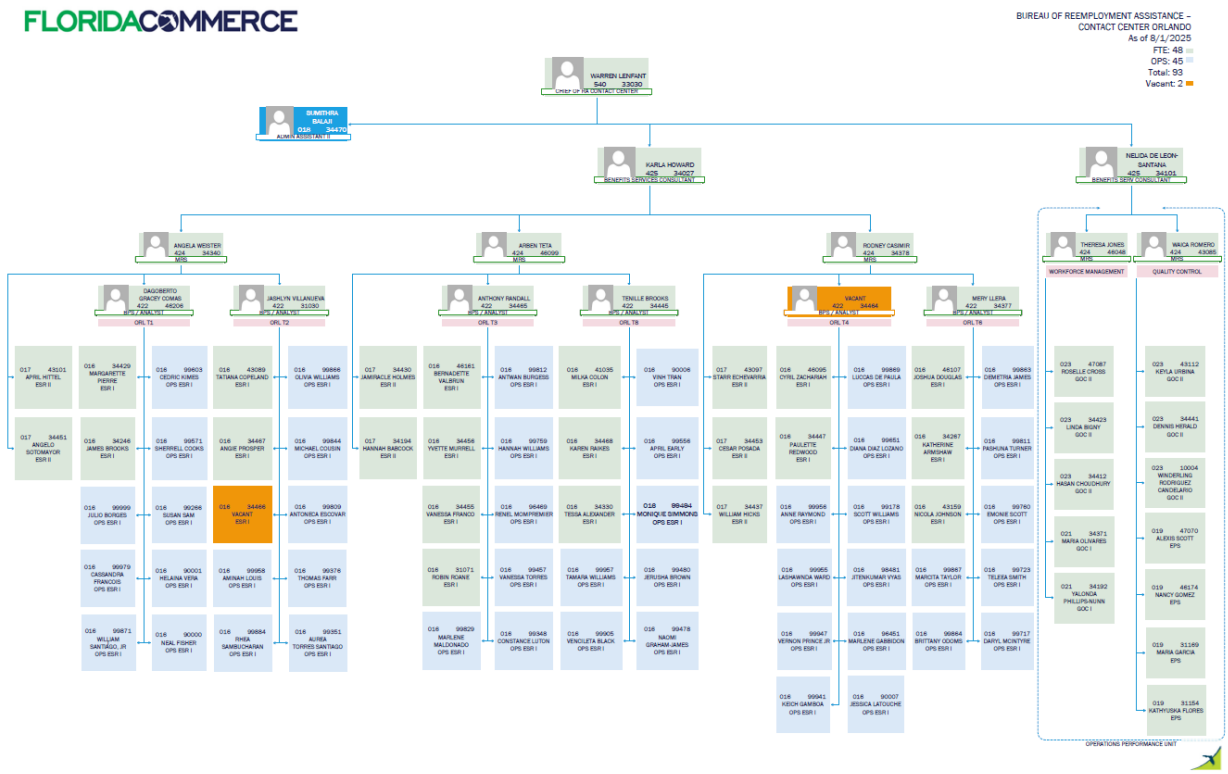

FLORIDACOMMERCE
BUREAU OF REEMPLOYMENT ASSISTANCE –
FT. LAUDERDALE ADJUDICATION
As of 7/28/2025
FTE: 36
OPS: 26
Total: 62
Vacant: 8
JOHNATHAN HILL
540 34031
CHIEF OF RA ADJUDICATION
BENIGNO COLLAZO
426 46176
BENEFITS ADMINISTRATOR (FTL)
FREDESWINDA APONTE
018 31182
ADMIN ASST II
ALICE MCCARTNEY
425 43121
BSC - SES
NICOLA OWENS
422 46188
BPS/A - SES
QUINIECE POWELL
422 34368
BPS/A - SES
TRACY GONOS
422 46213
BPS/A - SES
ADRIANA CAMERO
422 46193
BPS/A - SES
LISA SINGH
422 34118
BPS/A - SES
HELENA HUGGINS-KELLY
422 46178
BPS/A - SES


FLORIDACOMMERCE
BUREAU OF REEMPLOYMENT ASSISTANCE –
ORLANDO ADJUDICATION
As of 8/1/2025
FTE: 31
OPS: 59
Total: 89
Vacant: 10
JOHNATHAN HILL
540 34031
CHIEF OF RA ADJUDICATION
GINA BUTLER
018 42106
ADMIN ASST II
BENIGNO COLLAZO
426 46176
BENEFITS ADMINISTRATOR (FTL)
AARON ARNOLD JR.
425 31189
BSC - SES
JAVIER ANDREU
426 42054
PROGRAM COORDINATOR
JOYA GOODEN-LARRY
422 34210
BPS/ANALYST - SES
TRICIALEE MCKAM-SADDLER
422 31184
BPS/ANALYST - SES
MARGARET MAHONY
422 31191
BPS/ANALYST - SES
JOEL SAINT FLEUR
422 43119
BPS/ANALYST - SES
MOHINI CHAMMITT
422 34120
BPS/ANALYST - SES
TRACEY WARNER
422 43090
BPS/ANALYST - SES
RASHOD ADAMS
422 43104
BPS/ANALYST - SES


FLORIDACOMMERCE
BUREAU OF REEMPLOYMENT ASSISTANCE –
TALLAHASSEE ADJUDICATION
As of 8/1/2025
FTE: 28
OPS: 41
Total: 69
Vacant: 15
JOHNATHAN HILL
540 34031
CHIEF OF RA ADJUDICATION
VACANT
425 34201
BENEFITS SERVICES CONSULTANT
OLALONPE SOBANJO
425 34334
BENEFITS SERVICES CONSULTANT
KEITA DAVIS
424 34175
MRS
EMPLOYER CHARGES
KATHY WILLIAMS
424 34129
MRS
NEW HIRE
TEYNEICHA MARSHALL
422 34259
BPS/ANALYST - SES
MATTHEW GREEN
422 46221
BPS/ANALYST - SES
CYNTHIA JONES
422 43158
BPS/ANALYST - SES
VIVIAN WILLIAMS
422 34223
BPS/ANALYST - SES
019 32013 GUADALUPE FLORES EPS - LW
019 32011 DENA SIIH EPS
019 43186 VACANT EPS
019 31170 VACANT EPS
019 34369 ALEXANDRIA POTTER EPS
019 31164 SILENA BAKER EPS
019 34332 VACANT EPS
019 99973 QUANDETERRIUS MYRICK OPS EPS
019 34181 SHELIA HANSELL EPS
019 99716 PATRICK ROBINSON OPS EPS
019 34138 VACANT EPS
019 99552 LAREISHA WILCOXSON OPS EPS
019 32014 MAKENZEY WIMBERLY EPS
019 99551 MCKENZIE LEWIS OPS EPS
019 99090 KELMANI KIMBLE OPS EPS
019 34370 JOHN SHARPLES EPS - LW
019 99917 JENNIFER BRAGG OPS EPS
019 43118 VACANT EPS
016 99862 KENYDIE KIMBLE OPS ESR I
019 34416 DEASIA ERVIN EPS
019 99746 TRAJAN FORBES OPS EPS
019 34362 CAPRI CARGILL EPS
019 99738 TANIAH JOHNSON OPS EPS
019 34329 SHANESE MITCHELL EPS
019 99724 MARLLANA BRITT OPS EPS
019 34106 VACANT EPS
019 99089 OJORE SHEPEARD OPS EPS
019 31153 VACANT EPS
017 34208 VACANT ESR II - LW
017 99954 CADEN JENSEN OPS ESR II
017 41050 TORRANCE CHRISTIAN ESR II
017 99927 TANESHIA JOHNSON OPS ESR II
017 41044 VACANT ESR II
017 99791 SHAN'TERRIA WILLIAMS OPS ESR II
017 34205 VACANT ESR II
017 99785 KENDRA FAVORS OPS ESR II
017 34126 COLLIN GRAY ESR II
017 99771 CINDY WHITAKER OPS ESR II
017 99989 DESTYNE CASON OPS ESR II
017 99682 JONIKA WILLIAMS OPS ESR II
017 90010 KAYLEIGH DICKEY OPS ESR II
017 46223 VACANT ESR II - LW
017 99987 KEITH PARSONS OPS ESR II
017 41045 ROBIN HAGGINS ESR II
017 99932 MALAYSIA ISABELL OPS ESR II
017 34449 VACANT ESR II
017 99902 KENDRA MYLES OPS ESR II
017 34229 OLIVIA EWERS ESR II
017 99177 VONZEL REYNOLDS OPS ESR II
017 34180 ERENN MADISON ESR II
017 90013 LATIFAH MCALLISTER OPS ESR II
017 99990 NOAH CHANDLER OPS ESR II
017 90012 BRIANNA AMISON OPS ESR II
017 42065 NASIR JONES ESR II - LW
017 99983 JUANITA NORTON OPS ESR II
017 42062 GLENDA WILSON ESR II
017 99824 ZYON CHAMBERS OPS ESR II
017 34401 VACANT ESR II
017 99740 JAKYLA KEY OPS ESR II
017 99994 ASHLEY CARTER OPS ESR II
017 99685 JASON WILLIAMS JR OPS ESR II
017 99984 ASHLEY CARTER OPS ESR II
017 99529 WILBER PAZ OPS ESR II
017 42058 SHANTERIA OLIVER ESR II
017 99888 ESTER OLUSINA OPS ESR II
017 42067 IVETTE MEDINA ESR II
017 99881 JADA IVEY OPS ESR II
017 41037 VACANT ESR II
017 99794 RODRIGO COUTINHO OPS ESR II
017 31105 ALEXIS GOLDWIRE ESR II
017 99793 AH'NYLAH MOORE OPS ESR II
017 99986 JAMES PATTERSON OPS ESR II
017 99770 JAYLAH MITCHELL OPS ESR II
017 90011 MAYRA LEAL OPS ESR II
017 99520 LESLIE STRAKER JR OPS ESR II
TALLAHASSEE

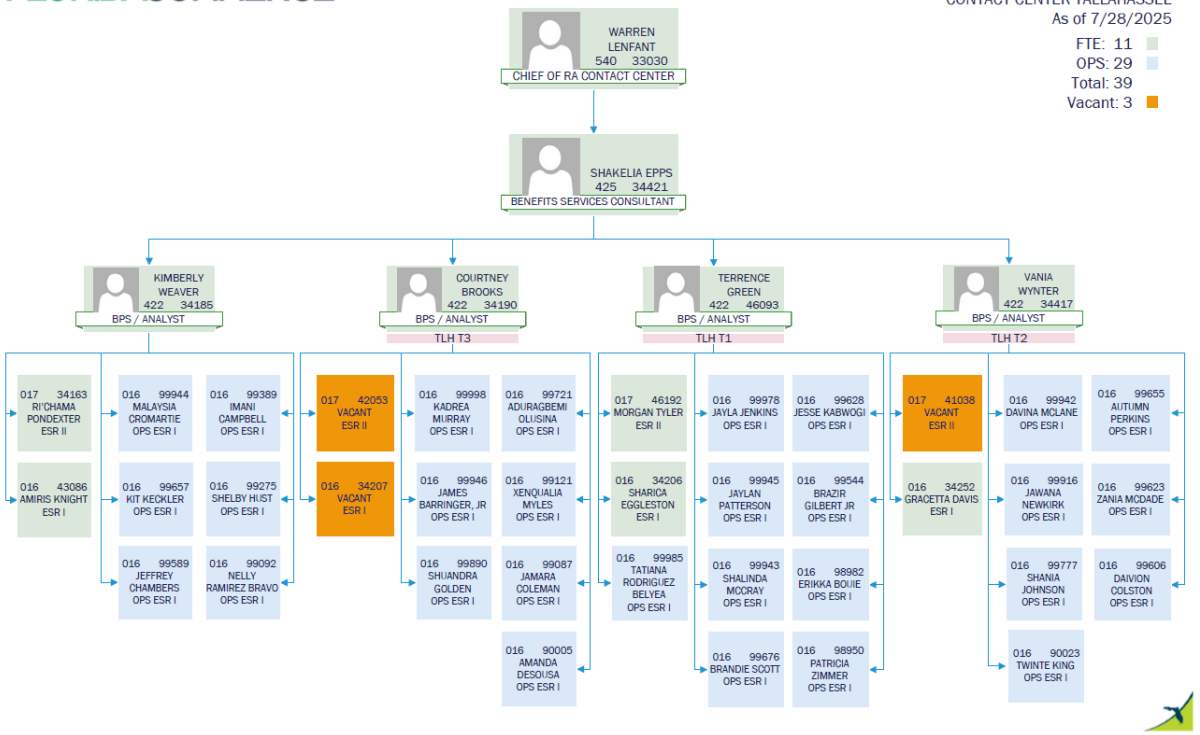

FLORIDACOMMERCE
BUREAU OF REEMPLOYMENT ASSISTANCE –
APPEALS JACKSONVILLE/FT. LAUDERDALE
As of 7/22/2025
FTE: 27
OPS: 2
Total: 29
Vacant: 6
JENNIFER SHARP
540 31000
CHIEF OF RA APPEALS
VACANT
424 31045
RA APPEALS OFFICE ADMIN (SES)
GLENDA LUQUIS-SANCHEZ
424 31077
RA APPEALS OFFICE ADMIN (SES)
TIA LAMBERT
417 31048
DEP CLERK SUP (SES)
SHANNA HICKS
423 31055
APPEALS REF SUPER (SES)
DAVID HILLEGAS
417 31133
DEP CLERK SUP (SES)
SAMANTHA STEEN
423 31137
APPEALS REFEREE SUP (SES)
VACANT
423 31115
APPEALS REFEREE SUP (SES)
015 31134 PRINCESS FERRETTE-REID DEPUTY CLERK
015 31047 VACANT DEPUTY CLERK
023 31064 JESSICA FARRELL SPECIAL DEPUTY - LW
023 31069 CHRISTOPHER PRESLEY II SPECIAL DEPUTY
023 41055 ARTHUR MILLER SPECIAL DEPUTY
023 31065 VACANT SPECIAL DEPUTY
023 34203 VACANT SPECIAL DEPUTY
023 31051 ALVIN TANZYMORE JR. SPECIAL DEPUTY
023 31116 MICHELLE HASKINS SPECIAL DEPUTY
023 31049 AJA CAMERON SPECIAL DEPUTY
023 31108 VACANT SPECIAL DEPUTY
023 31025 SELENA NEAL SPECIAL DEPUTY
023 31088 CHANDRA RICHARDSON SPECIAL DEPUTY
023 22016 CANDRA PELLOT-STOKES SPECIAL DEPUTY
019 31151 HERNAN RIVERA EPS - LW
015 31062 CLAUDETTE SILVERA DEPUTY CLERK
015 31039 TENNECIA HOGG DEPUTY CLERK
015 98959 MONICA ARANDA OPS DEPUTY CLERK
015 97853 SHAMEKA WILLIAMS OPS DEPUTY CLERK
023 31067 JEAN PENA SPECIAL DEPUTY - LW
023 31121 STACEY ROSENTHAL SPECIAL DEPUTY
023 31093 JOSE AGUIRRE SPECIAL DEPUTY
023 31089 MISSY OPPENHEIMER SPECIAL DEPUTY
023 31085 JENNIFER RUIZ GALARZA SPECIAL DEPUTY
023 31061 ROMINA MAGASREVY NUNEZ SPECIAL DEPUTY
023 31027 LAKEECIA RUSSELL SPECIAL DEPUTY
023 31024 ALEJANDRO OTERO SPECIAL DEPUTY
023 31023 JONI HAXHI SPECIAL DEPUTY
JACKSONVILLE APPEALS
FORT LAUDERDALE APPEALS


FLORIDACOMMERCE
BUREAU OF REEMPLOYMENT ASSISTANCE – APPEALS TALLAHASSEE
As of 7/22/2025
FTE: 33
OPS: 10
Total: 43
Vacant: 4
JENNIFER SHARP 540 31000 CHIEF OF RA APPEALS
SAMANTHA COLBORN 018 31042 ADMIN ASSIST II
MARY GORDON GAVALAS 425 33001 OPER. & MGMT. CONSLT. MGR (SES)
CHERYL WEAVER 424 31052 RA APPEALS OFFICE ADMIN (SES)
CYNTHIA MCKINNEY 424 31066 RA APPEALS OFFICE ADMIN (SES)
MELINDA REDIG 422 34170 BEN. PROG. SUP./ANALYST
CLERK'S OFFICE
CELINA FLORES 422 31120 BEN. PROG. SUP./ANALYST
BARTH BENNITT 423 31036 APPEALS REF SUPER (SES)
ANTONIA SPIVEY 417 31056 DEP CLERK SUP (SES)
JOHN THURSBY 423 31079 APPEALS REF SUPER (SES)
SPECIAL DEPUTY UNIT
023 31032 DEXTER PARKER GOC III
024 91851 MILTON MILEY OPS SYS PROJ ANALYST
019 31139 AMBER PODOLEC EPS
019 31060 PAMELA BYRD EPS
019 31041 CHRISTOPHER HUBERT EPS
019 99835 TAYLOR STROMAN OPS EPS
019 99523 GABRIEL OMONIYI OPS EPS
019 99186 TITISHA JONES OPS EPS
017 31124 RUBEN VELEZ TRANSLATOR
017 31123 ANGEL PLAZA TRANSLATOR
017 31078 AURA LUQUIS TRANSLATOR
017 31028 NAOMIE PETIT HOMME TRANSLATOR
017 31016 JUAN GARCIA TRANSLATOR
017 99903 JIMMY CHICA OPS TRANSLATOR
017 99838 ERNST THERVIL OPS TRANSLATOR
017 99680 VERONICA DI LORIO OPS TRANSLATOR
017 98677 SHIRLEY WHITELOCK OPS TRANSLATOR
017 95926 VIVIAN MANSO OPS TRANSLATOR
023 31118 GARY WRIGHT SPECIAL DEPUTY - LW
023 35008 RENE DUMAS SPECIAL DEPUTY
023 31126 MELANIE MURDOCK SPECIAL DEPUTY
023 31117 CANISSIA GRIFFIN SPECIAL DEPUTY
023 31111 EDWIN LOSCHI SPECIAL DEPUTY
023 31110 EKPERECHI NORTON SPECIAL DEPUTY
023 31109 KRISHNA LONKANI SPECIAL DEPUTY
023 31103 VACANT SPECIAL DEPUTY
023 31074 SCOTT DOUGHER SPECIAL DEPUTY
023 31048 VACANT SPECIAL DEPUTY
023 31026 SEAN DIMON SPECIAL DEPUTY
023 98818 KEENYJAH MONROE OPS SPECIAL DEPUTY
015 31132 JAZMYN ROBERTS DEPUTY CLERK
015 31101 VACANT DEPUTY CLERK
015 31034 JOSHUA WHITEIS DEPUTY CLERK
023 31097 EDUARDO MORALES SPECIAL DEPUTY - LW
015 31043 CHANTEL HENLEY DEPUTY CLERK
023 31107 VACANT SPECIAL DEPUTY
023 31102 ANDREW ABBOTT SPECIAL DEPUTY


FLORIDACOMMERCE
BUREAU OF REEMPLOYMENT ASSISTANCE – CONTACT CENTER ORLANDO
As of 8/1/2025
FTE: 48
OPS: 45
Total: 93
Vacant: 2
WARREN LENFANT 540 33030 CHIEF OF RA CONTACT CENTER
SUMITHRA SIVAJI 018 34470 ADMIN ASSISTANT II
KARLA HOWARD 425 34007 BENEFITS SERVICES CONSULTANT
NELIDA DE LEON-SANTANA 425 34101 BENEFITS SERV CONSULTANT
ANGELA WEISTER 424 34340 MSS
ARBEN TETA 424 46099 MSS
RODNEY CASIMIR 424 34378 MSS
THERESA JONES 424 46048 MSS
WAICA ROMERO 424 43085 MSS
WORKFORCE MANAGEMENT
QUALITY CONTROL
DAGOBERTO GRACEY COMAS 422 44206 BEN. PROG. ANALYST
ORL T1
JASHLYN VILLANUEVA 422 31030 BEN. PROG. ANALYST
ORL T2
ANTHONY RANDALL 422 34465 BEN. PROG. ANALYST
ORL T3
TENILLE BROOKS 422 34445 BEN. PROG. ANALYST
ORL T5
VACANT 422 34466 BEN. PROG. ANALYST
ORL T4
MERY LLERA 422 34377 BEN. PROG. ANALYST
ORL T6
OPERATIONS PERFORMANCE UNIT

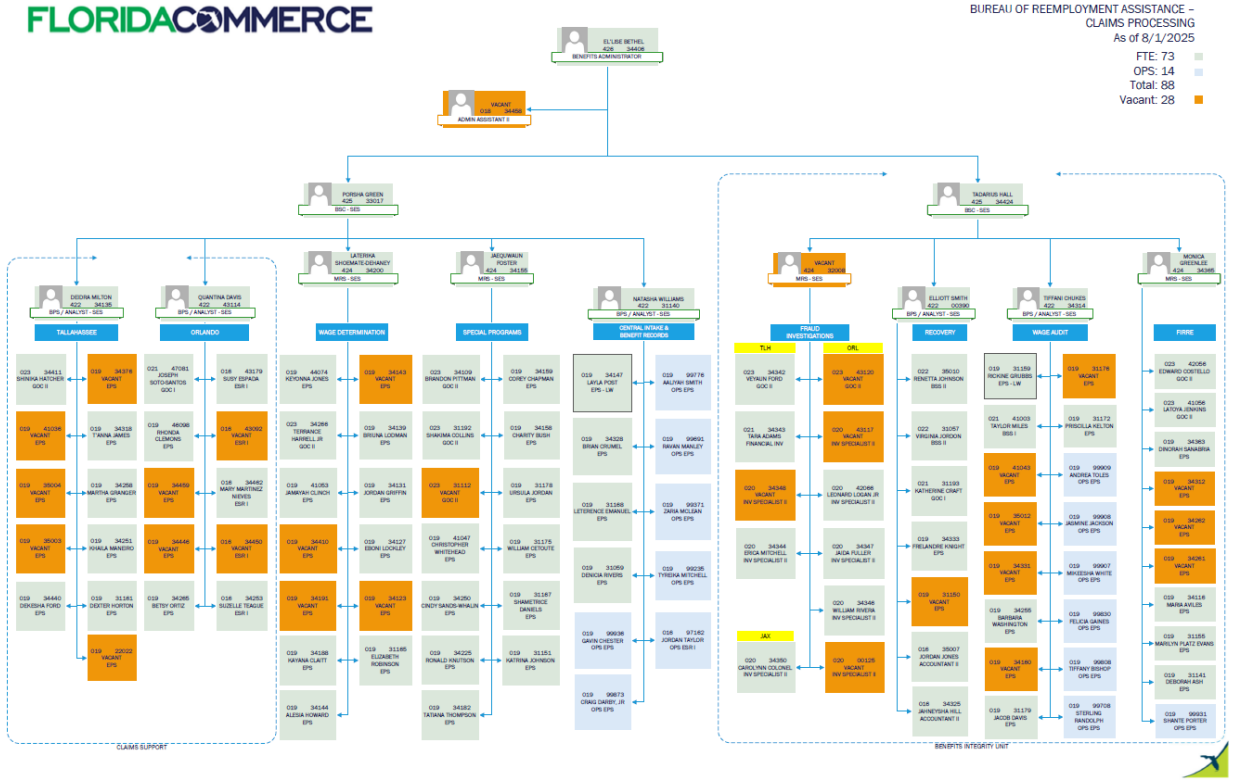
FLORIDACOMMERCE

BUREAU OF REEMPLOYMENT ASSISTANCE – CONTACT CENTER TALLAHASSEE
As of 7/28/2025
FTE: 11
OPS: 29
Total: 39
Vacant: 3



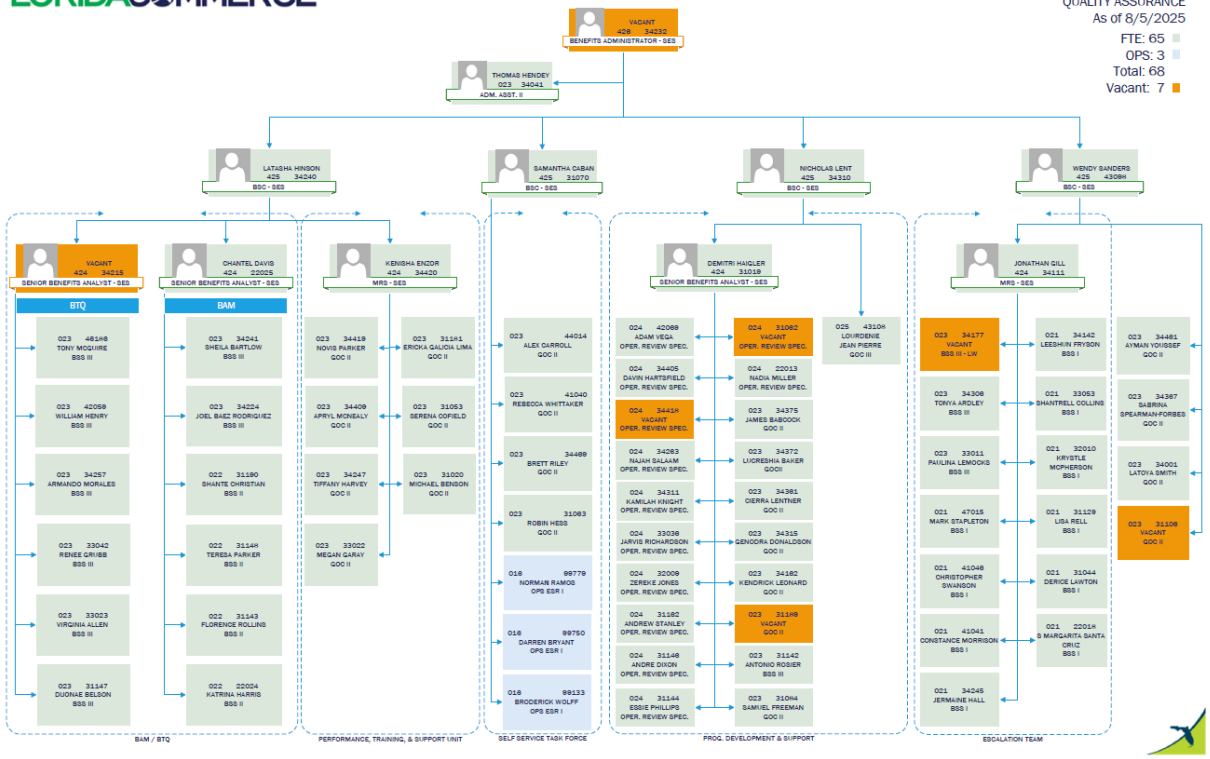
FLORIDACOMMERCE

BUREAU OF REEMPLOYMENT ASSISTANCE – CLAIMS PROCESSING
As of 8/1/2025
FTE: 73
OPS: 14
Total: 88
Vacant: 28



FLORIDACOMMERCE

BUREAU OF REEMPLOYMENT ASSISTANCE – QUALITY ASSURANCE
As of 8/5/2025
FTE: 65
OPS: 3
Total: 68
Vacant: 7



(4) SQSP Signature Page. The State administrator must sign and date the SQSP Signature Page. By signing the Signature Page, the State administrator certifies that the State will comply with all the assurances and activities contained in the SQSP guidelines.

Unemployment Insurance Figure 7.07
SQSP Signature Page

U.S. Department of Labor
SQSP SIGNATURE PAGE

OMB Control No.: 1205-0132 Expiration Date: 06/30/2027

U.S. DEPARTMENT OF LABOR Employment and Training Administration	FEDERAL FISCAL YEAR 2026	STATE FL

UNEMPLOYMENT INSURANCE
STATE QUALITY SERVICE PLAN
SIGNATURE PAGE

This Unemployment Insurance State Quality Service Plan (SQSP) is entered into between the Department of Labor, Employment and Training Administration, and

Florida Department of Commerce
(NAME OF STATE AGENCY)

The Unemployment Insurance SQSP is part of the State's overall operating plan, and, during this Federal fiscal year, the State agency will adhere to and carry out the standards set forth in Federal UI Law as interpreted by the DOL and adhere to the Federal requirements related to the use of granted funds.

All work performed under this agreement will be in accordance with the assurances and descriptions of activities as identified in the SQSP Handbook and will be subject to its terms.

TYPED NAME AND TITLE	SIGNATURE	DATE
J. Alex Kelly, Secretary, FloridaCommerce STATE ADMINISTRATOR (print name)		October 8, 2025
Renata Jones Adjibodou, Regional Administrator DOL – REGIONAL OFFICE APPROVING OFFICIAL (print name)		January 14, 2026
_____ DOL – NATIONAL OFFICE APPROVING OFFICIAL (print name) (if required)		

Though a State needs to submit the complete SQSP package on a 2-year cycle, there are certain documents contained in the SQSP package which are required to be submitted by States annually as part of the off-year submission. The documents which are required to be submitted annually are considered a modification to the complete SQSP submitted the previous year. Since funds for State UI operations are appropriated each year, each State is required to annually submit the transmittal letter, budget worksheets, organizational chart, and the signature page. The modification may also include CAPs for newly identified performance deficiencies, and any required modifications to existing CAPs. Since the UI program is a required one-stop partner, States have the option of including UI in the Combined State Plan authorized by WIOA sec. 103.

(5) **Requirements for States electing to include UI in the Combined State Plan: States that elect to include UI in the Combined State Plan must:**

a. Submit an SQSP in the following manner depending on their timing in the SQSP cycle:

i. If a State is in the first year of their 2-year cycle, the State is required to submit the most recently approved complete SQSP package. A complete SQSP package will include the Transmittal Letter, Budget Worksheets/Forms, State Plan Narrative, CAPs (including the milestones and the completion date for each milestone), the UI IAP, Organizational Chart, and the SQSP Signature Page. One of the key goals for the UI program is to ensure that claimants are able to successfully return to work. As such, the SQSP State Plan Narrative must provide a discussion of the plan coordination with other WIOA Combined Plan programs to ensure a coordinated effort and integrated service delivery.

ii. If a State is in the second year of the 2-year cycle, the State is required to submit the most recently approved complete SQSP package with a modification that must include the Transmittal Letter, Budget Worksheets/Forms, Organizational Chart, and the SQSP Signature page. The modification may also include CAPs for newly identified performance deficiencies, and any required modifications to existing CAPs. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.

b. Submit the required off-year SQSP components as a modification to the Combined State Plan on the same cycle as the regular SQSP process which must be approved by September 30th each year.

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

Purpose
The State Plan is intended to foster both short-term and long-term coordination among various organizations and key stakeholders in promoting and facilitating SCSEP activities.
Section 503 of the Older Americans Act (OAA) requires the Governor, or the highest government official in each state, to submit a State Plan. The State Plan must include a four-year strategy for the statewide provision of community service training and other authorized activities. The plan may be submitted as an independent document or as part of the Workforce Innovation and Opportunity Act (WIOA) Combined Plan. The State of Florida's SCSEP State Plan will be submitted as a combined plan with the Florida Department of Commerce (FloridaCommerce), CareerSource Florida, and other core and required stakeholders.

Introduction
Senior Community Service Employment Program (SCSEP) is a community service and work-based job training initiative for older Americans. Authorized under Title V of the Older Americans Act, the program serves low-income, unemployed seniors by providing hands-on training through part-time community service assignments with nonprofit organizations and government agencies. These assignments enable participants to develop marketable skills and gain valuable experience, supporting their transition to unsubsidized employment.

SCSEP's role in Florida continues to expand as the state's older population grows. According to the U.S. Census Bureau, Florida has the highest percentage of residents aged 65 and older in the nation, with more than half of its population over the age of 60. The Florida Department of Elder Affairs (FDOEA, 2024) reports that nearly 6.3 million Floridians are aged 60 or above, making Florida the third most populous state in the country. Projections from the U.S. Census Bureau (2020) indicate that by 2030, one in three Floridians (33.66%) will be age 60 or older.

As this demographic continues to expand, Florida's future is increasingly tied to the financial stability, health, and overall well-being of its elder residents. Within this context, the Senior Community Service Employment Program (SCSEP) remains a vital resource. SCSEP provides older adults with meaningful training and employment opportunities, serving as a lifeline for those who may feel their options are limited as they age. Beyond individual impact, the program helps reduce financial strain on social service agencies while strengthening community vitality. By reducing social isolation, improving economic security, and promoting healthy aging through continued physical and mental engagement, SCSEP plays a critical role in ensuring that Florida's older population thrives.

This plan serves to describe the planning and future implementation process for services and activities required under the grant. Eligible individuals and employment opportunities within the state are distributed throughout the state. The State Plan is intended to foster coordination among the various SCSEP grantees and sub-recipients operating within the state and to facilitate the efforts of stakeholders, including state and local boards, to work collaboratively through a participatory process to accomplish SCSEP's goals. The plan contains the prescribed elements

as set forth in Training and Employment Guidance Letter No. 11-19, Change 2, 20 CFR 641.302 and 641.325.

Economic Projections and Impact

Discuss long-term projections for jobs in industries and occupations in the state that may provide employment opportunities for older workers. (20 CFR 641.302(d)). (Alternately, states may discuss this in the economic analysis section of strategic plan, if submitting a Unified or Combined State Plan.)

Florida's labor market is projected to see significant growth in industries that are well-suited for older workers, particularly those offering flexible schedules, part-time roles, and opportunities to leverage prior experience.

Top Industries by Growth Rate
Between 2024 and 2032, the fastest-growing industries include:

1. **Professional and Technical Services** (+12.4%, +93,903 jobs) – Offers roles in consulting, legal services, accounting, and specialized technical work, many of which can accommodate older workers' expertise and part-time preferences.
2. **Information** (+9.9%, +15,711 jobs) – Growth in digital communications, publishing, and data-related services presents opportunities for remote and flexible work arrangements.
3. **Transportation and Warehousing** (+9.5%, +38,966 jobs) – Includes logistics coordination, dispatch, and driving roles suitable for those seeking active, non-desk jobs.
4. **Administrative and Waste Services** (+9.3%, +69,980 jobs) – Encompasses office administration, customer service, and facilities management positions.
5. **Health Care and Social Assistance** (+4.9%, +68,613 jobs) – Florida's aging population drives demand for healthcare support, caregiving, and allied health roles.

Fastest-Growing Occupations
Many of the fastest-growing occupations align with skills older workers can develop or transfer into through targeted training:

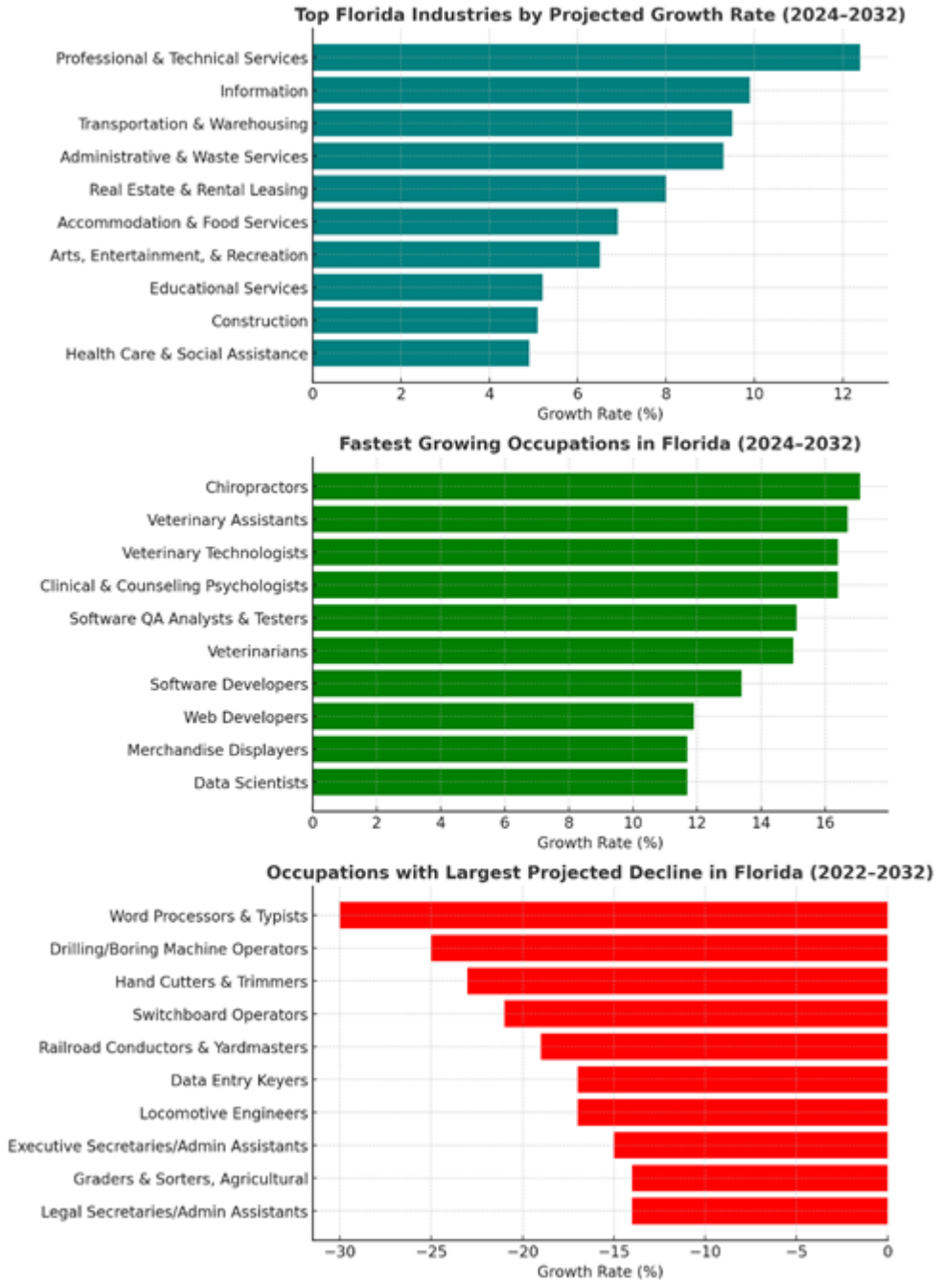
- **Healthcare roles** such as Chiropractors (+17.1%), Clinical and Counseling Psychologists (+16.4%), and Veterinary Technologists (+16.4%) offer professional opportunities in growing markets.
- **Technology occupations** including Software Quality Assurance Analysts (+15.1%), Software Developers (+13.4%), and Data Scientists (+11.7%) present high-wage, remote-capable career paths with retraining.
- **Creative and customer-facing positions** such as Merchandise Displayers (+11.7%) can provide engaging, flexible employment.

Declining Occupations
Some roles such as Word Processors (-30%), Data Entry Keyers (-17%), and Executive Secretaries (-15%) are projected to decline, signaling the need for retraining or transition planning for older workers currently in these fields.

Implications for Older Workers
The data suggest strong opportunities in professional services, healthcare, technology, education, and administrative support, with retraining and skills development essential for remaining

competitive. SCSEP and workforce partners can prioritize training in high growth sectors while guiding participants away from declining occupations.

SCSEP Figure 7.01
Employment Opportunities for Older Workers



Sources: Florida Department of Commerce – Employment Projections (2024-2032), CareerOneStop – Careers with Declining Employment (2022-2032)

Discuss how the long-term job projections discussed in the economic analysis section of strategic plan relate to the types of unsubsidized jobs for which SCSEP participants will be trained and the types of skill training to be provided. (20 CFR 641.302(d))

The long-term industry and occupational projections for Florida (2024–2032) indicate strong growth in sectors well-suited to SCSEP participants, particularly those offering entry points for older workers with varying education levels and opportunities for skill development through targeted training. SCSEP will leverage these projections to align participant training with high-growth industries, ensuring that unsubsidized job placements are both attainable and sustainable.

Target Industries for Unsubsidized Employment
Based on labor market projections from the Florida Department of Commerce, the fastest-growing industries include Professional and Technical Services (+12.4%), Information (+9.9%), Transportation and Warehousing (+9.5%), Administrative and Waste Services (+9.3%), and Health Care and Social Assistance (+4.9%). These industries offer employment opportunities compatible with SCSEP participant profiles, such as:

- **Healthcare support roles** – home health aides, personal care assistants, and medical administrative staff to address the needs of Florida's rapidly aging population.
- **Office and administrative support positions** – customer service representatives, receptionists, and clerical support in educational services, local government, and nonprofit organizations.
- **Logistics and transportation coordination** – dispatch, scheduling, and inventory management positions in warehousing and delivery services.
- **Professional service support roles** – bookkeeping, data management, and client relations in legal, accounting, and consulting firms.

Training Strategies and Skill Development
SCSEP will tailor participant training plans to align with these high-growth sectors by providing:

- **Digital literacy and office technology training** – including Microsoft Office, Google Workspace, database systems, and customer relationship management software.
- **Healthcare fundamentals** – such as HIPAA compliance, patient care basics, and medical terminology.
- **Customer service and interpersonal skills** – focused on communication, problem-solving, and conflict resolution.
- **Industry-specific certifications** – e.g., Certified Nursing Assistant (CNA), Medical Administrative Assistant, Forklift Operation, or CompTIA IT Fundamentals.

Transition from Declining Occupations
The labor market analysis identifies significant declines in occupations such as Word Processors (-30%), Data Entry Keyers (-17%), and Executive Secretaries (-15%). SCSEP will actively transition participants with experience in these areas toward emerging roles, using skills assessments to identify transferable competencies and targeted retraining to close skills gaps.

Workforce System Integration
Training and placement activities will be coordinated with FloridaCommerce, CareerSource Florida, and LWDBs to ensure alignment with the Workforce Innovation and Opportunity Act (WIOA) Combined State Plan, maximize co-enrollment opportunities, and connect SCSEP participants to sector partnerships in high-demand industries.

By aligning SCSEP training pathways with Florida's projected labor market demand, participants will gain skills relevant to high-growth industries, increasing their competitiveness for unsubsidized employment while supporting the state's economic and workforce development objectives.

Discuss current and projected employment opportunities in the State (such as by providing information available under §15 of the Wagner-Peyser Act (29 U.S.C. 491-2) by occupation), and the types of skills possessed by eligible individuals. (20 CFR641.325(c))

Pursuant to §15 of the Wagner-Peyser Act (29 U.S.C. §491-2), FloridaCommerce publishes labor market information identifying both immediate and long-term job opportunities. This data, incorporated into the Workforce Innovation and Opportunity Act (WIOA) Combined State Plan, informs SCSEP's strategy to align participant training with in-demand occupations.

Current Opportunities
Florida's short-term labor market data shows sustained demand in:

- **Healthcare support and patient services** – roles such as patient services representatives, home health aides, and medical records clerks, with significant concentration in metropolitan healthcare hubs.
- **Administrative and clerical support** – including receptionists, office clerks, and customer service representatives in public administration, finance, and insurance sectors.
- **Hospitality and tourism** – lodging front desk staff, food service workers, and recreation facility attendants, with year-round and seasonal openings statewide.
- **Transportation and logistics** – delivery drivers, warehouse associates, and dispatch or scheduling clerks, supporting Florida's position as a trade and distribution center.

Projected Opportunities
Long-term projections from FloridaCommerce (2024–2032) indicate sustained growth in:

- **Healthcare and Social Assistance** – driven by the state's aging population and increased demand for outpatient care, rehabilitation services, and home-based health support.
- **Professional and Technical Services** – including IT support, accounting, paralegal services, and consulting, with many positions offering remote or flexible scheduling.
- **Transportation and Warehousing** – fueled by e-commerce expansion and port growth, creating demand for logistics coordination, inventory management, and transportation planning.
- **Educational Services** – growth in instructional aide, administrative support, and student services positions in both traditional and virtual learning settings.

Skills of Eligible SCSEP Participants
SCSEP participants bring valuable, transferable skills, including:

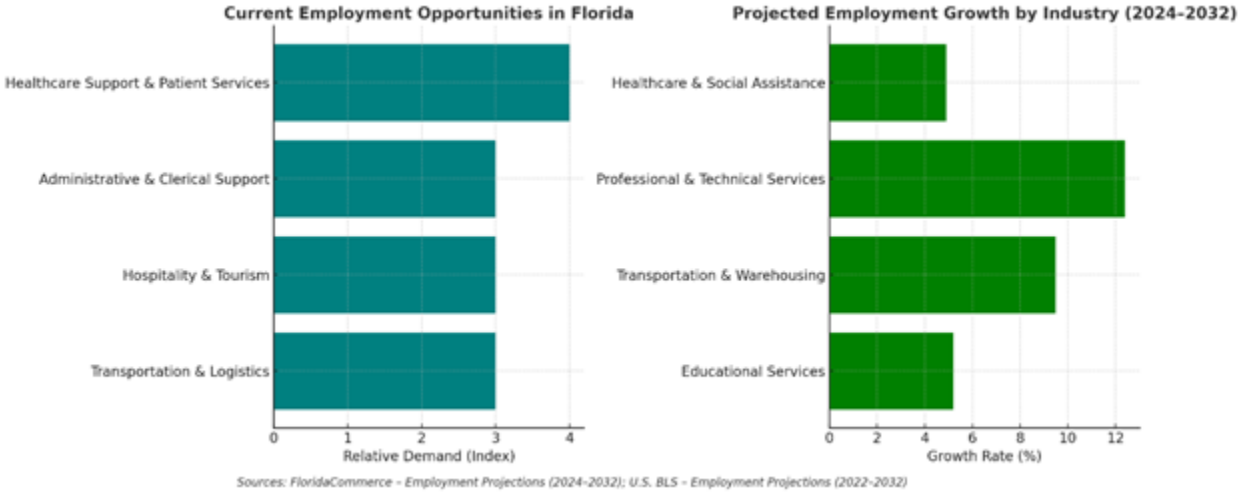
- **Administrative and organizational abilities** – scheduling, records management, and compliance tracking.
- **Customer service and communication skills** – developed in retail, hospitality, and public-facing government roles.
- **Problem-solving and adaptability** – particularly effective in small business, nonprofit, and dynamic service environments.

- **Attention to detail and reliability** – critical for quality control, data accuracy, and compliance with safety or regulatory standards.

Wage and Skills Outlook
Projected 2030 wages in these sectors range from approximately $15 per hour for entry-level healthcare and service roles aligning with Florida's 2026 minimum wage to $45 per hour for specialized healthcare practitioners and technical occupations. Many high-growth industries, particularly healthcare, transportation, and professional services, require vocational certifications, short-term training, or licensure. SCSEP participants often have foundational skills in customer service, scheduling, basic computer literacy, and caregiving, which can be strengthened through targeted training to meet employer requirements in these growth sectors.

Strategic Alignment
By aligning participant skills with occupations identified in FloridaCommerce's labor market data, SCSEP will emphasize training in digital literacy, industry-specific certifications (e.g., CNA, CompTIA IT Fundamentals), and sector-based preparation. This approach will enable participants to secure unsubsidized positions in industries with sustained demand, advancing both program performance outcomes and the state's broader workforce development goals.

SCSEP Figure 7.02
Current Employment Opportunities in Florida and
Projected Employment Growth by Industry



Service Delivery and Coordination

Provide a detailed description of what actions will be taken to coordinate SCSEP with other programs, including:

Planned actions to coordinate activities of SCSEP grantees with WIOA title I programs, including plans for using the WIOA one-stop delivery system and its partners to serve individuals aged 55 and older. (20 CFR 641.302(g), 641.325(e))
Florida SCSEP grantees maintain strong, results-oriented partnerships with WIOA Title I programs to ensure older workers have full access to the state's one-stop delivery system.

Through active collaboration with CareerSource Florida, FloridaCommerce, the Florida Department of Children and Families (DCF), FDOE, and other state and local entities, SCSEP aligns strategies, leverages resources, and streamlines services. These efforts are focused on improving program performance, strengthening interagency partnerships, eliminating service duplication, and enhancing the customer experience for participants aged 55 and older.

The Florida Department of Elder Affairs (FDOEA) administers the Senior Community Service Employment Program (SCSEP) as the state grantee, while the AARP Foundation (AARPF), as subgrantee, executes Memoranda of Understanding (MOUs) with CareerSource Florida to ensure program integration within the workforce system. At the local level, SCSEP participants are required to register with their nearest CareerSource Florida career center, when available, to access WIOA-aligned services such as skills assessments, job search assistance, training referrals, and employer connections. SCSEP Project Directors also serve on Local Workforce Development Boards (LWDBs) to advocate for older workers, integrate SCSEP into regional workforce strategies, and advance policies that support participant success in achieving unsubsidized employment.

Planned Coordination Activities

- Request quarterly case conferences with CareerSource Florida to strengthen coordination and improve collaborative strategies between partners.
- Share job leads, employer contacts, and labor market information.
- Co-host targeted job fairs and employer outreach events.
- Provide cross-training for SCSEP and CareerSource staff to improve referrals.
- Enroll SCSEP participants in WIOA-funded skills training and certifications.
- Share performance data to track co-enrolled participant outcomes.
- Participate in annual planning with local workforce development boards.

Planned actions to coordinate activities of SCSEP grantees with the activities being carried out in the State under the other titles of the Older Americans Act (OAA). (20 CFR 641.302(h))

SCSEP actively coordinates with a wide range of Older Americans Act (OAA) programs to enhance services available to participants. The Florida Department of Elder Affairs (FDOEA) contracts with the state's Area Agencies on Aging (AAAs) to deliver home and community-based services under the OAA, including nutrition assistance and counseling, transportation, legal services, long-term care planning, housing, and caregiver support. SCSEP refers participants to these resources when such needs present barriers to employment, ensuring they can access critical support services that promote job readiness and stability.

Participants are also referred to OAA-funded health, prevention, and wellness programs such as chronic disease self-management, disease prevention, and health promotion initiatives, as well as educational forums and training on preventing elder abuse, neglect, and exploitation. These services help address health, safety, and well-being concerns that could otherwise limit a participant's ability to secure or maintain employment.

Planned actions to coordinate SCSEP with other private and public entities and programs that provide services to older Americans, such as community and faith- based organizations, transportation programs, and programs for those with special needs or disabilities. (20 CFR 641.302(i))

These coordinated efforts focus on expanding service access and developing training and employment pathways for all eligible SCSEP participants. Collaborators include community-based organizations such as Habitat for Humanity, which offers social service and administrative training opportunities; the YMCA, which provides roles in program coordination, customer service, and facility operations; and Goodwill Resource Centers, which support skills training, resume development, and job search assistance.

In accordance with Florida Statute § 427, the Department of Elder Affairs (DOEA) partners with the Florida Department of Transportation's Commission for the Transportation Disadvantaged to ensure that SCSEP participants and older adults have access to affordable and reliable transportation, addressing one of the most significant barriers to job training and employment. In the Central-North Florida region, SCSEP further collaborates with MV Transportation to provide scheduled transit services that enable participants to travel to training sites and work assignments.

Additionally, SCSEP coordinates referrals to state programs and agencies offering supportive services such as housing assistance, health screenings, and vocational rehabilitation. These linkages help participants overcome barriers that could otherwise impede their progress toward successful completion of training and transition into unsubsidized employment.

Planned actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))

SCSEP engages continuously with CareerSource Florida, LWDBs, and industry-specific training providers to identify high-growth sectors such as healthcare, transportation, logistics, customer service, and information technology. To address digital skill needs, host agencies are encouraged to provide computer training in collaboration with community colleges, One-Stop Career Centers, and public libraries. Participants receive targeted digital literacy instruction tailored to their Individual Employment Plans (IEPs) through platforms such as GCFGlobal, Udemy, and Florida Ready to Work, with a focus on typing proficiency, general computer use, and English language support for Spanish-speaking participants. In PY24, participants completed 795 hours of online coursework and earned 24 Florida Ready to Work certificates.

Using coordinated labor market analysis and direct employer input, SCSEP designs training pathways that align employer requirements with participant capabilities. These pathways may include short-term vocational certifications, work-based learning, and on-the-job training to develop in-demand skills. SCSEP also promotes co-enrollment in WIOA Title I and other workforce training initiatives to maximize resources, prevent service duplication, and ensure comprehensive employment readiness. By strategically integrating participants into targeted training opportunities, SCSEP enhances labor market competitiveness, increases unsubsidized employment placements, and supports long-term job retention.

Actions the State will take to ensure that SCSEP is an active partner in the one-stop delivery system and the steps the State will take to encourage and improve coordination with the one-stop delivery system. (20 CFR 641.335)

The Department will maintain strong partnerships and consistent communication with CareerSource Florida while expanding direct collaboration with LWDBs to strengthen SCSEP's integration into the one-stop delivery system. SCSEP staff will participate in joint program planning, employer outreach, sector-based training initiatives, and coordinated referral

processes to ensure older job seekers have seamless access to WIOA Title I, vocational rehabilitation, adult education, and other partner programs.

Cross-training sessions will equip both SCSEP and one-stop staff with practical strategies to address age-related employment barriers, including digital literacy gaps, transportation challenges, and the need for workplace accommodations. The Department will collaborate with local boards to conduct joint labor market analyses, organize targeted job fairs and hiring events for older workers, and implement shared tracking tools to monitor referrals, co-enrollments, and employment outcomes.

Performance data such as job placements, training completions, and employer engagement will be regularly exchanged to assess program effectiveness, identify service gaps, and guide continuous improvement. By embedding SCSEP within the one-stop network through coordinated planning, shared performance measures, and targeted employer engagement, the Department will leverage resources, eliminate duplication, and enhance both the immediate and long-term employment outcomes of older workers.

Efforts to work with local economic development offices in rural locations.

The Department will coordinate with local economic development offices, chambers of commerce, and Rural Area of Opportunity (RAO) councils to ensure SCSEP services in rural Florida are responsive to local labor market conditions and aligned with economic growth priorities. Engagement will include participation in regional workforce planning meetings, joint outreach campaigns to rural employers, and coordination with community colleges, libraries, and training providers to expand access to skills development programs for older adults.

Assessment of Rural Area Needs

Rural communities in Florida particularly those designated as RAO face workforce challenges that directly impact SCSEP service delivery and participant outcomes. Key needs include:

1. **Limited Employment Opportunities** – Rural economies often rely on small businesses, agriculture, forestry, and seasonal industries, which provide fewer year-round, full-time positions.
2. **Skills Mismatch** – Many in-demand rural occupations require targeted certifications (e.g., health aides, CDL drivers, equipment operators) and digital skills that are not widely available locally.
3. **Transportation Barriers** – Sparse or non-existent public transportation makes commuting to training or work sites difficult, especially when distances are significant.
4. **Access to Training and Education** – Fewer local training providers and broadband gaps limit access to online learning; many older workers are unaware of existing programs.
5. **Healthcare and Social Service Gaps** – Limited access to medical care, eldercare, and supportive services can impact job retention and readiness.
6. **Economic Diversification Needs** – Over-reliance on a small number of industries increases vulnerability to economic downturns; expansion into sectors like eco-tourism, remote work, and renewable energy is needed.

SCSEP Response to Rural Needs

To address these challenges, SCSEP will:

- Partner with local transit providers, volunteer driver programs, and community organizations to reduce transportation barriers.
- Deliver targeted training for high-demand rural jobs in healthcare support, CDL operation, facility maintenance, administrative support, and remote customer service.
- Use trusted local institutions such as libraries, churches, and veterans' groups for participant recruitment and outreach.
- Advocate for broadband expansion while providing digital literacy training through partnerships with libraries, community colleges, and online platforms.
- Work with economic development offices to identify emerging industries and ensure SCSEP training pathways align with local growth sectors.

By combining strategic partnerships, targeted training, and community-based outreach, the Department will ensure that SCSEP services in rural Florida are not only accessible but are also tailored to the realities of rural labor markets, leading to improved employment outcomes for older adults in these underserved areas.

The State's long-term strategy for engaging employers to develop and promote opportunities for the placement of SCSEP participants in unsubsidized employment. (20 CFR 641.302(e)) (May alternatively be discussed in the State strategies section of strategic plan.)

The Department's long-term strategy for engaging employers focuses on cultivating sustained, mutually beneficial relationships with businesses in high-demand industries to create clear pathways for SCSEP participants into unsubsidized employment. This approach is designed to meet both employer hiring needs and the unique skills, experience, and support requirements of older workers. Strategic outreach will include employers with a demonstrated history of hiring older workers, such as Publix, CVS, and Dollar Tree, as well as expanding engagement into growth sectors statewide.

Key elements of the strategy include:

1. **Targeted Industry Engagement**
   The Department will target high-growth industries such as healthcare, transportation, logistics, customer service, education, and information technology by partnering with industry associations, chambers of commerce, employer consortia, and local business networks to identify workforce needs. Strategies include sector roundtables, employer listening sessions, and labor market analysis to align SCSEP training with in-demand skills. Where appropriate, the Department will work with employers to develop customized training, implement work-based learning, and establish pathways from host agency assignments to unsubsidized employment, ensuring older workers are prepared for sustainable careers while meeting employer recruitment and retention needs.
2. **Employer Education and Awareness**
   SCSEP will promote the value of older workers by highlighting their reliability, adaptability, strong work ethic, and transferable skills. Employer engagement will include targeted forums, informational sessions, and job fairs to dispel misconceptions about hiring older adults. Outreach will also showcase hiring incentives such as the Work Opportunity Tax Credit (WOTC) to encourage employer participation and strengthen long-term hiring relationships.
3. **Customized Training and Work-Based Learning**
   Training curricula and work-based learning opportunities will be developed in direct consultation with employers to ensure participants gain the precise skills needed for

available jobs. This may include short-term vocational certifications in areas such as medical assisting, office administration, or IT support; structured on-the-job training agreements tailored to specific job roles; and co-enrollment in WIOA Title I programs to provide integrated career services, supportive resources, and follow-up assistance. These efforts will ensure training is directly aligned with employer requirements while preparing participants for immediate and sustainable employment.

4. **Performance Tracking and Continuous Improvement**
   Employer engagement activities and outcomes will be tracked at the second and fourth quarters after participant exit, including measures of participant satisfaction, host agency satisfaction, and employer satisfaction. Data will be collected through structured surveys, follow-up interviews, and employer feedback forms to assess job retention, performance, and overall satisfaction with SCSEP placements. These results will be analyzed regularly to identify trends, refine outreach strategies, adjust training content to address skill gaps, and ensure services remain aligned with evolving employer demands and labor market conditions.

By implementing this strategy, the Department will strengthen employer partnerships, increase alignment SCSEP training with labor market demand, and expand opportunities for participants to secure and retain unsubsidized employment. This coordinated, data-driven approach will ensure older workers remain a valuable and competitive part of Florida's workforce while supporting the state's economic growth.

The State's long-term strategy for serving older individuals under SCSEP (20 CFR 641.302 (c))

In alignment with the Older Americans Act, the Department will maintain efforts to ensure participation in SCSEP meets or exceeds federally established performance expectations. Service levels will be evaluated annually, supplemented with participant and outcome data from the Grantee Performance Management System (GPMS) or other USDOL-approved reporting tools. This analysis will track enrollment rates, service hours, training completions, and employment outcomes.

A list of community services that are needed and the places where these services are most needed. Specifically, the plan must address the needs and location of those individuals most in need of community services and the groups working to meet their needs. (20 CFR 641.330)

Community Services Needs and Locations
The Department has identified priority community service assignments that develop a wide range of transferable employment skills while addressing critical local needs. These assignments will be concentrated in areas with high populations of older adults who are low-income, unemployed, or face significant barriers to employment, including rural counties, urban neighborhoods with high poverty rates, and communities with limited access to social services.

Examples of Community Services Needed:

- **Administrative and Clerical Support** – Providing office, reception, and records management assistance in nonprofit, governmental, and educational settings to develop organizational, customer service, and technology skills.
- **Healthcare and Social Assistance Support** – Assisting in clinics, senior centers, food banks, and disability service agencies with intake, scheduling, and client outreach to build communication and service coordination skills.

- **Education Support** – Supporting teachers, librarians, and after-school programs in public schools, adult education programs, and literacy initiatives to enhance mentoring, tutoring, and instructional support skills.
- **Customer Service and Public Engagement** – Serving in museums, visitor centers, and public information offices to develop interpersonal and public relations skills.
- **Facilities and Maintenance** – Assisting with groundskeeping, custodial duties, and basic repairs for public facilities, parks, and housing programs to develop hands-on technical and safety skills.
- **Community Outreach and Advocacy** – Supporting nonprofit outreach campaigns, fundraising events, and volunteer coordination to strengthen marketing, event planning, and stakeholder engagement skills.

Locations of Greatest Need
According to the Florida Department of Commerce's Rural County Map (Florida Jobs, 2024), efforts will be concentrated in economically distressed rural communities designated by state and federal programs. These include: Baker, Bradford, Calhoun, Columbia, DeSoto, Dixie, Flagler, Franklin, Gadsden, Gilchrist, Glades, Gulf, Jackson, Jefferson, Hamilton, Hardee, Hendry, Highlands, Holmes, Lafayette, Levy, Liberty, Madison, Nassau, Okeechobee, Putnam, Suwannee, Taylor, Union, Wakulla, Walton, and Washington Counties.

Community-Based Organizations & Agencies
To effectively deliver SCSEP community service assignments in high-need areas, the Department will maintain and strengthen partnerships with organizations that have established capacity to serve older adults, operate within underserved communities, and provide opportunities for skill development aligned with labor market demand. Key partners include:

- **Nonprofit Organizations** – Such as United Way, Habitat for Humanity, Feeding Florida, and Goodwill Industries, which provide direct community services, host agency assignments, and workforce development resources.
- **Public Agencies** – Including Area Agencies on Aging, such as the Senior Resource Alliance serving Orange, Osceola, Seminole, and Brevard Counties, and local government departments that support aging services, housing programs, and community development initiatives.
- **Faith-Based and Community-Based Organizations** – Local churches, community centers, and veteran service organizations embedded in rural and urban neighborhoods with high concentrations of low-income older adults.
- **Local Health Departments** – Offering specialized programming for older residents, such as care coordination, chronic disease prevention, vaccination outreach, and healthy aging initiatives.
- **Educational Institutions** – Public libraries, community colleges, and adult education providers that can serve as host agencies while also delivering training in digital literacy, English language skills, and vocational certifications.

By leveraging the infrastructure and expertise of these organizations, the Department will ensure that SCSEP participants are placed in assignments that both strengthen critical community services and provide relevant, transferable skills to support their transition into unsubsidized employment.

The State's long-term strategy to improve SCSEP services, including planned long-term changes to the design of the program within the State, and planned changes in the use of

SCSEP grantees and program operators to better achieve the goals of the program. This may include recommendations to the Department as appropriate. (20 CFR 641.302(k))

The Department works collaboratively with National SCSEP grantees in Florida, host agencies, state agencies, LWDBs, Area Agencies on Aging (AAAs), and other FDOEA programs to ensure cohesive implementation of SCSEP services. It leads to employer engagement, fosters partnerships, and promotes the benefits of hiring older workers to increase community awareness and highlight the economic and social value of senior employment. Host agencies provide direct training and supervision for participants, while the Department works to overcome negative hiring stigmas by identifying and engaging employers willing to provide unsubsidized opportunities.

To improve employment rates, median earnings, and retention among SCSEP participants, the Department emphasizes coordinated planning among core and required partners. Education and outreach remain central to the program's improvement plan, complemented by efforts to identify innovative, cost-effective administrative practices. Savings from administrative efficiencies will be reinvested into participant wages, fringe benefits, and higher-quality training. While community service assignments remain a core component, the Department also seeks external training opportunities in high-demand occupations where additional credentials are required.

Recommendations under 20 CFR 641.302(k):

Impact of Minimum Wage Increases – Florida's scheduled minimum wage increases have reduced the number of modified positions available to SCSEP grantees statewide, as rising hourly wages limit the total number of participants that can be served under existing grant budgets. To mitigate this impact and expand both training opportunities and participant placements, the Department recommends exploring the feasibility of converting SCSEP into a stipend-based training model.

Under a stipend model, participants would receive a fixed payment for completing designated training hours or program milestones, rather than being paid an hourly wage. This approach could:

- **Serve More Participants within the Same Funding Levels** – By replacing variable wage expenses with predictable stipend amounts, the program could increase the number of individuals enrolled and trained without exceeding budget constraints.
- **Expand Host Agency Options** – Host agencies may be more willing to participate when not required to manage payroll processes or comply with wage and hour requirements, enabling placements in a wider range of community service environments.
- **Increase Training Flexibility** – Participants could engage in hybrid or project-based training, short-term certifications, and non-traditional schedules without concerns about overtime or wage compliance, allowing the program to tailor training to local labor market demands.
- **Maintain Alignment with Older Americans Act Goals** – The stipend structure would still support the SCSEP mandate to provide community service assignments and skill development for older workers while enabling more efficient use of resources in a high-wage environment.

Focus on Populations with the Greatest Need – The Department prioritizes outreach and enrollment for individuals facing the most significant barriers to employment, including those who are severely disabled, frail, age 75 and older, veterans, individuals with limited English

proficiency or literacy skills, residents of rural or persistently unemployed areas, individuals experiencing homelessness or housing instability, and those with a history of incarceration. Given the substantial and intersecting challenges faced by these groups, traditional performance measures that assess employment status in the fourth quarter after program exit may not fully capture SCSEP's impact. For many high-barrier participants, the process of developing job readiness skills, completing training, and securing stable employment extends beyond the standard measurement period.

Measuring employment outcomes in the first and third quarters after exit would provide a more accurate and meaningful evaluation of program effectiveness by:

1. **Capturing Early Employment Gains** – Recognizing participants who secure employment soon after exit, even if they change jobs or retire before the fourth quarter.
2. **Reflecting Transitional Employment Success** – Acknowledging participants who initially secure temporary, part-time, or transitional roles that build skills and confidence before advancing to long-term positions.
3. **Recognizing Gradual Workforce Reentry** – Accounting for participants who require extended training, health stabilization, or supportive services before achieving sustainable employment.

This earlier measurement approach would allow the Department to more accurately assess incremental progress, better understand participant trajectories, and refine training and employer engagement strategies to improve long-term outcomes.

Improving Participant Survey Delivery – Due to repeated issues with undeliverable participant satisfaction surveys despite verified addresses, the Department will explore alternative delivery methods such as electronic surveys, phone-based interviews, or distribution during in-person appointments to improve response rates and ensure data reliability.

Tracking Post-Training Reemployment Trends – In addition to tracking traditional employment outcomes, the Department will collect and analyze data on participants who return to work after completing training, including their motivations for reemployment (e.g., financial need, maintaining independence, personal fulfillment, or social engagement). This information will inform refinements to training curricula, improve job matching processes, and strengthen retention strategies to ensure participants remain successfully employed.

The State's strategy for continuous improvement in the level of performance for SCSEP participants' entry into unsubsidized employment, and to achieve, at a minimum, the levels specified in OAA Section 513(a)(2)(E)(ii). (20 CFR 641.302(f))

The Department will use a coordinated, data-driven approach to continually improve SCSEP participant entry into unsubsidized employment and meet or exceed OAA performance levels. Program staff, participants, and host agency supervisors will work together to ensure training and work assignments are intentionally aligned with the participant's Individual Employment Plan (IEP) and current labor market needs.

1. Targeted Training and Community Service Assignments
Participants will be placed in community service roles and specialized training that directly address skill gaps identified during assessment and IEP development. Assignments will be designed to build in-demand transferable skills that match employer expectations in growth industries.

2. Ongoing Engagement with Host Agencies
Regular meetings will be held with host agency supervisors to review participant progress, refine training activities, and reinforce the goal of transitioning participants into unsubsidized employment. Host agencies will receive guidance and best practices on structuring work experiences that improve employability.

3. Local-Level Job Development
Staff will make job development a priority by building sustained relationships with employers in both the public and private sectors. This includes engaging business associations, participating in hiring events, and promoting the value of older workers to overcome hiring bias.

4. Continuous Performance Review and Adjustment
Quarterly analysis of GPMS performance data will identify trends, placement barriers, and areas for improvement. This will include tracking not only employment outcomes but also the reasons participants return to work, enabling refinements to training and placement strategies.

5. Integrated Employer Outreach
Program staff will coordinate with workforce and community partners to expand access to job leads, work-based learning opportunities, and employer-driven training programs, ensuring participants remain competitive for open positions.
Through this integrated strategy combining individualized training, strong employer partnerships, and continuous data monitoring, the Department will strengthen participant job readiness, increase placement rates, and sustain long-term unsubsidized employment outcomes.

Location, Population Served and Distribution
Describe the localities and populations most in need of the type of projects authorized by title V. (20 CFR 641.325 (d))

Currently, all 67 Florida counties benefit from Senior Community Service Employment Program (SCSEP) services delivered through providers federally funded by the U.S. Department of Labor. The Florida Department of Elder Affairs (FDOEA) administers the state grantee portion of the program, while national grantees AARP Foundation, the National Urban League (NUL), and the National Caucus and Center on Black Aged (NCBA) operate under direct federal grants. This coordinated network ensures comprehensive statewide coverage and access to employment and training services for eligible older adults across Florida.

To guide resource allocation, SCSEP relies on labor market data from the **Local Area Unemployment Statistics (LAUS)** by County, published by the U.S. Department of Labor's Bureau of Labor Statistics (BLS). This data helps identify counties experiencing elevated unemployment, a key indicator of where SCSEP services are most needed. As of June 2025, the counties with the highest unemployment rates include:

- **Sumter County** – 6.9% (up from 4.8% in September 2023)
- **Taylor County** – 6.8% (up from 4.9%)
- **Citrus County** – 5.8%
- **Hamilton County** – 5.6% (up from 5.4%)
- **Highlands County** – 5.6% (up from 4.8%)
- **Glades County** – 5.5% (up from 5.0%)
- **Lafayette County** – 5.4% (up from 4.4%)
- **Hardee County** – 5.3% (up from 3.9%)

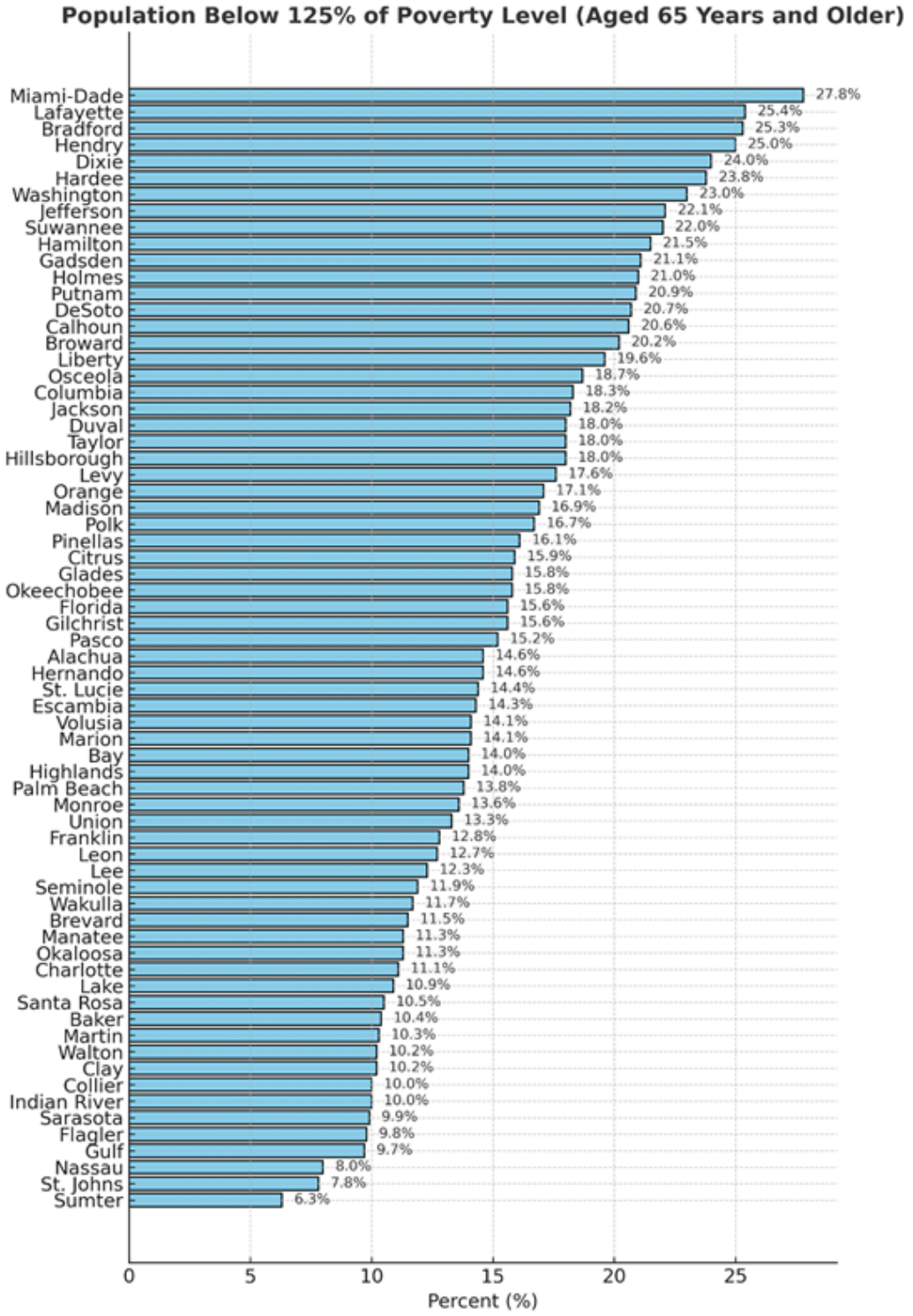
These trends highlight the importance of targeting SCSEP outreach and placements in counties facing persistent workforce challenges and limited employment opportunities for older adults. In parallel, data from the **Florida Health Charts** (2023), published by the Florida Department of Health, reveal that many of Florida's seniors continue to face significant financial insecurity. Several counties reported that over 20% of residents aged 65 and older were living below 125% of the Federal Poverty Level (FPL), including:

- **Miami-Dade – 27.8%**
- **Lafayette – 25.4%**
- **Bradford – 25.3%**
- **Hendry – 25.0%**
- **Dixie – 24.0%**
- **Hardee – 23.8%**
- **Washington – 23.0%**
- **Jefferson – 22.1%**
- **Suwannee – 22.0%**
- **Hamilton – 21.5%**
- **Gadsden – 21.1%**
- **Holmes – 21.0%**
- **Putnam – 20.9%**
- **DeSoto – 20.7%**
- **Calhoun – 20.6%**
- **Broward – 20.2%**

A comparative review of both unemployment rates and poverty levels reveals a strong overlap between economic distress and the need for SCSEP services. Counties such as **Lafayette, Hamilton, Hardee,** and **Bradford** appear on both lists, indicating high unemployment and a substantial proportion of older residents living below 125% of the FPL. For example, **Lafayette County** reported a 5.4% unemployment rate and a 25.4% poverty rate among older adults, while **Hardee County** reported 5.3% unemployment and 23.8% of seniors living in poverty.

These overlapping indicators reinforce the importance of prioritizing SCSEP resources in communities where older adults face both limited job opportunities and significant economic hardship. By aligning service delivery with labor market conditions and poverty data, SCSEP continues to address the needs of Florida's most vulnerable older workers and ensures that resources are targeted where they will have the greatest impact.

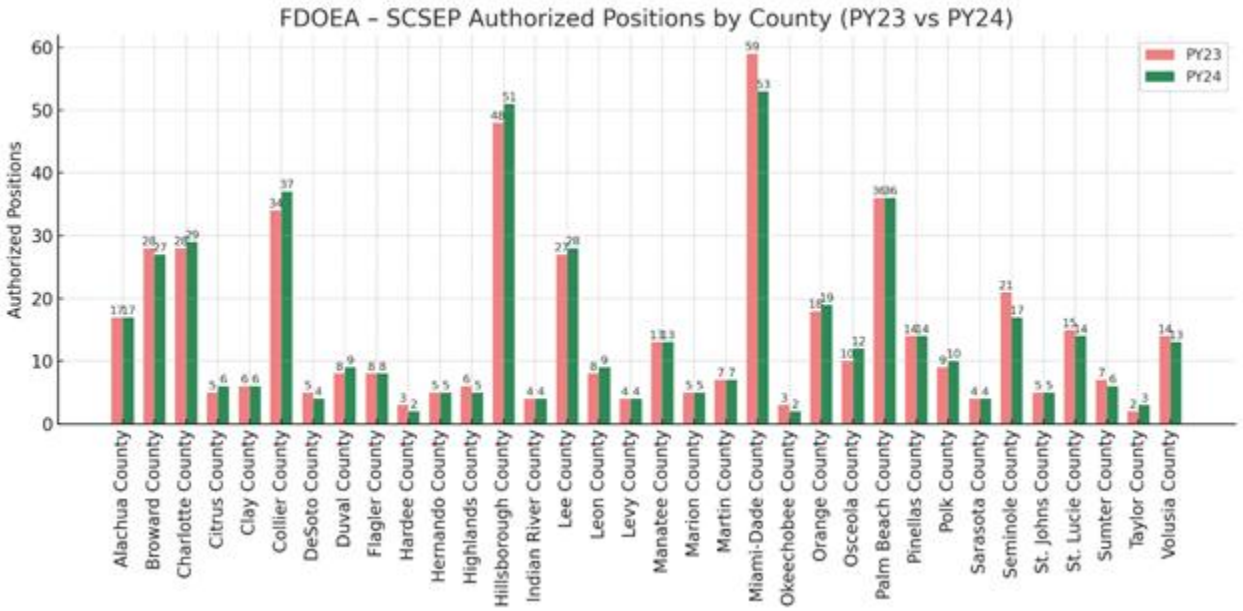
SCSEP Figure 7.03
Population Below 125% of Poverty Level



Source: FLHealthCHARTS.gov, Florida Department of Health, Division of Public Health Statistics and Performance Management.

List the cities and counties where the SCSEP project will take place. Include the number of SCSEP authorized positions and indicate if and where the positions changed from the prior year.

SCSEP Figure 7.04
SCSEP Authorized Positions by County 2023-2024

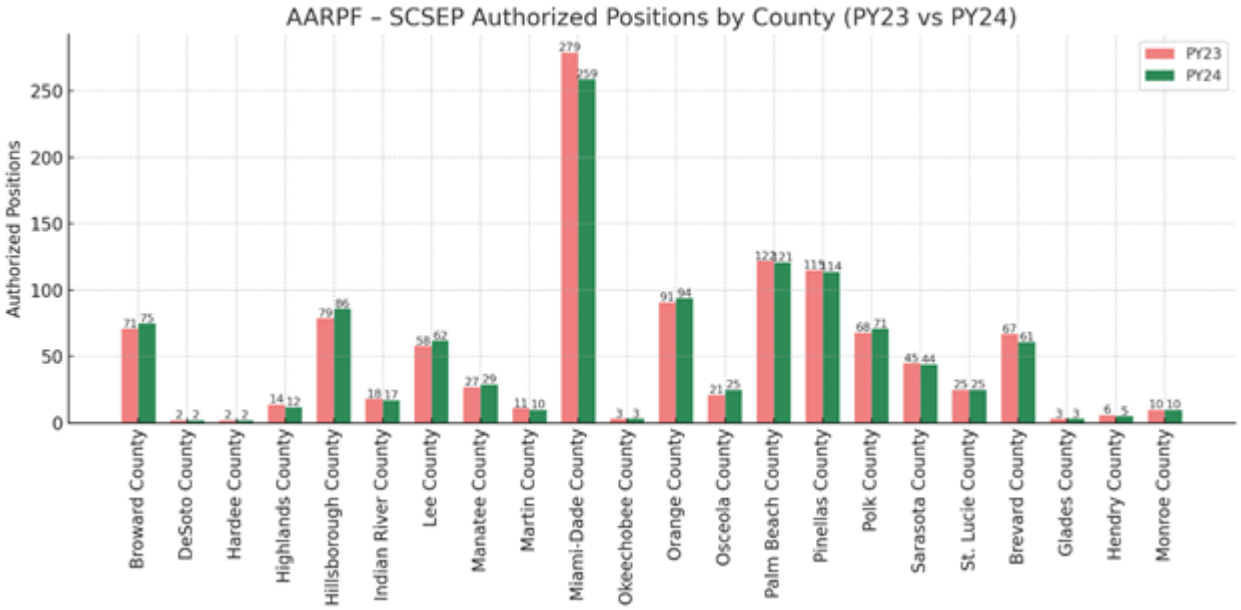


SCSEP Figure 7.05
Florida Department of Elder Affairs
AARPF Project Site Offices

FDOEA (AARPF) Project Site Offices

PSA(s)	City	Address	Phone
2, 3	Gainesville	3300 SW Archer Rd, Suite 210, Gainesville, FL 32608	352-371-9510
4, 7	Daytona Beach	420 N. Halifax Ave., Suite 120, Daytona Beach, FL 32118	386-777-7511
5, 6	Tampa	9215 N. Florida Ave., Suite 108, Tampa, FL 33612	813-962-4600
8	Fort Myers	529 Summerlin Commons Way, Suite 1001, Fort Myers, FL 33907	239-672-4184
9	Fort Pierce	800 Virginia Ave., Suite 55, Fort Pierce, FL 34982	772-336-3330
10, 11	Fort Lauderdale	4901 NW 17th Way, Suite 401, Fort Lauderdale, FL 33309	954-202-9791

SCSEP Figure 7.06
AARPF – SCSEP
Authorized Positions by County PY 23 – PY 24

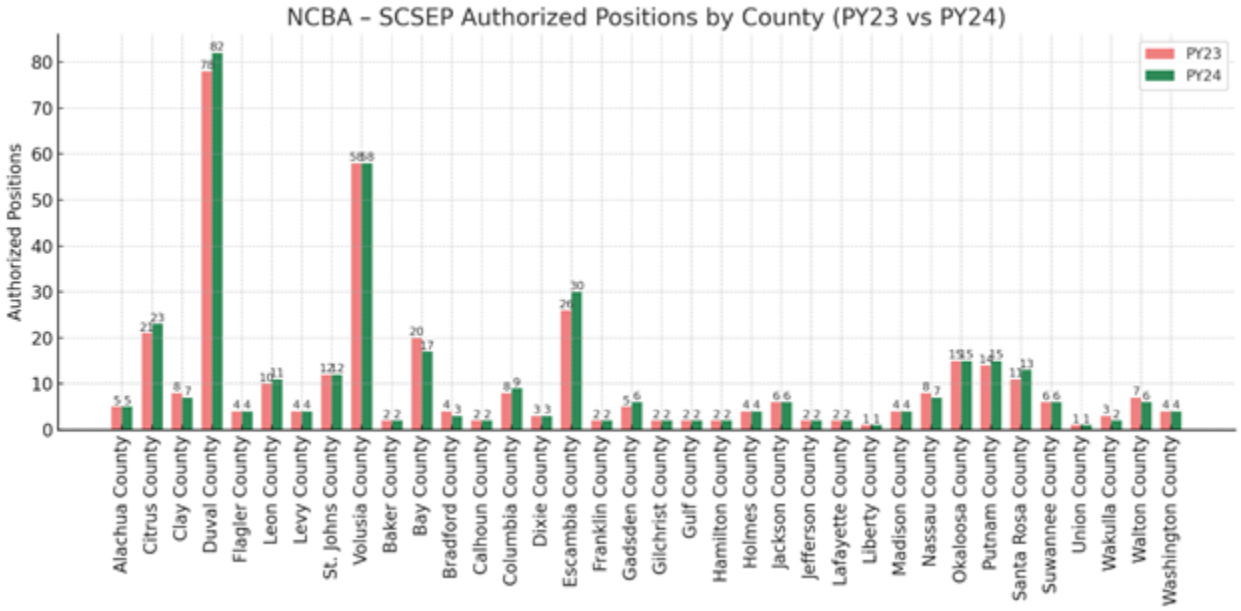


SCSEP Figure 7.07
AARP Foundation – Florida SCSEP Offices

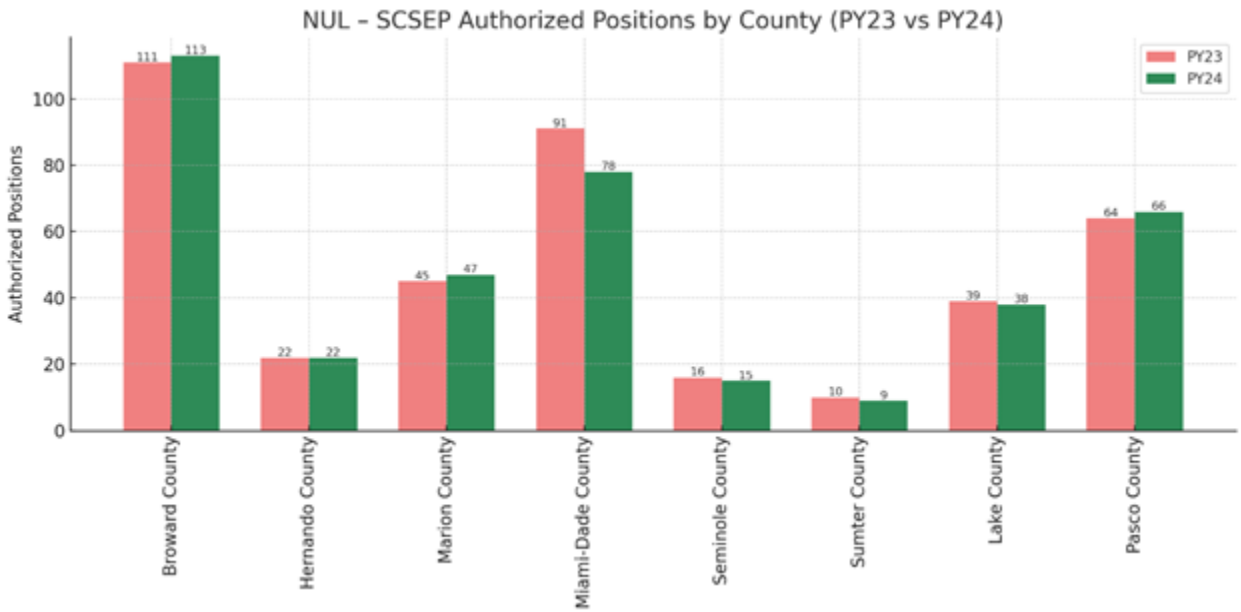
AARP Foundation (AARPF) - Florida SCSEP Offices

Location	Organization	Address	Phone
Lakeland	AARP Foundation	1959 E Edgewood Drive, Suite 101, Lakeland, FL 33803	863-499-1290
Melbourne	AARP Foundation	17 E Hibiscus Boulevard, Suite 211, Melbourne, FL 32901	321-956-1444
Miami (Flagler St)	AARP Foundation	8360 West Flagler Street, Suite 205, Miami, FL 33144	305-698-3436
South Dade (Miami)	AARP Foundation	11285 SW 211 Street, Suite 206, Miami, FL 33189	305-619-0285
North Dade (Miami)	AARP Foundation	1125 NE 125th Street, Suite 302, North Miami, FL 33161	786-789-5234
Orlando	AARP Foundation	1707 Orlando Central Parkway, Suite 400, Orlando, FL 32809	407-852-1608
Pinellas Park	AARP Foundation	7800 66th Street North, Suite 301-B, Pinellas Park, FL 33781	727-547-0534
Sarasota	AARP Foundation	1750 17th Street, Bldg M, Sarasota, FL 34236	941-366-9039
Palm Beach	AARP Foundation	2090 Palm Beach Lakes Blvd, Suite 303, West Palm Beach, FL 33409	561-471-9828

SCSEP Figure 7.08
NCB – SCSEP Authorized Positions by County



SCSEP Figure 7.09
SUL – SCSEP Authorized Positions by County
PY 2023 – PY 2024

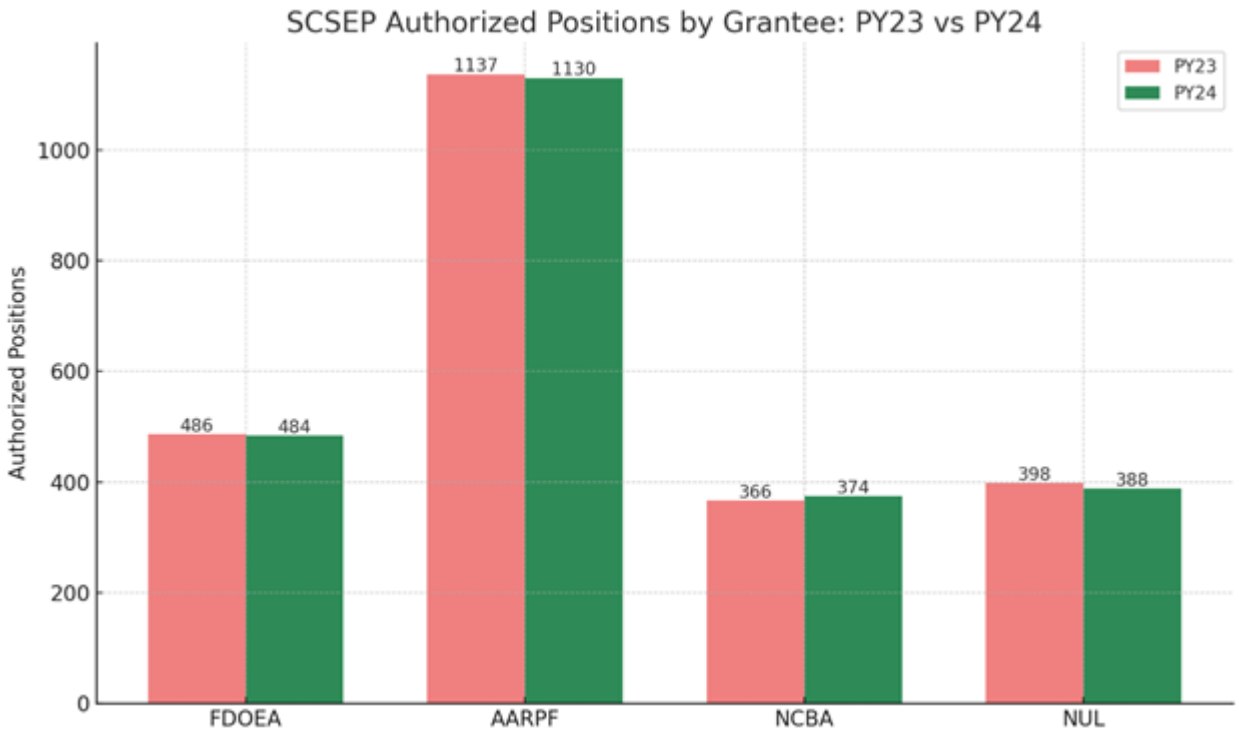


SCSEP Figure 7.10
National Urban League – Florida Offices

National Urban League (NUL) - Florida Offices

Location	Organization	Address	Phone
Palm Beach County	National Urban League	5600 NW 36 Street, Suite 5000, Miami, FL 33166	305-809-8775
Pinellas County	National Urban League	333 31st Street, North, St. Petersburg, FL 33781	727-327-2081 ext.128

SCSEP Figure 7.11
SCSEP Authorized Positions by Grantee
Program Year 2023-2024



The authorized positions across SCSEP grantees in Florida experienced only modest adjustments from Program Year (PY) 2023 to PY2024. The Florida Department of Elder Affairs (FDOEA) experienced a slight reduction in positions, decreasing from 486 in PY23 to 484 in PY24, a net change of 2.The AARP Foundation (AARPF) maintained the largest share of authorized positions statewide but declined slightly from 1,137 to 1,130, representing a reduction of 7 positions. The National Caucus and Center on Black Aging (NCBA) was the only grantee to report growth, increasing from 366 to 374 authorized positions, a gain of 8. Conversely, the National Urban League (NUL) experienced the largest decline, dropping from 398 to 388 positions, a reduction of 10.

Overall, while the distribution of positions remains relatively stable, the shifts reflect subtle reallocations among grantees, with NCBA demonstrating growth and the others sustaining modest reductions.

Describe any current slot imbalances and proposed steps to achieve distribution.

PY23 data indicate both over- and under-enrollments across the state. Over-enrollment persisted in several counties during PY22 and early PY23, driven largely by proactive recruitment strategies and the implementation of the Request for Information (RFI) referral system in September 2022. Under-enrollment was primarily the result of a reduction in modified positions following September 30, 2023, an increase in Florida's minimum wage adjustment not yet reflected in USDOL's ED calculations. In PY24, despite the absence of an official ED review, the program achieved significant over-enrollment for more than half of the grant year. This outcome reflects the Department's targeted recruitment efforts, including intensified outreach in historically underrepresented areas, as well as prompt intervention in counties previously identified as under-enrolled. These strategies demonstrate the program's ability to adapt to labor market and funding changes while maintaining service distribution.

Grantee Strategies

- **Florida Department of Elder Affairs (DOEA)** is incorporating SCSEP into the 2024–2027 Unified State Plan under WIOA, strengthening host agency quality, and implementing a professional skills-based placement model to expand into rural areas.
- **AARP Foundation** employs targeted outreach using census and demographic data, community presentations, partnerships with workforce centers, and virtual marketing campaigns. Strategies include increasing staff presence in under-enrolled counties, enhancing SCSEP visibility at career centers, and building applicant waiting lists in urban areas.
- **National Caucus and Center on Black Aging (NCBA)** is addressing rural under-enrollment through enhanced collaboration with CareerSource, expanded enrollment fairs, and targeted outreach in underserved communities, while managing over-enrolled counties through attrition.
- **National Urban League (NUL)** is mitigating access barriers in counties with transportation and location challenges by strengthening community partnerships, attending local board meetings, pursuing new host agency agreements, and enhancing virtual services.

Barriers Identified

- Limited or unsuitable host agency availability in rural and small communities
- Reduced public awareness of SCSEP due to turnover of community partners and staff.
- Transportation gaps and career center relocations away from bus routes

- Perceptions regarding loss of benefits or low wage disincentives
- Post-pandemic reluctance to participate in front-facing roles.

Planned Corrective Actions
State and national sponsors will collaborate to reduce ED variances through:

- Increasing targeted in-person recruitment ("boots-on-the-ground")
- Expanding virtual outreach and marketing
- Building strategic partnerships with high-visibility organizations
- Utilizing attrition to balance over-enrolled counties while bolstering recruitment in under-served areas

These combined efforts aim to achieve a greater distribution of authorized positions across all Florida counties, with particular focus on historically under-served rural areas and communities facing significant access barriers.

The State's long-term strategy for achieving distribution of SCSEP positions within the State that:

1. **moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365 and;**
2. **Serves rural and urban areas (20 CFR 641.302(a)(2) and**
3. **Serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365)**

In accordance with 20 CFR 641.365 and 20 CFR 641.302(a), the Florida Department of Elder Affairs (DOEA) has established a multi-year strategy to align SCSEP position allocations with the geographic distribution of eligible individuals. This strategy ensures that positions are gradually shifted from over-served to under-served counties, while maintaining compliance with distribution requirements and the program's statutory priorities for service under 20 CFR 641.520.

1. Serving Rural and Urban Areas (20 CFR 641.302(a)(2))

- **Data-Driven Allocation:** DOEA conducts annual analyses using Census Bureau demographic data, USDOL distribution tables, and Florida Commerce labor market projections to identify under-served counties, with special emphasis on rural communities that historically face recruitment and host agency challenges.
- **Gradual Position Reallocation:** Over-served counties will be adjusted through natural attrition rather than abrupt participant displacement. As positions become available, they will be reassigned to rural or urban counties identified as under-served.
- **Rural Access Enhancement:** Expansion of high-quality host agencies in rural areas is prioritized through outreach to local governments, nonprofit organizations, and community-based service providers. DOEA will leverage virtual training tools, mobile intake units, and regional staff coverage to address transportation barriers.
- **Urban Balance:** In urban counties with excess positions, DOEA will work with national sponsors to shift recruitment efforts to targeted neighborhoods with high concentrations of eligible individuals not currently reached by the program.

1. For individuals not in the first category, those who:

    a. Veterans and eligible spouses as defined in the Jobs for Veterans Act (38 USC 4215(a))
    b. Are **65 years of age or older**.

c. Have a **disability**.
d. Have **limited English proficiency**.
e. Have **low literacy skills**.
f. Reside in a **rural area**.
g. Have **low employment prospects**.
h. Have **failed to find employment after using WIOA Title I services**;
i. Are **homeless or at risk of homelessness**; or
j. Are formerly incarcerated or on supervision from release from prison or jail within five years of the date of initial eligibility determination.

Recruitment in under-served areas will be tailored to reach these populations through partnerships with veterans' organizations, aging and disability resource centers, homeless coalitions, reentry programs, language-accessible community groups, and rural outreach networks. Host agency development in priority service areas will be guided by community need, capacity to provide meaningful skill development, and alignment with labor market demand.

3. Implementation and Oversight

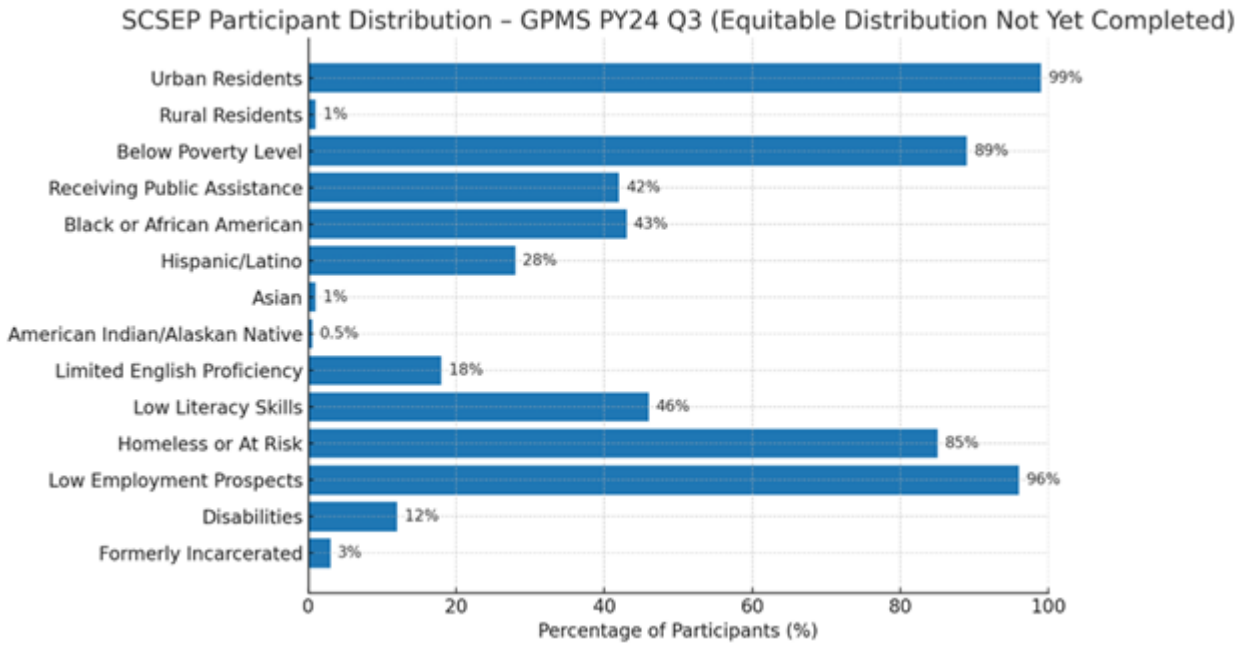
- **Collaborative Planning:** DOEA will work with national grantees (AARP Foundation, National Caucus and Center on Black Aging, and National Urban League) through quarterly distribution reviews to coordinate position adjustments and avoid duplication of effort.
- **Performance Monitoring:** ED variances will be reviewed quarterly using WIPS data to ensure progress toward balancing slots statewide. Corrective actions will be implemented promptly where variances persist.
- **Sustainability Measures:** By integrating SCSEP into Florida's 2024–2027 Unified State Plan under WIOA, DOEA will align host agency development, participant recruitment, and training pathways with broader workforce development initiatives to ensure long-term balance.

4. Outcome Goal
The ultimate goal of this strategy is to maintain access to SCSEP for all eligible individuals across Florida, regardless of geographic location, while ensuring that priority populations under 20 CFR 641.520 are effectively and consistently served.

Provide the ratio of eligible individuals in each service area to the total eligible population in the state. (20 CFR 641.325(a))

The chart presents the relative distribution of SCSEP participants for PY24 Quarter 3 (January 1 – March 31, 2025), based on GPMS data. Although distribution adjustments have not yet been completed, the data reflects the demographic composition and priority-of-service characteristics of individuals currently served. A substantial proportion of participants fall into multiple priority categories, including individuals with low employment prospects (96%), those living at or below the poverty level (89%), and individuals experiencing homelessness or at risk of homelessness (86%). Additional notable groups include participants with low literacy skills (46%) and those with limited English proficiency (18%). This analysis serves as a planning tool to guide future distribution efforts, ensuring statewide allocation of positions in accordance with 20 CFR 641.325(b) and 641.520.

SCSEP Figure 7.12
SCSEP Participant Distribution – GPMS
Program Year 2024 Quarter 3



Provide the relative distribution of eligible individuals who: 1. Reside in urban and rural areas within the state; 2. Have the greatest economic need; 3. Are limited English proficient; 4. Have the greatest social need (20 CFR 641.325(b)); and 5. Formerly incarcerated individuals, as defined in TEGL 17-20.

The PY24 Q3 data provided by GPMS illustrates the demographic composition of eligible individuals served by Florida's SCSEP, highlighting the program's focus on populations with the most significant barriers to employment. The vast majority of participants (99%) reside in urban areas, with only 1% in rural communities. This distribution reflects both Florida's urban population concentration and the accessibility of host agency assignments in metropolitan regions, while also underscoring the ongoing need to expand outreach and placement capacity in rural counties.

A substantial proportion of participants (89%) meet the definition of greatest economic need, indicating income at or below the poverty level. This aligns with SCSEP's statutory priority to serve low-income older adults and reinforces the importance of paid community service training as a means of economic stability.

Additionally, 18% of participants have limited English proficiency, requiring targeted training and language-access support to improve employability. The data also reveals that 85% of participants meet the criteria for greatest social need, often characterized by social isolation, disability, or lack of support networks. This high percentage highlights the program's dual role in fostering economic self-sufficiency and reducing social isolation among vulnerable older adults.

Finally, 3% of participants are formerly incarcerated individuals, illustrating SCSEP's role in supporting successful reentry into the workforce by providing training, structured work experience, and supportive services tailored to this high-barrier population.

Collectively, these figures confirm that SCSEP is effectively prioritizing service to populations most in need, in accordance with the Older Americans Act and U.S. Department of Labor regulations, while identifying opportunities to strengthen rural outreach and specialized training interventions.

Describe the steps taken to avoid disruptions to service for participants to the greatest extent possible, in positions redistribution, as provided in 20 CFR 641.365; when new Census or other reliable data becomes available; or when there is over-enrollment for any other reason. (20 CFR 641.325(i), 641.302(b))

The Department will implement the following plan to ensure that position redistributions triggered by new Census data, other reliable demographic and economic data, or over-enrollment are executed in a manner that safeguards participant services and complies with federal distribution requirements:

1. **Data Integration and Analysis**
    a. Incorporate updated Census data, GPMS reports, and other validated labor market and demographic data into the Department's SCSEP allocation model.
    b. Compare current position allocations to distribution targets to determine areas of over- and under-enrollment.
2. **Early Notification and Collaborative Planning**
    a. Notify subgrantees and host agencies within 30 calendar days of identifying the required redistribution.
    b. Schedule planning calls with affected grantees to review data, outline proposed changes, and jointly develop transition strategies.
3. **Participant Impact Mitigation**
    a. Prioritize retaining currently enrolled participants by addressing reduced positions through natural attrition, voluntary exits, and successful completion of Individual Employment Plan (IEP) goals, while guiding participants toward unsubsidized employment.
    b. Offer alternative, higher-skilled community service assignments within the same county or in adjacent areas when feasible, ensuring participants continue to gain marketable experience aligned with their employment goals.
4. **Phased Implementation Schedule**
    a. Implement changes gradually over the course of a program year, aligning position adjustments with participant exits to avoid abrupt disruptions.
    b. In over-enrolled areas, temporarily pause new enrollments while sustaining services for existing participants, with an emphasis on intensive job search activities to facilitate rapid transitions to unsubsidized employment.
5. **Ongoing Monitoring and Adjustment**
    a. Review enrollment and service delivery data monthly to track the impact of redistribution actions.
    b. Coordinate with subgrantees to implement real-time adjustments that respond to emerging participant needs and shifts in local labor market conditions.
6. **Documentation and Federal Reporting**
    a. Maintain comprehensive written documentation of all redistribution analyses, participant transition strategies, and communications with stakeholders.

b. Incorporate redistribution actions and corresponding justifications into federally required reports to ensure transparency and demonstrate compliance with SCSEP distribution requirements.

By adhering to this structured implementation plan, the Department will ensure that position redistributions are data-driven, transparent, and minimally disruptive to participants, while maintaining alignment with distribution objectives.

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM HOUSING AND URBAN DEVELOPMENT (HUD) EMPLOYMENT AND TRAINING ACTIVITIES

There are no program-specific state planning requirements for HUD employment and training programs. If the state includes HUD employment and training programs in a Combined State Plan, the state must incorporate such HUD programs in its responses to the common planning elements in sections II, III and IV of the WIOA State Plan requirements instrument.

HUD considers such employment and training activities to include the following: Community Development Block Grant program, Continuum of Care, Family Self-Sufficiency program, Jobs Plus program, and Resident Opportunities and Self-Sufficiency program.

PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM COMMUNITY SERVICES BLOCK GRANT

(OMB Control Number: 0970-0382)

Note: Below is information about the employment and training activities carried out under the Community Services Block Grant (CSBG) (42 U.S.C. 9901 et seq.) that is included in the WIOA Combined State Plan. The complete CSBG State Plan is submitted directly to the Federal agency that administers that program and is collected under OMB Control Number: 0970-0382.

Where CSBG is included in the Combined State Plan, the State CSBG Lead Agency (as designated by the chief executive of the State under the requirements of section 676(a) of the CSBG Act (42 U.S.C. 9908(a)) will coordinate plans for employment and training activities under CSBG as part of a larger antipoverty and workforce development strategy.

As part of the Combined State Plan, the State CSBG Lead Agency must:

(a) Describe how the State and the eligible entities will coordinate the provision of employment and training activities through Statewide and local WIOA workforce development systems; and may

The state and eligible entities are currently required to partner with their local workforce development board. This is a requirement of the Community Services Block Grant (CSBG). Annually, the eligible entities provide documentation to the state to validate that they are still maintaining this partnership.

As a part of the individual contracts with the Community Action Agencies (CAA), the CAAs are required to execute a Memorandum of Understanding (MOU) with all local workforce development boards in the counties the CAA provides services. This MOU shall detail a cooperative partnership workforce training and employment efforts and shall describe the actions that will be taken by both parties to assure the coordination of the CSBG Program and CareerSource Florida “One-Stop” delivery system, services, and information. The CAA and local CareerSource Florida shall review and renew the MOU at least once every three years. FloridaCommerce ensures compliance with this requirement as part of the subrecipient monitoring.

(b) Provide examples of innovative employment and training programs and activities conducted by eligible entities or other neighborhood-based organizations as part of a community antipoverty strategy.

An example of LWDBs partnering with the CSBG-eligible entities occurs in Lake County, Florida. Lake Community Action Agency partnered with the Florida Department of Commerce and CareerSource Escarosa with the Integrated Services Pilot Project. The Lake County Community Action Agency submitted a proposal to serve low-income clients that possessed barriers preventing them from gaining meaningful employment and becoming self-sufficient. Based on the agency’s community needs assessments and occupational skill demands, clients received training in demand occupations such as healthcare and construction fields. Other training such

as soft skills training was provided to enhance the client's ability to gain and retain employment. The WIOA program was used to fund training costs and soft skills training while CSBG funds were used to cover support services. During FY 2023, Lake provided assistance to 44 applicants totaling $117,034.27. A total of 74 clients have completed this program. They obtained degrees in Nursing Assisting, Home Health Assisting, Personal Care Aides, Dental Assisting, and Licensed Practical and Vocational Nursing.

VIII. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS – ADULT EDUCATION AND FAMILY LITERACY PROGRAMS

Florida's Vision for Adult Education
The vision of Florida's adult education system is to hold learners at the center and deliver outcomes that promote full participation in the workforce, resulting in high-quality credentials of value and close achievement gaps.

Florida's Strategic Priorities
The work of transforming Florida's adult education system is guided by the following strategic priorities:

- **Priority 1:** Promote regional partnerships to ensure comprehensive approaches that improve learner outcomes.
- **Priority 2:** Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.
- **Priority 3:** Ensure all learners receive high-quality instruction that prioritizes measurable labor market needs and outcomes while working to increase outcomes for all participants.
- **Priority 4:** Incent, measure, and support enhanced program effectiveness.

Alignment to America's Talent Strategy and Section II: Strategic Elements
Florida's adult education system—including Adult Basic Education (ABE), Adult Secondary Education (Adult High School and GED® Preparation), Adult ESOL, Academic Skills Building (ASB) and IET support the five pillars described in Section II: Strategic Elements by strengthening basic skills, employer-aligned pathways, improving worker mobility, integrating service delivery with workforce partners, reinforcing accountability for outcomes and scaling innovation.

- **Pillar I: Industry-Driven Strategies.**
  Florida designs and continuously improves adult education and IET pathway opportunities in partnership with workforce and education partners to ensure instruction and training align to in-demand occupations, credentials of value and local economic priorities.

- **Pillar II: Worker Mobility.**
  Florida providers of adult education continue to expand access and "on-ramps" for adults to enter, reenter and advance in the labor market by combining basic foundational skills instruction and high school diploma attainment with career navigation tools such as Florida Ready to Work, localized labor market information and accelerated transitions to training and employment through various IET program models.

- **Pillar III: Integrated Systems.**
  Florida strengthens coordinated service delivery by aligning adult education programming with CareerSource Florida and LWDBs, supporting shared pathway design, referrals, co-enrollment approaches and local partnerships that streamline the learner experience and reduce fragmentation. This integration is reinforced at the state level through regular quarterly meetings with Combined Plan core partners to coordinate strategies, clarify roles

and responsibilities, and strengthen alignment across programs. DCAE also supports integrated systems through consistent cross-partner communication, including the sharing of professional development opportunities and technical assistance resources. Additionally, state-level partner agencies participate in presentations and trainings for local providers to increase awareness of available programs, services and referral supports for the individuals served.

- **Pillar IV: Accountability.**
  Florida emphasizes measurable outcomes through state monitoring and continuous improvement processes and by using WIOA performance indicators (e.g., measurable skill gains, credential attainment, employment and earnings measures) to guide program improvement, technical assistance and provider support.

- **Pillar V: Flexibility & Innovation.**
  Florida promotes flexibility and innovation by investing in state leadership projects that expand access to real-time, user-friendly tools that support responsive program planning and continuous improvement. Through www.floridaipdae.org, programs and the public can access customizable labor market reports by region or county that include economic and occupational data, labor force characteristics, educational attainment and high-growth occupations. In addition, Florida is developing enhanced public needs assessment reports that will integrate ACS-based educational attainment and English language indicators, graduation data and labor market information to help providers stay ahead of economic shifts and tailor programming to community need. Through use of artificial intelligence (AI), these reports are automatically analyzed to identify key patterns and trends, and the system generates analysis-ready narrative summaries (needs assessment paragraphs) for local providers.

(a) <u>Aligning of Content Standards</u>. Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Florida has a longstanding history of standards-based instruction from the original Sunshine State Standards, the Next Generation Sunshine State Standards, and in 2014, the adoption of the Florida Standards (English Language Arts and Mathematics) by the State Board of Education. In 2021, the Florida Department of Education (FDOE) implemented new standards that represent the highest quality knowledge-based standards in the nation.

The Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards provide an excellent foundation for teaching and learning for adult learners. The B.E.S.T. Standards are the official state-adopted academic content standards fulfilling statutory requirements under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. s. 6311(b)(1)). The B.E.S.T. Standards share the dual purpose of preparing K-12 and adult students to be college and career-ready.

Florida sets clear expectations between K-12 and its content-equivalent counterpart in adult education by ensuring standards-based instruction is aligned to state-adopted content standards in K-12. This guarantees all students (K-12 or adult) have access to a high-quality, market-driven education regardless of their pathway to graduation. The state's ABE standards are the grade level equivalent of K-8 from the B.E.S.T. Standards and are revised and reviewed annually by the

DCAE. The State Board of Education approves the adult education curriculum frameworks containing the aligned standards.

At the secondary level, Florida offers two adult education programs that lead to a State of Florida high school diploma or equivalency. The Adult High School credit program follows the same course descriptions and academic standards used in Florida's K–12 system. Students enroll in grades 9–12 courses published in the Course Code Directory, which is adopted annually by the State Board of Education. To meet graduation requirements, students must participate in statewide assessments or earn concordant/comparative scores as outlined in Rule 6A-1.09422, F.A.C. Upon successful completion of all required coursework and assessments, AHS students are awarded a State of Florida High School Diploma. The GED® preparation program is aligned with Florida's academic standards as well as college and career readiness standards. Students who successfully pass all four subject tests of the GED® assessment are awarded a State of Florida High School Equivalency Diploma by FDOE. Florida selected the 2014 GED® Test as its official high school equivalency assessment through a competitive procurement process due to its alignment with rigorous standards. The state's current contract for the GED® Test extends through June 2027.

In the end, the four-year State Plan communicates Florida's commitment to the continuous improvement of adult education programs and access to quality adult education programs for all students, including WIOA special populations. It aims to not just align its adult basic education and secondary adult education programs to the state's new B.E.S.T. Standards but proposes aggressive and innovative ways to reengage Florida's adults in the completion of their high school diploma while also connecting them to a credential of value or a postsecondary credential.

(b) <u>Local Activities</u>. Describe how the eligible agency will, using the considerations specified in section 231(e) of Workforce Innovation and Opportunity Act (WIOA) and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- **Adult education.**
- **Literacy.**
- **Workplace adult education and literacy activities.**
- **Family literacy activities.**
- **English language acquisition activities**
- **Integrated English literacy and civics education.**
- **Workforce preparation activities; or**
- **Integrated education and training that—**

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy

activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

In accordance with Section 231 of the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, DCAE awards multi-year grants to eligible providers of adult education services through a competitive process, contingent upon the availability of federal appropriations. This includes projects funded under Section 225 – Corrections and Other Institutionalized Individuals and Section 243 – Integrated English Literacy and Civics Education (IELCE). Family literacy programs are optional and may be included in local project applications.

DCAE administers funds to eligible providers and offers program/performance oversight to grantees. Funding for eligible local providers for the provision of adult education services occurs through a competitive Request for Proposal (RFP) process. The RFP is the mechanism through which DCAE identifies, assesses and awards multi-year grants to eligible providers to develop, implement and improve adult education and literacy activities throughout the state.

An eligible provider is an organization that demonstrates effectiveness in providing adult education activities to eligible individuals and may include:

- Local education agency
- Community-based or faith-based organization
- Volunteer literacy organization
- Institution of higher education
- Public or private nonprofit agency
- Public Libraries
- Public housing authority
- Non-profit institution with the ability to provide adult education and literacy services
- Consortium or coalition of agencies, organizations, institutions, libraries or authorities described above.
- Partnership between an employer and an entity described above.

The grant competition is widely publicized through various print and electronic media outlets across the state, while grant notifications are disseminated through the DCAE Office of Communications via formal press releases, postings on the DCAE website, social media platforms and other available communication channels.

DCAE provides technical assistance through technical assistance workshops and maintains a question-and-answer document on the RFP website. Both the workshops and the question-and-answer document offer insights into the competitive grant process and are available to any interested parties.

The questions within the RFP are structured to enable applicants to demonstrate their capacity and readiness to meet the 13 considerations for funding and other expectations outlined in 34 CFR 463 Subpart C and sections 231-233 of the WIOA. The RFP outlines each of these considerations and includes questions designed to elicit detailed narratives.

Applicants are evaluated based on their ability to address the literacy needs of their respective areas, their compliance with WIOA expectations and their past performance in delivering literacy instruction and achieving programmatic goals, in alignment with the 13 considerations for funding. These considerations encompass various aspects, such as:

- Responsiveness to regional needs
- Service to individuals in need of adult education and literacy activities, including those with low literacy skills and English language learners
- Service to individuals with disabilities
- Past effectiveness in improving literacy
- Alignment with local plans and one-stop partners
- Program quality and research-based practices
- Effective use of technology
- Integrated education and training
- Qualified instructors
- Coordination with community resources, flexible schedules
- Information management and;
- Demonstrated need for English language acquisition programs and civics education programs in the local area

Decisions regarding course offerings are determined based on local needs, while these 13 considerations guide the evaluation process to ensure the highest quality adult education and literacy activities.

Adult Education and Literacy Activities (Section 203 of WIOA) Adult General Education Programs and Courses

Florida's Adult Education System

Florida's adult education system offers a range of instructional programs designed to equip adults below the postsecondary level with essential skills, enabling them to become productive workers, responsible family members, and engaged citizens. The core program areas include Adult Basic Education (ABE), Adult High School (AHS), GED® Preparation, Academic Skills Building (ASB) and English for Speakers of Other Languages (ESOL). These programs prioritize fundamental skills, such as reading, writing, mathematics, and English language proficiency. Providers further enhance these primary program areas through Integrated Education and Training (IET) programs. IET programs offer adult education and literacy activities concurrently and contextually with workforce preparation activities and specific occupational cluster trainings, fostering educational and career advancement. Adult education programs are strategically crafted to support learners in acquiring the knowledge and competencies necessary for postsecondary education, securing employment, and contributing to the workforce.

Adult education programs are available to individuals that:

- Are 16 years or older.
- Are not enrolled or required to be enrolled in secondary school.
- Do not have a high school diploma or its equivalent.
- Are basic skills deficient.
- Want to learn to speak, read, and write the English language.

Figure 8.01
Adult General Education Programs

ABE Program	
Adult Basic Education Program	Courses in this program are designed for students to obtain a level of educational instruction intended to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce preparation skills at grade level equivalency of 0-8.9. These courses are based on the College and Career Readiness Standards for Adult Education.

ASE Programs	
Adult High School Program	This program is designed for students to receive high school credit in one or more courses leading to a standard high school diploma. Students obtain credits upon completion of courses and passing state-mandated assessments necessary to qualify for a high school diploma. Graduation requirements for adults are the same as those for secondary students, except as provided elsewhere in law (Section 1003.4282, Florida Statutes).
GED® Preparation Program	This program prepares adults to successfully complete the four subject area tests of the 2014 GED® leading to the award of a State of Florida High School Diploma. The four courses included are Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. These courses are aligned with the College and Career Readiness Standards.

ASB Program	
Academic Skills Building Program	The ASB Program is a non-credit program designed to develop the literacy and mathematics skills necessary for students to be successful workers, citizens, and family members. The ASB program is comprised of two courses, ASB Reasoning through Language Arts and ASB Mathematics. Students enrolled in this program are at a grade level equivalence of 9.0-12.9, may possess a high school diploma, and have the goal of preparing for postsecondary education and/or employment.

ESOL Program	
Adult ESOL Program	The Adult ESOL course is designed to improve the employability of adults seeking to enter the state's workforce by acquiring communication skills and cultural competencies that enhance their ability to read, write, speak, and listen in English. College and career readiness standards are included in the ESOL advanced level 6.

IET	
Integrated Education	IET programs are available to adult education students enrolled in ABE, AHS, GED® Preparation Program, ASB, and/or Adult ESOL. IET is an educational

and Training	model that can help workers acquire or refresh key basic skills in math, reading, and/or spoken English while also pursuing occupational or industry-specific training. IET students may also be enrolled in postsecondary Career and Technical Education (CTE) programs/courses.

DCAE reviews the standards for each course annually and submits updated courses to the State Board of Education for approval. The program and course numbers are identified in the state Course Code Directory and Data Dictionaries to report enrollment and educational gains accurately. If significant modifications are needed, the recommendations are outlined in a change document and posted on the FDOE website notifying stakeholders of changes to standards or courses.

Each course framework identifies content standards to be used by programs for the local curriculum development process, including the following strands: civic literacy, financial literacy, and basic technology literacy skills. Adult education course standards provide guidance for instructors in teaching ABE classes. The standards inform what should be taught in the classroom.

Professional development is offered in person through workshops and conference sessions and online through webinars and training courses, to support the implementation of these standards. The curriculum frameworks are available at http://www.fldoe.org/academics/career-adult-edu/adult-edu.

Workforce Preparation Activities

Workforce preparation activities encompass a range of initiatives, programs, and services. The primary aim is to assist individuals in developing a comprehensive skill set, which includes foundational academic skills, critical thinking abilities, digital literacy proficiency, and self-management competencies. This skill set equips individuals with the capabilities needed to effectively utilize resources, work collaboratively, understand complex systems, and handle information efficiently. Moreover, these workforce preparation activities are designed to empower individuals to successfully transition into and complete postsecondary education, vocational training, or gainful employment opportunities.

The DCAE Adult Education Employability Skills Standards are designed for integration into Adult General Education frameworks, drawing from the Perkins Employability Skills Standards provided by the U.S. Department of Education, specifically from the Office of Career, Technical, and Adult Education (OCTAE), Division of Academic and Technical Education. These standards have been developed collaboratively, with input from adult education program leaders throughout Florida. They have also undergone comprehensive review by a committee comprising adult education providers, educators, and administrators. This collaborative effort aims to identify and prioritize the most critical employability skills, providing students with the knowledge necessary for successful employment.

The Employability Framework outlines the skills and knowledge that students should possess to enter the workforce and excel across various career pathways. These employability standards serve several essential purposes:

- Assisting programs in curriculum development.
- Providing guidance for new instructors.
- Ensuring the delivery of quality instruction through ongoing professional development.

- Offering a comprehensive set of employability skills that prepare students along a continuum for workforce training and employment.

Moreover, DCAE continues to encourage Adult Education providers to incorporate entrepreneurship skills training in their programs. DCAE supports robust co-curricular engagement around business incubation and acceleration for its adult population. Emphasis will be placed on working with core partners, such as CareerSource Florida, to identify and secure business support and input into improving current adult education frameworks and co-curricular initiatives. ABE Standards are based on the United States Department of Education, OCTAE's Framework for Employability Skills and additional resources.

DCAE submits all updated courses annually to the State Board of Education for approval. ABE, ESOL, ASB and GED® preparation courses align with Florida's B.E.S.T. Standards. The learning objectives of the B.E.S.T. Standards represent an application of skills, including critical thinking, problem-solving, and analytical skills that prepare students for success in career and postsecondary education.

DCAE will also provide on-site skill-based learning experiences with eligible partners and community economic development agencies. In partnership with CareerSource Florida, area educational agencies, and Florida College System (FCS) institutions, DCAE will work to develop a plan to enroll eligible adult education participants in targeted Career Pathway courses and information sessions and increase opportunities for enrollment in IET programs that align to a postsecondary credential or degree program.

Additionally, DCAE will continue to collaborate with CareerSource Florida to identify local workforce needs and opportunities for businesses to connect with students. DCAE will continue enrolling eligible participants in apprenticeship programs, developing additional integrated education, and training programs, and formalizing other in-demand work-based learning opportunities leading to credentials of value. DCAE will provide leadership for local providers in connecting them to CareerSource Florida boards to identify regional needs and develop targeted instructional programs to meet workforce needs.

Lastly, WIOA requires the submission of "infrastructure agreements" between local AEFLA recipients and CareerSource Florida local workforce development boards (LWDBs) to identify shared costs. As part of the AEFLA grant application process, DCAE requires each provider to submit integrated infrastructure agreements to ensure all are working with local partners to meet academic and workforce needs. Working with the same partners, state government officials, and the State Board of Education, DCAE has created a communication campaign consisting of webinars, improved website capabilities, and a more comprehensive plan around a new media marketing for adult education – all of which is available through AEFLA state leadership funds.

Integrated Education and Training

DCAE promotes the planning, development, and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities combined with workforce preparation activities and workforce training for a specific occupation or career cluster for the purpose of educational and career advancement.

The IET service approach provides all levels of adult education students with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain and advance in employment leading to economic self-sufficiency.

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30.)
- Workforce preparation activities (§463.34.)
- Workforce training for a specific occupation or occupational cluster, which can be any one of the training services defined in section 134(c)(3)(D) of WIOA.

All services must include the following to meet the "integrated" requirement of IET:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals.
- Activities and training occur simultaneously.
- Activities and training use occupational-relevant instructional materials.

The IET program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies; all program activities must function cooperatively.

DCAE continues to provide ample professional development to support the success of IET programs. Professional development is available through various means such as conferences, webinars, and local training. Local education providers must develop and implement local IET programs as outlined in the state plan and specify the required components within the grant proposals and/or applications.

Development of Career Pathways
WIOA, Section 3(7) defines a career pathway as a "combination of rigorous and high-quality education, training, and other services" that:

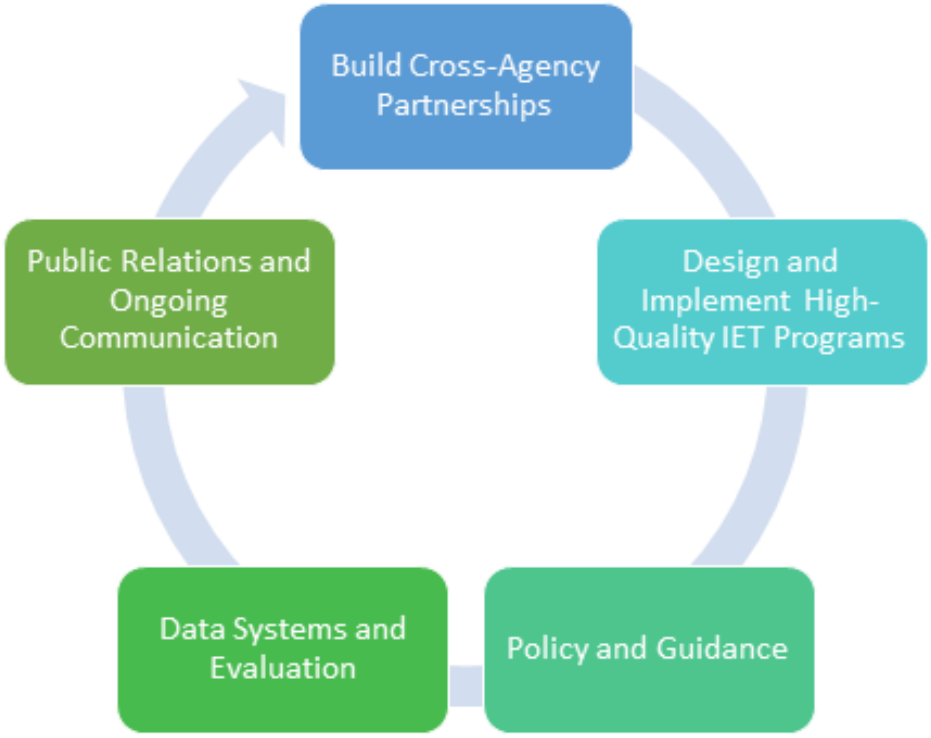
a) aligns with the skill needs of industries in the economy of the State or regional economy involved;
b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
c) includes counseling to support an individual in achieving the individual's education and career goals.
d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
e) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.
f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
g) helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathway strategies aim to leverage education, workforce development, and social service support to help residents obtain the skills they need to find employment and advance in their careers. Florida is proposing, therefore, to develop a more robust career pathways system for adult education – i.e., one that not only coordinates residents and adult education learners with career resources but attempts to provide structured work-based learning opportunities, targeted training, and other services to accelerate the educational and career advancement of the individual, and an opportunity for the acquisition of at least one micro-credential of value and one

postsecondary credential. By aligning programming, funding, and services within and across the community, providers assist individuals in transitioning into and out of education and training programs and employment.

The state aims to promote and bolster the development of a framework for career pathways by concentrating its efforts on five specific key elements or activities.

Figure 8.02
Key Elements and Activities of Career Pathway Development



Build Cross-Agency Partnerships
DCAE is dedicated to fostering robust collaborations with professional development organizations and WIOA partners, recognizing the pivotal role these alliances play in harmonizing activities among adult education providers, community colleges, career and technical education institutions, local workforce development boards, businesses, labor organizations, social services, and other key stakeholders. These partnerships stand as the bedrock of Florida's comprehensive career pathway system, amplifying its efficacy and breadth.

Design and Implement High-Quality Integrated Education and Training Programs
DCAE remains focused on supporting the development of strong career pathways by providing technical assistance that helps agencies design and implement high-quality IET programs. In partnership with adult education leadership and grant recipients, DCAE will continue to lead professional learning initiatives that strengthen how programs deliver instruction, training and support services. These efforts are designed to help adult learners clearly define their career paths, track their progress through postsecondary education and training and ultimately access in-demand jobs that offer long-term stability. IET is a key strategy for advancing career and economic opportunities for Florida's adult learners.

Policy and Guidance
DCAE, alongside local partners, will continue providing updated policies and clear guidance for the career pathways system, encompassing assessment procedures, instructional delivery, advisory services, comprehensive support, referral facilitation, participation in training and technical assistance, provision of financial support to participants, and diligent collection, analysis, and reporting of data.

Data Systems and Evaluation
DCAE will prioritize the strategic advancement of career pathways through a dedicated focus on leveraging precise and up-to-date data systems alongside robust evaluation methodologies. Recognizing the pivotal role of accurate information in guiding career trajectories, DCAE diligently utilizes data on participant background characteristics, attendance records, learning progression, credential achievements, and employment statuses. This meticulous analysis not only allows for the assessment of participants' progress and outcomes but also enables the pinpointing of effective program practices and policies that significantly contribute to advancing individuals along their career pathways. Furthermore, in collaboration with WIOA partners and professional development organizations, DCAE actively collaborates to disseminate this critical data across the field, ensuring that the insights gleaned from this comprehensive information drive informed decision-making and empower individuals navigating their career journeys.

Public Relations and Ongoing Communication
DCAE will work collaboratively with partners to provide messaging and ongoing communication with stakeholders and constituents about career pathways purposes, benefits, activities, and outcomes.

Integrated English Literacy and Civics Education (IELCE) Programs
IELCE programs, backed by Section 243 of WIOA funding, serve adult English language learners, including professionals holding degrees and credentials from their home countries. These programs aim to equip these individuals with the necessary language proficiency and advanced skills required to proficiently navigate various roles within the United States as parents, employees, and active citizens. Essential components integral to an IELCE program encompass English Language Acquisition (comprising speaking and comprehension), Literacy (focusing on reading and writing), Civics Education (covering citizenship rights, responsibilities, and civic engagement), and IET. Professional development is provided to practitioners on developing and delivering an integrated and contextualized curriculum.

Special Rule
Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities to support and provide programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under state law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities other than activities for eligible individuals.

(c) <u>Corrections Education and other Education of Institutionalized Individuals</u>. Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- **Adult education and literacy activities.**
- **Special education, as determined by the eligible agency.**
- **Secondary school credit.**
- **Integrated education and training.**
- **Career pathways.**
- **Concurrent enrollment.**
- **Peer tutoring; and**
- **Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.**

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

As specified in section 225 of WIOA, DCAE spends no more than 20% of the 82.5% of the state grant allotted to local programs for correctional education activities. Funding allocations are determined as part of the planning process for the implementation of WIOA. Priority is given to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Adult education programs offered in correctional institutions include ABE, GED® Preparation, ASB, and ESOL. Individuals participate in career exploration and planning activities to develop a career and education plan based on career goals. All eight allowable corrections education activities are eligible for funding.

Florida is committed to providing high-quality educational programs in state correctional settings and intends to continue its partnership with the Florida Department of Corrections to ensure inmates may participate in Adult Education and CTE programs to prepare them for current and emerging employment in high-skill, high-wage, and in-demand occupations. These instructional services are critical to ensuring the ease of transition for incarcerated individuals and ideally reduce the rate of recidivism upon release.

For the selection process for grants, the State will award Section 225 grants or contracts in accordance with 34 CFR part 463, Subpart C. See Section b. Adult Education and Literacy Activities (Section 203 of WIOA). Similar to the section 231 grants and contracts application process, all applicants are required to submit evidence of demonstrated effectiveness by providing three years of performance data under WIOA section 116. Applicants not previously funded under WIOA are required to provide performance data showing past effectiveness in serving basic skills deficient eligible individuals, including evidence of success in achieving outcomes related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. Applications are submitted to the local board, in which the local board reviews for alignment with the local plan.

(d) <u>IELCE Program</u>.

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate IELCE programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the IELCE program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the IELCE program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the IELCE program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the IELCE program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

The term “IELCE” refers to educational services that are provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, to enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, employees and citizens in the United States. English language learners holding a secondary or post-secondary degree or credential in their native country may enroll in an adult ESOL/IELCE program to improve literacy and English language acquisition through contextualized English language instruction with authentic materials and lexical items. Examples of profession-specific curriculum for participants with foreign degrees or credentials include English for Engineers or Medical English. The use of a specialized curriculum in IELCE serves to help participants acquire critical English language skills necessary to accelerate employment in the same field in which they hold a foreign degree or credential. IELCE-eligible providers engage in recruiting, enrolling, and providing ongoing wraparound support for English language learners in IELCE programs. Specifically, IELCE eligible providers support skilled individuals in evaluating foreign credentials, obtaining professional licenses, and identifying career clusters and related pathways that match their professional and career goals.

For the selection process for grants, the State will award Section 243 grants or contracts in accordance with 34 CFR part 463, Subpart C (See Section b.). Adult Education and Literacy Activities (Section 203 of WIOA). Agencies that can provide required services are eligible to apply and may receive funding, with documentation of demonstrated effectiveness and meeting the minimum standards for scoring in the competition and are required to have the Local Board review applications for alignment with the local plan.

The IELCE competitive grant process was conducted in June 2023 to award grants for a three-year period covering program years 2023–24 through 2025–26. Contingent upon the availability of federal funding, the next three-year grant cycle will begin in June 2026 and cover program years 2026–27 through 2028–29. Each funded program is designed to prepare English language learners for unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, while also integrating with the local workforce development system to carry out program activities. Florida’s B.E.S.T. Standards are embedded into curriculum frameworks alongside career information, workforce preparation activities and the English Language Proficiency Standards for Adult Education. Adult educators may participate in workshops, conferences and webinars offered in collaboration with state leadership grant

awardees. Emphasis is placed on instructional best practices and development of resiliency skills essential to successful self-rule, as well as on developing innovative and targeted IELCE workshops and sessions focused on AI, entrepreneurship education and the role of adult education as a pathway to engagement, economic opportunity and social mobility for Florida's residents.

IELCE services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. Eligible providers must demonstrate their program delivery model in the grant application to ensure IET activities are provided directly or through collaboration with identified partners or other community-based organizations.

Providers will integrate IELCE into the local workforce system by partnering with LWDBs, career and technical education centers and local colleges to identify workforce needs and implement systems that facilitate the successful transition into key areas and sectors as outlined through the local memorandum of understanding. The ongoing partnership between eligible providers and local workforce providers is critical in developing a strong workforce.

(e) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The state uses, no more than 12.5% of the total grant, to execute the four mandatory leadership activities and other state leadership activities described in section 223 of WIOA.

The four mandatory leadership activities are:

1. **Alignment of adult education and literacy activities with core partners and CareerSource Florida partners.**

Each eligible agency shall use funds to align adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to develop career pathways systems for individuals in adult education and literacy activities.

Through leadership grants, DCAE supports local career pathways design, agreements, activities, and implementation. Given a functional career pathways system consists of multiple agencies, with differing missions but all sharing a common goal of preparing individuals for career and life success, DCAE will focus on improving the collaboration of local providers and core partners. DCAE will also work to create more substantial opportunities for adults with disabilities to participate in career pathway services and IET by providing professional learning through leadership funds. Best practices will be identified and shared throughout the state to support continuous program improvement. These best practices will be shared through regional workshops, conferences, online training materials, and webinars.

Additionally, through advisory committee meetings and targeted training with experts in the field, DCAE will collaborate to establish career pathways and be committed to pathways development. In addition, DCAE will continue to work with and utilize the expertise of CareerSource Florida, the FCS Institutions, school districts and business and industry leaders to ensure adult education students are provided up-to-date information on career pathways. This will occur through local advisory and counseling services. DCAE will provide professional learning opportunities for administrators, advisors, and counselors during regional workshops, conferences, and webinars. Online training materials will also be developed through AEFLA leadership funds.

Engaging the field is critical to building and sustaining career pathways systems. State leadership grant recipients are encouraged to provide additional professional development on strategic engagement practices such as:

- Development of a comprehensive intake process involving the students' development of a career and education plan.
- Technical assistance for agencies on developing a vision of comprehensive and coordinated services.
- Recruitment of a wide range of students who would benefit from the career pathways model.
- Creation of a vision of the types and sequences of career pathways services and credentialing programs that an adult education provider can deliver.

2. The establishment or operation of high-quality professional development programs (section 223(a)(1)(B) of WIOA):

DCAE supports professional learning with leadership grants to the Adult and Community Educators (ACE) of Florida Foundation, the Florida Literacy Coalition (FLC), and the Institute for the Professional Development of Adult Educators (IPDAE).

State leadership recipients provide face-to-face and online professional development opportunities for adult education practitioners and various resources are available at https://www.aceoffloridafoundation.org, http://floridaliteracy.org and http://floridaipdae.org.

Resources include electronic documents, toolkits, lessons, videos, workshops, webinars, virtual training, online training modules, newsletters, and consistent communication outreach through an email contact database. The state leadership groups combine subject matter experts, interactivity engagements, planning/coordination, and a technology platform to disseminate information required for implementing adult education programs. In addition, the state leadership groups provide methods to measure and assess the involvement and effectiveness of adult education programs through data reports, evaluations, and surveys.

Priorities for establishing professional development are identified through statewide needs assessment surveys, advisory committee meetings, conferences, and administrator meetings. These identified priorities, which are funded through this state plan, include research-based reading strategies, integrated education and training, career pathways systems, contextualized instruction, math training for ABE and GED® preparation, implementation of college and career readiness standards in adult education and ESOL, and training specific to community-based and volunteer tutoring services.

3. Technical Assistance:

DCAE provides technical assistance on programmatic and data collection and reporting processes to providers through email, webinars, telephone inquiries, and site visits. Technical assistance papers on assessment and adult high school policies receive annual updates and are posted on the FDOE website.

The Adult Education Assessment Technical Assistance Paper and the Adult High School Technical Assistance Guide are available at http://fldoe.org/academics/career-adult-edu/adult-edu/technicalassistance-papers.stml.

Current practices with one-stop career centers and provider partnerships include referrals, locating teachers and classrooms at local career centers, or providing space for local workforce development board staff to provide services in the adult education center.

4. Monitoring and Evaluation:

In accordance with section 223, Florida uses AEFLA State Leadership funds to monitor and evaluate the quality of and the improvement in adult education and literacy activities utilizing various means of assessment in its annual and ongoing evaluation process, including site monitoring visits, desk monitoring, program improvement processes, and performance and financial audits. The results of these processes determine program improvement actions.

DCAE implements a Quality Assurance System that analyzes student performance, provides for financial accountability, evaluates program quality, and establishes regulatory compliance of local providers in accordance with federal laws and regulations and state statutes and rules. The monitoring component of the Quality Assurance System uses risk assessment, which is a process used to evaluate variables with federal adult education grants associated with workforce education grants and assign a rating for the level of risk to the FDOE and DCAE associated with each provider. To complete a risk assessment, certain risk factors have been identified which may affect the level of risk for each agency. A risk matrix is completed for each provider. DCAE conducts an annual risk assessment by the quality assurance team to determine the monitoring strategy appropriate for each provider. A range of monitoring strategies includes conference calls, improvement plans, desk-top self-assessments, grant reviews, etc., with a more comprehensive strategy, such as an onsite visit, designated for providers deemed to be at higher risk.

To improve the quality of a program, if a non-compliance finding or findings are identified, a corrective action plan will be implemented. The corrective action plan must identify the finding(s) and the provider's specific strategies to ensure the finding(s) have been resolved.

(f) <u>Assessing Quality</u>. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

Assessing Quality of Professional Development

Participants are surveyed after all workshops, conference presentations, and webinars to evaluate and provide feedback on the activity or event. In regional workshops, changes are made to future workshops based on feedback from participants. Programs review student data to determine if training impacted student outcomes and to determine areas where additional training may be needed. The annual training plan includes state priorities, input from surveys about training needs, and advice from a statewide professional development advisory committee. Survey results are reviewed with the professional development advisory committee to determine how training is best delivered – face-to-face or through online webinars. Workshops conducted on college and career readiness are formatted for online courses, including a post-test to determine if learning objectives were met.

The IPDAE website provides methods to measure and assess the involvement and effectiveness of online modules, webinars, and regional workshops through data reports, evaluations, and surveys. All IPDAE workshop and webinar registrations are online. Once an individual creates an account in the IPDAE portal, a record is kept of all professional development activities they attend.

This record is available by county so administrators can review and make local professional learning decisions. In addition, DCAE reviews comments submitted by participants.

Assessment of Programs Receiving Federal Grant Funds
DCAE uses various methods of assessment during the annual and ongoing program evaluation process. This evaluation includes site monitoring visits, desk monitoring, program improvement processes, and performance and financial compliance reviews. The results of these processes determine program improvement actions.

DCAE implements a Quality Assurance System that ensures student performance improvement, financial accountability, program quality, and regulatory compliance of local providers in accordance with federal laws and regulations, state statutes and rules, and the provisions of an approved grant award.

The monitoring component of the Quality Assurance System is risk-based. Risk assessment is used to evaluate variables associated with workforce education grants and assign a rating for levels of risk to the FDOE and DCAE associated with each provider. In completing a risk assessment, certain factors are identified which may affect levels of risk for each agency. A risk matrix is completed for each provider.

To determine the monitoring strategies appropriate for each provider, the quality assurance team conducts an annual risk assessment. A range of monitoring strategies includes conference calls, improvement plans, desktop self-assessments, and grant reviews. Additional comprehensive strategies are implemented, such as onsite visits for providers deemed to be at higher risk.

Program Accountability
DCAE established minimum benchmarks for eligible providers. Each eligible provider is required to demonstrate the ability to meet the benchmarks in the initial grant application and during the grant period. DCAE developed an accountability system to measure student enrollment, progression, and performance. These requirements apply to all three competitive grant-funded programs: adult general education, integrated English literacy and civics education, and corrections education.

The accountability system established by DCAE requires an eligible provider to demonstrate a program's size, scope, and quality. The system requires an applicant to establish a minimum level of instructional service necessary to improve literacy and workforce preparation in the lives of working-age adults who lack basic literacy skills, a diploma, and/or English language skills. The DCAE requires providers to establish minimum enrollment targets and meet the enrollment targets during the grant period. Periodic verification is conducted to determine an agency's progress on meeting its enrollment target. Providers must offer instruction for a minimum of 10 hours per week for at least 32 weeks for each WIOA-eligible program offered by the agency. Periodic updates are required according to a set program schedule. DCAE establishes a maximum finding level an applicant may request based upon the number of students served.

Program accountability is measured through the following WIOA outcome measures:

Topic	Measure	Category or Definition
Performance Indicator		
Measurable Skill Gains (MSG)	**MSG type 1.** Educational Functioning Level (EFL) gain	**MSG type 1a.** Documented achievement of at least one EFL in reading, writing, speaking and listening as

		measured by an NRS approved assessment listed in subsection (7) of rule 6A-6.014, F.A.C. **MSG type 1b.** Earning the requisite number of credits to advance from ABE Level 5 to ABE Level 6 based on the student's selected diploma option in AHS. **MSG type 1c.** Enrollment in a postsecondary educational or training program during the program year. **MSG type 1d.** Passage of a subtest of the state of Florida approved high school equivalency examination, the 2014 GED® Test.
	MSG type 2. Attainment of a Secondary School Diploma	**MSG type 2.** Attainment of State of Florida High School Equivalency Diploma or Adult Standard High School Diploma.
	For IET and Workplace Literacy Participants Only: **MSG type 3.** Secondary or Postsecondary Transcript **MSG type 4.** Progress Toward Milestones **MSG type 5.** Passing Technical/ Occupational Knowledge-Based Exam	**MSG type 3.** Earning at least 360 clock hours or 12 credit hours in an approved CTE postsecondary program of enrollment within the program year (July 1 – June 30). **MSG type 4.** Demonstration of progress toward milestones as follows: (1.) Full program completion of a registered pre-apprenticeship program, as defined in Rule 6A-23.010, F.A.C.; or (2.) Earning an occupational completion point (OCP). **MSG type 5.** Passage of an industry certification credential examination on the Master Credentials List, adopted in Rule 6A-6.0576, F.A.C., or on the Perkins V Industry Recognized Credential List, available at https://www.fldoe.org/academics/career-adult-edu/research-evaluation/perkins.stml.
Performance indicator—Employment Measures	Second-quarter employment	Employment in the second quarter after the exit quarter.
	Fourth-quarter employment	Employment in the fourth quarter after the exit quarter.
	Median earnings	Median earnings of participants employed in the second quarter after the exit quarter.
	Attainment of secondary school diploma or its recognized equivalent	Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit.

	Attainment of postsecondary credential	Receipt of a postsecondary credential while enrolled or within 1 year of exit.

DCAE negotiates state performance targets with OCTAE and all local providers are expected to meet the state target for each measure to develop a more rigorous accountability system. Local provider performance is analyzed by state staff, and reports are provided to share information.

Program Improvement Plans
DCAE conducts annual performance evaluations of local providers' performance on the WIOA measures discussed above through a data-driven accountability system for adult education programs. If a program does not meet state performance targets, a Program Improvement Plan is required. DCAE staff reviews the improvement plans to identify opportunities to improve local practices. DCAE provides support such as targeted professional development, teacher training, and site visits.

In addition, DCAE takes the following actions to continually improve the quality of the programs:

- **New Director Training**
  The new director training at the Southeast Regional ACE conference provides new directors with information such as federal and state guidelines, data collection, and National Reporting System (NRS) reporting, and resources needed to administer their programs. Additionally, the new adult education administrator course on canvas offered by IPDAE provides administrators with a hands-on, readily available resource that provides interactive avenues for administrators to learn about adult education in Florida, adult education programs and assessments, accountability and performance, grant management and professional development.

- **TABE and CASAS Training/Trainers**
  Through ongoing training, a network of trained professionals ensures the uniform administration and reporting of assessments used for determining federal-level gains.

- **Data Reporting and Program Improvement Training**
  Data reporting and program improvement training provides instruction on the fundamentals of the NRS. Topics include monitoring, data analysis and collection, types of data and measures, assessments, data quality, and related information.

- **Technical Assistance**
  Adult education calls and webinars are available to inform adult educators of program changes to report announcements and provide opportunities for practitioners to ask questions of the DCAE staff. DCAE updates and posts technical assistance papers on the FDOE website.

- **Teacher Training**
  Teacher training provides information and resources to support instruction in ABE, ESOL, GED® preparation, college and career readiness, career awareness and planning, career pathways, reading and math instructional strategies, and adults with disabilities.

Figure 8.03
ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM
CERTIFICATIONS AND ASSURANCES

States must provide written and signed certifications that:	
1.	The plan is submitted by the State agency that is eligible to submit the plan;
2.	The State agency has authority under State law to perform the functions of the State under the program;
3.	The State legally may carry out each provision of the plan;
4.	All provisions of the plan are consistent with State law;
5.	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
8.	The plan is the basis for State operation and administration of the program;
The State Plan must include assurances that:	
1.	The eligible agency will expend funds appropriated to carry out title II of the WIOA only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);
2.	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA.
3.	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;
4.	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
5.	The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).

Authorizing or Certifying Representative
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. **SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).**
2. **Grants.gov - Certification Regarding Lobbying. (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).**
3. **SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable).(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).**

Signature Page for Certification Regarding Lobbying

Florida Department of Education

Anastasios Kamoutsas, Commissioner **DATE:**

Section 427 of the General Education Provisions Act (GEPA)

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.
GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. **Describe how your entity's existing mission, policies, or commitments ensure access to, and participation in, the proposed project or activity.**

2. **Based on your proposed project or activity, what barriers may impede access and participation of students, educators, or other beneficiaries?**

3. **Based on the barriers identified, what steps will you take to address such barriers to access and participation in the proposed project or activity?**

4. **What is your timeline, including targeted milestones, for addressing these identified barriers?**

- **Applicants identify any barriers that may impede access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, sex, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.**

- **Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.**

- **Applicants are not required to have mission statements or policies that align with equity to apply.**

- **Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.**
- **Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.**

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants
The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its application regarding the steps it proposes to take to ensure access to, and participation in, its local-level project or activity. For example:

- **The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or**

- **The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.**

- **The State grantee maintains the subrecipient applicants' responses in the State office.**

AEFLA Section 427 of GEPA Response
DCAE is charged with administering WIOA Title II Adult Education and Family Literacy and actively demonstrates commitment to Section 427 of GEPA through utilization of the following strategies:

1. Describe how your entity's existing mission, policies, or commitments ensure access to, and participation in, the proposed project or activity.

The Florida Department of Education's Division of Career and Adult Education (DCAE) delivers outcomes that promote adult learner's full participation in the workforce and expands the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry recognized credentials and degrees. To ensure access to Adult Education programs in Florida, DCAE provides grants to eligible education agencies and supports comprehensive approaches to learning that reach adult learners in every corner of the state. Additionally, public outreach activities are designed to ensure adult learners are met and served at the state, regional, and local levels.

2. Based on your proposed project or activity, what barriers may impede access and participation of students, educators, or other beneficiaries?

Florida Adult Education prioritizes increases in adult participation and access to services for all Floridians and works to increase opportunities. The state recognizes the need to provide access to services to all populations with potential barriers to full employment which are identified in the Act and promotes access to all individuals in Florida.

- Continuous recruitment and retention of qualified instructors of adult education including the extended need for qualified support professionals.
- Increased need for support services for adult learners seeking education and training.
- Additional communication between core partners to ensure “no wrong door” approach to services remains seamless for those seeking the support needed to realize their potential as part of the workforce system.
- Extension and expansion of programs and services into new areas of the state, including many rural areas that lack adequate transportation.
- Communication of adult education programs and opportunities reaching the populations needing services.

3. Based on the barriers identified, what steps will you take to address such barriers to access and participation in the proposed project or activity?

Florida Adult Education will continue to utilize a data-driven approach with increased collaboration with WIOA partners to provide ongoing technical assistance, projects, and initiatives. Efforts include:

- The statewide priority of recruiting and retaining qualified instructors of adult education is supported by DCAE’s emphasis on high quality instruction for adult learners through comprehensive, evidence-based professional development for educators.
- The increased need for support for adult learners is met with intentional focus on collaborative networks of partners to provide wrap around services for students.
- Statewide coordination of services, especially as it relates to intake procedures by creating a “no wrong door” approach to programs and services.
- The expansion into areas previously unserved by adult education has provided access to thousands of Floridians seeking education, support, and training.
- Outreach and recruitment efforts are tailored to the unique needs of adult learners and communicated via multiple platforms and mediums.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

DCAE reviews data regularly and when available, at least annually for all measures, and meets with grantees, division leadership, agency staff and WIOA partners to review progress and identify opportunities for improvement. Milestones will include monitoring data and adjustments as needed.

Funding of Eligible Recipients

During 2026-27, eligible applicants will compete to provide AEFLA instructional services. As part of the competitive process, the state will consider the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities, in

accordance with WIOA Section 231(e)(2). As such, applicants are required to describe the policies adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as defined in the American Disabilities Act of 1990 (42 U.S.C. 12102) and WIOA Section 3(25). Additionally, applicants are required to describe how the program will identify and provide services to students with physical, emotional, mental and learning disabilities. Responses are weighted and external evaluators will assign points based on the comprehensive nature of the responses.

Eligible recipients are required (annually) to provide a concise description of the process to ensure access to, and participation of students, teachers, and other program beneficiaries with disabilities in accordance with the guidance provided at http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf and sign an assurance statement as well.

Quality Assurance and Compliance

DCAE administers quality assurance and compliance through established on-site and desk monitoring protocols. Compliance with Section 427 of GEPA is embedded in its policies and procedures (http://fldoe.org/academics/career-adult-edu/compliance/). The purpose of monitoring is to identify the specific areas in which a provider is in compliance or non-compliance with federal law and regulations, state statutes and rules Uniform Grant Guidance (UGG), Federal Register Part III, Office of Management and Budget (OMB) 2 CFR Chapter I, Chapter II, Part 200, et al. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule. The timely identification of non-compliance provides a framework to make changes to result in programs becoming more efficient and effective. A comprehensive and multi-dimensional Quality Assurance and Compliance System is a foundation for continuous improvement of services and systems both internally and externally. Our commitment to excellence supports accountability, collaboration, targeted technical assistance, continuous improvement and positive systemic change.

The Quality Assurance section of the Bureau of Grants Administration and Compliance is responsible for the design, development, implementation, and evaluation of a comprehensive quality assurance system, including monitoring. The role of the Quality Assurance and Compliance System is to ensure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the DCAE to regularly monitor the use of federal funds and regulatory compliance of providers, including fidelity of Section 427 of GEPA implementation.

Evidence-Based Professional Learning

DCAE's statewide professional learning offerings provide research-based instructional strategies for serving adults with disabilities in AEFLA funded instructional programs. IPDAE, currently administered by Indian River State College, ACE of Florida professional organization and the FLC are the approved statewide professional development providers. Regional workshops and webinars are conducted on professional development priorities identified by the State advisory committees for ESOL, ABE and GED/Adult High School, results from statewide needs assessments, and the DCAE staff. Priorities identified for implementing this state plan are research-based reading strategies, integrated education and training, math training for ABE and GED® preparation and implementation of college and career readiness standards in adult education and ESOL and 504 plan development.

SECTION IX. PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION SERVICES PROGRAM

The Vocational Rehabilitation Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

(a) State Rehabilitation Council. All vocational rehabilitation agencies, except for those that have an independent participant-controlled commission, must have a State Rehabilitation Council (Council or SRC) that meets the criteria in section 105 of the Rehabilitation Act. The designated state agency or designated state unit, as applicable, has (select A or B):

(b) has established a State Rehabilitation Council

In accordance with Assurance 3(b), please provide information on the current composition of the Council by representative type, including the term number of the representative, as applicable, and any vacancies, as well as the beginning dates of each representative's term.

Figure 9.01
Florida Rehabilitation Council Membership

Council Representative	Current Term Number/ Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	1	05/2025
Parent Training and Information Center	1	05/2025
Client Assistance Program	1	05/2022
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	1	05/2025
Community Rehabilitation Program Service Provider	1	05/2025
Business, Industry, and Labor	1	05/2025
Business, Industry, and Labor	1	05/2025
Business, Industry, and Labor	1	05/2025
Business, Industry, and Labor	1	Term ends 6/2025
Disability Advocacy Groups	1	05/2025
Current or Former Applicants for, or Recipients of, VR services	1	05/2025
Section 121 Project Directors in the State (as applicable)	Not applicable	Not applicable
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	1	05/2025

State Workforce Development Board	1	05/2025
VR Agency Director (Ex Officio)	1	05/2025
Statewide Independent Living Council (SILC)	1	05/2025
Parent Training and Information Center	1	05/2025

If the SRC is not meeting the composition requirements in section 105(b) of the Rehabilitation Act and/or is not meeting quarterly as required in section 105(f) of the Rehabilitation Act, provide the steps that the vocational rehabilitation agency is taking to ensure it meets those requirements.

The FRC is currently meeting composition requirements. Quarterly council meetings are held throughout the state, and a quorum is established during meetings.

In accordance with the requirements in section 101(a)(21)(A)(ii)(III) of the Rehabilitation Act, include a summary of the Council's input (including how it was obtained) into the State Plan and any State Plan revisions, including recommendations from the Council's annual reports, the review and analysis of participant satisfaction and other Council reports.

The Florida Rehabilitation Council (FRC) provided the following feedback and recommendations to the vocational rehabilitation services portion of Florida's 2024-28 Combined State Plan consistent with requirements in state and federal law.

The FRC applauds the FY 2023 budgetary increase in compensation for VR staff and hopes it will result in improved recruiting, hiring, and retaining of staff. To identify the impact of this increase, the FRC recommends that VR conduct ongoing correlative monitoring related to the recruiting, hiring and retaining of staff. FRC views the compensation increase as a positive step and encourages VR to continue to explore additional pay and non-pay increases for all staff.
The FRC recommends that VR continues its efforts at outreach with partners and reinstitute quarterly or semi-annual partner meetings throughout the state to increase and improve communication and the working relationship between VR and community rehabilitation providers (CRPs) including the synchronization of provisional services and billing processes. Additionally, the FRC emphasizes the need for VR to increase the quality of employment outcomes for VR participants and for VR to continue to engage in efforts to reduce placements primarily occurring in low-pay and unskilled jobs that have historically high turnover. The FRC also encourages initiatives to reduce the length of time it currently takes for VR participants to move through the plan development and eligibility determination process of VR applicant to Individualized Plan for Employment (IPE).

The FRC looks forward to continuing to fulfill its statutory requirements, consistent with section 413.405, F.S., in reviewing, analyzing, and advising VR as it plans, develops and improves its programs.

Customer Feedback Survey
The FRC is required to review and analyze the effectiveness of and participant satisfaction with VR functions, rehabilitation services and employment outcomes achieved by eligible participants including the availability of health and other employment benefits. The Customer Feedback Survey data is being utilized by the FRC and VR to focus on specific areas of excellence for

recognition as well as specific opportunities for improvement. A summary of the annual Customer Feedback Survey results is below.

- Overall satisfaction with VR: 69.7%
- VR services will help reach long-term career goals: 67.6%
- VR services will help achieve financial security: 64.5%
- VR understands what people with disabilities need to find good jobs: 72.3%
- VR counselor gave helpful information for choosing a job goal: 68.7%
- VR counselor listens: 77.5%
- VR counselor treated respondent with dignity and respect: 83.3%
- Respondent would recommend VR to others: 74.8%

Provide the vocational rehabilitation agency's response to the Council's input and recommendations, including an explanation for the rejection of any input and recommendations.

Recommendation 1 – Counselor Recruitment and Retention:

- Work towards increasing pay and non-pay incentives for all staff.
- Create more in-person training opportunities.
- Build a stronger connection between administration and field staff to help improve the capacity of staff and address the recruitment and ongoing retention concerns.
- Report on the efficacy of these initiatives during quarterly FRC meetings.

Agency Response: Accepted

During PY 2023, VR experienced a vacancy rate of 14.59%, almost 20 percentage points lower than the PY 2022 vacancy rate. VR continues to implement training and learning/support opportunities for VR staff and has expanded the use of area trainers to provide targeted training and assistance to staff locally. VR has and will continue to provide staffing and training information to FRC on a quarterly basis.

Recommendation 2 – Transition:

- Continue to promote early contact and assistance to all students with disabilities under an Individualized Educational Program (IEP) or 504 Plan.
- Continue to expand and increase offerings of career paths to include vocational exploration, technical training, registered apprenticeships and pre-apprenticeships, encouraging transition students to consider early identification of post-secondary options.
- Evaluate and report on policies and practices that could potentially create barriers when transitioning from education to employment.
- Reestablish peer mentoring projects throughout the state for youth and students with disabilities and identify service provider/s to help implement the projects statewide.
- Identify the opportunities to develop marketing strategies to better target all students, Exceptional Student Education directors, teachers, school counselors and parents (including digital and other materials).
- Explore the expansion of Project Search sites across the state as resources allow.

Agency Response: Accepted
VR provides quarterly updates to FRC on services to youth and students and will continue to keep FRC updated on program developments. VR continues to promote early involvement for students with disabilities and partners with over 75 schools to provide Pre-Employment Transition Services (Pre-ETS). Since the 2024-28 plan was developed, VR has implemented or expanded multiple initiatives to increase capacity for services to students and youth.

Recommendation 3 – Business Outreach Strategies

- Evaluate the existing system for VR to strengthen efforts with business leaders to improve median earning jobs and retention in career-oriented employment, including increasing partnerships.
- Remain focused on participants' strengths and develop tools to communicate effectively and succinctly with potential employers.
- Consider including registered pre-apprenticeships as well as registered apprenticeships.

Agency Response: Accepted
During PY 2023, VR's Business Relations Unit worked with over 600 businesses and employers and participated in over 400 outreach events. New partnerships are being developed in multiple industries to increase on-the-job-training and employment opportunities, and VR has partnered with CareerSource Florida to sponsor a locksmithing apprenticeship. Business Relations continues to raise awareness for hiring job seekers with disabilities through employer training, presentations and outreach.

Recommendation 4 – Rights and Conflict Resolution

- Ensure all VR staff and participants are aware of and provided the options of the services of Disability Rights Florida Client Assistance Program (CAP) and the VR Ombudsman's Office. This information should be provided through increased collaboration and additional engagement, including VR staff collaborating with CAP and providing decision letters with appeal rights and policies.

Agency Response: Accepted
VR decision letters currently contain appeal rights and information on how to access available administrative remedies for VR participants. This information is also shared on VR's website. Additionally, VR will continue to assess the effectiveness of available training and resources to plan for improvements if needed.

Recommendation 5 – Public Awareness and Outreach

- Prior to release of marketing materials, engage VR marketing staff to review for person-first language and authentic representation of persons with disabilities.
- Explore collaboration with the Bureau of Exceptional Education and Student Services (BEESS) to better reach students with disabilities and their parents.
- Explore collaboration with healthcare entities to expand awareness of VR.

Agency Response: Accepted

VR has a specialized communications unit that works with FDOE to coordinate all marketing and outreach materials as well as messaging for internal and external communications channels. The unit regularly consults with division SMEs and external stakeholders on messaging and collateral material to ensure appropriate language and representation of the customers we serve. VR will continue to strengthen and develop partnerships with other FDOE divisions as well as external entities to further raise awareness of VR.

Recommendation 6 – Individuals with the Most Significant Disabilities

- Examine creative ways to address the transportation barriers statewide to better support employment outcomes for VR participants.

Agency Response: Accepted

VR will continue to assess the effectiveness of available training and explore resources and opportunities for collaboration to develop transportation solutions for its participants.

Recommendation 7 – Overall Agency Performance

- Explore improvements in the reporting of data on VR performance in targeted areas including rapid engagement and unserved and underserved participants.
- Increase the quality of employment outcomes for VR participants such as reducing low pay and unskilled jobs that have historically high turnover rates and increasing higher median-earning jobs and retention in career-oriented employment.
- Increase coordination with federal and states agencies including creating a system that integrates information and services.
- Ensure benefits planning services are provided to VR participants as well as youth and students with disabilities prior to exiting secondary school so they can have the requisite knowledge to make informed decisions related to pursuing self-sustaining employment.
- Reinstitute quarterly or semi-annual partner meetings throughout the state to increase and improve communication and the working relationship between VR and CRPs.
- Track, monitor, and review the demand versus the capacity of fulfilling the referral for rehabilitation engineering services categories by service type and geographical area.
- Increase or enhance synchronization of provisional services and billing processes with VR authorized employment services providers and vendors.

Agency Response: Accepted

VR is committed to increasing alignment and accountability for all its programs. VR continues to develop and expand resources available to providers. Over the past year, VR has refined and/or developed multiple performance reports to better inform VR staff and leadership decision making. Collaborations prescribed in the REACH Act are leading to increased coordination and a more integrated workforce system. VR has fully implemented a paperless authorization process for employment services, resulting in faster processing of authorizations and provider payments. VR will continue to assess program performance and explore ways to improve performance and service delivery.

Recommendation 8 – Self-Employment and Job Customization

- Evaluate and compare current self-employment services with other entrepreneurship-centered programs in Florida to better meet VR participants' employment goals. Consider ways to streamline and expedite the provision of self-employment services.
- Further build capacity for job customization and Innovation and Expansion projects to include unserved and underserved populations.
- Ensure benefits planning services are provided to VR participants so they can have the requisite knowledge to make informed decisions related to pursuing self-employment and entrepreneurship.

Agency Response: Accepted
VR has multiple recent initiatives designed to improve self-employment services, including technical assistance from national leaders to redesign the service delivery system and training for staff.

(c) CSNA. Section 101(a)(15), (17), and (23) of the Rehabilitation Act require vocational rehabilitation agencies to provide an assessment of:

The vocational rehabilitation services needs of individuals with disabilities residing within the State, including:

- **Individuals with the most significant disabilities and their need for SE.**
- **Individuals with disabilities from special populations and individuals with disabilities who have been unserved or underserved by the VR program, consistent with federal civil rights laws.**
- **Individuals with disabilities served through other components of the workforce development system; and**
- **Youth with disabilities, including students with disabilities and their need for pre-employment transition services (Pre-ETS). Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under IDEA.**
- **Identify the need to establish, develop, or improve community rehabilitation programs within the State.**

In Program Year (PY) 2022, VR, in collaboration with the FRC, initiated steps to complete a CSNA. The CSNA was conducted by the San Diego State University Interwork Institute. They worked closely with members of VR staff, FRC and VR's stakeholder groups to assess the perceived rehabilitation needs of Floridians with disabilities, using the following methods: analysis of existing data sources, key informant and focus group interviews, surveys of individuals with disabilities, partner surveys, VR staff surveys and business surveys. The CSNA focuses on seven topical sections and identifies recurring themes and recommendations for organizational and programmatic improvement. The following CSNA findings and recommendations will help inform agency planning and development of state plans for program years 2024-2028. VR is currently planning for its next CSNA.

The following represents selected initial recommendations in the seven topical sections from the CSNA final report.

Overall Performance of VR

1. VR is encouraged to implement an initiative focused on rapid engagement of participants in the VR process specifically increasing the speed of eligibility determinations and increasing the speed to plan. An analysis of data on the speed to plan and its effect on outcomes in PY 2019 illustrates the importance of moving participants through the process from application to IPE. The data indicates that the sooner an applicant moves to IPE, the more likely they are to exit with employment. The difference between 2-30 days to plan and 91-150 days is 13%.
2. VR is encouraged to develop regular and in-person staff development and training opportunities as resources allow. When possible, partner agency staff should be invited to attend these trainings.

The needs of businesses

1. Consistent with the previous CSNA and as resources allow, VR is encouraged to provide training for businesses on disability awareness and reasonable accommodation at work.
2. VR is encouraged to continue to emphasize long-term quality career placements as priority for VR and Community Partner placement agencies.

The needs of individuals with the most significant disabilities, including their need for SE. This may include but is not limited to the following findings:

1. Develop creative strategies to address the transportation barrier in rural areas.
2. Build capacity for rural Supported Employment providers and Customized Employment providers.
3. Conduct connectivity assessments for VR participants and provide services/equipment to increase internet access.
4. Ensure counseling staff have access to affordable housing resources that can be shared with participants.
5. Increase access to services such as benefits planning that promote financial literacy and empowerment. Develop strategies to provide these services to youth and students.

The needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been unserved or underserved by the VR program.

1. VR is encouraged to establish liaison relationships with homeless shelters and other community organizations as resources and staffing patterns allow. At a minimum, it is recommended that the agency ensure that written information about vocational rehabilitation services is available on site at these organizations.
2. Ensure that language barriers are addressed.
3. Potentially underserved groups were identified as those in rural areas and the homeless population.
4. Another potentially underserved group is the deaf community. Ensure interpreters and providers fluent in ASL are available.

The needs of individuals with disabilities served through other components of the statewide Workforce Development System.

1. Recommendations for CareerSource Centers to effectively meet the needs of individuals with disabilities:
    a. Regular cross-training of VR and CareerSource Center staff throughout the state.
    b. Assistance from VR to the CareerSource Centers in installing and using assistive technology so that individuals with disabilities can better access programs and services in partnership with the Florida Division for Blind Services (FDBS).

c. Continued participation by VR in each of the local Workforce Development Boards throughout the state.
d. Research VR shared funding of cases throughout the State to encourage replication of these cases.
e. Increase in the use of the Partnership Plus model as the CareerSource Centers are Employment Networks.
f. VR is encouraged to continue to work with the workforce system partners to develop apprenticeships and customized training programs in high-demand occupations that include individuals with disabilities. VR is encouraged to partner with employers and expand registered apprenticeship opportunities for individuals with disabilities throughout the State, especially youth.

2. VR is encouraged to work with FDBS to provide training to CareerSource Center staff on how to effectively work with individuals with sensory impairments.

The needs of youth and students with disabilities in transition.

1. VR is encouraged to continue to examine and expand Pre-Employment Transition Services (Pre-ETS) across the state and to strengthen its relationship with other partners, including school districts, to provide training and placement opportunities for more students and youth with disabilities.
2. As VR hires more staff and fills vacant positions, VR is encouraged to establish liaison relationships with the disability services centers at the community colleges and other public and private universities to help increase referrals and ensure that participants are connected to needed reasonable accommodations prior to classes beginning.
3. Consider evaluating and obtaining technology to allow staff to communicate via text with transition students.

The need to establish, develop or improve Community Rehabilitation Programs (CRP) in Florida.

1. VR is encouraged to review rate structure and determine if there is a way to incentivize high-quality placements.
2. VR is encouraged to continue to review and expand communication opportunities with stakeholders and participants. Included in this recommendation are quarterly or semi-annual partner meetings throughout the State to increase and improve communication and improve the working relationship between VR and CRPs.

(c) Goals, Priorities, and Strategies. Section 101(a)(15) and (23) of the Rehabilitation Act require vocational rehabilitation agencies to describe the goals and priorities of the State in carrying out the VR and SE programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under section 107 of the Rehabilitation Act. Vocational rehabilitation agencies must—

(1) Describe how the SRC and the vocational rehabilitation agency jointly developed and agreed to the goals and priorities and any revisions.

Consistent with regulatory requirements, the FRC reviews and analyzes data and documents, including the CSNA, VR performance data and audit and monitoring results, to assist in informing their recommendations to the agency specific to the goals, priorities and strategies

for VR. VR and agency leadership review those recommendations, which assist in informing determinations specific to the setting and revision of any VR goals or priorities.

(1) Identify measurable goals and priorities in carrying out the VR and SE programs and the basis for selecting the goals and priorities (e.g., CSNA, performance accountability measures, SRC recommendations, monitoring, other information). As required in section 101(a)(15)(D), (18), and (23), describe under each goal or priority, the strategies or methods used to achieve the goal or priority, including as applicable, description of strategies or methods that—

(A) Support innovation and expansion activities.
(B) Overcome barriers to accessing VR and SE services.
(C) Improve and expand vocational rehabilitation services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of vocational rehabilitation services, post-secondary education, employment, and pre-employment transition services); and
(D) Improve the performance of the VR and SE programs in assisting individuals with disabilities to achieve quality employment outcomes.

Goal 1. Enhance employment opportunities through individualized services to meet workforce demands and increase outcomes and improve the lives of individuals with disabilities.

Objective 1.1 Expand service delivery options.

Strategy 1.1.1 Enhance services for individuals with the most significant disabilities to assist them to avoid, or transition from, subminimum wage employment, by expanding service delivery options with the goal of competitive, integrated employment, such as Supported Employment (SE), Career Counseling and Information and Referral (CCIR), customized employment and Discovery.

Strategy 1.1.2 Enhance services for individuals with severe psychiatric disabilities by expanding Individual Placement and Support (IPS) to additional areas via strengthened partnerships.

Strategy 1.1.3 Strengthen the Business Relations program, including implementation of approved, research-based technical assistance.

Performance Measures

- Customer satisfaction survey results.
  - Overall satisfaction with VR- increase by 2%.
  - Satisfaction with services- increase by 2%.
- Increased employment outcomes.
  - Employment rate 2nd and 4th quarter after exit- exceed target of 51.6%.
- Increased business engagement and retention (target TBD).

Objective 1.2 Improve communication with participants.

Strategy 1.2.1 Regularly assess the effectiveness of all VR communications with stakeholders and participants using a variety of information (surveys, accessibility audits, etc.).

Strategy 1.2.2 Use information from communications assessments to drive improvements, where applicable and necessary, of communications to staff, providers, and stakeholders in the form of an annual communication plan.

Strategy 1.2.3. Implement a data-driven case review process to verify that contact timeframes are adhered to, as required by state law and federal regulations.

Performance Measures:

- Improved customer satisfaction survey results.
    - Counselor responds in a timely manner- increase over prior year's annual percentage.
- Reduced number of "no contact" closures.
    - Unable to locate or contact closure reason- decrease over prior year's annual percentage.
- Increased employment outcomes.
    - Employment rate 2nd and 4th quarter after exit- to meet or exceed state target.

Goal 2. Increase organizational effectiveness by reducing complexity and streamlining processes, where applicable and necessary.

Objective 2.1 Streamline internal systems/processes.

Strategy 2.1.1 Examine service delivery electronic system options that manage referrals to providers, documentation of services provided and payment processes.

Strategy 2.1.2 Examine case management system options that streamline case documentation, accountability and reporting.

Performance Measures:

- Reduce time between referral to plan development for VR participants from prior year's annual measure.
- Meet or exceed WIOA negotiated performance levels in employment, credential attainment and measurable skill gains.

Objective 2.2 Enhance availability and use of data.

Strategy 2.2.1 Examine the need to improve data integrity by continuing to incorporate internal controls for data collection and reporting.

Strategy 2.2.2 Continue to improve ease of access to data to facilitate data-driven decision-making.

Performance Measures:

- Examine methods to reduce errors in data collection and reporting.
    - Routine monthly reports will be produced, validated and posted for staff use by the 10th of each month.

Goal 3. Stabilize and improve the VR workforce by increasing VR effectiveness, efficiency and quality.

Objective 3.1 Develop the capacity of existing resources.

Strategy 3.1.1 Examine the feasibility of increasing the availability, applicability and quality of training for all staff and all positions.

Strategy 3.1.2 Evaluate positions, roles, and organization of staff to maximize effectiveness and efficiency, including implementation of approved, applicable and research-based technical assistance.

Performance Measures:

- Improved employment outcomes.
    - Meet or exceed WIOA negotiated performance levels in employment, credential attainment and measurable skill gains.

Objective 3.2 Incentivize high quality performance.

Strategy 3.2.1. Continue to evaluate and revise strategies to address recruitment and retention of high performing staff.

Performance Measures:

- Reduce time between referral to plan development for VR participants from prior year's annual measure.
- Meet or exceed WIOA negotiated performance levels in employment, credential attainment and measurable skill gains.

Goal 4. Maximize engagement with partners to enhance access to services for improved service delivery for individuals with disabilities.

Objective 4.1 Document and implement partnerships.

Strategy 4.1.1. Continue to facilitate effective partnerships with CareerSource Florida, and its local boards, by collaborating on and implementing memorandums of understanding and infrastructure funding agreements to streamline services for job seekers and businesses.

Strategy 4.1.2. Continue to facilitate effective partnerships with state and local education agencies by collaborating on and implementing mechanisms to streamline services for students with disabilities.

Strategy 4.1.3. Continue to facilitate effective partnerships with state agencies that serve individuals with developmental and/or mental health disabilities and other identified subgroups by collaborating on and implementing mechanisms to streamline services for students with disabilities.

Strategy 4.1.4. Strengthen partnerships with Florida College System and Florida's Division of Career and Adult Education by having an identified shared contact for each main College or business unit by the end of 2027.

Performance Measures:

- Examine methods to increase the number of individuals served via partnerships.
- Meet or exceed WIOA negotiated performance levels in employment, credential attainment and measurable skill gains.

Objective 4.2 Enhance the effectiveness of partnerships.

Strategy 4.2.1 Examine methods to increase the availability and quality of training for partner organizations.

Performance Measures:

- Increased capacity of partners.
- By 2026, conduct incentive-based rates as part of an in-depth impact analysis that includes factors identified in the CSNA including transportation in rural areas.
- Meet or exceed WIOA negotiated performance levels in employment, credential attainment and measurable skill gains.

Use of funds reserved for Innovation and Expansion Activities

VR will continue to use funds reserved for Innovation and Expansion Activities to support and collaborate with the FRC and FILC as required in the Rehabilitation Act of 1973, as amended. These collaborative efforts strengthen leadership and improve services, which increase employment opportunities for individuals with disabilities. In addition, these funds are anticipated to be used to support pilot projects currently in development for improved communication, data management and reporting to support more aligned, data-based decision-making and timely reporting. VR will also explore initiatives to achieve more alignment with K-12 programs and processes already in place through FDOE.

(d) Evaluation and Reports of Progress: VR and SE Goals. For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require vocational rehabilitation agencies to describe—

1. Progress in achieving the goals and priorities identified for the VR and SE Programs.

VR, in collaboration with the FRC, established four strategic goals for FY 2021. These goals and priorities were developed based on an analysis of VR's performance on the federal standards and indicators, the preliminary results of the statewide needs assessment and input from participants, providers and other stakeholders.

The following section provides VR's evaluation and report of progress towards achieving its strategic goals.

Review of Current Goals, Objectives, and Strategies

Goal 1. Enhance employment opportunities through individualized services to meet workforce demands and increase outcomes and improve the lives of individuals with disabilities.

Objective 1.1 Expand service delivery options.

Strategy 1.1.1 Enhance services for individuals with the most significant disabilities to assist them to avoid, or transition from, subminimum wage employment, by expanding service delivery options with the goal of competitive, integrated employment, such as SE, CCIR, customized employment and Discovery.

Strategy 1.1.2 Enhance services for individuals with severe psychiatric disabilities by expanding IPS to additional areas via strengthened partnerships.

Strategy 1.1.3 Strengthen the Business Relations program, including implementation of technical assistance provided by the Workforce Innovation Technical Assistance Center (WINTAC).

Performance Measures

- Customer satisfaction survey results.
- Increased employment outcomes.
- Increased business engagement and retention.

Actual Performance:

Figure 9.02
Measure of Success: Objective 1.1

Measure	PY 2023
Overall satisfaction with VR	69.7%
Satisfaction with services	62%
Choice of services	67.8%
Choice of service providers	69.9%
Information about choices	68.7%
Second quarter employment rate	54.5%
Median quarterly earnings (after Q2)	$4,920
Measurable skill gains rate	41.7%
Number of employment outcomes	3,920

Objective 1.2 Improve communication with participants.

Strategy 1.2.1 Update publications and brochures to be more informative and user-friendly.
Strategy 1.2.2 Revise VR's website for ease of use, clarity of information and accessibility.
Strategy 1.2.3 Implement a data-driven case review process to verify that contact timeframes are adhered to.

Performance Measures:

- Improved customer satisfaction survey results.
- Reduced number of "no contact" closures.
- Increased employment outcomes.

- Reduced number of valid communication complaints made to the Ombudsman Unit.

Actual Performance:

Figure 9.03
Measure of Success: Objective 1.2.

Measure	PY 2023
Time for VRC to respond	71.3%
Problems with communication	57.5%
Ease of contacting VRC	69.6%
"No contact" closures	26.9%

Goal 2. Increase organizational effectiveness by reducing complexity and streamlining processes.

Objective 2.1 Streamline internal systems/processes.

Strategy 2.1.1 Simplify service delivery by creating a new electronic referral system that manages referrals to providers, documentation of services provided and payment processes.
Strategy 2.1.2 Implement a new case management system that streamlines case documentation, accountability and reporting.

Performance Measures:
- Reduced vacancy rates.
- Improved employee survey results. (Survey was not administered during this period.)
- Increased employment outcomes.

Actual Performance:

Figure 9.04
Measure of Success: Objective 2.1.

Measure	PY2023
Vacancy rate	14.59%
Second quarter employment rate	54.5%
Median quarterly earnings (after Q2)	$4,920
Measurable skill gains rate	41.7%
Number of employment outcomes	3,920

Objective 2.2 Enhance availability and use of data.

Strategy 2.2.1 Improve data integrity by continuing to incorporate internal controls for data collection and reporting.

Strategy 2.2.2 Continue to improve ease of access to data to facilitate data-driven decision-making.

Performance Measures:

- Increased compliance with statutory requirements.
- Reduced number of errors in data collection and reporting.

Actual Performance:

Figure 9.05
Measure of Success: Objective 2.2.

Measure	PY 2023
Compliance rate with 60 days- Eligibility	94.76%
Compliance rate with 90 days- Individualized Plan for Employment	94.91%

Goal 3. Stabilize and improve the VR workforce by increasing VR effectiveness, efficiency, and quality.

Objective 3.1 Develop the capacity of existing resources.

Strategy 3.1.1 Increase the availability and quality of training for all staff and all positions.

Strategy 3.1.2 Evaluate positions, roles and organization of staff to maximize effectiveness and efficiency, including simplifying responsibilities via technical assistance from WINTAC.

Performance Measures:
- Reduced vacancy rates.
- Improved employee survey results. (Survey was not administered during this period.)
- Improved employment outcomes.

Actual Performance:

Figure 9.06
Measure of Success: Objective 3.1.

Measure:	PY 2023
Vacancy Rate	14.59%
Second quarter employment rate	54.50%
Median quarterly earnings (after Q2)	$4,920
Measurable skill gains rate	41.7%
Number of employment outcomes	3,920

Objective 3.2 Incentivize high quality performance.

Strategy 3.2.1. Continue to explore options for improving compensation for staff members.

Performance Measures:
- Reduced vacancy rates.
- Improved employee survey results. (Survey was not administered during this period.)

Actual Performance:

Figure 9.07
Measure of Success: Objective 3.2.

Measure	PY 2023
Vacancy rate	14.59%

Goal 4. Maximize engagement with partners to enhance access to services for improved service delivery.

Objective 4.1 Document and implement partnerships.

Strategy 4.1.1. Continue to facilitate effective partnerships with CareerSource Florida, and its local boards, by collaborating on and implementing memorandums of understanding and infrastructure funding agreements to streamline services for job seekers and businesses.

Strategy 4.1.2. Continue to facilitate effective partnerships with state and local education agencies by collaborating on and implementing mechanisms to streamline services for students with disabilities.

Strategy 4.1.2. Continue to facilitate effective partnerships with state agencies that serve individuals with developmental and/or mental health disabilities by collaborating on and implementing mechanisms to streamline services for students with disabilities.

Performance Measures:

- Increased number of individuals served via partnerships.
- Increased educational employment outcomes.

Actual Performance:

Figure 9.08
Measure of Success: Objective 4.1.

Measure	PY 2023
Second quarter employment rate	54.5%
Median quarterly earnings (after Q2)	$4,920
Measurable skill gains rate	41.7%
Number of employment outcomes	5,166
# receiving Job Exploration Counseling	2,469
# receiving WBLE	5,219
# receiving Workplace Readiness Training	3,621
# receiving Instruction in Self-Advocacy	2,474
# receiving Graduate College/ University Training	39
# receiving Four-Year College or University Training	2,472
# receiving Junior or Community College Training	497
# receiving Occupational or Vocational Training	385
# receiving On-the-Job Training	4,375

# receiving Basic Remedial/ Literacy Training	49
# receiving Job Readiness Training	599
# receiving Miscellaneous Training	662
# receiving Job Search Assistance	6,948
# receiving Job Placement Assistance	4,417
# receiving Short Term Job Supports	108
# receiving SE Services	1,755
# receiving Benefits Counseling	1,112
# receiving Customized Employment Services	117
# receiving Transportation	152
# of participants receiving Rehabilitation Technology	1,516
# of participants receiving Technical Assistance	152
# of participants receiving Interpreter Services	860
# of units that are adjacent to CSF	6
# of CSF offices that have VR presence	6/3
# of units that are co-located at CSF	2

Objective 4.2 Enhance the effectiveness of partnerships.

Strategy 4.2.1 Increase the availability and quality of training for partner organizations.

Performance Measures:

- Increased capacity of partners.
- Increased employment outcomes.

Actual Performance:

Figure 9.09
Measure of Success: Objective 4.2.

Measure	PY 2023
Discovery/Customized Employment Providers	103
CBTAC Providers	55
Project SEARCH Sites	46
Schools doing WBLE	76
Peer Mentoring Providers	48
Second quarter employment rate	54.5%
Median quarterly earnings (after Q2)	$4,920
Measurable skill gains rate	41.7%
Number of employment outcomes	3,920

Review of Section (n) Goals and Plans for Distribution of Title VI-B Funds in PY 2023

VR is committed to providing quality Supported Employment (SE) services to individuals with the most significant disabilities. VR collaborates and contracts with Community Rehabilitation Providers across Florida. VR continues to increase the quality and capacity of the employment

providers. VR continues to provide SE services for up to 24 months, if necessary.

VR continues expanding services to Transition Youth with the provision of Pre-Employment Transition Services. Services that were expanded to assist youth in their eventual pursuit of employment are Job Exploration Counseling, Workplace Readiness Training, Work Based Learning Experiences, Instruction in Self-Advocacy which includes Youth Peer Mentoring, and counseling on enrollment opportunities. VR may also offer students extended services for up to four years, as necessary and as funds permit.

- VR continues to provide SE services on a statewide basis through Title VI- B funds, and with Title I funds when Title VI-B funds are expended.
- Fully expend Title VI-B funds for the provision of SE services after reserving no more than 2.5% for program administration.
- Provide a variety of training and outreach programs designed to increase the awareness of SE as an appropriate vocational program for individuals with most significant disabilities.
- Review pilot and innovative employment practices and assess the feasibility of replicating programs using successful strategies.

Goal 1: Increase the number of individuals with most significant disabilities who receive Supported Employment (SE) services.

SE services were provided to adults and youth who required these services on a statewide basis. SE funds were used to pay for Placement, Stabilization, Transition, and Successful Employment Outcomes benchmarks achieved. Funds were fully expended on services and less than 2.5% was used to support program administration.

VR increased training opportunities for individuals, youth, counselors, providers and other stakeholders to promote SE services as a first and preferred service option. Transition Youth services were expanded to offer an array of services that would support youth in pursuing competitive integrated employment opportunities. 100% of the Title VI B funding was expended on youth aged 24 and under.

VR developed and implemented a Career Counseling Information and Referral course for individuals participating in subminimum-wage employment in 14 (c) entities as required under WIOA. This course provides information that allows individuals to make an informed choice about current and future employment opportunities. Individuals who stated an interest in pursuing vocational rehabilitation services will be provided with the information and support needed to apply for vocational rehabilitation services.

VR staff will continue to collaborate with Employment First partners, APD, Project 10 staff, Local Education Agencies, and other partners to increase work experience opportunities that lead to employment such as Project SEARCH and other programs.

VR staff have also collaborated with the Florida Association for Rehabilitation Facilities and the ARC of Florida to develop a package of vocational rehabilitation services that would assist individuals with the most significant disabilities in pursuing competitive integrated employment opportunities.

VR works with the National Project SEARCH, Florida Developmental Disabilities Council, Florida Association of Rehabilitation Facilities, and the University of Wisconsin/Whitewater to develop an Adult Project SEARCH model. This model is designed to encourage and support individuals in transitioning away from sheltered work or to provide another option for young adults.

Goal 2: Use Title VI, Part B funds to achieve the maximum number of quality employment outcomes for individuals with the most significant disabilities.

- Use Title I funds, supplemented with Title VI B funds to provide SE services as specified in the IPE.
- Purchase SE services based upon established performance benchmarks. The contracts for SE focus on performance and reinforce the focus on successful outcomes.
- Funds may also be used for related customized employment strategies and supported self-employment services.

VR provided SE services to individuals with the most significant disabilities who requested these services. Data below represents VR's performance in serving SE participants.
PY 2023 SE Performance Data

- Number of active cases: 10,014.
- Number of Individualized Plans for Employment (SE only): 2,604.
- Number of Employment Outcomes: 962.

VR has increased the number of SE providers throughout Florida. Parent vendors have increased 12.4%, while other vendors have increased 14.6%. Additional training and support have been provided to new employment providers.

VR has streamlined its delivery of Customized Employment by designating a service and fee structure specific to Customized Employment. This structure is designed to optimize the identification of individuals with most significant disabilities who require a customized job placement to achieve employment. This service is closely connected with Discovery Customized Service, a person-centered planning process designed to identify strengths and employment options for individuals with significant and complex disabilities. Training opportunities are being developed for providers and VR staff to build VR's capacity to deliver Customized Employment.

Goal 3: Increase SE training opportunities for VR counselors, Community Rehabilitation Providers, families and individuals.

- Increase SE training opportunities for VR counselors, providers, families and individuals.
- Participate in the development of a consortium of providers designed to identify, share and promote innovative employment practices.
- Promote awareness of Social Security benefits planning as a way to fund extended services.
- Continue to provide joint training opportunities for VR staff and APD.
- Provide funding to support collaboration between VR and other community resources through networking and leadership activities.
- Participate as an advisory member on a variety of grants from the Florida Developmental Disabilities Council that provide training and collaborative activities for providers, counselors and other agency staff.

The SE Senior Consultant continues to provide training on service delivery for individuals with the

most significant disabilities to new counselors, as well as follow-up trainings and technical assistance to seasoned counselors and supervisors at conferences, meetings and workshops.

VR Consultants provided training to families and members in the community as requested. These sessions are designed to provide information and a vision that SE services are designed for individuals with the most significant disabilities. They provide families and participants with the information they need to become successfully employed. The sessions were provided to the groups and organizations listed below. Additional presentations are made throughout the year to local stakeholder groups.

- Florida Developmental Disability Council.
- Florida Association of Rehabilitation Facilities.
- Florida ARC Membership.
- Florida Rehabilitation Council.
- Florida Project SEARCH Sites.
- Certified Business and Technical Assistance Consultant Area Trainings.
- Standing Transition Committees throughout Florida.
- Individualized Technical Assistance and Trainings as requested.
- Florida Department of Education - Bureau of Exceptional Education and Student Services.
- Family Café.
- Florida Division on Career Development and Transition's Visions Conference.
- Healthy Minds Healthy Futures Conference.
- Training on Memorandum of Agreement with APD and AHCA.
- Local Workforce Development Boards.
- Florida Behavioral Health Conference.
- Professional Development Trainings.

VR SE Senior Consultant provides technical assistance and consultations on individual cases as requested by supervisors, family members, VR staff and individual participants.

Several strategies were used to support collaboration between VR and other community resources through networking and leadership activities listed below.

- Representation on the Florida Developmental Disabilities Council and Employment Task Force, including helping develop pilot projects on a wide array of employment topics. Administrators were involved as task force members, on advisory committees, and as monitors of projects.
- Presentations on SE at conferences around the state where audiences included professionals, families and students regarding employment options.
- Representation on the Statewide Employment First Initiative by VR's SE and Transition Consultants.
- The VR SE Senior Consultant coordinated and developed training for providers and staff on Discovery and Customized Employment services.
- Participation in the National SE Community of Practice (CoP).
- Participation in the National Customized Employment CoP.
- Participation in the National Self-Employment CoP.
- Representation on the Interagency State Review Team, a partnership of the major youth-serving agencies in Florida. The team coordinates services and support for children/youth in Florida and collaborates on developing necessary local and statewide resources for children/youth being served by multiple agencies.
- Participation in the Substance Abuse and Mental Health Block Grant Advisory Council.

The council advises DCF on the allocation of services and creation of a plan that supports the treatments and supports recovery and life in the community.

- Participation in the International IPS Learning Community.
- Participation in the Advancing State Policy Integration for Recovery and Employment (ASPIRE) initiative to promote alignment of policies and practices across state agencies in support of competitive integrated employment for individuals with mental health conditions.
- VR provided training opportunities for adults who were participating in subminimum-wage employment. This service was provided in collaboration with 14(c) employers and community providers.

2. Performance on the performance accountability indicators under section 116 of WIOA for the most recently completed program year, reflecting actual and negotiated levels of performance. Explain any discrepancies in the actual and negotiated levels; and

Figure 9.10
WIOA Performance Indicators

Program Year 2023	Employment Rate (Q2)	Employment Rate (Q4)	Median Earnings	Credential Rate	Measurable Skill Gains
Negotiated target	49.3%	50.3%	$3,780	20%	30%
Actual	54.5%	53.3%	$4,920	37.9%	41.7%

Source: WIOA Statewide and Local Performance Report, Florida, PY2023. OMB Control Number 1205-0526

Explanation of Performance:
VR has made a concerted effort to improve performance on Measurable Skill Gains, including refining internal controls and providing intensive training and guidance to staff to ensure that the data reported is accurate and indicative of the progress VR participants are making.

3.The use of funds reserved for innovation and expansion activities (sections 101(a)(18) and 101(a)(23) of the Rehabilitation Act) (e.g., SRC, SILC).

Use of Title I Funds for Innovation and Expansion Activities

VR continues to use funds designated under this section to support the functions of the FRC and Florida Independent Living Council (FILC) and to support opportunities for improving the efficiency of service delivery.

Actual Performance:
VR continues to support and collaborate with the FRC and FILC as required in the Rehabilitation Act of 1973, as amended. In PY 2023, a total of 11,847 independent living plans were developed, and 16,481 independent living goals were set through the network of 16 Centers for Independent Living (CIL). CILs served a total of 14,847 individuals with significant disabilities. Information and Referral services were provided to approximately 23,668 individuals, and Community Transition

Assistance was provided to 4,479 individuals.

Explanation of Performance:
These collaborative efforts helped strengthen leadership and improve services, which led to increased employment opportunities for individuals with disabilities.

(e) SE Services, Distribution of Title VI Funds, and Arrangements and Cooperative Agreements for the Provision of SE Services.

1.Acceptance of title VI funds:

(A) Vocational rehabilitation agency requests to receive title VI funds.

2. If the vocational rehabilitation agency has elected to receive title VI funds, Section 606(b)(3) of the Rehabilitation Act requires vocational rehabilitation agencies to include specific goals and priorities with respect to the distribution of title VI funds received under section 603 of the Rehabilitation Act for the provision of SE services. Describe the use of title VI funds and how they will be used in meeting the goals and priorities of the SE program.

Goals and Plans for Distribution of Title VI, Part B Funds
To meet the needs of individuals with the most significant disabilities, VR collaborates and contracts with community partners to provide Supported Employment (SE) services. For PY 2023, SE services were funded by Title I funding and Title VI-B funding. These funds are available on a statewide basis. VR uses the majority of its SE expenditures on allowable services to youth with disabilities.

WIOA presents VR with the opportunity to provide a wide array of services with a focus on youth. Additional opportunities available include the provision of Extended Services to youth for up to four years or until the youth turns 25 years of age, whichever occurs first, or another funding source is identified. VR is now also authorized to provide SE services up to 24 months and may extend this time period if necessary.

VR has focused on youth services and has expanded several options designed to help youth achieve employment outcomes. VR actively partners with local school districts and local non-profits to provide multiple opportunities for youth with significant disabilities to engage in pre-employment transition services (pre-ETS) that prepare them for supported employment. Included among these offerings are Florida's Career Camp programs, currently being modeled in other states. Career camps can be offered by VR providers, including school districts, when school is out for at least three consecutive days, with providers having the opportunity to create unique and locally responsive offerings that braid in a bundled array of pre-ETS.

Other Extended Service offerings include Florida Postsecondary Comprehensive Transition Programs (FPCTPs), High School High Tech and Project SEARCH, all of which will be discussed in detail in other sections. Currently in development are special contract types for school districts to provide locally responsive pre-ETS to pre-apprenticeship pathways for eligible youth.

These options allow youth to gain a variety of skills and exposure to multiple career options and are designed to provide skills and direction for youth so that when they are ready for SE services,

they have skills and knowledge to help their efforts be successful.

Goal 1: Increase the number of individuals with most significant disabilities who receive SE services.

VR will:

- Continue to provide SE services on a statewide basis through Title I funds. Statewide allocation of funds allows for delivery of services throughout Florida. Individuals may receive SE services using a combination of Title I funds and revenues generated from Social Security reimbursements, community rehabilitation partners, or other state program revenues.
- Provide a variety of training and awareness programs designed to increase the awareness of SE as a vocational service for individuals with the most significant disabilities. VR SE Senior Program Consultants will continue to increase outreach activities with a focus on state and local education partnerships. The VR Senior Program Consultants continue to provide training with a focus on sharing information to assist youth, adults and families in consideration of pursuing SE Services.
- Review pilot and innovative employment practices and assess the feasibility of replicating programs with successful strategies.
- Develop training opportunities for providers and VR staff to build VR's capacity to deliver Customized Employment.
- Increase outreach to adults with disabilities participating in subminimum-wage employment and youth with disabilities who may be considering subminimum-wage employment.
- Continue outreach efforts with focus on educating adults, youth and families about opportunities for supported and customized employment, and other supports available through VR.

Goal 2: Use Title VI, Part B funds for SE services to achieve the maximum number of quality employment outcomes for individuals with most significant disabilities with a focus on youth.

VR will:

- Use Title I funds, supplemented with VI, Part B funds, to provide SE services as specified in the SE Individualized Plan for Employment for youth.
- Purchase SE services based upon established performance required documentation. The contract for SE focuses on performance and reinforces the focus on successful outcomes for individuals served. Funds may also be used for related customized employment strategies of Supported Self-Employment services.
- Provide up to four years of extended services for youth 24 and under when appropriate.
- Provide expanded outreach to educators, community providers, individuals, families, community partners and VR staff to promote SE as an opportunity for youth to become successful in employment and develop a career path.
- Work closely with the Statewide Employment First Interagency Committee. This group focuses on promoting competitive integrated employment as a first choice for youth and adults with disabilities in Florida. The Bureau of Field Services Programs Unit provides technical assistance and support to a wide variety of stakeholders.
- Provide training to youth receiving subminimum-wage employment to encourage their consideration of competitive integrated employment opportunities. This training is a four-hour course focused on self-advocacy, communication, employment options in local

communities, how to obtain supports and services and other related topics.

Goal 3: Increase SE training opportunities for VR Counselors, Community Rehabilitation Provider staff, families, and individuals.

VR will:

- Continue to provide SE training opportunities for VR counselors, providers, families and individuals.
- Participate in the development of a consortium of providers designed to identify, share and promote innovative employment practices.
- Promote awareness of Social Security benefits planning as a way to fund extended services.
- Continue to provide joint training opportunities and collaborate with other state agencies that service individuals with disabilities.
- Provide funding to support collaboration between VR and other community resources through networking and leadership activities.
- Participate as an advisory member on a variety of grants from the Florida Developmental Disabilities Council that provide training and collaborative activities for providers, counselors and other agency staff.
- Collaborate with the Department of Children and Families, Office of Substance Abuse and Mental Health and its behavioral health managing entities to offer training to VR staff and providers on evidence-based SE models for individuals with serious mental health conditions (e.g., IPS).

Goal 4: Leverage resources for extended ongoing support services.

VR will:

- Participate as a key member of the Employment First Interagency Committee. This committee is composed of nine agencies/organizations; focused on competitive integrated employment as a preferred option for youth and adults. The group also works on a statewide level to leverage and collaborate on the use of resources to benefit all individuals served by the agencies. This includes mutual training, technical assistance, advocacy and other mutually beneficial activities.
- Continue to work with and provide training to staff at the Agency for Persons with Disabilities to make sure that referred participants know about the extended service resources they can get through Medicaid Waiver Funding and/or general revenue funding.
- Continue to work with a network of providers to provide technical assistance and support of innovative projects that promote employment for individuals with the most significant disabilities.
- Provide training on the availability of funding ongoing support through potential resources such as Ticket to Work Employment Network partnerships, natural supports and Social Security Work Incentives.
- Encourage the use of employer and natural supports.
- Enhance relationships with businesses and employers to let them know that on-the-job support for individuals in SE is available.
- Continue efforts to strengthen community partnerships to increase access to appropriate employment services.
- Use the Business Relations team to provide training and technical assistance to employers interested in working with VR participants. They will also develop positive relationships with employers to increase employment opportunities.

- Use the Abilities Work Help Desk as a resource to link employers to qualified job seekers with disabilities. VR is a partner in the development and administration of the Abilities Work Help Desk, a collaboration between the state's workforce system, FDBS and APD.
- Continue to work closely with APD to assist VR participants in receiving seamless ongoing support services to individuals with the most significant disabilities. VR, APD and the Agency for Healthcare Administration (AHCA) signed and implemented a Memorandum of Agreement (MOA) in 2021, which is currently under review and renewal by all parties. This agreement specifies the implementation of the services needed for mutual participants. VR and APD will continue to collaborate to help identify the appropriate extended services.
- Offer extended services to youth for up to four years, as necessary.
- Continue to work with DCF's Office of Substance Abuse and Mental Health and its behavioral health managing entities to expand access to funding for SE extended services for individuals with serious and persistent mental illness.
- The VR SE Senior Consultant will continue to provide training to field staff on the multiple options available for extended services. The development of natural and employer supports available on the jobsite has been a specific focus of VR efforts.

3. SE services may be provided with title 1 or title VI funds following placement of individuals with the most significant disabilities in employment. In accordance with section 101(a)(22) and section 606(b)(3) of the Rehabilitation Act, describe the quality, scope, and extent of SE services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities; and the timing of transition to extended services.

Quality

VR is committed to providing quality SE services to individuals with the most significant disabilities. VR supports the individual in making employment choices consistent with their strengths, resources, priorities, concerns, abilities, capabilities and interests. The scope of services varies based on the amount, intensity and support needed by each individual.

VR counselors work in partnership with the individual when developing the IPE. This plan guides the services and supports that are needed for that individual. The IPE is evaluated throughout the process and updated as needed.

The quality of SE outcomes is assessed individually. Each individual with a disability receives individualized services, based on their specific needs. A key component of evaluating the service is the individual's satisfaction with the services and support, as well as a successful employment outcome.

VR makes every effort to provide opportunities for individuals to provide feedback on the services they received from VR. This feedback is useful for adjusting and improving vocational rehabilitation services to better meet their needs. Feedback is gathered using formal service surveys, public hearings, and satisfaction surveys. The VR counselor has regular communications with the individual and the SE provider to monitor, provide counseling and assist the individual, as needed.

VR recognizes that it is important to get feedback from the employer and provider's perspectives to determine the quality of service and make necessary improvements. Employers and providers are encouraged to let VR know if support is needed at any time.

Scope

The scope of SE services varies based on the amount, intensity and type of support each person may need to obtain and maintain a job. VR provides the intensive initial services needed to help an individual with a most significant disability obtain and maintain a job of their choice.

Many individuals with the most significant disabilities traditionally do not participate in competitive, integrated employment because of the severity of their disability and the need for ongoing supports to maintain their jobs. SE assists in providing competitive integrated employment for more individuals with the most significant disabilities.

Service limits have recently been increased from 18 months to 24 months. Under special circumstances, the participant and VR counselor may jointly agree in writing to extend the time, in order to achieve the employment outcome identified in the IPE.

Services are individually designed around the needs and desires of the individual and may include, but are not limited to, the following:

- Initial placement.
- Stabilization in the workplace.
- Job coaching.
- Assistive technology.
- Specialized Job Training.
- Social Skills Training.
- Discovery Customized Service.
- Customized Employment.
- Supported Self-Employment.
- Individual Placement and Support (IPS).

VR offers Discovery Customized Service as a service option for individuals with the most significant and complex disabilities who may need a more customized approach to employment. Discovery is considered the first step in Customized Employment and offers a strengths-based, thorough person-centered approach to employment planning.

VR also offers Customized Employment services for individuals with the most significant disabilities who may need a more individualized job development process. Customized Employment focuses on negotiating novel job placement opportunities that meet the needs of both the job seeker and the employer.

Extent
VR will continue to expand SE services by educating community members, providers and relevant stakeholders on the need and advantages that SE provides for individuals and employers. SE services are available for individuals with the most significant needs who are expected to require ongoing support to maintain employment.

VR is also working closely with DCF, Office of Substance Abuse and Mental Health to expand access to evidence-based models of SE for individuals with mental health conditions (e.g., IPS).

Additionally, VR has increased its focus on youth and expanded its Transition Youth services to begin at age fourteen. VR has also increased several initiatives designed for youth with the most significant disabilities.

The following experiences are anticipated to help youth in their desire to have a successful career:

- High School High Tech.

- Project Search.
- Florida Postsecondary Comprehensive Transition programs.

Pre-Employment Transition Services (Pre-ETS)
The VR Transition Youth program collaborates with education officials and partners to offer students with the most significant disabilities opportunities to gain work experiences that help them prepare for successful employment. These evidence-based applications of learning, which include internships and other work experiences, often lead to successful employment.

VR also provides, when necessary, the opportunity for youth to receive up to four years of extended services funded through VR. This is the only situation where VR is permitted to provide extended services.

VR will continue to actively engage and partner in order to:

- Continue to collaborate with APD specific to SE, removing or reducing barriers for employment for individuals with significant disabilities.
- Continue to implement the Employment First Agreements at the local and state level with appropriate stakeholders.
- Maximize the quality-of-service delivery ensuring an efficient and effective referral process, individual program planning and coordination of intensive vocational services with extended services available for youth and adults.
- Expand available services through youth-related initiatives.
- Seek additional resources for extended services through collaborations with agency partners, including APD, AHCA, Florida Developmental Disabilities Council, Department of Education and other stakeholders.
- Collaborate with community organizations, employers, families and support groups to develop natural support for SE extended services.
- Distribute information and train counselors about Social Security Work Incentives.
- Increase awareness of using a Plan for Achieving Self-Sufficiency or other work incentives as an option for funding extended services.
- Include training on the new Able Act that allows eligible individuals with disabilities to create tax-free savings and investment accounts which can fund disability expenses that supplement benefits available through other sources.
- Provide opportunities for counselors, providers and support coordinators to receive training on innovative employment strategies designed to promote employment success for individuals.

Extended Services
VR's approach for SE uses the nationally accepted "best practice" models of SE services and has added new customized strategies as well. The key to this approach is an emphasis on person-centered planning and the facilitation of natural supports.

Individualized job development is conducted and based on job-matching assessments, informed choice, strengths, interests and skills. Individuals are assisted with employment planning and placement by selected providers. Job skills training is provided at the job site either by job coaches or through natural supports of existing resources.

Transition to Extended Services occurs when an individual has sufficient time to learn the tasks and is comfortable in the work environment, has their support needs addressed, and is satisfied with the type of work and work hours. This transition typically occurs at least 90 days after job

placement and after at least 60 days of stabilized employment. At the time of transition, the counselor, providers, individual and others, as applicable, agree that the individual is stable in employment and expected to succeed. VR counselors confirm this information with the individual, provider and employer. Counselors continue to monitor the case until the person reaches a successful employment outcome of a minimum of 90 days of stabilized employment after transitioning to extended services.

VR continues to:

- Collaborate with community organizations, families, and support groups to develop support as an option for assisting participants on the job site.
- Participate in interagency committees to expand initiatives and increase employment outcomes.
- Seek additional resources for extended services in collaboration with VR partners.
- Emphasize providing services to all individuals with disabilities, regardless of race, ethnicity, or sex, consistent with federal civil rights laws.
- Distribute and provide technical assistance to counselors on the use of Social Security Work Incentives to help with funding extended services.

Extended services are provided and/or funded by sources other than VR. VR works collaboratively with other state agencies and organizations to ensure that extended support services, identified on the individualized plan as needed for employment, are available for as long as the participant needs them.

A program administrator serves as a statewide coordinator who monitors SE issues that arise in the field and serves as a resource person to field staff. The coordinator also assists leadership when implementing programmatic policies in accordance with federal mandates, developing effective programs, recommending training for SE staff and other liaison duties, as requested.

4.Sections 101(a)(22) and 606(b)(4) of the Rehabilitation Act require the vocational rehabilitation agency to describe efforts to identify and arrange, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide SE services. The description must include extended services, as applicable, to individuals with the most significant disabilities, including the provision of extended services to youth with the most significant disabilities in accordance with 34 CFR 363.4(a) and 34 CFR 361.5(c)(19)(v).

In 2021, VR executed a MOA with APD and AHCA, the state agency responsible for administering the State Medicaid Plan. The agreement, which is currently under review and renewal by all parties, establishes a framework, including terms and conditions, which will guide the partners' collaborative efforts to advance the development, improvement and expansion of opportunities for competitive integrated employment as the first and preferred option for individuals with significant disabilities. This MOA also includes a data sharing agreement to assist agencies in sharing information needed to provide effective services to mutual participants and to identify the financial requirements for providing SE Services. To support collaborative efforts of the MOA, VR and APD have identified local liaisons to facilitate communication between partners at the local level.

VR continues to be an active partner with other state agencies and organizations in implementing Employment First, a national effort to assure individuals with disabilities are offered employment as the first and preferred option in planning their lives. Employment First is consistent with VR's

belief that individuals with disabilities, even significant disabilities, can achieve meaningful employment when provided with appropriate support.

Executive Order 13-284 (Reaffirming Commitment to Employment for Floridians with Disabilities) was signed by the Governor of Florida in October 2013. The order mandates that an Interagency Cooperative Agreement be developed and requires the following nine agencies/organizations to participate in the agreement. This order is now law in Florida, chapter 413.80, Florida Statute.

- Division of Vocational Rehabilitation.
- Division of Blind Services.
- BEESS.
- APD.
- DCF, Office of Substance Abuse and Mental Health.
- Florida Commerce.
- CareerSource Florida.
- The Florida Developmental Disabilities Council.
- RESPECT of Florida.

Seven roles, responsibilities, and objectives govern the Employment First Interagency Agreement. VR works closely with the partners to continue to make progress on these roles, responsibilities, and objectives.

1. Establishing a commitment by leadership of the state agencies and organizations to maximize resources and coordination to improve employment outcomes for individuals with disabilities who seek publicly funded services.

2. Developing strategic goals and benchmarks to assist the state agencies and organizations in the implementation of this agreement.

3. Identifying financing and contracting methods that will help to prioritize employment for individuals with disabilities by state agencies and organizations.

4. Establishing training methods to better integrate individuals with disabilities into the workforce.

5. Ensuring collaborative efforts between multiple agencies to achieve the purposes of this act.

6. Promoting service innovations to better assist individuals with disabilities in the workplace.

7. Identifying accountability measures to ensure the sustainability of this agreement.

SE Services
SE services consist of intensive, time-limited vocational rehabilitation services, Phase One and extended services, Phase Two. VR is responsible for Phase One of SE services. VR provides intensive vocational services until the individual and employer are satisfied with the SE placement, and then the individual transitions to a plan for extended services.

Extended Services
Funding for Phase Two of services is provided by other sources that may include, but are not limited to, APD, DCF's Office of Substance Abuse and Mental Health (via its behavioral health managing entities), employer supports, natural supports, or other identified funding sources.

The purpose of extended services is to maintain the individual in SE that is competitive and integrated, enhance the individual's involvement in the workplace environment and provide support for career advancement. The nature of services provided during the intensive and extended phases may be similar to the initial services provided by VR but will differ in intensity.

VR and its partners continuously seek alternative methods (e.g., Social Security incentives, natural supports, etc.) to provide extended services. VR has encouraged SE providers to focus on developing natural supports and to encourage employers to act in a support role since this will often occur naturally in the labor market.

VR is now authorized to fund extended services for students with significant disabilities for a period of up to four years or until the youth reaches the age of 25, whichever occurs first, if other sources of funding for extended services are unavailable. Allowances would be made for individuals who, while receiving extended services, require additional intensive services through VR because they have destabilized on the job. When appropriate, VR will again assume the responsibility and cost of providing intensive vocational services, including necessary job-related support services.

(f) Annual Estimates. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all vocational rehabilitation agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 CFR § 361.29(b), annual estimates must include the following projections:

Estimates for next Federal fiscal year—

(A) VR Program; and

Figure 9.11
Estimates for Federal Fiscal Year 2026 (FFY2026)

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
Category One	29,951	29,951	$83,116,022	0
Category Two	20,570	18,210	$53,422626	2,360
Category Three	779	0	$2,888,946	779
Total	**51,300**	**51,084**	**$139,427,593**	**3,139**

(B) SE Program.

Figure 9.12
Estimates for Federal Fiscal Year 2026 (FFY2026)

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under SE Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	11,643	11,643	$32,309,454	0

(g) OOS.

The vocational rehabilitation agency has established OOS policies; however, no categories are currently closed.

* Vocational rehabilitation agencies may maintain an OOS policy and priority of eligible individuals without implementing or continuing to implement an OOS.

Pursuant to section 101(a)(5) of the Rehabilitation Act, this description must be amended when the vocational rehabilitation agency determines, based on the annual estimates described in description (f), that vocational rehabilitation services cannot be provided to all eligible individuals with disabilities in the State who apply for and are determined eligible for services.

(1) For vocational rehabilitation agencies that have defined priority categories describe—

A. Justification for the OOS

Due to current legislative budget authority, caseload and agency expenditure/budget projections, personnel data and VR's current methods of implementation, VR elects to continue its current established Order of Selection policies. This method of managing resources will maximize and prioritize positive outcomes for individuals with disabilities.

Management of categories under Order of Selection continues to be the greatest measure of control over service expenditures to ensure that VR doesn't exceed its current budget authority, which must be secured in Florida a year prior to enable VR to expend funds in areas including client services.

For FFY 2026, VR's approved legislative budget authority for purchased client services totals $153,423,416. Caseload and budget projections indicate a total of 51,300 individuals will be eligible for services under the VR Program and 11,643 individuals will be eligible for services under the Supported Employment Program and the total revenue needed to provide services for all individuals is $171,737,048, which exceeds the approved amount of legislative budget authority available. This projected total does not include certain pre-employment transition services (pre-ETS), job retention or contracted expenditures, as these costs are not fully realized and included in caseload and budget projections.

Each month, the VR Executive Leadership Team reviews expenditure and revenue projections, staff capacity, and current caseload, including the number of potentially eligible students with disabilities receiving pre-ETS services.

The established OOS policy remains in effect statewide and does not prioritize type of disability, age, sex, marital status, religion, race, color, national origin, political affiliation or vocational goal of the individual with a disability. Elements that relate to the significance of disability are the only factors used in OOS.

B. OOS Policies and Category Descriptions

Individuals needing SE services are assessed as having a most significant disability. Additionally, individuals receiving Supplemental Security Income or Social Security Disability Insurance benefits, as a result of being determined to be disabled or blind, are assessed as having at least a significant disability and are evaluated to determine whether they meet the criteria for individuals with most significant disabilities.

After an individual is found eligible for vocational rehabilitation services, an OOS determination is completed. Additional evaluations or assessments to make this determination may be needed. The VR counselor and individual jointly determine the individual's OOS priority category by evaluating their functional limitations, anticipated services needed and the duration of the services.

This policy does not affect an individual who began to receive services under an approved IPE prior to the implementation date of OOS, or those individuals who are in need of post-employment services.

Individuals impacted by OOS management are contacted periodically to determine if additional information is available. As resources become available, those with the most significant disabilities are selected first for vocational rehabilitation services, those with significant disabilities second and all other eligible individuals selected last.

OOS Priority Category Description

Individuals with Most Significant Disabilities (Priority Category 1)
An eligible individual with a disability which:

- Seriously limits three or more functional capacities in terms of an employment outcome.
- Requires three or more primary services.
- Requires services which must be provided over an extended period (at least twelve months); and
- Requires services that are not likely to be corrected through surgical intervention and/or other treatment modes.

Individuals with Significant Disabilities (Priority Category 2)
An eligible individual with a disability which:

- Seriously limits one or two functional capacities, in terms of an employment outcome.
- Requires two or more primary services.
- Requires services which must be provided over an extended period (at least six months); OR
- The individual is a recipient of Social Security Disability Insurance benefits (SSDI).

Other Eligible Individuals (Priority Category 3)
An eligible individual with a disability which:

- Limits one or more major life activities; and/or
- Services are expected to last less than six months.

C. Goals for Serving Individuals in Each Priority Category
At this time, all Priority Categories are open with no wait. Each month, the VR Executive Leadership Team looks at expenditure and revenue projections, staff capacity, and current caseload, including the number of potentially eligible students with disabilities receiving pre-ETS services.

Service and cost projections in Section f. Annual Estimates of this plan only include estimates for the VR and SE programs and does not account for financial and human resources associated with pre-ETS services to students with disabilities and Job Retention services.

When OOS priority categories are closed, VR officially notifies all individuals of their individual OOS determination. Individuals not immediately activated for the development of an employment plan are offered Information and Referral services and the option to be placed in a priority category until employment plan development services can be initiated.

Job Retention Services
In accordance with Section 412 of WIOA, VR has elected to provide Job Retention Services (discretionary services to eligible individuals regardless of the OOS, who require specific services or equipment to maintain employment).

(h) Waiver of Statewideness. The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 CFR 361.26. If the vocational rehabilitation agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 CFR 361.26. If the vocational rehabilitation agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

Not Applicable

(i) Comprehensive System of Personnel Development. In accordance with the requirements in section 101(a)(7) of the Rehabilitation Act, the vocational rehabilitation agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the vocational rehabilitation agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the vocational rehabilitation agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. Analysis of current personnel and projected personnel needs including—

(A) The number and type of personnel that are employed by the vocational rehabilitation agency in the provision of vocational rehabilitation services, including ratios of qualified vocational rehabilitation counselors to clients.

(B) The number of personnel currently needed by the vocational rehabilitation agency to provide vocational rehabilitation services, broken down by personnel category; and

(C) Projections of the number of personnel, broken down by personnel category, who will be needed by the vocational rehabilitation agency to provide vocational rehabilitation services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Figure 9.13
Personnel Projections

Personnel Category	Number of Personnel Employed, as of 9/27/23	Number of Personnel Currently Needed	Projected Number of Personnel Needed in 5 Years
Total Full-time Equivalents	**723**	**87**	**87**
Counselor Staff	397	51	51
Staff Supporting Counselor Activities	326	36	36
Total Contracted Field Staff	**141**	**0**	**0**
Contracted Counselor Staff	125	0	0
Contracted Other Staff	16	0	0

To ensure the continuity of quality rehabilitation services VR has contracted for staff. These contracts ensure that qualified personnel are hired to provide necessary rehabilitation services. A state VR counselor analyst reviews each case and performs or authorizes activities that federal regulations (34 CFR 361.13) specify are the responsibility of VR and cannot be delegated to private providers. These activities include:

- All decisions affecting eligibility for VR, the nature and scope of available services and the provision of these services and the suspension, reduction and termination of these services.
- The determination to close the records of services of an individual who has achieved an employment outcome.
- Policy formulation and implementation.
- Allocation and expenditure of VR funds.
- Participation as a partner in the CareerSource Florida service delivery system.

D. Ratio of qualified VR counselors to clients:

Ratio of qualified VR counselors to clients: 1:83.

E. Projected number of individuals to be served in 5 years:

Projected number of individuals to be served in 5 years: 47,005.

1. Data and information on personnel preparation and development, recruitment and retention, and staff development, including the following:

(A) A list of the institutions of higher education in the State that are preparing VR professionals, by type of program; the number of students enrolled at each of those institutions, broken down by type of program; and the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure,

broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Figure 9.14
Institutions of Higher Education in Florida with Rehabilitation Programs

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
Florida Atlantic University Graduate-level Rehabilitation Training Program	Med	29	9
Florida Atlantic University Graduate-level Rehabilitation Training Program	PhD	22	5
Florida International University Rehabilitation Counseling Program	MS in Counselor Education	23	7
University of South Florida Clinical Rehabilitation and Mental Health Counseling program	MA	66	34
University of South Florida Rehabilitation Counseling and Disabilities Sciences Program	MA	37	6

(B) The vocational rehabilitation agency's plan for recruitment, preparation, and retention of qualified personnel, which addresses the current and projected needs for qualified personnel; and the coordination and facilitation of efforts between the vocational rehabilitation agency and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel who are individuals with disabilities.

VR maintains close relationships with universities and disability-specific organizations. VR staff collaborate with universities in securing grant funding, invite university staff to help with training and education activities and provide practicum and internship slots for students.

(C) Description of staff development policies, procedures, and activities that ensure all personnel employed by the vocational rehabilitation agency receive appropriate and adequate training and continuing education for professionals and paraprofessionals:

(i) Particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

(ii) Procedures for the acquisition and dissemination of significant knowledge from research and other sources to vocational rehabilitation agency professionals and paraprofessionals and for providing training regarding the amendments to the Rehabilitation Act made by the Workforce Innovation and Opportunity Act.

VR's Learning and Development Office efforts will continue to be oriented toward appropriate and adequate training for all staff, with available resources allocated to the Comprehensive System of Personnel Development (CSPD) effort. Although the in-service training grant was the primary funding source for these activities, it was not the only resource used to fund staff development and training activities. Supplemental funds were provided from other budget resources.

Although there has been an emphasis on helping counselors meet the CSPD standard and developing the technical, managerial and leadership skills of supervisors and managers, VR provides staff development opportunities at every level.

Examples of this work include:

- Webinars on over 20 topics annually are available for new and existing staff and many are being developed in direct response to recommendations from participants.
- Welcome Packets for new counselors. This packet includes information about how to prepare for new counselor training, professional development, the mentorship program, and The VR Counselor's Big Book of Firsts handbook that describes unique situations a counselor may encounter.
- Focused training for field-level supervisors to expand the support and guidance provided to vocational rehabilitation counselors. Efforts include identifying areas to reduce administrative burdens while maintaining a high level of quality assurance and fiscal responsibility.
- Providing webinars and a planned Caseload Management Training which includes instruction applicable to VR field staff and ways to deliver quality VR services to participants.

Annual performance evaluations are conducted on each employee, with intermittent evaluation, if indicated. Performance is evaluated according to standards and goals established at the beginning of the evaluation period. Staff are evaluated in the context of their knowledge, skills, and abilities within the field of rehabilitation, and on policy about the priority of service to individuals with the most significant disabilities. If circumstances change, training, and professional development activities are provided to help the employee meet their goal in support of VR's mission.

In carrying out its staff development and training program, VR addresses several topics in its training curricula. The training curricula include (but are not limited to) modules on the following: initial appointments, eligibility determination and significance of disability, assessment, IPE development, vocational guidance and counseling, informed choice, job placement, rehabilitation technology, supported employment, youth cases, medical and psychological issues, caseload management, case noting, disability disclosure, and special programs (e.g., ticket to work, business relations and self-employment).

VR places emphasis on the professional development of unit supervisors, area supervisors, and area directors. Topics are selected based on policy or procedure changes, new initiatives, audit and review findings, and general professional development.

Counseling and non-counseling staff, including administrative staff, will continue to receive training in core subjects through distance and on-site learning. As caseloads and participant needs continue to grow more complex, the role of the paraprofessional technician becomes more

critical to the effective management of caseloads. All counseling staff are encouraged to continue working on their professional development.

Engineers from the Center for Assistive Rehabilitation and Robotics Technologies (CARRT), contracted through the University of South Florida, provide training on rehabilitation technology and engineering. The contract ensures that rehabilitation technology engineers are available statewide.

State labor market information, as well as national data, provides information on the employment and advancement of qualified individuals with disabilities. Job announcements are published online through the People First website, providing access to all state jobs through one internet portal.

Manuals related to policy and rehabilitation information management are available online. Staff can access the internet to find information about medical and psychological conditions, rehabilitation technology, WIOA State Plan, legislation and regulations and employment-related information.

3. Description of vocational rehabilitation agency policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that vocational rehabilitation agency professional and paraprofessional personnel are adequately trained and prepared, including—

(A) Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services; and

(B) The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Efforts are made to recruit and hire counselors who meet standards for providing counseling and guidance services. There is not a state-approved or recognized certification, licensure, or registration of vocational rehabilitation counselors. The individual(s) must have a bachelor's degree from an accredited university and one year of related experience. Related majors may be considered along with the minimum qualification requirements for the position.

When evaluating the suitability of alternative majors, the hiring authority should consider the major area of study's applicability to the required knowledge, skills, and abilities. A master's degree from an accredited university in related fields can substitute for the year of required experience.

The State of Florida allows staff to use a tuition waiver to enroll in six hours (or less) of courses per semester on a space-available basis at public universities. Florida has three programs accredited through the Council for Accreditation of Counseling and Related Educational Programs (Florida Atlantic University, the University of South Florida, and the Florida International University) offering Rehabilitation Counseling degrees. There are several other Florida universities that offer degrees and courses in related fields, including two sign language interpreting programs. VR will continue to use additional programs, as appropriate.

VR staff are encouraged to use the State of Florida Tuition Waiver program as much as possible, as it represents significant savings to VR.

Additionally, support is provided for attainment of certifications like Certified Public Manager (CPM), Florida Contract Manager (FCCM), Florida Professional Certificate in Autism Spectrum Disorder, and other recognized professional certifications.

4. Method(s) the vocational rehabilitation agency uses to ensure that personnel are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

VR staff need to be able to effectively work with Florida's population. VR prioritizes the hiring of bilingual staff for positions where this is beneficial to the agency. While bilingual individuals are on staff, qualified interpreters or translators continue to be used when a counselor is unable to communicate directly with a participant in their preferred language. VR will continue to partner with local and virtual vendors to offer this service.

American Sign Language (ASL) interpreting needs for participants who are Deaf or DeafBlind are met using either staff interpreters (including those hired via contract with ServiceSource) or arrangements with qualified local interpreter service providers. When either staff interpreters or local interpreters are not available, VR will reschedule appointments or use available text communication devices with participants, if appropriate. In addition, VR complies with the Americans with Disabilities Act (ADA) and Rehabilitation Act Section 508 by providing materials in alternative formats as requested by the participant.

VR staff arrange for bilingual spoken language interpreters/translators or ASL/English interpreters if a bilingual staff member using that language is not available. Training and technical assistance to VR staff on the provision of interpreters/translators is ongoing.

5.As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Close coordination and collaboration between VR and BEESS is vital. Training for staff serving transition students with disabilities is provided by VR, BEESS and community partners. Cross-training between BEESS and VR staff is emphasized through interagency agreements as presented in Section (d) of this plan portion.

The Florida Department of Education's (State Education Agency or SEA) and Local Education Agencies' (LEAs) profiles are used to gather important statistical information on graduation rates, dropout rates, Individual Educational Program compliance and postsecondary outcomes for students with disabilities. BEESS and VR continue to share and analyze student data to identify students with Individual Education Plans or 504 Plans who can benefit from vocational rehabilitation services and any potential gaps in service.

VR strives to help LEAs meet the mandates of the Individuals with Disabilities Education Improvement Act of 2004. VR support includes offering an early VR referral and application process beginning at age fourteen, VR Transition Liaisons Contact List, VR Transition Brochures and coordination of the Individual Education Plan with the IPE when served by both agencies. VR endorses evidence-based LEA services that benefit students with disabilities, including educating students in the least restrictive environment to the maximum extent appropriate with their non-disabled peers and having access to the original curricula. VR counselors continue to attend

regular in-service training that specifically targets the needs of students and youth with disabilities and helps meet the requirements of the CSPD.

VR and community partners continue to make presentations and participate in annual conferences to better serve students with disabilities. These events allow for agency updates, contributing information on promising initiatives and sharing evidence-based best practices. When VR staff and local educators are assigned to teams at events, they use this time to discuss issues and learn from one another about effective transition practices. This information is often incorporated into VR staff training.

Statewide transition training and resources are provided continually throughout the year. New counselors receive training, which includes resources from the VR Transition Youth Program. Transition Administrators deliver training to school staff, ESE Directors and VR staff at the beginning of every school year. VR staff have access to presentations developed to improve collaboration between VR and the LEAs. At the local level, VR staff participate in interagency groups with a transition focus to improve local coordination and services to students, families, schools, employers and agency partners. Additionally, local VR Transition Liaisons meet regularly with the state-level VR Transition Administrator to discuss their progress and technical assistance needs on Local Education Agency Agreements.

COOPERATION, COLLABORATION, AND COORDINATION
(Section 101(a)(11) of the Rehabilitation Act)

(j) Coordination with Education Officials. In accordance with the requirements in section 101(a)(11)(D) of the Rehabilitation Act—

> **Describe plans, policies, and procedures for coordination between the designated State agency and education officials responsible for the public education of students with disabilities, which are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services, including pre-employment transition services.**

Provisions for Development and Approval of Individualized Plans for Employment for Students with Disabilities

VR encourages early referral and application for transition students in secondary education so that they may receive Pre-employment Transition Services (Pre-ETS) and better coordinate with local education agencies. Pre-ETS includes career exploration and counseling, Workplace Readiness Training, Work-Based Learning Experiences, counseling on enrollment opportunities, and instruction in Self-Advocacy Training, including Youth Peer Mentoring. Per Section 413.301, Florida Statute, pre-employment transition services shall be provided to an individual with disabilities who is between 14 and 21 years of age. Students with disabilities may receive Pre-ETS through the WIOA potentially eligible process without the need to apply or to be determined eligible.

Students who require additional vocational rehabilitation services or supports may still obtain pre-ETS while applying to VR. VR brochures, available electronically and via paper, describe how students and families can access pre-ETS or other vocational rehabilitation services beginning at age fourteen. Students with disabilities who are at high risk for dropping out of school may be referred to VR. This early referral process allows the counselor to develop a rapport with the

transition student and family, explore vocational options and comparable benefits and begin necessary guidance and counseling.

VR counselors, with assistance from VR technicians, serve as representatives to work with public and private high schools across the state. They provide outreach and vocational rehabilitation orientation services to students, school officials, parents and others involved in transition services. The counselor works collaboratively with key stakeholders and family to ensure the IPE, SE IPE, Individual Support Plan and/or Care Coordination Plans are completed or updated as early as possible prior to graduation or leaving school to allow a seamless transition to a student's desired postsecondary outcome.

A. Consultation and technical assistance, which may be provided using alternative means for meeting participation (such as video conferences and conference calls), to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other vocational rehabilitation services.

Employment First
As an employment leader, VR strongly encourages partner agencies, organizations and employers to promote competitive integrated employment in the community as the first and preferred option for individuals with disabilities. People with disabilities who are employed experience enhanced independence and quality of life. VR was a founding partner in the state's Employment First collaborative. As a result of the partners working together, the Employment First Act is now in section 413.80, Florida Statutes (F.S.). The Act identifies the responsibilities of the partners to improve and increase employment opportunities for all of Florida's citizens. The Employment First Committee submits a report to the Governor annually, describing the coordination of participating agencies to advance the Employment First philosophy as a way of work throughout Florida.

Technical Assistance and Consultation
Local Education Agencies are strongly encouraged to have written processes with VR and FDBS, and other agencies that offer support or services during student transition. These agreements address consultation, coordination and technical assistance to each other, as well as to students and their families/ guardians/surrogates, to plan for the transition from high school to postsecondary activities and becoming part of the adult community.

B. Transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and implementation of their IEPs under section 614(d) of the Individuals with Disabilities Education Act.

Local education agencies work collaboratively with VR, FDBS, APD, Children's Medical Services and Mental Health Services in the Transition Individual Educational Plan process. Local Education Agencies that are considering transition services during the IEP meeting will invite representatives from other agencies responsible for providing or paying for transition services after obtaining permission from the parent, guardian or age-of-majority student. If the agency representative is not available to attend the meeting, the school will invite another representative. If the agency representative cannot attend the meeting, the school will then look for alternative ways to provide for the students' transition needs. The local education agency must reconvene the Transition Individual Educational Plan team to identify alternative strategies for providing a student's transition needs if an agency fails to do so (Title 34,

Section 300.324(c)(1), Code of Federal Regulations). To plan effective transition services for students with disabilities, it is essential that all invited partner agencies encourage and support participation in the Transition IEP process.

VR allots necessary statewide staffing resources in transition services to serve students with disabilities in Florida's more than seventy school districts.

VR's recently implemented case management system, AWARE, improves the collection of transition student data. These enhancements enable VR to conduct analysis to better evaluate agency performance and identify how to best improve service delivery and outcomes for students with disabilities.

C. The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services and pre-employment transition services.

The roles and responsibilities for each partner agency as required by federal regulations and state protections are as follows:
Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services.

Local Education Agencies provide a free and appropriate public education for students with disabilities, including preparation for transition from school to work or other postsecondary activities.

VR assists with student transition from secondary school to work through Pre-Employment Transition Services (Pre-ETS), postsecondary training, education or direct placement services necessary to achieve a successful employment outcome.

APD focuses on reducing the use of sheltered workshops and other non-competitive employment activities and promotes opportunities for gainful employment for persons with developmental disabilities who choose to seek such employment (Chapter 393, Florida Statutes). Additionally, to promote independence and productivity, the agency shall provide support and services, within available resources, to assist participants enrolled in Medicaid waivers who choose to pursue gainful employment. If an individual is eligible for APD waiver services and employment is a needed service, then this service must be provided to meet standards.

Children's Medical Services ensures a smooth and successful transition process to adult healthcare services and providers for youth and young adults with special healthcare needs.
Mental Health Services, in partnership with families and the community, provides a system of care that enables children and adults with mental health or emotional disabilities to live successfully in the community, become self-sufficient or attain self-sufficiency in adulthood and realize their full potential. Mental health support and services enable adults and transitioning students to participate in community activities such as employment and other valued community roles.

Specific Purpose
Specific intent of the interagency agreement is to:

- Provide guidance to the local education agencies, VR, FDBS, APD, Children's Medical Services, and Mental Health Services' front-line staff when serving students transitioning from school to work or postsecondary activities.

- Provide information to parents/students so they know what they can expect from the local education agencies, VR, FDBS, APD, Children's Medical Services and Mental Health Services during the transition process.
- Provide parameters to the local education agencies, VR, FDBS, APD, Children's Medical Services and Mental Health Services' administrators/managers/nursing supervisors when developing, negotiating and implementing local cooperative agreements.
- Encourage and support the participation of all agency personnel in the IEP process at the local level through the development of guidelines, policies and/or procedures.

Financial Responsibilities
The Department of Education, VR, FDBS, APD, Children's Medical Services and Mental Health Services are committed to meeting financial responsibilities as required by law. Agency/division heads for the organizations will periodically identify areas for improved programmatic and financial efficiencies and develop strategies to meet financial responsibilities, including joint appropriations requests from the state legislature and negotiations with federal agencies. Each party is financially responsible for the services it provides under its own laws and rules.

Conditions and Terms of Reimbursement
If a non-education agency fails to provide or pay for services for which they are responsible, and which are also considered special education and related services, the local education agency (or state agency) responsible for developing the student's IEP shall provide or pay for these services to the student in a timely manner. The Local Education Agency or state agency may then claim reimbursement for the services from the non-education agency that was responsible for the provision of the services and failed to provide or pay for these services and that agency shall reimburse the Local Education Agency or state agency in accordance with the terms of this agreement.

D. Procedures for outreach to and identification of students with disabilities who need transition services and pre-employment transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals.

Outreach and Identification of Students
Local education agencies are strongly encouraged to enter into written agreements with VR, FDBS, APD, Children's Medical Services and Mental Health Services staff on the outreach methods used to inform students with disabilities who may need and could benefit from these agencies.

Brochures, flyers, website resources, presentations, transition fairs or informational letters are available to the local education agency, students and their parents or guardians to explain the role that VR and other agencies play in the transition process and the agencies' referral/application policies and procedures.

All school districts, public and private, have the opportunity to become service providers with VR to deliver five required WIOA Pre-ETS. These pre-ETS use real work experiences to provide students with disabilities with the knowledge and skills that will help them connect school experiences to future career options. Participating students with disabilities develop appropriate work and interpersonal skills, including soft skills, behaviors and work tolerance needed to achieve successful employment after high school.

E. Coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 regarding students and youth with disabilities seeking subminimum wage employment.

Employers holding a 14(c) special wage certificate are prohibited from employing a youth with a disability twenty-four years of age or younger at subminimum wage, unless the individual has received documentation from FDBS or VR verifying their completion of the required activities, which includes participation in Pre-ETS or Transition Services under IDEA, application for vocational rehabilitation services and completion of the Career Counseling Information and Referral Service. VR ensures compliance through policy and standard operating procedures that require VR staff to record the completion of these activities and supply this documentation to the youth or student with a disability who is seeking subminimum-wage employment.

F. Assurance that neither the SEA nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5 (d), for the purpose of operating a program under which youth with disability is engaged in work compensated at a subminimum wage.

The State Education Agency agreement states that the FDBS, state and local education agencies cannot enter into an arrangement with an entity holding a special wage certificate under section 14(c) of the Fair Labor Standards Act to operate a program under which a student or youth with a disability is compensated for work at subminimum wage, in accordance with Section 511 of 34 CFR § 397.31.

(k) Coordination with Employers. In accordance with the requirements in section 101(a)(11)(E) of the Rehabilitation Act, describe how the vocational rehabilitation agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of vocational rehabilitation services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

In 2021 the Florida Legislature passed House Bill 1507, the Reimagining Education and Career Help (REACH) Act to create a more unified workforce education and economic development system to improve Floridians' lives. The law seeks increased collaboration and cooperation among state workforce and education agencies and aims to address fundamental gaps in access to quality training. VR, in coordination with two other divisions within the Florida Department of Education (FDBS and Division of Career and Adult Education) collaborate closely to share this vision and promote full participation in the workforce and higher credentialing attainment wherever possible.

The REACH Act seeks to expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certification, industry-recognized credentials and degrees. In addition, the legislation enhances integrated service delivery and integrated case management, requires a participant self-service portal and strengthens access for individuals with disabilities to workforce education and training.

VR's Business Relations program builds and sustains partnerships with business and industry through effective services that are driven by the needs of businesses. These partnerships support businesses' disability hiring efforts and lead to competitive integrated employment and career exploration opportunities for VR participants.

Business Relations customizes business services to assist businesses with recruiting, hiring, promoting and retaining qualified individuals with disabilities. Strategic partnerships that support workforce needs are accomplished through networking with business and industry stakeholders and coordinating with core partners to align services to business needs. The program's goals, objectives and strategies are as follows:

Goal 1: Become the foremost recognized and trusted resource for businesses' needs.
Objective: Increase the number of businesses engaged as partners.

Strategies:
1. Develop and use a standard business needs assessment.
2. Develop and use a business participant satisfaction tool.
3. Staff and train a team that is responsive to business. The team includes the Program Administrator; the AbilitiesWork Help Desk consultant; and seven Business Relations Representatives.
4. Expand staffing to include a Career Service position in Areas 1, 2, 4,6, and 7.
5. Implement a business participant relationship management tool.
6. Define the services offered to businesses and customize them to meet their needs.
7. Create statewide consistency in business relations outreach and services.
8. Use targeted marketing to engage businesses across multiple industries.
9. Participate in business-led organizations, such as Chambers of Commerce, Society for Human Resource Management, trade and sector-specific organizations, etc.
10. Create strategic practices that can be replicated across the state.
11. Align services with the Workforce Development Boards' business services departments and other community partners such as non-profits organizations and postsecondary educational institutions, etc.
12. Participate in the Council of State Administrators of Vocational Rehabilitation's National Employment Team (NET) and the NET-Southeast regional team to share referrals and best practices.
13. Engage with WIOA core partners to share best practices.

Goal 2: Become a top resource for businesses in need of qualified staff.
Objective: Increase referrals of qualified applicants to business partners.

Strategies:
1. Facilitate direct access to qualified applicants through business relationships.
2. Promote career opportunities internally to VR staff.
3. Use the AbilitiesWork Help Desk for applicant-matching services for businesses.
4. Coordinate support services provided by VR employment services providers.
5. Provide a seamless connection to vocational rehabilitation services and qualified applicants across a company's footprint locally, regionally, statewide and nationally through the NET.
6. Engage in local talent pool coordination with other agencies to meet businesses' workforce needs.
7. Participate with the NET to create increased opportunities for VR job seekers and businesses recruiting VR job seekers.
8. Collaborate with businesses to create a pipeline of qualified candidates.

Goal 3: Expand career opportunities for VR candidates.
Objective: In alignment with the REACH Act, prepare ready-to-work applicants for in-demand careers and jobs that are available now.

Strategies:
1. Meet with business and industry to assess workforce needs to better align training.
2. Communicate information from businesses about their needs and qualification requirements to VR staff.
3. Engage in sector partnerships.
4. Provide information to VR staff about in-demand jobs and high-growth industries and sectors using labor market information.
5. Collaborate with business and education to determine industry-recognized training opportunities and inform VR staff.
6. Collaborate with WIOA core partners to share resources and best practices.
7. Generate opportunities for worksite training, including apprenticeship, on-the-job training, and work-based learning experiences, with business partners.
8. Participate in career events with CareerSource, higher education institutions, businesses and community partners.

(l) Interagency Cooperation with Other Agencies. In accordance with the requirements in section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. **State programs (designate lead agencies and implementing entities carried out under section 4 of the Assistive Technology Act of 1998.**

Florida Alliance for Assistive Services and Technology, Inc. (lead)
VR and the Florida Alliance for Assistive Services and Technology, Inc. (FAAST) agree to share specific information about their customers to optimize service delivery. Both agree to specific procedures that facilitate the delivery of services to their respective and mutual customers. FAAST offers an Alternative Financing Program for the purchase of assistive technology to all residents of Florida who have disabilities.

2. **Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture.**

VR Area Leaders provide representation on local workforce development boards, allowing them to stay apprised of programs and initiatives related to rural development. Counseling staff are aware of USDA resources and provide this information to participants during intake and as an information and referral service.

3. **Non-educational agencies serving out-of-school youth.**

Local VR offices collaborate with other local agencies to increase opportunities, share information and receive referrals for out-of-school youth. Below are examples of agencies throughout the state with whom VR collaborates.

- Department of Juvenile Justice (DJJ)
- Department of Corrections
- Citrus Health Network Inc.
- Project 10
- Centers for Autism and Related Disabilities (CARD)

- Florida Independent Living Council (FILC)
- Centers for Independent Living (CILs)
- Agency for Persons with Disabilities (APD)
- Department of Children and Families (DCF)

4. State use contracting programs.

Prison Rehabilitative Industries and Diversified Enterprises, Inc. (PRIDE)
VR uses the services and manufactured items produced in correctional work programs through PRIDE. PRIDE is a Florida corporation that provides these goods and services as a state-use contracting program. A similar product or service of comparable price and quality, found necessary for use by a state agency, may not be purchased from a source other than PRIDE. Contracts between VR and any private vendor require all items to be purchased through PRIDE. This is consistent with Section 946.515, Florida Statutes.

5. State agency responsible for administering the State Medicaid plan under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.);

Agency for Health Care Administration (AHCA)
VR has developed a MOA with the state agency responsible for administering the State Medicaid Plan AHCA and the agency primarily responsible for providing services to persons with cognitive and developmental disabilities, APD. This agreement focuses specifically on SE services and the roles and responsibilities for coordinating these services on a statewide basis.

The purpose of the agreement is to establish a framework, including terms and conditions that will guide collaborative efforts to advance the development, improvement and expansion of opportunities for competitive integrated employment as the first and preferred option for persons with significant disabilities.

The agreement formalizes the collaborative processes that have been implemented to improve employment outcomes for mutual participants. It focuses on coordinating efforts in interagency planning, referrals, informed choice, cross and joint training, as well as the provision of technical assistance.

The agreement endorses a shared philosophy with a common set of guiding principles. These principles include but are not limited to the following:

- All programs, projects and activities will be person-centered and include respect for individual dignity, self-determination, the pursuit of meaningful careers and informed choice.
- Reliance on and pursuit of evidence-based best, promising and emerging practices.
- The use of qualified staff to facilitate the achievement of competitive integrated employment.
- Establishment of a referral process for mutual participants.
- To clearly define and clarify boundaries between the VR and APD programs to ensure the complimentary provision of employment services and promote timely access for persons with the most significant disabilities.

The MOA between VR, AHCA and APD provides opportunities for collaboration to ensure that youth and adults with developmental disabilities have access to all the services that VR offers to

its participants. The MOA was initially executed in February 2021 and is currently undergoing review and renewal by all parties.

6. **State agency responsible for providing services for individuals with developmental disabilities;**

Agency for Persons with Disabilities
The agreement between the Agency for Persons with Disabilities (APD), Agency for Health Care Administration and VR contains a detailed and specific focus on collaborative planning and funding of Supported Employment services for individuals with significant disabilities. Specifically, the purpose of the agreement is to provide improved, competitive and integrated employment outcomes for individuals with significant disabilities. In addition, the agreement seeks to improve interagency communication and increase efficiency by establishing a data sharing and tracking process that demonstrates the progress of mutual customers served. This should increase the opportunity to provide a seamless transition of services.

The agreement includes local strategies and joint obligations for both agencies. The agencies have a common goal of assisting eligible individuals to achieve greater independence through employment. The specific goal of this agreement is to coordinate support and services throughout the state, maintaining maximum customer satisfaction and informed choice. This agreement was executed in February 2021 and is currently undergoing review and renewal by all parties.

VR is working closely with APD to develop competitive integrated employment alternatives for individuals receiving services in a segregated setting. VR will provide technical assistance and support as APD expands these program options. Under WIOA requirements, VR will provide or coordinate information and education for individuals receiving services in sheltered workshops receiving subminimum wages.

VR provided Career Counseling Information and Referral (CCIR) Services to approximately 109 people in PY 2023. Most of these individuals are in programs that APD supports such as Sheltered Workshops and other Adult Day Training programs that pay subminimum wages.

CCIR services introduce the many services and options available through VR, including competitive integrated employment and training to expand opportunities. This training opportunity is required by the Department of Labor and WIOA.

7. **State agency responsible for providing mental health services; and**

Mental Health Program, Florida Department of Children and Families
VR collaborates with DCF, Office of Substance Abuse and Mental Health to improve and increase employment opportunities for people with mental illness. Part of this collaborative work is conducted through a formalized Employment First agreement, while other coordination occurs during a participant's transition from the initial and intense phase of SE to the ongoing and extended service phase of SE services.

Additionally, VR is working closely with DCF, Office of Substance Abuse and Mental Health to expand access to evidence-based models of SE for individuals with mental health conditions (e.g., Individual Placement and Support, IPS). VR has piloted the IPS model and is expanding services to assist with the employment and treatment of individuals with persistent and severe

mental illness. This initiative is in line with the State of Florida Administration's priorities to improve employment and services for individuals with mental health disorders.

From 2021-2024, VR and DCF, Office of Substance Abuse and Mental Health partnered to participate in the ASPIRE initiative through the U.S. Department of Labor's Office of Disability Employment Policy. As one of seven states selected to participate in this initiative, Florida received assistance to align policies and practices across state agencies in support of competitive integrated employment for people with mental health conditions.

Since participating in the ASPIRE initiative, VR has assisted with expansion of IPS to four new sites outside of the initial pilot area. Additionally, DCF has provided funding for an IPS state trainer to support continued expansion through training and technical assistance for new and existing sites. VR and DCF are currently focused on identifying long-term funding solutions for sustaining IPS sites and the IPS trainer.

8. **Other Federal, State, and local agencies and programs outside the workforce development system.**

Local Education Agencies
VR works with Local Education Agencies, including Florida school districts, and partners to offer youth with disabilities opportunities to gain work experiences that help them prepare for successful employment.

Collaborations such as Project SEARCH and The Able Trust's High School High Tech program engage youth in experiences that blend academics with career and technical education. They provide hands-on career exploration and preparation activities where learned skills, attitudes and behaviors can be applied. These evidence-based applications of learning, including internships and other work experiences, often lead to successful employment with appropriate supports.

For some students, these programs include earning postsecondary credentials which allow them to explore professional jobs that may lead to higher-wage careers. VR involvement in these collaborations provides funding for participants to receive services and other supports needed to prepare for and maintain employment. VR partnerships deliver career development and employment options through direct services to youth who would not otherwise have access to these services.

Additionally, VR works directly with several school districts for the provision of additional services, including pre-employment transition services (pre-ETS), specific to youth with disabilities age 14 to 21. VR has established contracts with some school districts to provide quality pre-ETS to students, and include Work Based learning experiences, Job Exploration Counseling and Work Readiness and Self-Advocacy Training. These school districts may also provide instruction and support to increase credential attainment for transition-aged youth with disabilities.

The Able Trust
The Able Trust, also known as the Florida Endowment Foundation for Vocational Rehabilitation, consistent with section 413.615 Florida Statutes, is the identified direct support organization of the Division of Vocational Rehabilitation. Its mission is to support VR by encouraging public-private partnership to enhance vocational rehabilitation and successful employment opportunities for Floridians with disabilities. The Able Trust assists community

organizations throughout the state to help thousands of Floridians with disabilities enter the workforce. The Able Trust accomplishes this by administering grants as well as supporting educational and public awareness programs.

The Able Trust youth programs provide career development and transition to many students with disabilities annually, helping to reduce the dropout rate and prepare young adults for life beyond high school. The Able Trust annually submits, for review and approval, its budget, annual report, audit and any changes to the Articles of Incorporation or by-laws to the Vocational Rehabilitation director and FDOE senior leadership.

Florida Independent Living Council, Inc.
VR's Independent Living Program promotes and supports a philosophy of independent living for persons with significant disabilities who wish to maintain or increase their level of independence. This state/federal partnership funds 16 Centers for Independent Living (CIL) throughout Florida. An essential part of the Independent Living Program is the State Independent Living Council (SILC). In Florida, the SILC is operated by the Florida Independent Living Council (FILC).

VR coordinates with the Florida Independent Living Council, Inc., (FILC) and has established contracts with each identified CIL throughout the state to describe how VR provides funding, outline roles and responsibilities and ensure cooperative planning.

AgrAbility
VR supports AgrAbility, a USDA project with the vision to enhance quality of life for farmers, ranchers, and other agricultural workers with disabilities, so that they, their families, and their communities continue to succeed in rural America. For this target audience, “success” may be defined by many parameters, including gainful employment in production agriculture or a related occupation, access to appropriate assistive technology needed for work and daily living activities, evidence-based information related to the treatment and rehabilitation of disabling conditions, and targeted support for family caregivers of AgrAbility customers. (Note- While AgrAbility is a USDA-funded grant program, it is under the USDA National Institute of Food and Agriculture, not the USDA Under Secretary for Rural Development, which is covered in description L.2).

Department of Juvenile Justice
VR collaborates with the Department of Juvenile Justice (DJJ) to provide Pre-Employment Transition Services (Pre-ETS) to students in Residential Facilities, emphasizing work readiness training and self-advocacy. Referrals are managed efficiently through the AWARE portal, with Facility staff submitting electronic referrals. These students receive pre-ETS either in person or virtually, mirroring the accessibility offered to other students. This process is facilitated by designated Counselor Liaisons in each Florida region and supported by a regularly updated contact list of Facility staff. Additionally, VR engages in quarterly meetings with the DJJ Director and other staff to provide updates and discuss ongoing collaboration efforts.

9. Other private nonprofit organizations.

Local VR offices collaborate with private nonprofit organizations to increase opportunities, share information and receive referrals. Below are examples of organizations throughout the state with whom VR collaborates.

- Down Syndrome Foundation of Florida

- Hands On Education
- Parent to Parent of Miami
- Family Initiative
- Transportation Disadvantaged Boards
- Community Assisted Supported Living (CASL)
- St. Vincent De Paul
- Goodwill Industries
- Easter Seals Florida
- Florida Pediatric Behavioral Health Collaborative
- Arc Broward Skills Training
- Best Buddies International
- Brevard Adults with Disabilities
- Bridging the Gap in Employment of Young Adults with Unique Abilities
- Broward County Public Schools Adults with Disabilities
- Flagler Adults with Disabilities Program
- Gadsden Adults with Disabilities Program
- Gulf Adults with Disabilities Program
- Helping People Succeed
- Inclusive Transition and Employment Management Program (ITEM) per section 1007.36, Florida Statutes
- Jackson Adults with Disabilities Program
- Jacksonville School for Autism Supportive Transition & Employment Placement (STEP)
- Jonathan's Landing Foundation
- Miami-Dade Adults with Disabilities Program
- NextStep Autism Transition Program
- Palm Beach Habilitation Center/Arc of Palm Beach County
- Sumter Adults with Disabilities Program
- Tallahassee State College Adults with Disabilities Program
- Taylor Adults with Disabilities Program
- Unique Abilities Competitive Integrated Employment for Individuals with Disabilities
- Wakulla Adults with Disabilities Program
- Chambers of Commerce
- Health Ministry Coalition
- Centers for Independent Living (CILs)

Vocational Rehabilitation (Combined or General) Certifications

Florida Department of Education

Anastasios Kamoutsas, Commissioner **DATE: 12/05/25**

SECTION X. PROGRAM SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION – DIVISION OF BLIND SERVICES

(a) State Rehabilitation Council (SRC). All vocational rehabilitation agencies, except for those that have an independent consumer-controlled commission, must have a SRC that meets the criteria in section 105 of the Rehabilitation Act. The designated State agency or designated State unit, as applicable, has (select A or B):

The Florida Division of Blind Services (FDBS) has an established SRC. The Council is composed of members representing various areas of the workforce system.

In accordance with Assurance 3(b), please provide information on the current composition of the Council by representative type, including the term number of the representative, as applicable, and any vacancies, as well as the beginning dates of each representative's term.

Figure 10.01
State Rehabilitation Council Composition

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	2	10/2022
Parent Training and Information Center	2	10/2022
Client Assistance Program	2	10/2022
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	2	10/2022
Community Rehabilitation Program Service Provider	2	10/2022
Business, Industry, and Labor	Vacant	
Business, Industry, and Labor	Vacant	
Business, Industry, and Labor	2	10/2022
Business, Industry, and Labor	2	10/2022
Disability Advocacy Groups	1	5/2021
Current or Former Applicants for, or Recipients of, VR services	2	10/2022
Section 121 Project Directors in the State (as applicable)	N/A	N/A
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	2	10/2022
State Workforce Development Board	2	10/2022

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
VR Agency Director (Ex Officio)	Ex Officio	Ex Officio

If the SRC is not meeting the composition requirements in section 105(b) of the Rehabilitation Act and/or is not meeting quarterly as required in section 105(f) of the Rehabilitation Act, provide the steps that the vocational rehabilitation agency is taking to ensure it meets those requirements.

FDBS communicates with leadership and the Governor's office to assist with the facilitation of appointments when an individual completes an application for appointment. There are seven applicants for appointment/reappointment as of the end of the first quarter of 2024. There is no nominating committee of the Council; however, members and the agency continue to solicit additional applicants.

The FRCB meets in person, each quarter, while allowing virtual/telephonic options for consumers and members who are unable to travel. There is an average of 85% participation at each meeting. A quorum is established by the FRCB's by-laws. Fifty percent plus one (1) of the voting members of the Council shall constitute a quorum for the purpose of conducting a meeting.

In accordance with the requirements in section 101(a)(21)(A)(ii)(III) of the Rehabilitation Act, include a summary of the Council's input (including how it was obtained) into the State Plan and any State Plan revisions, including recommendations from the Council's annual reports, the review and analysis of consumer satisfaction and other Council reports.

There is an open relationship between the Director and the Council, which fosters direct and candid communication. The Director provides the Council with information about the status of the state plan and new policies at each meeting of the Council. The Council also participated in the development of the Comprehensive Statewide Needs Assessment (CSNA). Many of the policy elements that are core components of the state plan have been raised and previously discussed with the Council. Therefore, the Council's input focuses on the state plan in its entirety rather than providing specific recommendations.

The Council endorses the concerns raised by FDBS relating to elements that may require amendments as FDBS drafts new strategic goals. The Council is pleased to have workforce representation, which allows members to understand how each agency's plans align with the other. The Council interacts with the Rehabilitation Council for the general vocational rehabilitation agency by attending meetings – leading to greater knowledge of the benefits of a combined state plan. Some members of the Council participated in the Rehabilitation Service Administration (RSA) monitoring of FDBS. This deepened the understanding of FDBS and the Council's roles.

The Council believes many of our suggestions translate into specific actions taken by FDBS. The Council's involvement in the state plan process is both effective/valuable to consumers and to the agency.

Provide the vocational rehabilitation agency's response to the Council's input and recommendations, including an explanation for the rejection of any input and recommendations.

Recommendation: Incorporate FRCB's quarterly input, public forum themes, CSNA findings and client survey results directly into State Plan goals and strategies.

Response: FDBS agrees. These inputs are synthesized and mapped to specific strategies in the State Plan and two-year modifications, with updates provided to the FRCB during quarterly meetings.

Recommendation: Expand the client satisfaction methodology to include open (active) cases, not only closed cases.

Response: FDBS agrees. In partnership with the Council, FFDBS has implemented a new survey for open cases and continues to review both open and closed case results with the Council for each quarter.

Recommendation: Formalize data/analytics workstream (including dashboards) and brief FRCB on outcomes and service access.
Response: FDBS agrees. FDBS has assigned a position dedicated to data analytics and will provide updates to the Council during quarterly meetings.

(b) Comprehensive Statewide Needs Assessment (CSNA). Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:
(1) The VR services' needs of individuals with disabilities residing within the State, including:

(A) Individuals with the most significant disabilities and their need for Supported Employment:

The Division commissioned a three-year comprehensive statewide needs assessment (CSNA) to determine vocational rehabilitation needs of individuals with visual disabilities. The Vocational Rehabilitation Technical Assistance Center on Quality Management (VRTAC-QM) conducted the CSNA in the fall of 2023. The FRCB worked with the Division to develop focus areas and questions to feed the CSNA. The VRTAC-QM interviewed a total of 69 people individually - including six (6) consumers, 14 partners and 48 employees. A total of 29 interviewed as part of a focus group - including 43 consumers, 42 partners and 52 employees. The interviews took place July through September 2023. The assessment is driven by needs in several categories.

• Section I - Overall agency performance.

• Section II - Needs of individuals with the most significant disabilities, including their need for supported employment.

• Section III - Needs of individuals with blindness or visual impairments form different ethnic groups, including needs of individuals who have been unserved or underserved by the VR program.

• Section IV- Needs of youth and students with blindness or visual impairments in transition.

• Section V- Needs of individuals with blindness or visual impairments served through other components of the statewide Workforce Development System.

• Section VI - Need to establish, develop, or improve Community Rehabilitation Programs in Florida.

• Section VII - Needs of businesses.

• Employer perceptions and fears about the ability of individuals with blindness being able to perform the essential functions of the job were a frequently cited barrier to employment. Employers should be educated more about the blind population to help dispel the fear.

• Transportation continues to be one of the most pressing needs for individuals with visual impairment, especially in rural areas. Assistive technology was also repeatedly identified as a need for FDBS consumers.

• Eye medical care is a significant service provided by FDBS as many individuals rely on FDBS to help pay for the cost of eye surgeries for them to obtain and maintain employment. This is due to the absence of limited coverage of medical insurance.

• The fear of losing benefits due to being employed continues to affect the return-to-work behavior of SSA beneficiaries served by FDBS. FDBS provides counseling services, but most consumers seek part-time employment so that they do not lose medical benefits.

• The pandemic's effect on housing prices, especially rent, has resulted in increased homelessness and a need for many FDBS consumers to access housing assistance through community programs. The housing crisis is magnified by individuals who experience loss or damage to their homes because of natural disasters.

• Self-advocacy training is a recurring need for FDBS consumers. Many employers remain fearful or concerned that individuals with blindness and visual impairment are unable to perform the essential functions of many jobs, and they need to be educated about available technology, accommodations and supports. Training is required.

(B) Individuals with disabilities who have been unserved or underserved by the Vocational Rehabilitation program.

The following themes emerged as needs of individuals with blindness and vision impairments from different ethnic groups, including individuals who have been potentially unserved or underserved.

• Rural areas were cited most frequently as potentially underserved. Lack of transportation and internet connectivity contribute to individuals with visual impairment being unserved or underserved by the VR program.

• There is a need for language interpreters and bilingual staff at the agency.

• Individuals who are homeless were cited as potentially underserved.

• Individuals who are Deaf-Blind were noted as potentially underserved.

• Interviewed participants indicated Hispanics and Asians were possibly underserved. This was primarily related to cultural mistrust of the government, stigma related to disability and a "take

care of their own" mentality. Agency data suggests there is room for growth in the Hispanic and Asian consumer population if the agency is to achieve parity with the overall population in Florida.

(C) Individuals with disabilities served through other components of the workforce development system.

The following themes emerged from the individuals interviewed regarding the needs of individuals with blindness and vision impairments served through other components of the Statewide Workforce Development System.

• There appears to be variable quality and integration with workforce entities across the state. Some are doing well; others functioning as separate entities. The relationship between FDBS and CareerSource Florida remains primarily one of referral, but there are areas where there are shared cases.

• Individuals with blindness and visual impairment have more success at the CareerSource Florida Centers when they are accompanied by FDBS staff or CRP staff to help them navigate available programs and AT. When these individuals go to a Center on their own, they frequently describe the process as unhelpful and frustrating.

• FDBS counselors' co-location with CareerSource staff has aided in the overall services provided to the consumers throughout the rehabilitation process. FDBS counselors staff utilize CareerSource for job readiness classes, where clients can develop resumes and attend workshops.

(D) Youth with disabilities, including students with disabilities and their need for preemployment transition services. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under IDEA.

The following recurring themes emerged regarding the needs of youth with disabilities, including students with disabilities and their need for pre-employment transition services.

• Transportation continues to be one of the most pressing needs of youth with blindness and vision impairments, especially in rural areas.

• Assistive technology was repeatedly identified as a need for FDBS consumers. FDBS is encouraged to reestablish and further develop student and youth programs at the Career, Technology and Training Center.

• Self-advocacy was identified as especially important for students, as work-based learning experiences. FDBS should work together with the CareerSource Florida Youth program to ensure training programs that are developed for youth include individuals with blindness and visual impairments.

• Independent Living (IL) services were noted as a critical need for youth as the ability to function independently builds confidence and self-efficacy, which is important for success in employment.

• Benefits counseling was a frequently cited need for youth and their parents or legal guardians, as their fear of losing the safety net provided by SSI and the resulting Medicaid coverage affects

their pursuit of self-sustaining employment. The fear of benefit loss results in the pursuit of part-time employment to supplement SSI payments and prevent individuals from achieving their highest potential.

• Lighthouse programs were short-staffed and have been since the pandemic.

• Many schools lost their TVIs or experienced turnover due to the pandemic, which interrupted the referral process in some areas. FDBS is working diligently to reestablish these relationships.

• Staff indicate it would be helpful to have the ability to communicate with youth via texting if technology could be allowed and obtained.

(2) Identify the need to establish, develop, or improve Community Rehabilitation Programs (CRPs) within the State.

• There is a significant need to develop more O&M, IL and other adjustments to blindness training providers outside of the Career Training and Technology Center. FDBS is encouraged to develop new service providers in those areas of the state where there is only one option for their consumers.

• Staff shortages at the Lighthouses in several areas of the state result in service delays and a lack of services such as job placement and SE. Job coaches were in very short supply in many areas.

• There is a significant need for more SE service providers throughout the state. The lack of provider options becomes especially challenging when the single provider is experiencing significant staff shortages due to recruitment and retention issues.

• There is a need to increase the quality and types of jobs CRPs develop for FDBS consumers. Jobs should be career-level and in-demand as opposed to entry-level service jobs which result in low retention rates.

• CRPs need training to improve their ability to serve individuals with blindness and visual impairment. High turnover has resulted in many new employees at CRPs, so the training needs are greater than ever.

(c) <u>Goals, Priorities, and Strategies.</u> Section 101(a)(15) and (23) of the Rehabilitation Act require vocational rehabilitation agencies to describe the goals and priorities of the State in carrying out the vocational rehabilitation and SE programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of section 116 of the Workforce Innovation and Opportunity Act (WIOA); and (3) other available information on the operation and effectiveness of the vocational rehabilitation program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under section 107 of the Rehabilitation Act. Vocational rehabilitation agencies must:

(1) Describe how the SRC and the vocational rehabilitation agency jointly developed and agreed to the goals and priorities and any revisions; and

The Florida Rehabilitation Council for the Blind (FRCB) oversees the development and implementation of the Client Satisfaction Survey (CSS) conducted annually by FSU Survey Foundry at Florida State University. During quarterly meetings with the FRCB and Division leadership, Dr. Minna Jia presents results from the CSS. The FRCB uses these results to provide guidance on goals and priorities for the VR program. The Division has scheduled a special meeting to capture the council's recommendations for this plan.

The Division commissioned a three-year comprehensive statewide needs assessment (CSNA) to determine vocational rehabilitation needs of individuals with visual disabilities. The Vocational Rehabilitation Technical Assistance Center on Quality Management (VRTAC-QM) conducted the CSNA in the fall of 2023. The FRCB worked with the Division to develop focus areas and questions to feed the CSNA. The VRTAC-QM interviewed a total of 69 people individually - including six (6) consumers, 14 partners and 48 employees. A total of 29 interviewed as part of a focus group - including 43 consumers, 42 partners and 52 employees. The interviews took place from July through September 2023. The assessment is driven by the needs in several categories.

- Section I - Overall agency performance
- Section II - Needs of individuals with the most significant disabilities, including their need for supported employment.
- Section III - Needs of individuals with blindness or visual impairments from different ethnic groups, including needs of individuals who have been unserved or underserved by the VR program.
- Section IV - Needs of youth and students with blindness or visual impairments in transition
- Section V - Needs of individuals with blindness or visual impairments served through other components of the statewide Workforce Development System
- Section VI - Need to establish, develop, or improve Community Rehabilitation Programs in Florida
- Section VII - Needs for business

(2) Identify measurable goals and priorities in carrying out the vocational rehabilitation and SE programs and the basis for selecting the goals and priorities (e.g., CSNA, performance accountability measures, SRC recommendations, monitoring, other information). As required in section 101(a)(15)(D), (18), and (23), describe under each goal or priority, the strategies or methods used to achieve the goal or priority, including as applicable, description of strategies or methods that—

The Division based its goals and priorities for operating the VR and Supported Employment Programs on the Workforce Innovation and Opportunity Act (WIOA), FDOE and FDBS strategic plans, Long Range Program Plan (state requirement), performance standards and indicators, client satisfaction surveys, and the CSNA. The following is a list of goals and objectives for each priority/focus area.

(A) Support innovation and expansion activities.

Finding: There is a significant need to develop more O&M, IL, supported employment, and other adjustment to blindness training providers outside of the Career, Training and Technology Center (CTTC).

Goal: The Division will explore opportunities to expand options for community rehabilitation providers and services - including supported employment - to increase access throughout the

state. A key part of this strategy may require the Division to work with partners to provide education and credentialing opportunities for individuals and entities to provide these services.

The CTTC offers training through various programs including Endorsement Training, Pre-Employment Program (PEP), and the newly created CompTIA Certification. Endorsement training includes sessions on magnification and screen reading. Those participating in the PEP receive training on essential soft skills, writing cover letters/resume, interviewing skills, etc. CompTIA certifications cover basic computer maintenance, network support, server administration and data security on local and cloud-based networks. CompTIA certifications are recognized and accepted worldwide.

Finding: There is a need for more supported employment providers throughout the state.

Goal: The Division will evaluate rates and increase funding for the provision of local supported employment services. Also, where appropriate, FDBS will utilize the Establishment Authority to expand services in identified areas and provide upgrades or necessary repairs to existing facilities based on damage caused by hurricanes, tornadoes or other weather phenomenon, or age.

(B) Overcome barriers to accessing VR and supported employment services.

1. Finding: The vacancy rate and trouble recruiting/retaining staff are the primary issues impacting performance by affecting the Division's ability to serve customers. The main difficulty in these areas is low starting salaries for counselors.

Goal: Explore opportunities to increase salaries and pay incentives for credential attainment to increase retention.

The Division sought and secured approval to increase salaries for VR program staff via a Legislative Budget Request. Further activities to address this finding involve creating and implementing a pay plan to memorialize the new salary amounts and include additional incentives for increased salary potential. The Division will implement a formal job fair policy to increase participation in local job fairs to foster access to qualified employees. Two districts and the state office personnel unit participated in job fairs since informal communication of this intent.

2. Finding: Covering vacant caseloads affects counselors' ability to process casework and to respond to customer requests in a timely manner.

Goal: Reduce the amount of time vacancies are open and ensure 100% of new employees receive core onboarding training within 30 days of beginning employment.

- Provide ongoing training to Personnel Liaisons regarding the hiring process and required documentation to reduce time spent on tracking information.

The Division's personnel team conducts quarterly training with personnel liaisons and encourages district leadership to attend these informative training sessions. A sample hiring packet is available on the shared drive to serve as a guide when completing a packet.

- Create checklists for different phases of the hiring process.

The Personnel Administrator created a checklist for hiring packets. This document has been revised multiple times to address changes as communicated by the Florida Department of Education.

3. Finding: Customers experience multiple counselor changes, which can be frustrating, and institutional knowledge is lost when long-term staff leave.

Goal: Increase the number of offices with an employee engagement plan to 100%.

- Assess current district offices with employee engagement plans and the level of engagement.

Each district office has some level of engagement, but there are no formal plans. District leadership strives to build morale through celebration of life events (e.g., birthdays, baby showers, work anniversaries, etc.).

- Create a basic employee engagement plan template to assist offices that do not have one in place.

The shell of an engagement plan template exists in the early stages. The position responsible for this task is currently vacant. The Division expects to have someone on board by the beginning of October.

- Provide training to staff on the value of employee engagement to foster great working environments.

Staff receive training in employee engagement during the annual meeting. The state Client Services team visits districts that struggle with interoffice conflict to provide guidance on conflict resolution and effective communication.

4. Finding: FDBS experienced a 9.2% decrease in applications and the number of customers served from PY 2018 to PY 2021.

Goal: Create and implement a comprehensive outreach plan.

- Determine what outreach methods best fit the targeted populations and develop a work plan to meet needs.

Each district and each contracted Community Rehabilitation Program provider is responsible for conducting outreach that leads toward the identification of eligible clients. Outreach activities were performed at CareerSource Center, eye doctors, Lions Clubs, state agencies, universities and many other locations. The number of clients increased slightly each year from 2022-2024.

- Create multi-language outreach materials in alternate formats.

The Division prints all program forms and the Division’s main brochure in English and Spanish. Bilingual staff were selected to begin translating program-specific brochures into Creole and Spanish. This has proven to be more labor intensive than initially thought, as staff have heavy workloads and not much time to dedicate to this project. The Division will explore contracting with a vendor for translation services to increase the efficiency of this operation.

5. Finding: There is a need to increase community awareness of FDBS and their Career, Technology and Training Center in Daytona Beach.

Goal: Create and implement a comprehensive communications plan.

- Determine the needs of underserved and unserved populations.

The CSNA revealed that some groups (e.g., deaf-blind and homeless individuals) are possibly underserved. Transportation issues impacting services to rural areas contribute to this factor.

- Develop targeted marketing strategies based on needs assessment data for unserved/underserved populations.

The Division contracted with Moore Communication to create communications strategies to reach hard-to-reach populations and assist in the identification of business and consumers who may benefit from our services.

Goal: Work with Moore Communications to implement a formal marketing program.

The Division contracted with Moore Communications to create an employment-focused consumer outreach campaign: Career Success. The goal of this campaign is to help Floridians with blindness and low vision find, keep or advance their place in the workforce. The campaign resulted in 62,074 website visitors, 68,440 website sessions, 747 media hits and 28 leads in SFY 2023-24.

The Division and Moore Communications launched an employer-focused business outreach campaign. The goal of the campaign is to provide businesses with the resources needed to recruit, hire and train individuals with blindness and visual impairments, as well as provide retention support for current employees experiencing vision loss. The campaign targeted business leaders and hiring executives looking to expand their workforce in OES fields (e.g., business, education, government, technology, etc.) across Florida. For businesses, the campaign resulted in 551,552 website visitors, 56,027 website sessions, 490 media hits and 34 validated leads in SFY 2023-24.

6. Finding: Transportation is often cited as the most pressing rehabilitation need for individuals with blindness and low vision, especially in rural areas.

Goal: Identify transportation options in rural areas of the state, including exploration of ride-sharing services.

The Division works with Lyft to provide transportation to clients in need of this service. Although there is not a formal contract with this company, staff in the Tallahassee district office developed a process that all districts follow statewide. This involves using the Lyft portal to register, schedule trips, and invoices for transportation.

7. Finding: Assistive technology is one of the top needs for FDBS customers.

Goal: Create and implement the Blind Services Accessibility Initiative.

- Research communications, accessibility standards and website guidelines for accessible documents.

The Division's IT team takes the lead in ensuring forms, marketing materials, policies and the website are all accessible. The team provides training to staff, employers, and partners who request information on making their documents assessable. There is an accessibility training and resources page on the Division's intranet and website.

- Determine which standards should be presented for approval.

There is an accessibility training and resources page on the Division's intranet and website. Guidelines and standards regarding how to make content more accessible – including pdf files, forms and tables.

- Obtain unlimited licenses for assistive technology-JAWS, ZoomText, etc.

The Division purchases licenses from Vispero for JAWS, ZoomText and Fusion for use by clients, workforce partners, employees and CRPs. The flat rate agreement provides a substantial discount for licenses annually. Freedom Scientific also provides access to perpetual licenses of Open Book for qualified clients and staff, CRPs and CareerSource centers as part of this agreement for $200 per license.

1. Finding: The existence of populations (e.g., individuals who are deaf-blind, homeless, etc.) who are potentially underserved.

Goal: Increase the number of individuals from significant and most significant populations receiving services by 5%.

- Conduct needs assessment.

The Division commissioned a needs assessment from which findings supported previous trends and feedback from staff regarding the needs of individuals with significant and most significant disabilities.

Analyze, categorize, and prioritize assessment results.

The CSNA highlighted the need for more supported employment and skills training that does not require a residential setting. The Division contracts with the Conklin Davis Center in Daytona Beach to provide comprehensive supported employment to those with significant/most significant disabilities. Training may be residential or non-residential.

- Review populations, Census data and associated hindrances.

The 2023 CSNA reviewed populations, census data and associated hindrances for those with significant and most significant disabilities – as well as labor statistics, annual report on people with disabilities and the 2022 American Community Survey: One and Five-Year Estimates.

- Review Transportation options and alternatives.

The Division pays for bus/cab fares when necessary. Clients often use para transit services for counselor meetings and medical appointments. The Division also works with Lyft to provide transportation, but this does not preclude districts from working with other rideshare companies.

- Review how SSA benefits affect return-to-work behavior.

The fear of losing benefits (Benefits Cliff) due to earning higher salaries continues to affect the return-to-work behavior of SSA beneficiaries served by FDBS. FDBS encourages eligible staff to pursue Certified Work Incentive Counselor (CWIC) credentials. There are CWIC holders in the Division who provide benefits counseling services. Additionally, the Division outsources benefits counseling for detailed analysis of working versus SS benefits. Some consumers still seek part-time employment, so they do not have to worry about losing medical benefits.

- Develop workplan to target significant and most significant populations.

Employers have expressed fear of hiring individuals who are blind or low vision for fear they are unable to perform essential job functions. There is not a specific workplan to target the significant and most significant populations, but the employer-focused business outreach campaign aimed to address some of these fears and misperceptions.

(C) Improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from high school to postsecondary life (including the receipt of VR services, postsecondary education, employment and pre-employment transition services).

1. Finding: The most critical need for students with disabilities (SWDs) is assistive technology (AT).

Goal: Continue working with Vispero to purchase license for consumers and providers to have access to appropriate AT.

The Division continues to collaborate with Vispero to purchase JAWS, ZoomText and Fusion for students who require this software.

2. Finding: Work-based learning experiences are important to SWDs and youth.

- Through coordination with employers and the workforce system, the Division utilizes strategies to foster access for clients, generate program awareness, strengthen infrastructure and increase the number of employers who provide opportunities for work-based learning experiences and hire youth with disabilities.

- The Division revised contracts to ensure that the job service category includes providing instruction at the site of employment, or other qualified work-based learning experience, to enable the SWD to perform the assigned job-related activities.

- The Division partners with CTTC to ensure SWD participated in at least one WBLE. The Division achieved this goal with every student completing a WBLE and some completing two before exiting.

Goal: Increase the enrollment of students and young adults in the Business Enterprise Program (BEP) by 5%.

- Develop a statewide communications plan to educate the public and potential consumers on the BEP.

The BEP team does not have a formal communications plan but visits each district office every two years to present the benefits for clients who enter the BEP training program, obtain a license and acquire/operate a BEP business facility.

- Media advertisements, PSAs, social media, trade shows, conventions, etc.

The BEP team conducts vendor road shows for training workshops. The BEP staff invites Division staff, potential trainees and any other interested parties to these presentations to learn more about the BEP program.

- Develop a “Train-the-Trainer” recruitment and education plan to have persons champion BEP and assist in recruiting students and young adults.

The BEP unit did not develop a Train-the-Trainer recruitment and education plan. The Division will re-evaluate this strategy for the new strategic plan that is under development.

- Assess an incentives component for BEP.

The BEP unit promotes potential earnings as an incentive for clients to complete the program. BEP vendors earn a median income of $90,000 and the average is $100,000.

Goal: Increase work experience for transition students by 10%.

Transition students may participate in work experiences via pre-ETS either after eligibility determination or as a potentially eligible student. In SFY 2024-25, 372 students with disabilities participated in a work-based learning experience.

3. Finding: There is a need to develop OJTs, apprenticeships and other training and placement programs in partnership with CareerSource Centers.

Goal: Assist 100 FDBS clients with enrollment and participation in pre-apprenticeship and apprenticeship programs.

- Collaborate with FDOE, Division of Career and Adult Education, to select appropriate apprenticeship model.

There are six clients enrolled in an apprenticeship program in SFY 2024-25. One client is enrolled in a program at Orlando Health South Lake Hospital thus far this fiscal year. The FFDBS worked with FDOE’s Career and Adult Education Division (DCAE) to provide education to staff about registered apprenticeship programs. There were 329 FDOE apprenticeship programs and 68 registered pre-apprenticeship programs in Florida for SFY 2023-24. After a review of most of these programs, the Division determined that many may not be appropriate for individuals with visual impairments without adjusting the curriculum. The Division created its own web accessibility apprenticeship program as a start to provide greater access to these types of programs. The Division plans to increase these opportunities by evaluating existing programs and possibly creating additional programs.

- Work with businesses/employers to encourage sponsorship of registered apprenticeship programs.

The Florida DOE registered 32 new apprenticeship programs and 11 new pre-apprenticeship programs in SFY 2023-24. The Division is seeking employers, colleges/universities, businesses, etc., to develop partnerships for establishing new apprenticeship/pre-apprenticeship programs that encourages participation for individuals with visual impairments.

- Market programs to youth and adults seeking vocational training experiences to increase participation in apprenticeships and on-the-job training.

The Division worked with Moore Communications to launch two campaigns targeting clients and employers. The campaigns focused on creating educational brochures and promoting registered apprenticeship programs. The Division distributed marketing materials via direct mail drops, online ads, social media, radio and rideshare.

- Notify and educate stakeholders, students, parents and the community of the availability of apprenticeship opportunities.

The Division used brochures created for the rebranding of the Career, Training and Technology Center (CTTC) to notify stakeholders, students and parents of the new web accessibility apprenticeship program at CTTC.

Goal: Establish collaborative agreements with the Divisions of Public Schools, Career and Adult Education and the Florida College System to expand opportunities for blind and low vision consumers.

(D) Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.

1. Finding: There is a need to provide ongoing education to employers about the abilities of blind and low vision Floridians and how to effectively accommodate employees.

Goal: Increase the number of employer partnerships by 10%.

- Utilize Statewide Business Consultant and Employment Placement Specialists to seek and develop working relationships with employers throughout the state.

Employment Placement Specialists (EPS) work with employers to promote talented clients who meet the needs of businesses. The Division requires all EPS and CRP staff who work with the employment program to attend Employment Outcome Professionals (EOP) II training. The EPS utilizes engagement techniques outlined in EOP II training to educate employers on tax benefits and employment program services and try to dispel common misconceptions about individuals who are blind or visually impaired and their ability to work. Through this outreach and engagement, partnerships with employers increased from 1,169 in calendar year 2023 to 1,265 in 2024 – representing an 8% increase.

2. Finding: A significant portion of job development occurs through CRPs. The vacancy rates of CRPs have affected the number of jobs developed for FFDBS consumers.

Goal: Expand the pool of CRP and FFDBS Employment Placement Specialists to establish long-term employer relationships to increase employment options for consumers.

FDBS employs 12 EPS positions. A number of CRPs also provide job placement services. FFDBS employs strategies to have CRPs, and FDBS staff work together to perform outreach to Florida's employers. FDBS will provide incentives to CRPs and will match rates of the Division of Vocational Rehabilitation to expand the pool of those providing job placement services. FDBS will also explore the division of labor between our staff and CRPs with the goal of improving job retention.

Goal: Increase work experience opportunities at the Career, Technology and Training Center (CTTC) by 10%.

- Develop outreach plans for the CTTC to increase service awareness and referrals.

The CTTC did not create a specific outreach plan to target students for Work Based Learning Experiences (WBLE) opportunities. There was an increased focus on ensuring students at the CTTC participated in at least one WBLE. The Division achieved this goal with every student completing a WBLE and some completing two before exiting. In SFY 2023-24, 16 students participated in 28 WBLEs. This number rose to 20 students participating in 29 WBLEs in SFY 2024-25 – representing a 25% increase.

- Provide information and training to staff regarding who is an appropriate referral to CTTC.

Representatives from the CTTC presented information regarding the programs and services offered at the center during annual VR training on November 16, 2022, September 10, 2024, and September 24, 2025. These presentations included discussions on which clients are appropriate to attend the CTTC.

3. Finding: FDBS consumers benefit from training and placement opportunities.

Goal: Create successful job outcomes in the Business Enterprise Program (BEP).

- Retain 75% of new vendors in the first 12 months in their facility.

The BEP achieved its highest level of sales in SFY 2023-24, reaching $26,2555,558. This amounted to $14,788,169 in profits. There are 104 licensed vendors with seven new vendors awarded their first facility in SFY 2023-24. BEP retained all vendors for the first twelve months in SFY 2024-25.

4. Finding: CRPs need to increase the quality and variety of jobs developed for FDBS consumers. Jobs should be career-level and in demand instead of entry-level service jobs with low retention rates.

Goal: Strengthen contract language to ensure increased contractor accountability, improve resource allocations, address WIOA regulations, and encourage maximum achievement of client independence.

Vocational rehabilitation and pre-ETS contracts are reviewed each year with stronger language that enhances and fosters more accountability. The Division thoroughly reviews curricula and lesson plans used during training to ensure appropriateness. CRPs must initiate direct services and inform the district of client inactivity within 30 days. CRPs must provide core service training to Supported Employment (SE) clients and may render additional SE services to assist clients in obtaining competitive integrated employment.

(d) Evaluation and Reports of Progress: Vocational Rehabilitation and SE Goals. For the most recently completed program year (PY), provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require vocational rehabilitation agencies to describe:

(1) Progress in achieving the goals and priorities identified for Vocational Rehabilitation and SE Programs.

The FDBS modified its state goals and priorities to better align with the agency's strategic plan. All goals for the VR program were determined using information from the Comprehensive Statewide Needs Assessment, customer satisfaction survey, program data, leadership strategies, and other documentation. Input from the Florida Rehabilitation Council for the Blind, stakeholders, employees, and the RSA monitoring report was also considered during goal development. For the current approved strategic plan period (July 2020-June 2025), the goals described below drive the Division's activities and service delivery for the VR program.

Goal 1: Highest Client Achievement, this goal aligns with Pillar I: Industry Driven Strategies aiming to advancing blind and visually impaired employability skills through work-based learning experiences, simulated workplaces, and employability skills training.

Strategy 1.1: Secure opportunities for students and youth with disabilities to practice and improve workplace skills.

The FDBS provides students and youth with disabilities opportunities to participate in pre-ETS via contracts with CRPs and authorizations. Students and youth with disabilities also have opportunities to participate in WBLE, apprenticeships, and internships to improve workplace skills. For SFY 2024-2025, 503 students and youth with disabilities participated in pre-ETS via contracts with CRPs and authorizations, and 308 students with disabilities received pre-ETS WBLE services.

- Strategy 1.2: Ensure clients participating in training and education programs are benefiting.

The FDBS collaborates with CareerSource Florida and the Division of Public Schools to provide opportunities for training, education, and workplace activities. Details of these activities are outlined in the agreement between the Division of Blind Services, Division of Public Schools and Division of Vocational Rehabilitation.

The FDBS' clients received services in accordance with their completed inventory(ies) or assessment(s), identified service needs, and approved IPE. Pre-ETS clients receive Inventory of Competencies and Functional Abilities (ICFA) at the start of the case, at case closure and at least once annually while the client is receiving services. VR clients receive Comprehensive Functional Assessment (CFA) annually. Clients were provided were appropriate modes of communication, and the FFDBS ensured that all training materials are appropriate to meet the individual client's needs including, but not limited to, developing and providing materials in regular print, large print, Braille and/or audio recording.

- Strategy 1.3: Increase utilization of online job systems/portals to expose employers to job-ready FDBS clients.

Human Services Program Consultants assist consumers with using the Talent Acquisition Portal (TAP). Employment Placement Specialist tracks and report utilization of TAP in a monthly report. A total of 1,810 clients are currently active in TAP, with 291 resumes published. The FFDBS works with the Abilities Work staff to increase employer relationships and placements, such as connecting employers referred to by the Abilities Work help desk to job-ready consumers.

- Strategy 1.4: Increase the participation of clients in industry certifications and other post-secondary client outcomes.

The FDBS Business Enterprise Program (BEP) tracks Continuing Education Units (CEUs), food manager certifications and vendor licensures. For the most recent two-year reporting period, which ended in August 2025, all 109 active BEP vendors met the requirement of attaining three CEUs from business related resources. For SFY 2024-2025, there were five new clients licensed and two BEP clients were awarded their first facility.

- Strategy 1.5: Develop and implement an Employment Skills Training Program at the Career, Technology, and Training Center (CTTC) for the Blind and Visually Impaired

A team of professional staff determined the Pre-Employment Program (PEP) Model, developed by Dr. Karen Wolffe, best meets the needs of the Division's clients ages 14 to adulthood. The purpose of this program is to increase the number of blind and visually impaired individuals preparing to enter competitive integrated employment. This is achieved through highly comprehensive and coordinated vocational rehabilitation services provided at the CTTC. These services include, but are not limited to, pre-employment training, career counseling, job readiness training, work experience opportunities, job shadowing, advocacy, self-awareness and exposure to post employment. There were forty-five center graduates in 2024, of which 29 are in work experience. Eighty-five students completed the Florida Blind Services Foundation Vocational Evaluation Tool (FVVET).

Goal 2: Seamless Articulation & Maximum Access- This goal aligns with Pillar II: Worker Mobility; Engaging and Supporting the Disconnected Workforce, FDBS outreach strategies and campaigns aims to provide blind and visually impaired Floridians with a dignified entry into the workforce.

- Strategy 2.1: Increase the provision of accessibility tools, awareness and regular follow-up with clients to ensure quality educational experiences and vocational opportunities.

The FDBS strengthened its relationship with CRPs to ensure appropriate and client-specific assistive technology is consistent with the needs of all clients and is reflected in the Individualized Plan for Employment (IPE). To establish employment outcomes, the FDBS utilizes assistive technology training to assist an individual with a disability in the selection, acquisition, or use of assistive technology devices. FDBS has an accessibility team that provides training to staff on creating accessible documents. The team reviews materials and assists other agencies with applying guidelines to ensure their websites are accessible. The FDBS has an agreement with Vispero to obtain licenses for assistive technology, such as JAWS (computer screen reader) and Zoom Text (screen magnifier and voice over). This allows the Division to provide assistive technology to clients, CareerSource Centers, core partners, and other state agencies. The FDBS maintains follow-up with the client's 2nd and 4th quarters after exiting the program to verify that clients are in unsubsidized employment. The FDBS monitors contracts with Lighthouses and solicits client feedback via satisfaction surveys.

- Strategy 2.2: Create and implement comprehensive communications and outreach plans.

The FDBS began the development of a comprehensive communication and outreach plan. The FDBS has retained this goal for the upcoming plan period and has key staff in place to accomplish this goal. The FDBS conducted outreach media campaigns to target employers throughout the state using owned and earned media channels, as well as paid channels. According to a year-end report, detailing the performance and outcomes of paid media campaigns aimed at increasing outreach and support for individuals who are blind or visually impaired, as well as businesses seeking to expand their workforce, the FDBS achieved significant outreach and engagement through its paid media campaigns. The media campaigns totaled 2,141 clicks, with 8,557 from consumer outreach and 53,582 from business outreach. The campaigns totaled 3,782,232 video views, split into 3,198,879 for consumer outreach and 583,353 for business outreach. Data from CSNA is currently being used to assist the Moore agency create marketing strategies to reach underserved and unserved populations.

- Strategy 2.3: Increase the number of individuals with significant and most significant disabilities receiving services.

The FDBS utilizes CSNA to target the number of significant and most significant disabilities populations and increase the number of receiving services. The Division tracks this strategy per district through the count of clients served in Aware. The needs assessment occurs every three years, and the assessment gives the FDBS suggestions on what areas of service need improvement. The Division served 4,758 individuals with significant and most significant disabilities. This represents an increase of 217 from the prior year.

- Strategy 2.4: Increase outreach efforts to underserved and unserved populations.

Each district identifies the unique underserved populations in the local area. Staff target outreach to the identified unserved/underserved to increase services to these populations. The District Administrators maintain a log of activities relating to underserved populations and include outreach activities in the monthly report submitted to the Program Administrator, who maintains a log for statewide analysis and record keeping purposes.

- Strategy 3.3: Create successful job outcomes in the Business Enterprise Program (BEP).

One of the most important measurements of a successful BEP is the percentage of recently licensed vendors remaining at their first facility for at least 12 months. This measure demonstrates training adequately prepared new licensees to start at a facility and stay. It is a good indicator of the individual's perseverance and on-the-job skills development.

Figure 10.02
BEP Program Outcomes

	SFY 2019-2020	SFY 2020-2021	SFY 2021-2022	SFY 2022-2023	SFY 2023-2024	SFY 2024-2025
Gross Sales	$20,344,763	$15,521,679	$21,208,334	$24,626,927	$26,255,558	$26,370,303
Gross Profit	$11,059,709	$8,511,079	$11,633,811	$13,548,843	$14,788,169	$15,029,500

Average Vendor Earnings	$62,357	$51,175	$76,099.18	$89,973.06	$97,160	$100,102
Number of new clients licensed	8	4	6	2	9	5
Number of clients awarded their first facility, regardless of the year licensed	5	3	7	2	7	2
Number of licensed vendors assigned	117	116	116	112	104	106
Number of those awarded facilities that were employed in the BEP at least 1 year	5 of 5 (100%)	3 of 3 (100%)	6 of 6 (100%)	2 of 2 (100%)	6 of 7 (85.71%)	Not available until end of SFY 23-24
% of increase/increase from previous year	0%	0%	0%	0%	(-14%)	Not available until end of SFY 23-24

- Strategy 3.4: Support the FFDBS clients in becoming self-supporting.

The Independent Living (IL) and Older Blind (OB) programs provide services to train visually impaired individuals on orientation and mobility, cooking and other supports (e.g., job placement, supported employment, purchase of adaptive equipment, etc.) to foster independent living goals. These programs served 489 IL and 4067 OB individuals respectively for SFY 2024-2025.

Figure 10.03
Number of Clients Served in IL and OB

FDBS Clients served under IL and OB Programs	SFY 2020-21	SFY 2021-22	SFY 2022-23	SFY 2023-24	SFY 2024-25
AP-Independent Living	427	441	514	540	489
Older Blind	3225	3560	3855	4,032	4067
Total	3652	4001	4369	4572	4556

- Strategy 3.5 Develop mechanisms to maximize job placement effectiveness among FDBS Employment Placement Specialists and contracted service providers.

Employment Placement Specialists (EPS) attend Employment Outcome Professionals II (EOP) training conducted twice a year. The EPS are armed with a toolkit of resources on building relationships with employers and other pertinent information. Desk manuals specifically tailored to these positions offer additional training and tools. The Abilities Work Help Desk supports the Employment First initiative. The FDBS partners with this resource for referrals from businesses interested in hiring individuals who are blind or visually impaired. The Division maintains contact with the National Employment Team (the NET) and its southeast subcommittee to connect with businesses on national and regional levels. These partnerships will continue during the new plan period.

Goal 4: Quality Efficient Services- This goal aligns with Pillar III: Integrated Systems as described in Section II: Strategic Elements - a vision that calls for a shift from fragmentation to alignment to help staff serving visually impaired individuals provide coordinated, unduplicated services.

- Strategy 4.1: Increase staff development and continuing education opportunities for DBS personnel.

The FDBS met the goal of increasing staff development and continuing education opportunities for employees. Each new employee completes on-boarding training (new employee orientation training) within 30 days of employment. The FDBS also sends training opportunities to all employees once they become available, and the Bureau of Client Services conducts annual employment training to increase staff development.

Figure 10.04
FDBS training SFY 2024-2025

Date	Training Description
January 9, 2024	FDBS Monthly ITAA Meeting
January 11-2024	Client Services Bi-Monthly VR Meeting
February 8-9, 2024	FRCB Quarterly Meeting
February 13, 2024	FDBS Monthly ITAA Meeting
February 20, 2024	FDBS Data Dashboard and Technical Assistance Discussion
March 12, 2024	FDBS Monthly ITAA Meeting
March 20, 2024	Sara Works Demo Meeting
April 9, 2024	FDBS Monthly ITAA Meeting
April 11, 2024	Alliance Vendor Portal Demo
May 2-3, 2024	FRCB Quarterly Meeting
May 14, 2024	FDBS Monthly ITAA Meeting
May 23, 2024	Client Services Bi-Monthly VR Meeting
May 24, 2024	IL/CP Collaboration Connection Meeting
June 10, 2024	EPS Monthly Update Call

June 11, 2024	FDBS Monthly ITAA Meeting
July 8, 2024	EPS Monthly Update Call
July 9, 2024	FDBS Monthly ITAA Meeting
July 18, 2024	IL/CP Quarterly Program Meeting
July 24-26, 2024	Administrative Staff Meeting and FRCB Quarterly Meeting
July 31, 2024	Florida Wins Meeting
August 7, 2024	Florida Wins Meeting
August 12, 2024	EPS Monthly Update Call
August 13, 2024	FDBS Monthly ITAA Meeting
August 27-29, 2024	New Employee Orientation Training
September 9-13, 2024	FDBS Annual Employment Training
September 27, 2024	FVVET Administrative Meeting
October 8, 2024	FDBS Monthly ITAA Meeting
October 14, 2024	EPS Monthly Update Call
October 18, 2024	IL/CP Collaboration Connection Meeting
October 30, 2024	FDBS CRP Pre-ETS Training
November 7-8, 2024	FRCB Quarterly Meeting
November 11	EPS Monthly Update Call
November 12, 2024	FDBS Monthly ITAA Meeting
November 14, 2024	VR Bi-monthly Meeting
November 15, 2024	IL/CP Collaboration Connection Meeting
November 19-21, 2024	New Employee Orientation Training
December 9, 2024	EPS Monthly Update Call
December 10, 2024	FDBS Monthly ITAA Meeting
December 18, 2024	New Aware System Training
January 8, 2025	Services in Aware of new pre-ETS contract
January 14, 2025	FDBS Monthly ITAA Meeting
January 15, 2025	Services in Aware of new pre-ETS contract
January 16, 2025	FL WINS Demo
January 28, 2025	Sprint 3 Demo
January 29, 2025	Services in Aware of new pre-ETS contract
January 30-31, 2025	FRCB Quarterly Meeting
February 5, 2025	Services in Aware of new pre-ETS contract
February 10, 2025	EPS Monthly Update Call
February 11, 2025	FDBS Semi-Annual Leadership Meeting
March 10, 2025	EPS Monthly Update Call
March 11, 2025	FDBS Monthly ITAA Meeting
May 6-8, 2025	New Employee Orientation Training
May 8-9, 2025	FRCB Quarterly Meeting
May 12, 2025	EPS Monthly Update Call

May 13, 2025	FDBS Monthly ITAA Meeting
May 16, 2025	HR Liaison Quarterly Meeting
June 9, 2025	EPS Monthly Update Call
June 10, 2025	QA Tool Process Roles and Responsibilities
June 19, 2025	IL/CP Program Meeting
July 14, 2025,	EPS Monthly Update Call
July 23-25, 2025	FRCB Quarterly Meeting
September 29-October 10, 2025	Annual Employment Training

- Strategy 4.2: Incorporate elements of the common performance measures into employee performance expectations and evaluations.

All policies in the Bureau of Client Services were reviewed and revised as appropriate to include WIOA requirements in 2018. The Bureau has a policy team that meets monthly to review policies as an ongoing process. Policies are updated as necessary.

- Strategy 4.3: Increase opportunities for data sharing and improve data validity and integrity.

The State Wage Data Sharing Agreement establishes conditions and procedures related to access wage data for performance accountability. The core partners have a separate data sharing agreement that establishes conditions, safeguards, and requirements under which the parties agree to exchange confidential information with each other for the purpose of administering their respective programs. Monthly case reviews aim to achieve a compliance rate of 96%, exceeding a standard compliance rate of 90%. The quality assurance team shares findings from case reviews program staff and offers additional training opportunities as necessary/requested. The quality assurance /training team incorporates the findings from the case reviews into the Annual VR Employment Training to assist in resolving issues and decreasing audit findings. FDBS utilizes two data checkers (Libera Dare open source, and RSA-911 Edit checker) to ensure the data entered on the RSA-911 report is accurate.

- Strategy 4.4: Decrease federal and state audit findings.

The Division has a quality assurance protocol specific to program services. The protocol activities include remote desk and district onsite reviews to identify and resolve potential issues prior to federal/state audits.

- Strategy 4.5: Develop strong fiscal policies and procedures to promote responsible stewardship of available resources and address WIOA requirements.

The Division has a case service allocation protocol which determines district allocations and ensures dollars are spent appropriately. To ensure appropriate allocation disbursements, the fiscal unit evaluates historical expenditure data (e.g., number of clients served, services provided, contractual agreements in regions, self-employment opportunities and social change). The Division updated policies for prior approval and internal controls in 2024. Federal regulations require VR program staff to track and report time spent providing and arranging Pre-Employment Transition Services for students with disabilities (SWD). The Division created and implemented

internal controls/processes to track pre-ETS activities provided and/or coordinated by staff via People First. This allows FDBS to charge part of annual wages to the 15% minimum reserve as allowable costs.

- Strategy 4.6: Strengthen contract language to ensure increased contractor accountability, improve resource allocations, address WIOA regulations and encourage maximum achievement of client independence.

As a result of RSA monitoring in July 2023, the Division expanded language to contracts with CRPs requiring employer outreach activities and work-based learning experiences. CRPs may include services that may be provided prior to plan creation. Implementation of changes to the rates is in progress. The Contracts Invoice Review Checklist Workbook form is more accessible to JAWS readers. As a result of feedback received from RSA, seven additional VR Pre-ETS services became available in Aware as of January 2025, for eligible blind and low vision students to participate in one or more of the five required pre-ETS services. The VR and Pre-ETS contracts have been separated to ensure that services are charged to the appropriate funding streams. The five PE Pre-ETS services are now also available in Aware and can be provided before an Individualized Plan for Employment (IPE) is in place.

- Strategy 4.7: Strengthen contract monitoring activities and procedures/protocol to reflect new requirements.

The Division's contract team has a monitoring process in place for both on-site and desk reviews. This process is reviewed annually for improvements and updates. Contract managers conduct reviews in the Aware case management system by taking a sample of transition consumers to compare services rendered to services listed on the IPE. Contract Managers may conduct formal or informal contract monitoring. Monitoring activities are divided into phases to assist Contract Managers in performing comprehensive, continuous monitoring of Contractor performance throughout the contract cycle. The first phase is administrative monitoring, which is conducted at a minimum of one (1) time per contract year, with periodic reviews, as needed. The second phase is the Aware CMS client file review. The third phase is onsite monitoring. The Department of Education maintains a risk assessment form for determining risks amongst all Department contractors. Expanded Aware CMS client file reviews should happen, at minimum, one (1) time per contract term and occasionally throughout the contract term, as time permits. The Contract Manager will identify a random sample selection from all clients served on the contract during the current contract term. The Contract Manager may issue formal or informal recommendations to assist the Provider with performance improvements prior to requesting a CAP.

(2) Performance on the performance accountability indicators under section 116 of WIOA for the most recently completed program year, reflecting actual and negotiated levels of performance. Explain any discrepancies in the actual and negotiated levels;

Figure 10.05
WIOA Annual Report Key Measures Over Time

WIOA Annual Report Key Measures Over Time *Aggregated VR & FFDBS Totals						
		PY2019	PY2020	PY2021	PY2022	PY2023
Annual Report Measures	Total Participants	53,718	50,500	49,118	46,628	44,394
	Total Career Services	$127,424,410.27	$117,145,974.74	$134,415,570.15	$139,717,250.84	$166,991,209.16
	Career Service Avg. per Participant	$2,505.05	$2,604.46	$2,969.20	$3,279.59	$5,332.80
	Total Training Services	$35,575,221.39	$32,470,385.22	$29,743,652.75	$28,672,908.50	$39,684,803.10
	Training Service Avg. per Participant	$2,628.39	$3,183.68	$2,696.86	$2,746.97	$3,234.30
	Percent Co-Enrolled	12.20%	11.74%	10.22%	9.71%	12.27%
Common Performance Measures	Employment (Q2) Number	8,436	7,440	7,554	8,709	8,088
	Employment (Q2) Rate	53.8%	48.6%	53.5%	55.2%	54.5%
	Employment (Q4) Number	7,483	7,499	7,259	8,012	8,260
	Employment (Q4) Rate	50.7%	47.9%	50.3%	53.8%	53.3%
	Median Earnings	$3,626.00	$3,750.00	$4,454.00	$4,708.00	$4,920.00
	Credential Number	425	876	1,261	1,295	1,959

	Credential Rate	6.4%	9.0%	20.8%	24.8%	37.9%
	MSG Number	844	2,255	4,958	5,499	5,026
	MSG Rate	15.7%	28.2%	40.6%	38.7%	41.7%

The Division exceeded the negotiated levels for employment in the second quarter after exit and significantly exceeded negotiated levels for median earnings in the second quarter after exit. The remaining performance indicators fell short of RSA's expectations. The change in prohibiting post-employment services after case closure may play a role in the decrease in employment after the fourth quarter. FDBS continues to work with the Division of Career and Adult Education to explore apprenticeship programs for blind and low vision clients. The Divisions of Blind Services and Vocational Rehabilitation are working on an initiative that targets clients who receive pre-ETS. The initiative aims to introduce and engage students between the ages of 16 to 21 in pre-apprenticeship opportunities to enhance their ability to gain competitive integrated employment immediately after high school or after graduation from college and/or technical training. The Divisions agreed to focus on programs in cybersecurity, technology, medical assistants, and pharmacy.

(3) The use of funds reserved for innovation and expansion activities (sections 101(a)(18) and 101(a)(23) of the Rehabilitation Act) (e.g., SRC, SILC).

The use of funds reserved for innovation and expansion activities (sections 101(a)(18) and 101(a)(23) of the Rehabilitation Act) (e.g., SRC, SILC).

The FDBS will continue to use funds that support innovation and expansion to sustain activities of the Florida Rehabilitation Council for the Blind. This includes sponsoring travel and administrative costs, meeting space, advertisement, interpreters, and client satisfaction surveys.

The following table illustrates operational expenditures for the council.

Figure 10.06
Florida Rehabilitation Council for the Blind Expenditures

Expense Category	Amount
Lodging	$9,672.00
Travel	$7,135.55
FSU Research	$7,500.00
Supplies	$352.35
Meeting Room Rental	$9,119.00
Registration	$1,247.56
Total Expenditures	$35,026.46

The FDBS contracted with Career Counseling & Consultation, LLC. to establish the Florida Vision Vocational Evaluation Tool (FVVET) - a contemporary career exploration and job preparedness assessment tool designed specifically for people who are blind or have low vision. This tool provides evaluators with meaningful information regarding a consumer's competence and employability prospects as an individual with a visual impairment. It also provides discussion

points for evaluators, counselors and other service providers to discuss relevant and viable career options with clients.

(E) SE Services, Distribution of Title VI Funds, Arrangements and Cooperative Agreements for the Provision of SE Services.

(1) Acceptance of title VI funds:

(B) [check box] VR agency requests to receive Title VI funds.

(B) The FDBS does not elect to receive Title VI funds and understands supported employment services must be provided under title I.

(2) If the VR agency has elected to receive Title VI funds, Section 606(b)(3) of the Rehabilitation Act requires VR agencies to include specific goals and priorities with respect to the distribution of Title VI funds received under section 603 of the Rehabilitation Act for the provision of supported employment services. Describe the use of Title VI funds and how they will be used in meeting the goals and priorities of the Supported Employment program.

N/A

(3) Supported employment services may be provided with Title 1 or Title VI funds following placement of individuals with the most significant disabilities in employment. In accordance with section 101(a)(22) and section 606(b)(3) of the Rehabilitation Act, describe the quality, scope and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities; and the timing of transition to extended services.

The Division does not elect to receive Title VI funds and understands supported employment services must be provided under Title II.

The Conklin Davis Center provides stabilization reports on each eligible adult and youth at the completion of 90 days of consecutive employment, 180 days of consecutive employment and 364 days of consecutive employment.

(4) Sections 101(a)(22) and 606(b)(4) of the Rehabilitation Act require the VR agency to describe efforts to identify and arrange, including entering into cooperative agreements, with other state agencies and other appropriate entities to provide supported employment services. The description must include extended services, as applicable, to individuals with the most significant disabilities, including the provision of extended services to youth with the most significant disabilities in accordance with 34 CFR 363.4(a) and 34 CFR 361.5(c)(19)(v).

The Division uses Title I funds to provide services to youth with disabilities – including those with most significant disabilities – not to exceed 4 years or until the youth turns 24, whichever occurs first, who are seeking services leading to supported employment. The Division works with public and private stakeholders for the provision of extended services and supported employment leading into integrated competitive employment.

The Conklin Davis Center provides comprehensive Residential Supported Employment services to eligible adults and youth who are blind and have at least one other significant

disability. Qualified clients receive training and support toward obtaining and maintaining competitive integrated employment, including customized employment. The Conklin center offers an on-site residential evaluation, intensive individual employment based training and integrated community-based supported employment services.

(f) Annual Estimates. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all vocational rehabilitation agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 CFR § 361.29(b), annual estimates must include the following projections:

The Division estimates the number of individuals eligible for Title I services in the state is approximately 5,500; while the number of individuals eligible for Title VI services in the state is approximately 550. These numbers are based on estimates of trends, spending patterns, and data projections using a review of historical information such as the number of individuals served over the past 5-year average, average caseload size, number of applications, number of Individualized Plans for Employment (IPEs) written and number of consumers who continue to require services from one year to the next. For federal fiscal year 2025-2026, the FFDBS plans to serve 5,255 under Title I and 500 under Title VI.

(1) Estimates for next Federal fiscal year

(A) VR Program; and

Figure 10.07
Estimated Number of Clients Served in VR Program

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	5,500	5,255	$28,000,000	0

(B) SE Program.

Figure 10.08
Estimated Number of Clients Served in SE Program

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under SE Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	500	500	$1,600,000	0

(g) OOS.

The Division is not implementing an order of selection and will serve all eligible individuals.

(h) Waiver of Statewideness.

The FDBS does not request a Waiver of Statewideness for this plan.

(i) Comprehensive System of Personnel Development. In accordance with the requirements in section 101(a)(7) of the Rehabilitation Act, the vocational rehabilitation agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the vocational rehabilitation agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the vocational rehabilitation agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

(1) Analysis of current personnel and projected personnel needs including:

(A) The number and type of personnel that are employed by the vocational rehabilitation agency in the provision of vocational rehabilitation services, including ratios of qualified vocational rehabilitation counselors to clients.

(B) The number of personnel currently needed by the vocational rehabilitation agency to provide vocational rehabilitation services, broken down by personnel category; and

(C) Projections of the number of personnel, broken down by personnel category, who will be needed by the vocational rehabilitation agency to provide vocational rehabilitation services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Figure 10.09
Personnel by Category

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Bureau Chief	1	1	1
Program Administrator	3	4	4
District Administrator	10	10	10
Assistant District Administrator	10	13	13
Clerk	15	21	21
Employment Placement Specialist	8	12	12
Government Operations Consultant	2	3	3
Program Consultant	1	2	2
Rehabilitation Technician	25	32	32
Staff Assistant	12	9	12
Vocational Rehabilitation Counselor	49	55	55

Word Processor/Senior Word Processor	10	15	18

(D) Ratio of qualified VR counselors to clients:

The FFDBS served 5,288 individuals in the Vocational Rehabilitation Program in FFY 2023-2024. This represented 85 more individuals than the prior FFY. The average ratio of clients per counselor was 51 to 1. A comparison of the previous five years indicates a statistically insignificant change in the ratio of clients served per counselor. This data is tracked and maintained in the Accessible Web-based Activity and Reporting Environment (Aware) case management system.

Figure 10.10
Client to Counselor Ratio

Federal Fiscal Year	Number served	Ratio (person served/counselor)
2023-2024	5,288	51
2022-2023	5,203	45
2021-2022	5,160	46
2020-2021	5,123	48
2019-2020	4,984	47

(E) Projected number of individuals to be served in 5 years:

The Division had a decrease of 10 in the number of individuals served in the employment program between 2020 and 2025. The average increase year by year prior to this decrease is approximately 1% over the past five years. Based on this percentage, FDBS plans to serve the following number of individuals each year.

Data and information on personnel preparation and development, recruitment and retention, and staff development, including the following:

Federal Fiscal Year	Number Projected to Serve
2025-2026	5,164
2026-2027	5,216
2027-2028	5,268
2028-2029	5,321
2029-2030	5,374

(A) A list of the institutions of higher education in the State that are preparing VR professionals, by type of program; the number of students enrolled at each of those institutions, broken down by type of program; and the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

FDBS maintains close relationships with universities and disability-specific organizations. FDBS staff collaborate with universities in securing grant funding, invite university staff to help with training and education activities and provide practicum and internship slots for students.

Figure 10.11
Rehabilitation Programs by Educational Institution

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
Florida Atlantic University Graduate-level Rehabilitation Training Program	Med	33	8
Florida Atlantic University Graduate-level Rehabilitation Training Program	PhD	2	1
Florida International University Rehabilitation Counseling Program	MS in Counselor Education	19	4
University of South Florida Clinical Rehabilitation and Mental Health Counseling program	MA	102	43
University of South Florida Rehabilitation Counseling and Disabilities Sciences Program	MA	23	0 (first cohort graduates Spring 2024)

(B) The vocational rehabilitation agency's plan for recruitment, preparation and retention of qualified personnel, which addresses the current and projected needs for qualified personnel; and the coordination and facilitation of efforts between the vocational rehabilitation agency and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel who are individuals with disabilities.

FDBS uses People First for recruiting qualified personnel using the minimum qualifications. FDBS hires individuals with and without disabilities at all levels of employment. VR program staff encourage consumers who meet the minimum qualifications or with a master's degree in Rehabilitation Counseling to apply for vacant positions, and some are current employees. FDBS shares information regarding the hiring process, recruitment, and retention with students at Florida State University during onsite visits.

VR program staff receive lower salaries when compared to other state agencies, which plays a significant role in retention. FDBS successfully obtained approval from the legislature to increase starting salaries for new employees and salaries for current employees. VR counselors with credentials (CRC at present, exploring CWIC and others) beyond college degrees receive a pay additive as an incentive.

(C) Description of staff development policies, procedures, and activities that ensure all personnel employed by the vocational rehabilitation agency receive appropriate and adequate training and continuing education for professionals and paraprofessionals:

i. Particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998.

N/A.

ii. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to the vocational rehabilitation agency professionals and paraprofessionals and for providing training regarding the amendments to the Rehabilitation Act made by WIOA.

The assessment of training needs is an ongoing process consisting of ensuring compliance of federal and state mandates and examining individual personnel training requirements related to current job performance, future job requirements, and promotional or career advancement needs. Training is an essential component to the VR program, but it is often complicated by turnover. FDBS provides bi-monthly and annual training to VR program professionals to relay updates to policies, procedures, or other program changes based on information from RSA via Training and Employment Guidance Letters, Technical Assistance Circular, and Policy Directives to ensure federal compliance. The policy team meets at least quarterly (more often when necessary) to review new or revised federal guidelines and to research best practices or other topics that may improve program performance. As appropriate, the policy team revises current or drafts new policies/procedures to support state and/or federal mandates.

FDBS plans to incorporate a Learning Management System (LMS) into its training process. The LMS will be designed specifically for vocational rehabilitation programs and includes an array of courses to enhance understanding of the rehabilitation process. Several staff serving in positions with varying roles and responsibilities were chosen to complete online courses offered via the Yes LMS. Based on their feedback, FDBS determined this system is the best fit for VR program.

(2) Description of vocational rehabilitation agency policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that vocational rehabilitation agency professional and paraprofessional personnel are adequately trained and prepared, including:

(A) Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services.

FDBS encourages employees providing vocational rehabilitation services to obtain certification in the appropriate areas based on the position classification. This may include CRC, CWIC, Certified Orientation and Mobility Specialist (COM), Certified Visual Rehabilitation Therapist (CVRT), and Certified Vocational Evaluator (CVE). There are two COMs, 12 CRCs, two CWICs, two CVRTs, and one CVE in FDBS. Each of these credentials are nationally recognized.

(B) The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

The Florida Department of Management Services establishes the education and experience requirements for all positions in the state. FDBS ensures these requirements align with those required by section 101(a)(7)(B)(ii) of the Rehabilitation Act. In fact, FDBS's requirements exceed this standard for some VR program staff. The human resources unit tracks and maintains education and experience requirements, including tracking employees holding advanced credentials. Due to difficulties hiring individuals who meet current CRC certification standards, FDBS routinely hires those who meet the academic standards. The following table outlines the minimum qualifications for employees performing work under the VR program.

Figure 10.12
Personnel Requirements

Class Title	Minimum Qualifications
Word Processor	One-year operating word processing equipment; or 2 years of secretarial or clerical work; or completion of 720 classroom hours of vocational/technical training in word processing; or possession of a Certified Professional Secretary Certificate; or college education; or vocational/technical training in secretarial science or office/business studies; or high school diploma/GED + 1 year secretarial or clerical experience
Senior Word Processor	Two years' operating word processing equipment; or 3 years of secretarial or clerical work; or possession of a Certified Professional Secretary Certificate; or completion of 720 classroom hours of vocational/technical training in word processing + 1 year operating word processing equipment; or college education + 1-2 years secretarial or clerical experience; or college education + 1 year operating word processing equipment; or vocational/technical training in secretarial science or office/business studies at 720 hours rate + 1-2 years secretarial or clerical experience; or vocational/technical training in secretarial science or office/business studies at 720 hours rate + 1 year operating word processing equipment; or high school diploma/GED + 2 years secretarial or clerical experience
Staff Assistant/Personnel Liaison	Three years secretarial or clerical experience; or college education + 0-2 years secretarial or clerical experience; or vocational/technical training in secretarial science or office/business studies + 0-2 years secretarial or clerical experience; or high school diploma/GED + 2 years secretarial or clerical experience
Rehabilitation Technician	Bachelor's degree; or high school diploma/GED + 4 years of professional or nonprofessional experience in a public vocational rehabilitation program
Human Services Program Specialist (working title Employment Placement Specialist)	Master's degree + 2 years of professional experience in health, social, economic or rehab programs, health care or hospital administration or planning; or bachelor's degree + 3 years of professional experience in health, social, economic or rehab programs, health care or hospital administration or planning; or 7 years of professional or nonprofessional experience in health, social, economic or rehab programs, health care or hospital administration or planning
Human Services Program Consultant I (working title Vocational Rehabilitation Counselor)	Master's degree + 3 years of professional experience in social, economic, health or rehabilitation programs; or bachelor's degree + 4 years of professional experience in social, economic, health or rehabilitation programs; or 8

	years of professional or nonprofessional experience in social, economic, health or rehabilitation programs
Assistant District Administrator and District Administrator	Requirements of the VR counselors + one or more years of supervisory experience

(3) Method(s) the vocational rehabilitation agency uses to ensure that personnel are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

FDBS employs individuals who communicate in the native languages of applicants and eligible individuals. District offices in areas highly populated with non-English speaking individuals strive to hire personnel who speak the native languages of individuals in the community. FDBS purchases language interpreter services (including sign language) when necessary to communicate with an applicant or eligible individual. Documents such as an application for services, Client Rights, Guidelines for Developing an Individualized Plan for Employment, and informational brochures are available in appropriate formats (e.g., large print, Braille, Spanish).

(4) As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

FDBS has a cooperative agreement with DPS to coordinate activities for students who are blind and visually impaired. Under this agreement, FDBS provides training for teachers and personnel who work with students who are blind and visually impaired.

COOPERATION, COLLABORATION, AND COORDINATION (Section 101(a)(11) of the Rehabilitation Act)

(J) Coordination with Education Officials. In accordance with the requirements in section 101(a)(11)(D) of the Rehabilitation Act.

(1) Describe plans, policies, and procedures for coordination between the designated State agency and education officials responsible for the public education of students with disabilities, that are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services, including pre-employment transition services.

The FDBS implemented new policies on Post Employment Services and updated policies on Pre-ETS, Supported Employment, and Individualized Plan for Employment. There is a State Education Agency (SEA) agreement between the FDBS, Local Education Agencies (LEAs), Division of Public Schools (DPS) and Division of Vocational Rehabilitation (DVR) to assist students with disabilities in successfully transitioning to postsecondary training programs, education and competitive integrated employment. The FDBS and VR offer pre-ETS to prepare students with disabilities (ages 14-21) for success in 21st century careers. The LEAs provide transition services under IDEA that meet pre-ETS requirements. Students may receive Pre-ETS from VR or FDBS without completing an application (potentially eligible). Pre-ETS are also available to students with disabilities who apply for partner services.

When needed, students with disabilities are invited to tour the local office to meet their counselors to go over the College Handbook with them. The BEP coordinator attends the meeting with the

students with disabilities to provide detailed information regarding opportunities with the BEP. When applicable, District Administrators meet and keep in contact with ESE directors in the districts. IL/CP counselors and VR counselors attend IPE meetings with their students and parents. Dual cases with the Division of Vocational Rehabilitation are discussed to determine the best course of action for the benefit of a student with disabilities.

The FDBS reviewed and updated the College Handbook to guide through FDBS college program requirements. The contents of the College Handbook include career pathways, term expectations and semester reviews and student resources. The goal of the College Handbook is to equip students with disabilities with skills for employment aligned with their strengths, interests and informed choice.

(2) Describe the current status and scope of the formal interagency agreement between the vocational rehabilitation agency and the State educational agency. Consistent with the requirements of the formal interagency agreement pursuant to 34 CFR 361.22(b), provide, at a minimum, the following information about the agreement:

(A) Consultation and technical assistance, which may be provided using alternative means for meeting participation (such as video conferences and conference calls), to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other vocational rehabilitation services.

The key responsibilities of FDBS and FDVR are joint planning, training and technical assistance, capacity building, and collaborative training. The FDBS and FDVR provide joint planning and support to assist with transition for students with disabilities. Training and technical assistance are provided to a wide range of stakeholders including students, families, educators, and service providers. The capacity building focuses on strengthening Local Educational Agencies (LEAs) and vendors. The FDBS and FDVR provide joint training to staff to ensure consistent and effective service delivery. Delivery methods include conference calls, video conferences, in-person training, and consultations.

(B) Transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and implementation of their individualized education programs (IEPs) under section 614(d) of the Individuals with Disabilities Education Act.

The Division's VR program staff attend meetings for the development of an Individualized Education Plan (IEP) when invited, with appropriate consent from the consumer. In collaboration with LEAs, counselors develop an Individualized Plan for Employment (IPE) in accordance with 34 CFR 361.45 as early as possible during the transition planning process, but no later than exit from the school setting. The development of the IPE must occur within 60 days of eligibility determination. Should the FDBS enter an Order of Selection, counselors will develop IPEs based on severity – prioritizing clients with significant and most significant disabilities. If the state operates under an order of selection, the IPE is developed only for those eligible individuals to whom services can be provided. The IPE must be implemented in accordance with the individual's informed choice and designed to achieve a specific employment outcome.

(C) The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services and pre-employment transition services.

The parties of the interagency agreement commit to aligning or designing programs that are complementary, which will assist with the provision of pre-ETS and other transition services to students with disabilities, including youth with the most significant disabilities, to assist them in achieving competitive integrated employment. The FDBS and DPS will use the following criteria for determining financial and programmatic responsibilities:

- Financial Responsibility: Each partner has a financial responsibility for delivering services identified under the respective student plans (e.g., the IPE, IEP, 504). The FDBS sets aside a minimum of 15% of the yearly federal allotment for client services to fund pre-ETS for students with disabilities.
- Purpose of the service: Discuss at the state level whether the purpose of the service is related to an employment outcome or education attainment, or if it is considered a special education or related service.
- Customary services: Evaluates whether the service is typically provided by schools under IDEA Part B.
- Eligibility for services: Assesses if the student with disability qualifies for transition services under IDEA.
- Personnel: The Division employs Transition Counselors who serve as representatives who work directly with students, school officials, parents and others involved in transition services to coordinate outreach and transition services. This position requires a bachelor's degree, plus two years of full-time experience or six years of experience without a degree.

(D) Procedures for outreach to and identification of students with disabilities who need transition services and pre-employment transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals.

The FDBS identifies and provides outreach to students with disabilities by participating on interagency councils and coordinating with LEAs, state and community partners, CareerSource and postsecondary institutions to disseminate information on available services and resources for students with disabilities. Counselors present information about services and programs at education conferences and other transition-focused training sessions. Schools, students, family members and other interested parties receive printed materials about services.

(E) Coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 regarding students and youth with disabilities who are seeking subminimum wage employment.

Section 511 of the Rehabilitation Act, 14(c), states businesses referred to as "employers" are prohibited from employing individuals with disabilities 24 years of age or younger at subminimum wage. Under the SEA agreement, educational agencies will not enter into an agreement or contract with entities holding a special wage certificate under sec.14(c) of the Fair Labor Standards Act and provide work experience at or under subminimum wage. The LEAs must provide documentation to the FFDBS of the provision of transition services under IDEA or Pre-ETS for students who may be seeking subminimum wage employment.

To implement Florida statutes and federal laws/regulations, the Division will coordinate activities

in serving students who are blind and visually impaired through the following:

1. The development of the Florida State Plan under Part B of the Individuals with Disabilities Education Act.
2. The preparation and implementation of guidelines, policies, rules, and regulations which affect the interests of students with visual impairments through joint planning committees and publications, as appropriate.
3. Interchange information on the monitoring and evaluation of special programs for students with visual impairments.
4. Promotion and provision of training for teachers and FDBS staff who work with students who are blind and visually impaired; and
5. The dissemination of information and other activities to increase public awareness of visual disabilities and services available to students with visual impairments.

(F) Assurance that, in accordance with 34 CFR 397.31, neither the SEA nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which youth with a disability is engaged in work compensated at a subminimum wage.

Under a 14(c) Special Wage Certificate, employers are prohibited from employing a youth with a disability 24 years of age or younger at subminimum wage, unless the individual has documentation from the FDBS verifying completion of the required activities, which includes applying for VR services, participation in Pre-ETS or Transition Services, and information to support informed choice.

(K) Coordination with Employers. In accordance with the requirements in section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

Through a concerted effort of interagency cooperative agreement, the Division is able to coordinate with employers via a range of activities that include developing practices to increase employment opportunities for individuals with disabilities by 1) understanding the labor market, 2) motivating employers and human resource managers to hire, 3) promoting continuous awareness among employers about the value individuals with disabilities bring to the workforce and 4) informing employers about the various resources that are available to assist with their hiring needs.

As part of continuous collaborative efforts with the statewide workforce systems, the Florida Division of Blind Service Director serves on the statewide workforce board, and the District Administrators and their team members collaborate with their local boards during monthly visits to workforce centers and other joint community initiatives. The Division utilizes the following strategies to promote and increase partnerships with the workforce development system, promote access, and increase community outreach to employers to hire FSDB consumers, generate and strengthen program awareness.

- Work with employers to encourage sponsorship of registered apprenticeship programs. The Miami district office has partnered with Miami Dade College, who has strong connections with employers in the community that provide apprenticeships in various

fields such as hospitality, logistics, and early education. In addition, one consumer applied to a cyber security apprenticeship program offered at Florida International University while another applied to a theater apprenticeship at Adrienne Arts Théâtre. These opportunities provide these apprentices with hands-on experience, field expertise, guidance, and personal growth.

- Increase utilization of online job portals to expose employers to job seekers who are ready for employment. Based on the Talent Acquisition Portal, 1,187 candidates are active with 288 candidates with published resumes. Consumers are referred to the portal by their Vocational Rehabilitation Counselor.

- Develop and strengthen employer partnerships by providing employer training, support, education, and resources. Each district office conducts a minimum of 13 monthly community outreach activities where they provide technical assistance and disability awareness to various CareerSource centers and community employers.

- Develop mechanisms to maximize job placement effectiveness among FDBS Employment Placement Specialists (EPS) and contracted service providers. Each EPS conducts a minimum of ten (10) in person employment meetings per month with relevant employees and hiring managers to increase FDBS employment outcomes. Each EPS directly assists in placing between 50 to 70 percent of received referrals in jobs. The EPS also provides guidance to consumers on creating and updating resumes, employment applications, and relative information on job opportunities in the community.

- Create training methods to better integrate individuals with disabilities into the workforce. FDBS provides incentives to employers through work experience and OJT. These opportunities provide prospective employers with provisional timeframes to evaluate the individuals' abilities and capabilities prior to hiring.

- Collaborate efforts between multiple agencies and organizations to achieve the intent of the Employment First Act. The FDBS under its MOU with CareerSource -continues to collaborate by engaging consumers and providing services such as resume writing, interview coaching, career guidance, workshops and recruitment at CareerSource centers.

- Identify baseline employment outcome data for individuals with disabilities and set targets for improvement. The FFDBS has increased its projected employment outcome from 755 to 910 and thereafter increasing until it reaches its new projected employment outcome of 1000.

(l) Interagency Cooperation with Other Agencies. In accordance with the requirements in section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

(1) State programs (designate lead agency(ies) and implementing entity(ies)) carried out under section 4 of the Assistive Technology Act of 1998.

In conformity with the Assistive Technology Act of 1998, the Division is constantly ensuring that access to assistive technology is available to all internal and external stakeholders as it promotes statewide policy development, advocacy at state and federal levels, planning of statewide resource allocations and, through contract with Vispero, the purchase and provisions of license renewals for Fusion, JAWS and ZoomText software. The Division works closely with the CRPs to ensure that AT training is consistent with the consumer's unique strengths and resources, priorities, concerns, abilities, capabilities, interests, and informed choice. The counselors must document the type and need of AT in the Individualized Plan for Employment. The Division coordinates and provides AT demonstrations at the district level and when feasible has loan programs.

(2) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

The Division does not collaborate with the Department of Agriculture (DOA) on a routine basis. While the Division does not have any direct funding arrangements with the Department of Agriculture, staff as part of their local resources are aware of the Rural and Family Lands Protection Program and can provide this resource to consumers who are interested in home ownership. The DOA offers an array of other programs that provide direct consumer resources and support. The Division's goal is to increase collaboration with employers in rural communities to join initiatives toward promoting job development to increase consumer involvement as job seekers.

(3) Non-educational agencies serving out-of-school youth;

The FDBS in collaboration with community rehabilitation providers, coordinate services to out-of-school youth through contracts and/or authorizations. The provision of services assists youth in meeting their future employment goals. Transition services include assessments, information and referral, assistive technology, counseling and guidance, workplace readiness training, job coaching, benefit counseling, career pathways, work-based learning experiences, independent living skills training and job exploration counseling.

(4) State use contracting programs;

The Division has a state procurement agreement with Respect to provide cleaning services at the Career, Technology and Training center for the Blind and Visually Impaired. The FDBS has a contract with Vispero for the provision of assistive technology software and Alliance Enterprises for the provision of enhancement work, maintenance and support of the Aware Client Service Electronic Records Management Software System. Keystone Systems provides features of an integrated library system (Keyston Library Automation System, KLAS) to the Division's Braille and Talking Book Library.

(5) State agency responsible for administering the State Medicaid plan under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.);

The Agency for Health Care Administration (AHCA) was statutorily created as the chief health policy and planning entity for the state. They are primarily responsible for the state's estimated $35 billion Medicaid program. This program is projected to serve 4.7 million Floridians in SFY 2024-25, license more than 50,500 health care facilities and share health care data using the Florida Center for Health Information and Policy Analysis. The FDBS program staff work with the local AHCA units when working with consumers who have Medicaid to ensure the Division is the

payer of last resort. The Division works in collaboration with the Department of Children and Families, who also provides mutual services to children in the state of Florida. The Division shares the following code of regulations as it pertains to blindness under 42 CFR 435.530 and 435.531, and disability under 42 CFR 435.540 and 435.541. The Division continues to work in partnership with various state agencies in creating and implementing a "no wrong door strategy" portal that allows the agencies to actively communicate and share referrals while streamlining access to services and increasing accountability across the state.

(6) State agency responsible for providing services for individuals with developmental disabilities;

The Division has an MOU with the Division of Vocational Rehabilitation who collaborates with Agency for Persons with Disabilities to coordinate services for consumers with dual disabilities, such as visual impairments and other developmental disabilities. FDBS tracks consumers with secondary disabilities, but not specific to those consumers who received services through APD.

(7) State agency responsible for providing mental health services;

The Division and its partners (APD, BEESS, CareerSource, DCF, FDBS and the Florida Association of Rehabilitation Facilities) extended the Employment First agreement based on the Employment First Act. The Employment First Act requires agencies to assist individuals in achieving independence by breaking down barriers to employment that inhibit their opportunities to compete fairly in the labor force. The current agreement term runs through April 30, 2029.

The Division collaborates with mental health treatment centers that address various mental health disorders for consumers of all ages. The Division coordinates these services to those seeking and needing outpatient support via authorization payments.

(8) Other Federal, State, and local agencies and programs outside the workforce development system; and

The Florida Alliance for Assistive Services and Technology (FASST) provides assistive technology to Floridians with disabilities, their family members, service providers, educators, therapists, employers, health and rehabilitation professionals. Their services range from device loans, demonstrations, reutilization and training to ensure that the consumer has the latest in assistive technology. They also provide information, assistance, and financing programs to assist with the acquisition of assistive devices.

The Florida Instructional Materials Center for the Visually Impaired is a statewide resource center established in 1972 by the Florida Legislature designed to assist schools in obtaining specialized materials for students with visual impairments. Services are provided free, high-quality accessible instructional materials to students with visual impairments enrolled in Florida's public and private schools as well as students who are home-schooled. They also provide teachers, administrators, families, agency personnel, and others with resources and opportunities for training and professional development.

The Florida Independent Living Council (FILC) is a federal and state mandate council that collaborates with the Division on planning and evaluating independent living services, preparing annual reports and conducting public forums.

The National Rehabilitation Association (NRA) advocates for the rights of individuals with disabilities while promoting high quality, ethical, and collaborative practices across the rehabilitation profession. It consists of counselors, educators, researchers, and community partners committed to enhancing the quality of life of individuals with disabilities, their families, and the community. The Division collaborates with NRA to facilitate removal of environmental barriers that may prevent consumers from seeking, obtaining and/or maintaining successful employment.

(9) Other private nonprofit organizations.

The FDBS has contracts with 20 Community Rehabilitation Programs (CRPs) and recognizes the services they provide to our clients. The CRPs provide and coordinate various rehabilitation services to individuals with blindness and visual impairment to maximize their employment opportunities in competitive integrated settings and career advancement. The CRPs have mutual contracts related to pre-employment transition and transition services, vocational rehabilitation, older blind, children's program, blind babies, adult independent living and one contract for supported employment. Provision of services include, but are not limited to, independent living skills, job training, job exploration, job placement, orientation and mobility, adjustment to blindness, assistive technology, job development, job coaching, low vision training, job readiness and self-advocacy.

Able United provides families with an opportunity to financially save funds and care for their loved ones with disabilities without losing any benefits. The Division collaborates with its consumers by connecting them to this resource.

The Able Trust is a public charity organization that provides direct support to the general VR population. They raise awareness in the employment community to increase employment opportunities for Floridians with disabilities. This organization provides services to youth programs for students with disabilities through transition services in preparation for life after high school. The High School High Tech and Futures in Focus program provides the students with school-based preparatory experiences, career preparation and work-based learning, connecting students with disabilities with employment opportunities. The Able Trust conducts research to analyze data to better understand and support Florida's disability employment systems and stakeholders. Outreach is conducted with various stakeholders, such as educators, employers, career service providers, elected officials and community organizations to raise disability awareness. The FDBS works with the Able Trust to build collaborations and connect visually impaired and blind students with their youth leadership and development activities.

The FDBS works in collaboration with Disability Rights Florida (DRF). DRF is the state's designated Protection and Advocacy (P&A) system for individuals with disabilities. They provide legal advocacy and rights protection for adults and children with a wide range of disabilities.

They address civil rights disputes, abuse and neglect, and discrimination as it relates to employment accommodation, communication, voting, housing, architectural barriers, service animals, transportation and Medicaid eligibility disputes. The FDBS works with DRF to facilitate removal of environmental barriers and other barriers that may prevent consumers from successful employment.

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to VR agency professionals and paraprofessionals and for providing training

regarding the amendments to the Rehabilitation Act made by the Workforce Innovation and Opportunity Act.

The assessment of training needs is an ongoing process consisting of ensuring compliance of federal and state mandates and examining individual personnel training requirements related to current job performance, future job requirements, and promotional or career advancement needs. Training is an essential component to the VR program, but it is often complicated by turnover. FDBS provides bi-monthly and annual training to VR program professionals to relay updates to policies, procedures or other program changes based on information from RSA via Training and Employment Guidance Letters, Technical Assistance Circular, and Policy Directives to ensure federal compliance. The policy team meets at least quarterly (more often when necessary) to review new or revised federal guidelines and to research best practices or other topics that may improve program performance. As appropriate, the policy team revises current or drafts new policies/procedures to support state and/or federal mandates.

FDBS plans to incorporate a Learning Management System (LMS) into its training process. The LMS will be designed specifically for vocational rehabilitation programs and includes an array of courses to enhance understanding of the rehabilitation process. Several staff serving in positions with varying roles and responsibilities were chosen to complete online courses offered via the Yes LMS. Based on their feedback, FDBS determined this system is the best fit for the VR program.

The FDBS maintains a robust system of personnel development aligned with federal requirements under the Rehabilitation Act through its Comprehensive System of Personnel Development (CSPD). This includes ensuring that Vocational Rehabilitation (VR) counselors meet minimum educational and credentialing standards, typically holding a master's degree in rehabilitation counseling or a related field. New staff undergo structured onboarding that includes orientation to FDBS policies and procedures, blindness-specific service training at the CTTC and shadowing experienced staff across district offices. Ongoing professional development is supported through in-service training, webinars, workshops, conferences and external certifications. Staff also receive regular updates via RSA newsletters, WIOA communications, and bi-monthly training sessions. Topics covered include rehabilitation technology, ophthalmic epidemiology, career counseling, job development, cultural competency, client engagement, federal reporting and professional ethics, among others.

Each FDBS district tailors training to meet local needs, supported by district-specific manuals and desk guides to ensure consistency in service delivery. Performance support is available for new or underperforming staff through mentorship, targeted coaching and access to procedural resources. FDBS also maintains structured training policies for interns and paraprofessionals, emphasizing client confidentiality, service standards and effective communication with individuals who are blind or visually impaired. This comprehensive approach ensures that FDBS staff are well-equipped to deliver high-quality, person-centered services across Florida.
FFDBS staff receive training in the following core areas:

Assessment

1. Functional and vocational assessments
2. Assistive technology evaluations
3. Use of standardized tools and person-centered planning

Vocational Counseling

1. Career exploration and goal setting
2. Labor market analysis

3. Counseling techniques for individuals with visual impairments

Job Placement
1. Employer engagement and job development
2. Supported employment and job coaching.
3. Use of community rehabilitation programs (CRPs)

Rehabilitation Technology
1. Training on screen readers, magnification software, Braille displays, and other AT
2. Coordination with Florida's Assistive Technology Program (FAAST) under the Assistive Technology Act of 1998
3. Participation in AT expos and hands-on learning sessions

Training Delivery Methods
1. In-person and virtual workshops
2. Annual statewide training conference
3. Learning Management System (LMS) with modules on case management, AT and documentation
4. Mentorship and peer learning for new staff

Coordination with state AT Programs
FDBS collaborates with FAAST and other AT providers to:
1. Train staff on emerging technologies
2. Conduct joint assessments for clients.
3. Ensure staff can support clients in selecting and using AT for employment and daily living.

The FDBS provides ongoing training and professional development for its staff as follows:
1. Direct Supervision (District Specific)
2. Bi-Monthly Training and In-Service
3. Federal Updates
4. Annual Training
5. RSA Data Updates
6. VRTAC – QE Trainings and Educational Materials

Training Update Frequency and Structure

FDBS implements the Workforce Innovation and Opportunity Act (WIOA) amendments to the Rehabilitation Act through a structured and collaborative approach that ensures Vocational Rehabilitation (VR) professionals and paraprofessionals are well-trained and informed daily, weekly, monthly, bi-monthly, quarterly, and annually. Our process includes the following:

1. Comprehensive System of Personnel Development (CSPD)
FDBS (Client Services) agency maintains a CSPD as required by federal regulations (34 CFR § 361.18), which includes:

A. Annual assessment of personnel needs and development.
Steps taken to Conduct the Annual Assessment
- Review of Current Staffing and Qualifications

- Collect data on all professionals and paraprofessionals (e.g., job titles, roles, responsibilities, educational backgrounds and certifications, and years of experience and areas of specializations)
- Identify Service Needs and Gaps
- Analyze service delivery data (e.g. caseload sizes, service outcomes such as employment rates and client satisfaction and geographic/demographic areas with unmet needs)
- Compare staff qualifications to service demands (e.g., need for bilingual counselors, specialists in youth transition services).
- Conduct staff surveys and interviews to ask staff about training needs and interests, the challenges they face in delivery of services and suggestions for improving professional development.

B. Align with Strategic Goals and WIOA Requirements

Ensure the assessment reflects:

a. WIOA priorities (e.g., pre-ETS, supported employment)
b. Federal and state performance indicators

C. Develop a Staff Development Plan

Based on findings, create a plan that includes:

d) Required and optional training topics
d) Certification or degree programs
d) Mentorship or peer learning opportunities
d) Timeline and budget for implementation

D. Monitor and Report Progress

c) Track participation in training.
c) Evaluate impact on service quality and outcomes.
c) Report on findings to leadership and stakeholders

The FDBS uses the following resources to help with assessing staff training needs:

1. HR databases regarding FDOE Annual mandatory training.
2. Aware (Our case management systems for data collection
3. Learning management systems (LMS) for tracking training
4. Partnerships with universities for credentialing programs
5. Federal guidance documents from RSA and WIOA
6. Recruitment and retention plan for qualified staff, including individuals with disabilities.
7. Personnel standards aligned with national or state certifications, or equivalent qualifications.
8. Education and experience requirements for new hires to ensure they understand the evolving labor market and disability needs.
9. Staff development plans covering specific training topics
10. Coordination with IDEA to ensure consistency in services for youth with disabilities.
11. Training on WIOA Amendments. Florida VR provides training on WIOA changes through:

    - Pre-Employment Transition Services (pre-ETS) for students with disabilities starting at age 14. These include career counseling, work-based learning and self-advocacy training.

- Collaborative efforts between VR, FDBS and the Bureau of Exceptional Education and Student Services (BEESS) to align services and improve post-school outcomes.
- Participation in IEP meetings and transition planning to ensure students and families are aware of VR services.
- Information sharing via brochures, websites and school events to raise awareness among educators and families.

12. Dissemination of Research and Best Practices. FDBS uses its website and interagency partnerships to:

- Share research findings, program updates and training materials.
- Engage in statewide councils and committees to develop formalized processes and resources.
- Encourage cross-training between educators and VR staff to improve mutual understanding of services.

13. Local Implementation and Support

- VR staff are expected to respond promptly to school referrals and participate in planning meetings.
- Agencies provide technical assistance and maintain contact lists to support local collaboration.
- Training is tailored to meet local needs and is updated as regulations evolve:

1. Initial and Onboarding Training

- New staff receive comprehensive on-boarding training that includes:
  - Orientation to FDBS policies and procedures
  - Training in blindness-specific services, assistive technology and case management
- This training is typically completed within the first 90 days of employment.

2. Ongoing Professional Development

- FDBS staff participate in annual training updates to stay current on:

  - Vocational counseling techniques
  - Assessment tools and procedures
  - Job placement strategies
  - Rehabilitation technology, including assistive devices and software.
  - DOE mandatory annual training

These training courses are often delivered through:

- Statewide conferences
- Online learning modules
- In-service workshops
- Agency mandated training through FDOE and the People First platform

3. Coordination with Assistive Technology Programs

FDBS collaborates with Florida's Assistive Technology Program (FAAST) and other partners to

- Provide hands-on training in emerging technologies.
- Ensure staff are equipped to support clients using AT in employment and daily living.
- Update training content as new tools and devices become available.

4. Specialized and Refresher Training

Staff may receive refresher training or targeted instruction based on:

- Performance evaluations
- Changes in federal or state policy
- Introduction of new service models or technologies

3. Description of VR agency policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that VR agency professional and paraprofessional personnel are adequately trained and prepared, including:

A. Standards that are consistent with any national or state-approved or recognized certification, licensing, registration or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

B. The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Efforts are made to recruit and hire counselors who meet standards for providing counseling and guidance services. While there is not a state-approved or recognized certification, licensure or registration of vocational rehabilitation counselors, the individual(s) must have a bachelor's degree from an accredited university in a field reasonably related to Vocational Rehabilitation and two years of full-time related work experience. Related majors may be considered along with the minimum qualification requirements for the position.

When evaluating the suitability of alternative majors, the hiring authority should consider the major area of study's applicability to the required knowledge, skills and abilities. A master's degree from an accredited university in related fields can substitute for the years of required experience.
The state of Florida allows staff to use a tuition waiver to enroll in six hours (or less) courses per semester on a space-available basis at public universities. Florida has three programs accredited through the Council for Accreditation of Counseling and Related Educational Programs (Florida Atlantic University, the University of South Florida and Florida International University) offering Rehabilitation Counseling degrees. There are several other Florida universities that offer degrees and courses in related fields, including two sign language interpreting programs. VR will continue to use additional programs, as appropriate.

FDBS staff are encouraged to use the State of Florida Tuition Waiver program as much as possible, as it represents significant savings to FDBS.

Additionally, support is provided for attainment of certifications like Certified Public Manager (CPM), Florida Certified Contract Manager (FCCM), Florida Professional Educator Certificate in Autism Spectrum Disorder and other recognized professional certifications.

4. Method(s) the VR agency uses to ensure that personnel are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

VR staff need to be able to effectively work with Florida communities. VR prioritizes the hiring of bilingual staff for positions where this is beneficial to the agency. While bilingual individuals are on staff, qualified interpreters or translators continue to be used when a counselor is unable to communicate directly with a participant in their preferred language. VR will continue to partner with local vendors to offer this service.

American Sign Language (ASL) interpreting needs for participants who are deaf or deaf blind are met using either staff interpreters (including those hired via contract with Service Source) or arrangements with qualified local interpreter service providers. When either staff interpreters or local interpreters are not available, VR will reschedule appointments or use available text communication devices with participants, if appropriate. VR also has assistive listening devices available in some offices for VR staff to communicate with individuals who are hard of hearing or late deafened and do not know sign language.

In addition, VR complies with the Americans with Disabilities Act (ADA) and Rehabilitation Act Section 508 by providing materials in alternative formats as requested by the participant.
VR staff arrange for bilingual spoken language interpreters/translators or ASL/English interpreters if a bilingual staff member using that language is not available. Training and technical assistance to VR staff on the provision of interpreters/translators is ongoing.

5. As appropriate, describe the procedures and activities to coordinate the designated state unit's comprehensive system of personnel development under the Individuals with Disabilities Education Act.

Close coordination and collaboration between VR and BEESS are vital. Training for staff serving transition students with disabilities is provided by VR, BEESS and community partners. Cross-training between BEESS and VR staff is emphasized through interagency agreements as presented in Section (d) of this plan portion.

The Florida Department of Education’s (State Education Agency or SEA) and Local Education Agencies’ (LEAs) profiles are used to gather important statistical information on graduation rates, dropout rates, Individual Educational Plan compliance and postsecondary outcomes for students with disabilities. BEESS and VR continue to share and analyze student data to identify students with Individual Education Plans or 504 Plans who can benefit from vocational rehabilitation services and any potential gaps in service.

VR strives to help LEAs meet the mandates of the Individuals with Disabilities Education Improvement Act of 2004. VR support includes offering an early VR referral and application process beginning at age fourteen, VR Transition Liaisons Contact List, VR Transition Brochures, and coordination of the Individual Education Plan with the IPE when served by both agencies. VR endorses evidence-based LEA services that benefit students with disabilities, including educating students in the least restrictive environment to the maximum extent appropriate with their non-disabled peers and having access to the original curricula. VR counselors continue to attend regular in-service training that specifically targets transition youth issues and helps meet the requirements of the CSPD.

VR and community partners continue to make presentations and participate in annual transition conferences to better serve students with disabilities. These events allow for agency updates, contributing information on promising initiatives and sharing evidence-based best practices. When VR staff and local educators are assigned to teams at events, they use this time to discuss issues and learn from one another about effective transition practices. This information is often incorporated into VR staff training.

Statewide transition training and resources are provided continually throughout the year. New counselors receive training, which includes resources from the VR Transition Youth Program. Transition Administrators deliver training to school staff, ESE Directors and VR staff at the beginning of every school year. VR staff have access to presentations developed to improve collaboration between VR and the LEAs. At the local level, VR staff participate in interagency groups with a transition focus to improve local coordination and services to students, families, schools, employers and agency partners. Additionally, local VR Transition Liaisons meet regularly with the state-level VR Transition Administrator to discuss their progress and technical assistance needs on Local Education Agency Agreements.

VOCATIONAL REHABILITATION (DIVISION OF BLIND SERVICES)
CERTIFICATIONS AND ASSURANCES

Figure 10.13
Certifications

States must provide written and signed certifications that:	
1.	FDBS is authorized to submit the vocational rehabilitation services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by title IV of WIOA,[15] and its State Plan supplement under title VI of the Rehabilitation Act;
2.	In the event the designated State agency is not primarily concerned with vocational and other rehabilitation of individuals with disabilities, the designated State agency must include a designated State unit for the vocational rehabilitation program (Section 101(a)(2)(B)(ii) of the Rehabilitation Act). As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of vocational rehabilitation services, FDBS agrees to operate and is responsible for the administration of the State Vocational Rehabilitation Services Program in accordance with the vocational rehabilitation services portion of the Unified or Combined State Plan[16], the Rehabilitation Act, 34 CFR 361.13(b) and (c), and all applicable regulations[17], policies, and procedures established by the Secretary of Education. Funds made available to States under section 111(a) of the Rehabilitation Act are used solely for the provision of Vocational rehabilitation services and the administration of the vocational rehabilitation services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for SE services, the designated State agency or the designated State unit when the designated State agency has a designated State unit, agrees to operate and is responsible for the administration of the State SE Services Program in accordance with the supplement to the vocational rehabilitation services portion of the Unified or Combined State Plan[18], the Rehabilitation Act, and all applicable regulations[19], policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of SE services and the administration of the supplement to the vocational rehabilitation services portion of the Unified or Combined State Plan;
4.	The designated State unit, or if not applicable, the designated State agency has the authority under State law to perform the functions of the State regarding the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement, and is responsible for the administration of the vocational rehabilitation program in accordance with 34 CFR 361.13(b) and (c);

[15] Public Law 113-128.
[16] No funds under title I of the Rehabilitation Act may be awarded without an approved vocational rehabilitation services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.
[17] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State vocational rehabilitation services program regulations at 34 CFR part 361.
[18] No funds under title VI of the Rehabilitation Act may be awarded without an approved SE supplement to the vocational rehabilitation services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
[19]Applicable regulations, in part, include the citations in footnote 4, as well as SE program regulations at 34 CFR part 363.

States must provide written and signed certifications that:	
5.	The State legally may carry out each provision of the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7.	The (enter title of State officer below) has the authority under State law to receive, hold, and disburse Federal funds made available under the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement;
8.	The (enter title of State officer below) has the authority to submit the vocational rehabilitation services portion of the Unified or Combined State Plan and the supplement for SE services;
9.	The agency that submits the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

Figure 10.14
Assurances

The State Plan must provide assurances that:	
1.	**Public Comment on Policies and Procedures:** The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the Vocational Rehabilitation Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2.	**Submission of the vocational rehabilitation services portion of the Unified or Combined State Plan and Its Supplement:** The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement for the State SE Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 C.F.R. 76.140.
3.	**Administration of the vocational rehabilitation services portion of the Unified or Combined State Plan:** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

The State Plan must provide assurances that:	
	(b) either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. (c) consultations regarding the administration of the vocational rehabilitation services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. (d) the financial participation by the State, or if the State elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the vocational rehabilitation program in accordance with section 101(a)(3). (e) as applicable, the local administration of the vocational rehabilitation services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. (f) as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. (h) the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act. (i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act. (j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act. (k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act. (l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A). (m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4.	**Administration of the Provision of vocational rehabilitation services:** The designated State agency, or designated State unit, as appropriate, assures that it will: (a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act. (b) impose no duration of residence requirement as part of determining an individual's eligibility for vocational rehabilitation services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act. (c) provide the full range of services listed in section 103(a) of the Rehabilitation Act, as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an Order of Selection (OOS), in accordance with criteria established by the State for the OOS as set out in section 101(a)(5) of the Rehabilitation Act. (d) determine whether comparable services and benefits are available to the

The State Plan must provide assurances that:	
	individual in accordance with section 101(a)(8) of the Rehabilitation Act. (e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act. (f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act. (g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act. (h) comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act. (i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs. (j) with respect to students with disabilities, the State: (i) has developed and will implement, (A) strategies to address the needs identified in the assessments; and (B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and (ii) has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15),101(a)(25), and 113). (iii) shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5.	**Program Administration for the SE Title VI Supplement to the State plan:** (a) The designated State unit assures that it will include in the vocational rehabilitation services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act. (b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving SE services under title I and individuals receiving SE services under title VI of the Rehabilitation Act.
6.	**Financial Administration of the SE Program (Title VI):** (a) The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out SE services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act. (b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide SE services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that

The State Plan must provide assurances that:	
	such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing SE services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7.	**Provision of SE Services**: (a) The designated State agency assures that it will provide SE services as defined in section 7(39) of the Rehabilitation Act. (b) The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

VOCATIONAL REHABILITATION (DIVISION OF BLIND SERVICES)
CERTIFICATIONS AND ASSURANCES SIGNATURE PAGE

Florida Department of Education

Anastasios Kamoutsas, Jr., Commissioner **DATE:**

APPENDIX 1: PERFORMANCE GOALS FOR THE CORE PROGRAMS

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

Include the state's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

	Title I – Adult Program			
	Program Year: 2026		Program Year: 2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	86.7%		86.7%	
Employment (Fourth Quarter after Exit)	76.0%		78.5%	
Median Earnings (Second Quarter after Exit)	$10,215		$10,250	
Credential Attainment Rate	76.1%		76.9%	
Measurable Skill Gains	76.9%		77.8%	
Effectiveness in Serving Employers	55.0%		55.0%	

	Title I – Dislocated Worker Program			
	Program Year: 2026		Program Year: 2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	84.2%		84.2%	
Employment (Fourth Quarter after Exit)	80.2%		80.2%	
Median Earnings (Second Quarter after Exit)	$10,142		$10,142	
Credential Attainment Rate	81.1%		81.1%	
Measurable Skill Gains	70.5%		72.3%	
Effectiveness in Serving Employers	55.0%		55.0%	

	Title I – Youth Program			
	Program Year: 2026		Program Year: 2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit) [1]	77.8%		77.8%	
Employment (Fourth Quarter after Exit)[2]	74.4%		75.4%	
Median Earnings (Second Quarter after Exit)	$4,478		$4,478	
Credential Attainment Rate	72.6%		72.6%	
Measurable Skill Gains	69.0%		70.0%	
Effectiveness in Serving Employers	32.0%		32.0%	

	Title II – Adult Education and Family Literacy Act Program			
	Program Year: 2026		2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	23.4%		23.6%	
Employment (Fourth Quarter after Exit)	19.8%		20.0%	
Median Earnings (Second Quarter after Exit)	$6,607		$6,739	
Credential Attainment Rate	17.8%		18.0%	
Measurable Skill Gains	38.8%		39.0%	

	Wagner-Peyser Act Employment Service Program			
	Program Year: 2026		Program Year: 2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	65.1%		65.1%	
Employment (Fourth Quarter after Exit)	64.0%		64.0%	
Median Earnings (Second Quarter after Exit)	$7,676		$7,676	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	22.0%		22.0%	

	Vocational Rehabilitation Program			
	Program Year: 2026		Program Year: 2027	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit) [22]	57.5%		58.0%	
Employment (Fourth Quarter after Exit) [22]	54.5%		55.0%	
Median Earnings (Second Quarter after Exit [3]	$5,000		$5,100	
Credential Attainment Rate	29.0%		31.0%	
Measurable Skill Gains	47.0%		51.0%	