

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT
MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "CONTRACT") is made this _____ day of December 2025, by and between the BOARD OF TRUSTEES OF PASCO-HERNANDO STATE COLLEGE (hereinafter "PHSC"), the DISTRICT SCHOOL BOARD OF HERNANDO COUNTY (hereinafter "HCSD"), and the WILTON SIMPSON TECHNICAL COLLEGE (hereinafter "WSTC").

WHEREAS, the Carl D. Perkins Career and Technical Education Act of 2006 (PERKINS), as amended by the Strengthening Career and Technical Education for the 21st Century Act (PERKINS V) enacted in 2018, is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

WHEREAS, PERKINS V requires eligible recipients to complete a Comprehensive Local Needs Assessment (hereinafter "CLNA") and allows for eligible recipients to partner with one or more local educational agencies to conduct a Multi-Agency CLNA;

WHEREAS, under the general direction of the Florida Department of Education, PHSC is the Florida College System Institution serving Florida's Hernando and Pasco counties.

WHEREAS PERKINS V allows agencies to allocate some of their PERKINS V Required Use of Funds (direct costs) for evaluations of Perkins activities in their Local Application to cover any costs for coordinating and conducting the CLNA. These direct costs may include contractual services for consultants; and

WHEREAS this CONTRACT establishes PHSC, HCSD, and WSTC as a partnership (hereinafter referred to as the "Partnership") that will pool funds to contract with a third-party consultant, Southern Regional Education Board (SREB), to assist to develop a multi-agency CLNA; and

WHEREAS this CONTRACT designates PHSC as fiscal agent of the Partnership, and

WHEREAS the Partnership is committed to a collaborative process and to active involvement and input from all of the signatory agencies for the development of the content of the multiagency CLNA. Recognizing that all of the Partnership Members are involved in the design, development, implementation and administration of program areas with which they have experience and interest; and

WHEREAS, the CONTRACT has been signed by authorized representatives of the three partner institutions that comprise the Partnership to demonstrate a commitment to procure a contract with a third-party consultant who will facilitate the development of a multi-agency

CLNA by completing the deliverables as outlined in the Statement of Work, Attachment "A" to this CONTRACT; and

WHEREAS, all Partnership Members will have the opportunity to be involved in the design and development of the multi-agency CLNA; and

NOW, THEREFORE, Partnership Members agree to the content of the multi-agency CLNA Statement of Work as written in Attachment "A" and the following:

1. RESPONSIBILITIES OF PHSC AS FISCAL AGENT:

- 1.2. PHSC shall act as Fiscal Agent overseeing the expenditure of pooled funds.
- 1.3. The Third-Party Consultant will invoice PHSC according to the contract with the Consultant and PHSC will remit payment to the Consultant accordingly and timely.
- 1.4. PHSC will provide all Partner members with a copy of invoices and remittances.
- 1.5. PHSC shall act as Fiscal Agent returning any pooled unused funds to partner members. Partner members are required to contribute funds as outlined in 2.3 and any uncommitted pooled funds would be returned as applicable to a partner member on or before thirty (30) days after termination of this CONTRACT.
- 1.6. PHSC shall serve as the facilitator to procure contract services for the development of the multi-agency CLNA and will be responsible for coordinating with and between Partnership Members.
- 1.7. PHSC shall also be represented as a Partnership Member with additional responsibilities detailed herein.

2. RESPONSIBILITIES OF PARTNERSHIP MEMBERS:

- 2.1. Partnership Members shall continue involvement in the development of the multi-agency CLNA as described in Attachment "A" at a minimum.
- 2.2. Partnership Members shall contribute expertise, experiences, and guidance to address challenges identified in the multi-agency CLNA.
- 2.3. Partnership Members shall contribute to the cost of the multi-agency CLNA at the rate of \$10,000 for HCSD, \$10,000 for WSTC, and \$10,000 for PHSC.

Entire Agreement. Except as otherwise provided herein, the provisions of this CONTRACT may be amended, modified, or waived only by a writing executed by each Partnership Member hereto.

Term. This CONTRACT shall be in effect from the date signed by all parties until the Request for Application period for the Perkins V closes in June 2026.

Governing Law. This CONTRACT shall be governed in all respects by, and be construed in accordance with, the laws of the State of Florida.

Termination. This CONTRACT may be terminated prior to the end of its Term by mutual written consent of all Partnership Members hereto. Any pooled funds remaining after payment of any invoices or debts will be returned to each Member in equal shares.

Political Subdivision. Each Partnership Member is a political subdivision of the State of Florida. As such, the Partnership Member's performance under this CONTRACT and any amendments hereto or attachments herewith, shall always be subject to any and all Florida laws, Florida regulations and respective District Board of Trustees Rules and School Board Rules which are applicable to the respective Partner Member's operations, commitments and/or activities in furtherance of any terms specified herein.

The parties acknowledge that each Partner Member's performance under this CONTRACT is subject to the provisions and limitations of Section 768.28, F. S. (the provisions and limitations of which are not waived, altered, or expanded by anything herein). Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of each Partner Member to be sued; or (iii) a waiver of sovereign immunity of the Consortium Member beyond the waiver provided in Section 76828, F. S. or other applicable law.

Disputes. In the event of a dispute among one or more of the Members relating to the partnership or the responsibilities under this CONTRACT, the Members agree that the dispute is best resolved between them without involving third parties, including mediators, arbitrators or the judicial system, whenever possible. In order to resolve disputes, the parties agree that each will appoint an administrator who is familiar with the terms and implementation of this CONTRACT. These individuals shall meet within 10 days of notice to the other of a dispute and attempt to resolve the issues. Each administrator so appointed shall appear at the meeting with full authority to resolve the issue. In the event the appointed administrators determine that they are unable to reach an agreement, then the School District Superintendents and the President of the College shall meet and attempt to resolve the issue. The School District Superintendents and President may bring such administrators as they deem appropriate to the resolution meeting. In the event no resolution is achieved at this level then either party may elect to file a civil action in a court of competent jurisdiction.

Signatures. This CONTRACT may be executed and delivered by facsimile, electronic mail, or any other suitable electronic means, and the Parties agree that signatures delivered by any of the aforementioned means shall be deemed to be original, valid, and binding upon the Parties. This CONTRACT may be executed in one of more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same CONTRACT.

IN WITNESS WHEREOF, Partnership Members have executed this CONTRACT to become effective as of the date first written above as verified by the following signatures by the authorized representatives.

SIGNATURES ON NEXT PAGE

DISTRICT SCHOOL BOARD OF HERNANDO COUNTY
For the District School Board of Hernando County, Florida

Ray Pinder, Superintendent

Kayce Hawkins, Chair

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
10:52 am, 03/03/2026

PASCO-HERNANDO STATE COLLEGE

For the District Board of Trustees of Pasco-Hernando State College

 3/2/2026
Eric Hall, Ed.D., President

 3/2/2026
Nicole Newlon, Chair

Legal Language Previously Approved by PHSC Legal Counsel

Initials PAN

APPROVED

By nadolsp at 8:50 am, Jan 29, 2026

Attachment A
Multi-Agency Comprehensive Local Need Assessment Statement of Work

See Attached SREB Partnership with Pasco-Hernando State College and Hernando County School District, Florida: Agreement for Career Pathway Review December 1, 2025, to June 30, 2026

SREB Partnership with Pasco-Hernando State College (“PHSC) and Hernando County School District, Florida:

**Agreement for Career Pathway Review December 1, 2025, to June 30, 2026
(hereafter “Agreement”)**

The Southern Regional Education Board (SREB) will partner with Pasco-Hernando State College and Hernando County School District Career and Technical Education Centers to conduct a career needs assessment, referred to as a career pathway review. The purpose of SREB’s Career Pathway Review (CPR) is to provide a snapshot of district and school practices and provide feedback on the health of career, and technical education programs in each organization. This process helps leaders and teachers complete the comprehensive local needs assessments that are required by Perkins V – the *Strengthening Career and Technical Education For the 21st Century Act* (2018).

The essential elements of the comprehensive needs assessment include:

1. Student Performance Data. The comprehensive local needs assessment must contain an evaluation of CTE concentrators’ performance on core performance indicators.
2. Sufficient Size, Scope, and Quality
 - a. Size. The quantifiable evidence, physical parameters, and limitations of each approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment, etc.) that relate to the program’s ability to address all student learning outcomes.
 - b. Scope. The curricular expectations of each program and/or program of study (e.g., such as the ability of a curriculum to cover the full breadth of its subject, number of required courses in a sequence, early postsecondary opportunities for learners, role of advisory committees, etc.).
 - c. Quality. The expected outcomes and impact of each program and/or program of study (e.g., students’ ability to earn industry-recognized credentials, academic achievement, learner access to high-skill, high-wage, and in-demand programs, etc.).
3. Labor Market Alignment. The law requires an analysis of how CTE programs are meeting workforce needs and provide eligible recipients with multiple ways to demonstrate labor market demand from a combination of state and local sources.
4. Implementing CTE Program of Study. This evaluation will be both a backward and forward-looking review of programs and programs of study offered. In addition to meeting guidelines for size, scope and quality, this requirement addresses current and future plans to support the implantation of programs and programs of study.
5. Recruitment, Retention and Training of Faculty and Staff. Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require root cause analyses of teacher or other professional shortages.

6. Access and Equity. The assessments shall include a description of progress toward equal access to high-quality CTE courses and programs of study for all students,

including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations.

Expectations

SREB will:

- Work with district leadership to plan for the review visit. The planning team will (a) determine which team members need to participate in onsite visits, (b) develop plans to share data for SREB's desktop data analyses, and (c) address any unique district issues.
- Coordinate a team of educators and community partners to observe classrooms, review artifacts and conduct interviews with key shareholders.
- Administer student, teacher, counselor, parent, and business/industry perception surveys.
- Facilitate a short debriefing session, with district leadership, at the end of the onsite visit.
- Create a cumulative report that can be used to inform the completion of state's application for Perkins funding and adjust program offerings.
- Conduct an unpacking workshop with district and school leadership.

PHSC and the School District will:

- Identify a point of contact that will work with the SREB project manager.
- Provide SREB with data for each CTE program (enrollment, completer status, end of pathway assessments, transition, etc.).
- Identify a team of educator and community partners to participate in onsite reviews
- Identify shareholders to participate in perception surveys.
- Coordinate schedules for onsite visits with each school.
- Schedule and participate in an unpacking workshop.

The Southern Regional Education Board works with states to improve public education at every level, from early childhood through doctoral education. We help policymakers make informed decisions by providing independent, accurate data and recommendations. SREB helps educators strengthen student learning with professional development, proven practices, and curricula. And the organization helps policymakers, institutions and educators share scarce resources to accomplish more together than they could alone.

SREB is a nonpartisan, nonprofit interstate compact headquartered in Atlanta. Our 16 states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Its work is funded by appropriations from compact states, as well as by contracts and grants from foundations and from local, state, and federal agencies.

Timeline:

November - December 2025	Selection of team members and data collection
November - January 2026	Survey implementation SREB will provide survey links; the college district will push those out to targeted groups
January - February 2026	Virtual interviews with principals, counselors, industry partners and/or personnel identified by PHSC and Hernando County Schools
February 2026	Host virtual sessions for team members that will serve as a review of the collected data (by topic) and preparation for the on-site visits
March, 2026	Host team member training and on-site visits for selected sites at PHSC and Hernando County School district
April, 2026	SREB will generate two final reports: one for PHSC and one for Hernando County School district
May, 2026	Host a strategic planning session to flesh out action plans for each priority area. Members will be divided into working groups for the priority areas. Members will use the recommendations from the report to generate a three-year action plan.

Career Pathway Review Budget Summary

Description of Work	Details	Cost
Desktop Audit and Preparation Sessions	Organize and collect data needed for the team. Host two virtual preparation sessions to provide an overview of data and support visiting team members to become familiar with the tools and process used during the site visits	\$2,000
Survey Administration	SREB will customize and coordinate the administration of on-line surveys associated with the CPR process.	\$2,000
Career Pathway Review will be conducted in 2026 in conjunction with Hernando County schools' career and technical programs.	On-site visits at 6 school locations with data review and action writing for all participating schools One combined team debrief after on-site meetings Development of two final reports: one for PHSC and one for Hernando County School District	\$24,000
Unpacking Workshop — 1 Day	To review final reports and develop action steps to address findings	\$2,000
TOTAL		\$30,000

**Services can be modified at the request of the district. The district is responsible for service fees for on-site events that are cancelled with less than two-weeks' notice.*

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133.

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The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB

