U. S. Department of Education
Office of Vocational and Adult Education

****

The Carl D. Perkins Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Florida

Eligible Agency Submitting Plan on Behalf of State:

State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Lucy Hadi

Position: Chancellor, Division of Workforce Education, Florida Department of Education

Telephone: 850-245-9469

Email: lucy.hadi@fldoe.org

Type of State Plan Submission (check *one*):

X 5-Year Full Plan – FY 2008 – FY 2013

Special Features of State Plan Submission (check all that apply):

___ Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

X_ Title I only (*All Title II funds have been consolidated under Title I*)

___ Title I and Title II

March 31, 2008

The Honorable Troy R. Justesen, Ed.D.
The Assistant Secretary
Office of Vocational and Adult Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7100

Dear Assistant Secretary Justesen:

Florida is pleased to submit the State Plan for the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The State Plan contains goals and performance objectives consistent with the federal guidelines outlined in Perkins IV for program years 2008-2013. Florida's State Board of Education approved the State Plan on February 19, 2008.

If you have any questions regarding the Plan, please contact Lucy Hadi, Chancellor, Division of Workforce Education, at 850-245-9469 or via e-mail at lucy.hadi@fldoe.org.

Sincerely,

Dr. Eric J. Smith
Commissioner of Education

Table of Contents

PART A: STATE PLAN NARRATIVE
Introduction....6

1.0 PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION
1.1 Public Hearings....8
1.2 Summary and Response to Recommendations....8
1.3 Development of the State Plan....9
1.4 Public and Private Participation in State Plan Development....10
1.5 Agency Consultation....10

2.0 PROGRAM ADMINISTRATION
2.1 Term of Plan....11
2.2 State Adjusted Levels of Performance – Activities Designed to Meet or Exceed....11
2.3 Professional Development....24
2.4 Education Recruitment and Retention....27
2.5 Transition to Institutions of Higher Education....28
2.6 Planning, Development, Implementation, and Evaluation – Stakeholders....28
2.7 Integration; All Aspects of Industry; Challenging Academics....28
2.8 Technical Assistance....30
2.9 State and Regional Occupational Opportunities....31
2.10 Joint Planning and Coordination....31
2.11 Program Coordination and Non-duplication – W.I.A.....32

3.0 PROVISION OF SERVICES FOR SPECIAL POPULATIONS
3.1 Program Strategies....33
3.2 Needs of Students in Alternative Education Programs....35
3.3 Promotion of Non-Traditional Programs....35
3.4 Individuals in State Correctional Institutions....35
3.5 Equitable Access Assurances....36

4.0 ACCOUNTABILITY AND EVALUATION
4.1 Establishing Measurement Definitions – Input from Eligible Recipients....37
4.2 Establishing State Adjusted Level of Performance – Input from Eligible Recipients....37
4.3 Identification of Valid and Reliable Measurement Definitions....37
4.4 Alignment of Core Indicators with other State and Federal Programs....54
4.5 Performance Levels for Each of the Core Indicators....54
4.6 Process for Reaching Agreement on Local Adjusted Performance Levels....54
4.7 Criteria and Methods – Revisions....55
4.8 Reporting Data....56
4.9 Consortiums Receiving Grant – Minimum Performance Levels....57
4.10 Annual Evaluation of Effectiveness....57
4.11 Technical Skill Attainment....58

5.0 TECH PREP PROGRAMS 60

6.0 FINANCIAL REQUIREMENTS
6.1 Allotment of Funds under Section 111 61
6.2 Specific Dollar Allocations under Section 131(a)-(e) 62
6.3 Specific Dollar Allocations under Section 132(a) 63
6.4 Allotment of Funds among Consortia – Secondary Schools 64
6.5 Allotment of Funds among Consortia – Postsecondary Schools 64
6.6 Data Adjustments 64
6.7 Description of Proposed Alternative Allocation Formulas 65
6.8 Detailed Project Budget 66
6.9 Listing of Allocations made to Consortia 66
6.10 Description of Secondary and Postsecondary Formulas 67
6.11 Description of Competitive Basis of Formula 68
6.12 Description of Procedures Used to Rank and Determine Eligible Recipients 68
6.13 Description of Procedures Used to Determine Eligible Recipients – Rural 69

7.0 EDGAR CERTIFICATIONS 71

8.0 OTHER ASSURANCES 72

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
I. Title 1: Career and Technical Education Assistance to States 75
II. Title II: Tech Prep Programs 76

PART C: ACCOUNTABILITY FORMS

I. Student Definitions 78
II. Final Agreed Upon Performance Levels Forms – Secondary Level 80
III. Final Agreed Upon Performance Levels Forms – Postsecondary Level 84
IV. Final Agreed Upon Performance Levels Forms – Postsecondary Adult Level 87

PART A: STATE PLAN NARRATIVE

Introduction

Florida's State Board of Education is submitting the 2008-2013 State Plan for the Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270. The State Plan covers Fiscal Years 2009 through 2013 (July 1, 2008 through June 30, 2013). This plan is an agreement between the State of Florida and the federal government to assure the administration of career and technical education programs is consistent with both the State's goals, policies and objectives, and with the federal laws and regulations.

This plan communicates the scope of Florida's commitment to the continuous improvement of career and technical education programs and to the equitable access to quality career and technical education programs to all students, including special populations.

Florida's goals towards building an effective career and technical education system are:

- Provide access to educational opportunities to meet the workforce and economic development needs of the state
- Ensure all programs include the highest level of industry standards
- Recruit, employ, and support qualified teachers, advisors, and administrators to promote student achievement
- Integrate career and technical education and rigorous academics
- Provide aligned Programs of Study from secondary to postsecondary which result in a career path for all students
- Create and maintain effective partnerships with secondary/postsecondary education and business and industry

The Florida Department of Education establishes procedures, criteria and priorities for use in approving local agency programs of career and technical education in all areas of the state where a need exists for such programs. The professional staff of the Florida Department of Education's Division of Workforce Education provides technical assistance and consultative services to local educational agencies, community colleges, correctional institutions, and other eligible recipients under the Act. The Division of Workforce Education conducts quality assurance activities to adequately assess compliance and progress toward achieving stated goals and objectives.

Florida encourages and supports programs for career and technical education in 67 school districts (including charter schools), the Florida School for the Deaf and Blind, Florida's Developmental Research Schools, 28 community colleges, Department of Juvenile Justice facilities, and various other eligible recipients. Programs for students are provided to foster challenging academic standards, promote the development of services and activities that integrate academic and career and technical instruction, and increase flexibility in providing services and activities designed to develop, implement and improve career and technical education.

Florida's career and technical education programs provide students with opportunities to develop occupational interests and acquire skills throughout their secondary and postsecondary educational experiences that will lead to gainful employment. Innovative programs throughout the state have pioneered delivery systems to improve student success, access, and achievement in all content areas through rigorous academics and real-world application of knowledge and skills embedded within the course content.

Innovative programs are identified by their novel approaches and effectiveness in meeting the needs of all students, including students with special needs, by developing career interests and aptitudes and connecting student educational experiences with clearly identified pathways to meet their educational and career goals throughout their secondary experience and beyond.

1.0 PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

1.1 Public Hearings [Sec. 122(a)(3)]

Upon appropriate and sufficient notice, the Division of Workforce Education conducted ten public hearings - two sessions at each site- in regionally accessible areas throughout the State. Daytime and evening sessions were scheduled at each site to assure the maximum opportunity for attendance. The locations and dates of those public hearings were:

- Broward Community College (Davie) - November 6, 2007
- Hillsborough Community College (Tampa) - November 7 & 8, 2007
- Tallahassee Community College - November 8 & 9, 2007
- Valencia Community College (Orlando) - November 15 & 16, 2007
- Florida Community College at Jacksonville - November 19, 2007

The public hearings were advertised well in advance on the Division of Workforce Education Perkins IV website and in the *Florida Administrative Weekly*. Public announcements were posted in the *Tampa Tribune*, *Tallahassee Democrat*, *Jacksonville Times-Union*, *Broward Sun-Sentinel*, *Palm Beach Post* and the *Orlando Sentinel.* The Florida Chamber of Commerce sent announcements to its communication distribution list and the *Workforce Florida Weekly* e-mail update carried the announcement. A memorandum of notification was e-mailed to each Carl D. Perkins eligible recipient in the State. In addition, the Chancellor of the Division of Community Colleges included the announcement in e-mail communication to various community college distribution lists and the Chancellor of K-12 Public Schools included the announcement in e-mail communication to various school district distribution lists, including school district superintendents.

All segments of the public and interested organizations and groups were afforded an opportunity to present their views and make recommendations regarding the State Plan. A copy of the public notice is included in Appendix A.1. For those persons unable to attend a public hearing, the draft of the 2008-2013 State Plan was available for viewing at http://www.fldoe.org/workforce/perkins/perkins_home.asp and comments and inquiries could be submitted to the Division's web page via the "comment submission tool" at http://data.fldoe.org/cs/default.cfm?officeID=78.

1.2 Summary and Response to Recommendations Made During the Public Comment Period [Sec. 122(a)(3)]

A feedback form was provided at each of the public hearings. A summary of recommendations received from the public during the statewide public hearings and recommendations received via the Division's web comment submission tool is included in Appendix A.2. The Division's response to those recommendations is also included in Appendix A.2.

1.3 Development of the State Plan [Sec. 122(b)(1)(A)-(B)]

The formulation and review of the State Plan for the use of federal career and technical education funds involved the active participation of all segments of the public, interested organizations and groups, and the Commissioner of the Florida Department of Education.

In September, 2006, the Vice Chancellor for the Division of Workforce Education sent out an invitation to all of Florida's secondary and postsecondary educational leaders to participate and to nominate individuals to serve on various Perkins IV sub-committees. A multi-tiered committee structure was developed and was comprised of the following committees:

- State Steering Committee (SSC) - comprised of the Commissioner of Education, the Division of K-12 Public Schools Chancellor, the Division of Workforce Education Chancellor and the Division of Community Colleges Chancellor. The SSC was responsible for helping formulate the career and technical education priorities to be contained in the plan and for giving final approval to the State Plan. The Chancellor of Workforce Education was integrally involved in the development of the State Plan.

- State Advisory Committee (SAC) - comprised of statewide leaders who had chaired each of the subcommittees and Division of Workforce Education staff. The SAC itself was chaired by three people, each a representative of one of Florida's educational sectors: community college, school district postsecondary, and school district secondary. The role of the SAC was to review the recommendations from all of the sub-committees and approve or modify these recommendations prior to their submission to the State Steering Committee.

- Sub-committees – comprised of over eighty (80) secondary and postsecondary career and technical education practitioners and administrators from across the state. The sub-committees formed were: Career and Technical Education Programs; Grants; Funding; Data and Accountability; Incentives and Sanctions; and Tech Prep. Each sub-committee was charged with studying the requirements of the legislation and making specific recommendations to the State Advisory Committee relative to the needs of Florida's students.

- Planning Committee - comprised of key staff members from the Division of Workforce Education. This internal working group was responsible for supporting the work of the State Advisory Committee and the various sub-committees. In addition to providing information to each of the sub-committees, DOE staff members were assigned to work with a specific sub-committee to assure that the project plan of that sub-committee was accomplished and timelines were met.

1.4 Public and Private Participation in State and Local Decisions that Related to Development of the State Plan [Sec. 122(b)(2)]

The formulation and development of Florida's State Plan included activities and procedures to ensure that participants and entities listed in item 1.3 participated in State and local decisions in relation to the development of the State Plan. The strategies included, but were not limited to, the Division of Workforce Education Perkins IV internet site; a January 30-31, 2007 planning summit held in Orlando, Florida; monthly State Advisory Committee conference calls; and presentations at state and local meetings.

1.5 Consultation with Agencies Responsible for Secondary and Postsecondary Career and Technical Education [Sec. 122(e)(3)]

The portion of the State Plan relating to the amount and use of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, Tech Prep education, and secondary career and technical education was developed in consultation with the Commissioner of Education, the Chancellor for the Division of K-12 Public Schools, the Chancellor for the Division of Workforce Education and the Chancellor for the Division of Community Colleges. These individuals served on the Perkins IV Steering Committee and approved the final State Plan sent to the State Board of Education.

2.0 PROGRAM ADMINISTRATION

2.1 Term of Plan

Pursuant to sections 4 and 122 of Perkins IV, Florida submitted a transition plan for July 1, 2007 through June 30, 2008 to fulfill the State's obligation under section 122 of the Act. The State Board of Education hereby submits this plan for the period July 1, 2008 through June 30, 2013. This plan has been developed in cooperation with career and technical education practitioners throughout the state.

2.2 Career and Technical Education Activities Designed to Meet or Exceed the State Adjusted Levels of Performance (Sec. 122(c)(1)(A)-(L))

The Division of Workforce Education provides leadership and technical assistance in an ongoing effort to meet or exceed the State's adjusted levels of performance. These activities include the identification of high skill, high wage, or high demand occupations; the development of instructional programs; guidance strategies designed to increase student productivity; and professional development activities for teachers and faculty. Florida's goals towards building an effective career and technical education system are:

- Provide access to educational opportunities to meet the workforce and economic development needs of the state
- Ensure all programs include the highest level of industry standards
- Recruit, employ, and support qualified teachers, advisors, and administrators to promote student achievement
- Integrate career and technical education and rigorous academics
- Provide aligned Programs of Study from secondary to postsecondary which result in a career path for all students
- Create and maintain effective partnerships with secondary/postsecondary education and business and industry

Florida offers approximately 360 career and technical programs and courses that range from seventh grade through an Associate in Science Degree. Perkins funds are used to support programs for students in grades 7-14 in 67 school districts (including charter schools), 28 community colleges, Department of Juvenile Justice programs, Florida School for the Deaf and the Blind, Florida's University Developmental Research Schools, correctional facilities and other eligible recipients. These local educational agencies provide career and technical education programs in the following sixteen Career Clusters recognized by the State of Florida:

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communication
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology

- Law, Public Safety, & Security
- Manufacturing
- Marketing, Sales, & Service
- Science, Technology, Engineering & Mathematics (STEM)
- Transportation, Distribution, & Logistics

To enhance opportunities for students to contribute to their own self-sufficiency, Florida has implemented a career ladder approach to career and technical education programs with the development of Occupational Completion Points (OCPs) at both the secondary and postsecondary program levels. An Occupational Completion Point is a group of competencies/skills needed to obtain proficiency in a specific occupation as identified by Florida's Agency for Workforce Innovation and/or business and industry. OCPs provide opportunities for students to acquire entry-level employment competencies at less than full program completion. This enables a student to enter and exit a program without penalty or repetition of competencies. OCPs provide clearly defined career paths for students and facilitate articulation between secondary and postsecondary institutions.

Secondary career and technical education initiatives currently being implemented in Florida involve the continued development of curricula for high school students that are academically challenging and rooted in career preparation. Programs are designed and validated in cooperation with business and industry partners to ensure the curricula are academically challenging and technically relevant. The standards-based career and technical education programs are also aligned to the Sunshine State Standards, which provide specific student performance standards and benchmarks that outline what students should know and be able to do upon completion of each course, including academic expectations and technical skills. Expanded learning opportunities are available through participation in Career and Technical Student Organizations (CTSOs). These co-curricular organizations are essential components of all quality career and technical education programs and include comprehensive leadership training, local, state, and national competitive events, community service, and career planning.

Postsecondary career and technical education programs are also designed and validated in cooperation with business and industry partners to ensure the curricula are academically challenging and technically relevant. The postsecondary career and technical education credentials offered in Florida range from certificates (Postsecondary Adult Vocational Certificate programs) to degrees (A.A.S. and A.S. degree programs). Program offerings are aligned with industry needs through a statewide process that identifies targeted occupations meeting high skill, high wage, or high demand criteria.

(a) Career and Technical Education Programs of Study

Florida's ongoing statewide articulation initiatives provide a framework for implementing Programs of Study as required by the Act. By building on model Tech Prep Programs of Study, the Division of Workforce Education will collaborate with eligible recipients to implement Programs of Study that incorporate the required elements. Florida intends to develop statewide model Programs of Study that will serve as a foundation for statewide secondary to postsecondary articulation for each of the 16 Career Clusters.

(b) Development and Implementation of Programs of Study

Through alignment with the 16 Career Clusters, all students in Florida, including special populations, will have the opportunity to participate in a program of study that will facilitate seamless transition from high school to college and careers.

Through the local application process for both Basic Grant and Career Pathways Consortia funding, eligible recipients will be required to develop Programs of Study that are aligned with the Career Clusters. It is planned that statewide career pathways for all of Florida's high skill, high wage, or high demand career and technical education programs will be developed by 2012.

To assist eligible recipients in this process, Florida plans to develop a cohort-based professional development program that engages practitioners in structured seminars that provide the national, state and local perspectives on Career Cluster implementation and aligning Programs of Study with Career Clusters.

The Division of Workforce Education will require eligible recipients to submit their Programs of Study on the customized state-approved template (see Appendix B). The State has developed 57 sample Programs of Study for the Career Cluster pathways as a resource for eligible recipients. The templates include academic course recommendations that reflect the core courses required for graduation from a Florida public high school and the options for Industry Certification that may be obtained as a result of pursuing a particular Program of Study.

In addition, the templates address Florida's secondary reform initiative requiring students to complete four credits in a major area of interest during high school. Major areas of interest range in focus from advanced science courses to early childhood education. Major areas of interest provide opportunities for career and technical education dual enrollment.

The templates and samples are available on the Career Clusters of Florida web site at http://www.fldoe.org/workforce/careerclusters/.

Throughout the duration of the plan, the Division of Workforce Education plans to explore data collection initiatives to track students transitioning from secondary to postsecondary education; and to develop a web-based database/repository of Programs of Study as a reference tool for eligible recipients.

(c) Development and Implementation of Articulation Agreements between Secondary Education and Postsecondary Education Institutions

The Florida Board of Education has adopted a "Seamless Articulation and Maximum Access" goal as one of the goals of Florida's K-20 educational system. This seamless articulation model provides career ladder opportunities for students as they acquire college credit while still in high school. These credentials and/or credits may articulate to a technical center, a community college, or a four-year college or university.

The linkage between secondary and postsecondary education programs in Florida is accomplished with the implementation of several strategies to ensure seamless articulation. Acceleration options provide opportunities for secondary career and technical education students to participate in dual enrollment, early admission, advanced placement, credit by examination,

the International Baccalaureate Program, and articulated credit through local inter-institutional articulation agreements.

Dual Enrollment
Dual enrollment enables secondary students to earn elective credits towards a high school diploma while completing requirements for a postsecondary certificate or degree offered at technical centers or community colleges. Acceleration mechanisms 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 subject. The Division of Workforce Education will initiate a process to develop statewide secondary to postsecondary articulation agreements based on the statewide model Programs of Study.

Inter-institutional Agreements
Inter-institutional agreements between local high schools and technical centers or community colleges provide opportunities to receive postsecondary credit towards a certificate or degree for secondary coursework. Local articulation agreements have been encouraged and formalized between local institutions for many years and the number of agreements has increased as a result of the Tech Prep program. Due to the variation in credit awarded for equivalent programs across the state, Florida is moving beyond local articulation agreements and is developing statewide articulation agreements that will enhance and standardize the transfer of credit among delivery systems.

Statewide Articulation Agreements
Statewide articulation agreements facilitate student transfer to the next education level without unnecessary course or content duplication. There are specific statewide agreements that enable students to transfer from certificate to degree programs and from two to four year degree programs. In 1996, the Applied Technology Diploma (ATD) was established to provide students with the opportunity to pursue an education that leads directly to work or that may be transferred to a community college as part of an AS degree. Beginning with the 2000-2001 academic year, students awarded an Associate in Science degree at select community college programs were guaranteed admission to any state university with guaranteed articulated course credit towards a designated program. In 2005-2006, the Division of Workforce Education began involving postsecondary educators and administrators across the state in an articulation project to develop statewide articulation agreements for Postsecondary Adult Vocational Certificate (PSAV) to the Associate of Applied Science (AAS) and Associate of Science (AS) degrees. As a result of this initiative, there are now currently 37 PSAV programs that articulate to AAS or AS degrees. All statewide articulation agreements are found in the *Statewide Articulation Manual* which is updated annually by the Florida Department of Education and may be viewed at http://www.fldoe.org/articulation/.

Guaranteed Transfer of Courses
Another component of articulation is the requirement that all public postsecondary institutions participate in the Statewide Course Numbering System (S.C.N.S.). The S.C.N.S. is a database of postsecondary courses offered at Florida's public and voluntarily participating nonpublic institutions where equated courses are guaranteed automatic transfer of credit.

Articulation Coordinating Committee
The Articulation Coordinating Committee (ACC) is a K-20 advisory body appointed by the Commissioner of Education. It is comprised of representatives from all levels of public and private education: the State University System, the Community College System, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. It is a forum for discussing and coordinating ways to help students move easily from institution to institution and from one level of education to the next. Primary responsibilities include approving common prerequisites across program areas, approving course and credit-by-exam equivalencies, overseeing implementation of statewide articulation agreements, and recommending articulation policy changes to the State Board of Education, the Board of Governors, and the Legislature.

(d) Secondary Level Career and Technical Programs of Study Offered by Eligible Recipients
Beginning in middle school, Florida's students begin to focus on possible career pathways and Programs of Study. Florida's school reform legislation, A++, states that students entering 6th grade in 2006-2007, must complete a one-semester course in career and education planning in the 7th or 8th grade to be promoted from middle school. Teachers, including career and technical education teachers, and counselors have been trained in the career development process and the tools and information they will use to assist students in their career decision making. The Career and Education Planning Course (CEPC) can be taught as a stand-alone or the competencies have been integrated into courses approved by the Department of Education. Twelve career and technical courses have been approved with the additional competencies being added to the existing courses. Course outcomes include students learning about Career Clusters and career and technical Programs of Study offered at the secondary and postsecondary level. The *Middle School Career and Education Educator's Toolkit*, was developed through the Division of Workforce Education, to be used by teachers of the course. The course includes lesson plans, PowerPoint presentations, web site links, and other information. It can be accessed at www.fldoe.org/workforce/ced. In addition, middle school students now begin making decisions about their high school Major Areas of Interest (MAI), which includes career and technical MAIs.

To aid students in their career exploration and planning activities, Florida's career information delivery system, CHOICES Planner (www.flchoices.org), includes assessments for interests, skills, values, and aptitudes as well as databases of careers, financial aid, Programs of Study, and postsecondary schools. Students use the CHOICES Planner to assess their interests and connect them to occupations. Occupations are also matched to Career Clusters along with postsecondary programs and the schools that offer them. Students can use their Career Cluster(s) interest selections to review a general high school Program of Study in CHOICES. Statewide Programs of Study samples are also available to students through a web-based student academic advisement system called Florida Advising and Counseling Tracking System (FACTS.org). Students will be able to determine the availability of high school career and technical education programs through the Electronic Personal Education Planner (ePEP) and can plan a sequence of courses within their chosen Career Cluster. Through CHOICES Planner and FACTS.org, students will learn about career and technical Programs of Study (high school and postsecondary offerings).

Students who plan a challenging Program of Study that is aligned with rigorous high school graduation requirements and a Major Area of Interest in career and technical education will be able to acquire the skills and knowledge to enter the workplace and/or pursue postsecondary education/training.

(e) Secondary and Postsecondary Career and Technical Education Programs and Expansion Efforts to Access Appropriate Technology in Career and Technical Education Programs

Florida's focus on high skill, high wage or high demand occupations encourages the strong involvement of business and industry in the design, implementation, and assessment of career and technical education programs. This process encourages improvements in curriculum and technology to enhance the relevance of programs and to ensure student success upon completion. As technology has continued to evolve in virtually all industry sectors, career and technical education programs have also evolved to ensure that students are provided with opportunities to acquire the latest technology skills needed to fill current and projected workforce demands. The ability of students to access and use technology as part of the instructional process is critical to assuring that they are prepared to participate in a highly competitive and technologically advanced global economy.

Secondary Career and Technical Education Programs

Secondary career and technical education initiatives currently being implemented in Florida involve the development of curriculum for middle and high school students that is academically and technologically rigorous, rooted in career preparation, and focused on transition to postsecondary education and training. All career and technical education programs in the state are aligned with the Florida Sunshine State Standards, which provides expectations for student achievement in Florida. In many cases, career and technical education programs are also aligned with other nationally recognized standards such as the Standards for Technological Literacy (STL) or the National Academy Foundation (NAF), among others.

To provide students with a firm foundation for the skills required for success in the workplace, the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies are integrated into career and technical education program frameworks. The competencies focus on three major areas: curriculum and instruction, career guidance and counseling, and increasing business partnerships in secondary career and technical education programs. Additionally, all technology-oriented programs integrate 21st Century Skills instructional strategies that require students to acquire digital-age literacy, inventive thinking, effective communications, and high productivity.

Postsecondary Career and Technical Education Programs

Florida has 45 Technical Centers and 28 Community Colleges throughout the state, many of which have multiple locations. Postsecondary career and technical education credentials offered in Florida consist of Postsecondary Adult Vocational Certificates (PSAV), Applied Technology Diplomas (ATD), college credit certificates (CCC), Associate in Applied Science Degrees (AAS) and Associate in Science Degrees (AS). The curricula of all these programs have been and continue to be analyzed and evaluated to ensure the curriculum remains relevant. Identification of occupations on Florida's Targeted Occupations List ensures that postsecondary programs prepare students for occupations that are identified as high skill, high wage or high demand. All new secondary programs are evaluated for their applicability and transfer to postsecondary student populations and for articulation at the community college level.

Postsecondary adult vocational programs include technical and academic skills necessary for students to obtain gainful employment. These programs have established minimum basic skill levels for completion to ensure that students possess the academic skills identified by business and industry for entry into specific occupations.

Applied Technology Diplomas (ATD) programs are designed to provide students with the opportunity to pursue training that leads directly to work or that may be transferred to a community college as part of an AS degree. These programs are designed to be part of the AS degree, be less than 60 college credit hours in length, have guaranteed articulation, and include technical skills integrated with academic skills.

Statewide Expansion Efforts to Access Appropriate Technology
The following initiatives at the state level serve to motivate students, schools, and districts to embrace and integrate technology into their curriculum, and in some cases, reduce the overall cost of acquiring, maintaining, and professional development training on technologies used to improve student performance and contribute to student access to emerging technologies.

- *Discount pricing for certification exams* - Florida has negotiated with two national organizations offering industry-recognized certifications to provide exams at a significant discount, thus improving the accessibility by students
- *Reduced and uniform software pricing*- Florida has successfully negotiated with providers of computer software, hardware, and peripheral equipment to reduce the financial burden experienced by districts statewide. This essentially permits districts to expand their curriculum and technology offerings to schools and ultimately their students
- *SharePoint portal available statewide*- The Division of Workforce Education is currently pursuing the creation of a SharePoint portal which will be accessible to every classroom in the state via *Sunshine Connections*, the statewide web-based portal. This portal will facilitate the creation, review, and update of over 900 career and technical curriculum frameworks without expenditure of district travel and related expenses. Such a reduction serves to extend the value of existing district funding levels. This initial effort is the first stage of a vision of a statewide collaborative environment wherein students from different schools across the state (and nation) are able to collaborate with other students and organizations in real time
- *Professional Development Institute*- Florida has set aside funds to defray the cost for teacher professional development related to technology. This initiative achieves two goals: 1) Teachers acquire skills using the appropriate technologies and subsequently integrate the technologies into their curriculum materials, with the ultimate benefactor being their students; 2) Districts are able to extend the value of their existing funding levels due to the reduction of anticipated travel expenditures
- *New Program Development*- Districts statewide are encouraged to implement new curriculum offerings on emerging technologies such as Geospatial Information Systems, Game/Simulation/Animation, and Scientific Visualization
- *Curriculum Resources* - In an effort to encourage student and teacher expanded opportunities for using appropriate technologies, FLDOE is promoting adoption of online reference materials and e-books for CTE programs statewide. In addition to providing greater student access to newer technologies, Districts and schools should also realize a cost savings in textbook expenditures
- *Technical High Schools*- A number of districts in Florida are now building, or have previously constructed technical high schools in partnership with key industry players in their

region. These schools are highly rigorous and focused on a range of specific technologies in support of their regional workforce demands. Examples include a new AAA high school built in concert with the Mayo Clinic to support their high tech workforce needs, and another new high school that offers programs oriented to those technologies supporting NASA and simulation and digital media industries in Florida's High Tech Corridor

- *Virtual School*- Florida Virtual School (FLVS) is an established leader in developing and providing virtual K-12 education solutions to students nationwide. A nationally recognized e-Learning model**,** FLVS was founded in 1997 as the country's first statewide Internet-based public high school

(f) Criteria Used to Approve Eligible Recipients for Funds Under the Act

The Division of Workforce Education evaluates all applications for funding under the Act to determine that the eligible recipient plans to utilize the funds in accordance with provisions of the Act, including, but not limited to, promoting continuous improvement in academic achievement and technical skill attainment and addressing current or emerging occupations.

Eligible recipients will be required to submit a local application. At a minimum, eligible recipients will be required to provide descriptions of the following:

(1) How the career and technical education programs required will be carried out with funds received under this Title

(2) How the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of established performance

(3) How the eligible recipient will:
- Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic, and career and technical education subjects
- Provide students with strong experience in and understanding of all aspects of an industry
- Ensure that students who participate in such career and technical education programs are taught to the same challenging academic proficiencies as are taught to other students

(4) How comprehensive professional development (including initial teacher preparation) that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development) will be provided for career and technical education, academic, guidance, and administrative personnel

(5) How parents, students, teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education

programs assisted under this Title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical Programs of Study

(6) How the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs

(7) The process that will be used to evaluate and continuously improve the performance of the eligible recipient

(8) How the eligible recipient will:
- Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations
- Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance
- Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage or high demand occupations that will lead to self-sufficiency

(9) How individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

(10) How funds will be used to promote preparation for non-traditional fields

(11) How career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities

(12) Efforts to improve:
- The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under represented in the teaching profession
- The transition to teaching from business and industry

See Appendices C.1 and C.2 for the secondary and postsecondary Request for Local Applications (RFAs).

Perkins IV strengthens the connections between secondary and postsecondary education by requiring local eligible agencies to offer career and technical education Programs of Study. Special emphasis will be placed on the implementation of Programs of Study aligned with the Career Clusters initiative. Evaluative criteria has been developed that will serve as a guide to review and approve local plans. As Florida consolidates its Tech Prep delivery system into the Basic State Grant, key Tech Prep core elements have been identified and eligible recipients will be required to allocate a minimum percentage of their local allocation to support and strengthen the identified elements.

The local application process will include an improvement plan for each performance indicator that falls below 90% of the final agreed upon level of performance; a description of how the funds will be used to address those items in the improvement plan; and a detailed budget summary.

In 2006, the Division of Workforce Education developed a web-based data verification tool that served as a data accuracy check with eligible recipients prior to submission of the *2005-06 Consolidated Annual Report*. In 2008, the Division will enhance this tool to assist with the local accountability performance review. This interactive tool will provide eligible recipients with local performance data as it relates to the state-negotiated performance levels by performance indicator and will be the means for local negotiations and submission of performance improvement plans.

In addition, the Division of Workforce Education has developed guidelines for determining "size, scope, and quality" to assist eligible recipients, who must provide assurances that these guidelines are being met in their local plans and applications.

(g) Preparation of Career and Technical Education Students for a High School Diploma

Students entering the ninth grade in Florida will select a Major Area of Interest (MAI) that will be the basis for their placement in a series of courses (or Program of Study) that will serve as a guide toward high school graduation. Local educational agencies will provide a student who selects an MAI in career and technical education with a Program of Study related to the selected MAI. Florida has developed more than fifty sample career and technical education Programs of Study available for public viewing at the Division of Workforce Education web site. The Florida Department of Education and local educational agencies are continuing to develop additional Programs of Study, including additional career and technical education Programs of Study. The career and technical education Programs of Study incorporate academic and career and technical courses that allow the student to earn the credits required to be awarded a high school diploma, while at the same time preparing the student for postsecondary education or entry into a high skill, high wage or high demand occupation.

Florida includes secondary students who are members of special populations in career and technical education programs and provides them the same counseling, guidance, instruction and learning opportunities afforded other career and technical education students. These special populations include:

- Individuals with disabilities, as defined in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

Local educational agencies expect all career and technical education students, including special population students, to perform to the state standards. However, in accordance with the IDEA, eligible recipients will make necessary accommodations for students with disabilities in accordance with their Individual Educational Plans (IEP).

Careful planning of a challenging Program of Study aligned with rigorous high school graduation requirements, including a Major Area of Interest in career and technical education, will provide all students, including special populations, with the necessary information to prepare for successful graduation with a diploma. Planning will also encourage students to consider their long-range goals for postsecondary education and future careers.

.

(h) Preparation of Career and Technical Education Students for Postsecondary Education or Entry into High Skill, High Wage or High Demand Occupations in Current or Emerging Occupations and Awareness of Such Opportunities

Each year, a Workforce Estimating Conference, chaired by a representative of the Governor's office, is held to develop the state's *Targeted Occupations List* and the *High Wage/High Skills List* based on the occupations that meet the wage and growth criteria specified by the conference. The occupations on that list are linked to postsecondary workforce programs by the Department of Education. These lists, publicized and distributed through Florida's twenty-four (24) Regional Workforce Boards, are used by postsecondary educators to focus their program development efforts and to channel their funding resources.

In addition, the Regional Workforce Boards are guided by these lists to develop contracts with public and private postsecondary institutions for the training of unemployed or underemployed workers.

(i) Use of Funds to Improve or Develop New Secondary and Postsecondary Career and Technical Education Courses that Lead to Employment in High Skill, High Wage or High-Demand Occupations

As indicated in **(h)** above, program offerings are aligned with industry needs through a statewide process that identifies targeted occupations meeting high skill, high wage or high demand criteria. Secondary and postsecondary institutions are strongly encouraged to invest their state and federal resources in programs that qualify for the regional or state targeted occupational list and for the high wage, high skill or high demand list.

As a result of the Perkins IV legislation, Florida is taking specific measures to assure that federal funding is being invested in improving or developing secondary and postsecondary career and technical education courses leading to employment in high skill, high wage or high demand occupations. Florida has developed "size, scope, and quality" programmatic requirements for Perkins funding eligibility. One of the programmatic elements of "quality" requires that secondary and postsecondary eligible recipients must provide students with the opportunity to participate in a career and technical education program that is classified as high skill, high wage or high demand.

A further strategy to assure the focus on high skill, high wage or high demand programs involves the annual review of the state's curriculum frameworks. In cooperation with educational and business/industry partners, the Division of Workforce Education's Standards, Benchmarks and Frameworks unit designs and validates postsecondary career and technical education courses and programs to ensure the curricula are academically challenging and technically relevant. Business and industry partnerships on the local, regional, and statewide level also establish that the development and expansion of new or existing programs are responsive to the needs of the business community and are preparing a workforce for current and emerging occupations.

(j) Communications on Best Practices among Successful Recipients of Tech Prep Program Grants under Title II

All Title II Tech Prep funds will be merged with Title I Basic State Grant funds in FY 2009 (program year 2008-2009).

(k) Linking Secondary and Postsecondary Career and Technical Education Programs to Increase Student Academic and Career and Technical Achievement

Florida will use a linked series of integrated academic and career and technical education courses, career academies, Programs of Study, and seamless articulation to increase student academic and career and technical education achievement.

Integrated Courses

With the passage of state legislation requiring the implementation of secondary reform initiatives, the Florida Department of Education has developed technical assistance entitled *Development of Applied, Integrated, and Combined Courses* (www.fldoe.org/APlusPlus) to encourage the development of career and technical education courses that integrate challenging academic standards with relevant technical content. These courses are processed and reported like any other new secondary course and are flagged in the directory so reporting student participation and performance will be possible through the student unit record data reporting system. For example, an integrated biotechnology program allows students to receive both academic credit towards their high school graduation requirement for science and career and technical education credit.

Over the past five years, the Florida Department of Education has provided funding support to the Volusia/Flagler Career Connection Consortium project entitled the *CTE/FCAT Connections Program*. This is an initiative that aligns rigorous academic content and student academic achievement. Specifically, the program is a curriculum project written by high school and middle school career and technical education teachers in Volusia, Flagler, Hillsborough, Alachua, Pasco and Dade counties through the leadership of the Volusia district team and the Florida Association for Career and Technical Educators (FACTE). As of June 2006, the initiative has produced 208 lesson plans, each five to 25 hours in length, that link the highly tested *Sunshine State Standards* (Florida's essential standards) and the International Center for Leadership in Education's *Essential Work Skills* (Curriculum Survey of Essential Skills) to the career and technical education course frameworks. The lesson plans contain direct connections to rigorous and relevant reading, math, and science skills taught using real-world applications. Eighteen of the lesson plans are for courses that provide a pathway leading to an industry certification. Career and technical education teachers in thirty-eight counties in Florida have already received training to teach the lessons, which are published on the Internet for use by all teachers.

Career Academies

At the secondary level, Perkins IV funds will support and enhance Florida's career academy initiative that serves as the crossroad between academic and career and technical education. Since 1993, the Florida Department of Education has recognized the career academy model as a comprehensive approach to restructuring secondary schools and increasing student academic and career and technical achievement.

While the concept of career academies was established in the 1970's as a dropout prevention program that integrated academic and vocational training, Florida's career academies include students of all skill levels and abilities as well as those at risk of dropping out of high school. The state's 450+ career academies provide students with qualifications they can use to either pursue a college education or enter directly into the workforce upon graduation, whichever is most appropriate for the individual student.

A 2004 Florida Career Education Study Task Force recognized that a clear need exists for high school graduates who are both well educated and technically competent and that Florida's economic development requires a skilled and educated workforce. The Task Force recommended that "Every Florida middle and high school should provide an instructional delivery system which draws on best practices/models and incorporates career academies, institutes, and industry certifications."

Building upon the recommendations of the 2004 Florida Career Education Study Task Force, the 2006 Florida Legislature defined and described the career academy model in House Bill 7087, An Act Relating to Education, more commonly known as the A++ Bill. The 2007 Florida Legislature passed SB 1232, the Florida Career and Professional Education Act requiring every school district to have at least one career and professional academy operational during the 2008-2009 school year. Section 27, s1003.493, Florida Statutes, defines a career and professional academy as a "research-based program that integrates a rigorous academic curriculum with an industry-driven career curriculum." Upon completion of a career academy, students graduate with a high school diploma, the highest available industry certification and/or college credit linked directly to the career theme of the program.

The Florida Department of Education recognizes the ten key elements of the Career Academy National Standards of Practice (NSOP) as a method towards successful implementation of the career academy model. Analysis of curriculum integration is vital in measuring student achievement in career academies. Developed by an informal consortium of career academy organizations, the ten standards are designed to raise achievement levels and other educational outcomes for students. Numerous school districts in Florida have undergone the rigorous career academy certification process by the National Career Academy Coalition and many are currently in the certification evaluation cycle. Career academies are measured against a rubric containing the ten National Standards. The rubric is a tool to both measure implementation and the success of career academies, and to help scale up existing academy efforts towards specific targets.

A reflection of Florida's commitment to the growth and expansion of career academies in all of the state's 67 school districts is the fact that, over the past three years, over 19 million dollars of state funding has been made available to school districts to design, expand, or implement new career academies through the SUCCEED Florida Career Paths Program. Over 170 career academies have benefited from this state support.

Programs of Study

Perkins funding will be used to support the development, enhancement and maintenance of Programs of Study that are aligned with the 16 Career Clusters. By identifying appropriate academic courses for career and technical education participants, Programs of Study will provide a valuable roadmap for students to progress through the education system and be prepared for continuing their education beyond high school. This valuable guidance tool will increase student

awareness of their education and career goals serving as a catalyst to improved academic and technical achievement.

Seamless Articulation
Florida has implemented several strategies to ensure seamless articulation of programs from secondary through postsecondary education. Inter-institutional agreements between local high schools and community colleges have increased as a result of Tech Prep. Florida is moving beyond local articulation agreements that began with Tech Prep and, through Program of Study initiatives, will develop statewide articulation agreements that will enhance the transfer of credit among delivery systems. In addition, curriculum frameworks and student performance standards have been developed by faculty teams to facilitate both vertical and horizontal transfers among all postsecondary institutions.

Acceleration mechanisms provide increased opportunity for career and technical secondary and postsecondary education students. These mechanisms include: dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate program. Acceleration mechanisms provide options to students who are motivated to shorten the time needed to complete degree requirement and to pursue opportunities for their own educational development.

(l) Evaluation of the Integration of Coherent and Rigorous Content Aligned with Challenging Academic Standards in Career and Technical Education Programs
In 2007, the Office of Program Policy Analysis and Government Accountability (OPPAGA) conducted an evaluation of Florida's career academies to study the performance of career academy students. The report revealed that "as in other states, Florida's career academy students outperform similar students while in high school. During high school, Florida career academy students are less likely to be chronically absent, more likely to score at grade level on math and reading FCAT tests, and more likely to graduate than similar students who did not attend career academies. (http://www.oppaga.state.fl.us/reports/educ/r07-40s.html) As previously mentioned, Florida supports career academies which deliver integrated academic and career and technical education and will continue to evaluate the impact of an integrated instructional delivery system on the performance of students.

Referenced in section "k" above is a statewide curriculum project which has been in progress for the past five years. Volusia County has undertaken some evaluation studies within their own secondary schools to determine the impact of the use of the integrated lesson plans on student learning outcomes and achievement. The preliminary data indicates a positive effect especially on students scores attained on Florida's high stakes test, the "FCAT." Further evaluation studies are planned to analyze the performance data of students enrolled in programs utilizing the CTE/FCAT Connections lesson plans as compared with other classes in which these lesson plans have not been adopted.

2.3 Comprehensive Professional Development for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors [Sec. 122(c)(2)(A)-(G)]
The State will provide leadership, technical assistance, and resources to support and advance professional development activities focused on improving the instructional skills of personnel working with career and technical education students. Florida's comprehensive professional

development system will address initial teacher preparation and the continuous improvement needs of career and technical education teachers, faculty, administrators, and career guidance and academic counselors.

During 2007-08 academic year, funding was allocated to support a Professional Development Institute the goals of which are: *to develop, administer and implement a procedure for mini-grant awards to assist career and technical education teachers in obtaining industry certifications and to plan and coordinate professional development activities statewide.* The Professional Institute Request for Proposal (RFP) may by viewed at:
http://www.fldoe.org/workforce/dwdgrants/2007/perkinsslaeafl07.asp

The following principles guide Florida's approach to professional development:

- The development of staff knowledge and skills is intimately related to, and a function of, the teaching and learning needs of the student groups served, and organizational performance as defined by various outcome measures

- Professional development is most effectively organized and delivered at the local level, with maximum participation in program design by those most affected

- Professional development will include all levels of cognitive and behavioral assimilation, including its organizational development aspects. Professional development is far too often an awareness level activity that relies on the professional to transfer a practice or activity into a live working situation and organizational context

- The best assessment of professional development is its impact on performance in a live working environment and on organizational performance

- Since major program elements are being more tightly integrated through unified planning, professional development must also be planned and delivered in a highly collaborative framework

(a) Promotion of Integrated Academic and Career and Technical Education Curricula and Opportunities for Academic and Career and Technical Teachers to Develop and Implement Curricula and Pedagogical Strategies

The Florida Department of Education supports projects that promote the integration of career and technical education and academics to career and technical education instruction statewide. An example of such training includes the previously referenced Career and Technical Education/FCAT Connections project, an initiative that aligns rigorous academic content and student academic achievement. Other initiatives include targeted professional development to career and technical education instructors statewide on topics such as: Florida Comprehensive Assessment Test (FCAT); *Reading, Writing, Math and Science in the Career and Technical Education Classroom*; High Schools That Work; Student Assessment; and *Implementing Career Academies*. The Division of Workforce Education supports the compilation and dissemination of "*Best Practices: Strategies to Support High School Reform through Career Education.*"

(b) Increasing the Percentage of Teachers that Meet Teacher Certification or Licensing Requirements

The Division of Workforce Education will, during the 2007-08 academic year, fund an intermediary organization or "Professional Institute" to provide professional development to career and technical educators statewide. The Division of Workforce Education will award funds to an experienced organization to develop, administer, and implement a program that will allow career and technical educators to obtain an industry certification. Through this program, educators will be reimbursed for industry certification training and examination costs provided they successfully pass the examination and commit to continue teaching within the district for a minimum of two years.

In addition, the Division of Workforce Education collaborates with career and technical education teacher preparation programs in colleges and universities throughout the state, as well as the Florida Department of Education's Bureau of Educator Certification, to promote teaching careers in career and technical education and increase the percentage of teachers that meet teacher certification and/or licensing requirements.

(c) High Quality, Sustained, Intensive Professional Development Focused on Instruction, Increases the Academic Knowledge and Understanding of Industry Standards

High quality, sustained, and intensive career and technical education professional development will be delivered statewide via an intermediary organization or "Professional Institute." The Professional Institute will be identified through a competitive solicitation to provide professional development to career and technical educators. For 2007-2008, the Professional Institute will provide mini-grants to career and technical educators throughout the state to assist them with earning industry certifications necessary for the programs they teach.

A statewide Career and Technical Education Professional Development Committee will be appointed by the Chancellor of Workforce Education to set priorities and criteria for obtaining the mini-grants. The Committee will be composed of Division of Workforce Education staff, career and technical education practitioners, and others deemed appropriate by the Chancellor. The Department of Education will monitor the Professional Institute with regard to budget, outcomes, deliverables and customer satisfaction.

In 2007-2008, the Professional Institute will be responsible for developing a process for assessing needs, setting goals and outcomes, designing evaluation studies to evaluate professional development, and developing a five year professional development plan. Other priorities for the Professional Institute include sharing best practices for the quality delivery of instruction to special populations, the development and implementation of Programs of Study aligned to Career Clusters and Career Pathways, and the development of instructional strategies for the integration of academic and career and technical education.

(d, e) Applied Learning that Contributes to the Academic and Career and Technical Knowledge of the Student and Provides the Knowledge and Skills Needed to Work with and Improve Instruction for Special Populations

Professional development activities that emphasize applied learning and the delivery of instruction for special populations will be provided by the Professional Institute and will be addressed in its comprehensive five-year plan.

(f) Integration with Professional Development Activities that the State Carries Out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended.

The composition of Florida's Perkins Plan Steering Committee, comprised of the Commissioner of Education and the Chancellors of the Division of K-12 Public Schools, the Division of Workforce Education and the Division of Community Colleges, will assure the inter-agency planning and coordination of all federal educational programs. The Division of Workforce Education will coordinate professional development plans with other offices within the Florida Department of Education.

2.4 Career and Technical Educator Recruitment and Retention Efforts [Sec. 122(c)(3)(A)-(B)]

(a) Recruitment and Retention of Career and Technical Education Teachers, Faculty, and Career Guidance and Academic Counselors, including Individuals in Groups Underrepresented in the Teaching Profession

The Division of Workforce Education collaborates with career and technical teacher preparation programs in colleges and universities throughout the state, as well as the Florida Department of Education's Bureau of Educator Certification, to promote teaching careers in career and technical education. Teacher industry certification grants are another strategy to enhance statewide recruitment efforts and improve retention through the required commitment of the educator and the district. Eligible recipients will be required to identify (in their local plan and application) efforts that will be utilized for the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

(b) Transition to Teaching from Business and Industry, including Small Business

The Division of Workforce Education collaborates with the Florida Department of Education Bureau of Educator Certification to promote alternative teacher certification programs to improve the transition to teaching from business and industry, including small business. Eligible recipients will be required to identify (in their local plan and application) efforts and strategies to recruit, retain, support and mentor new teachers transitioning from business and industry.

2.5 Transition of Subbaccalaureate Career and Technical Education Students into Baccalaureate Degree Programs at Institutions of Higher Education [Sec. 122(c)(4)]

Statewide articulation agreements and guaranteed course transfers are articulation mechanisms facilitating student transfer to the next education level without unnecessary course or content duplication. These articulation agreements provide transition opportunities from certificate to degree programs and from AS degree programs to four year BAS degree programs.

Florida's ongoing statewide articulation initiatives provide a framework for implementing Programs of Study as required by the Act. By building on model Tech Prep Programs of Study, the Division of Workforce Education will collaborate with eligible recipients to implement Programs of Study that incorporate the required elements including baccalaureate degree program options. Florida plans to develop at least one statewide secondary to postsecondary (AAS/AS) articulation agreement for each of the Career Clusters that are implemented.

2.6 Involvement of Parents, Academic and Career and Technical Education Teachers, Administrators, Faculty, Career Guidance and Academic Counselors, Local Business (including small businesses), and Labor Organizations in the Planning, Development, Implementation, and Evaluation of Career and Technical Education Programs in Florida [Sec. 122(c)(5)]

Stakeholders (parents, teachers, local business and industry, organized labor, organizations that represent students with special needs and students) currently provide input at the local and state levels in the development, implementation and evaluation of career and technical programs. Each career cluster area has an established state technical advisory committee. These committees are comprised of stakeholders who review frameworks, current economic trends and emerging occupations. Recommendations are incorporated into frameworks and implemented at the local level, ensuring that programs incorporate industry and academic standards, meet or exceed established state or locally negotiated performances levels, and offer progressive training. Committees with the same membership and charge function also are present at the school, district, community college and regional levels.

2.7 Efforts to Improve the Academic and Technical Skills of Students through the Integration of Academics with Career and Technical Education; Efforts to Provide Students with Strong Experience in, and Understanding of, All Aspects of an Industry; and Ensure that Students who Participate in Career and Technical Education Programs are Taught to the Same Challenging Academic Proficiencies as Taught to All Other Students [Sec. 122(c)(7)(A)-(C)]

In Florida, students are given the guidance and tools to develop a challenging Program of Study which includes rigorous and challenging high school graduation requirements and a major area of interest in career and technical education to acquire the skills and knowledge to enter the workplace and/or postsecondary education/training.

Academic and Career and Technical Integration

Florida's career academy initiative represents one instructional delivery model that integrates academics with career and technical education to ensure learning in core academic subjects and career and technical education subjects. The 2006 Florida Legislature defined and described the career academy model in House Bill 7087, An Act Relating to Education, more commonly known as the A++ Bill. In 2007, the Florida Legislature passed SB 1232, the Florida Career and Professional Education Act requiring every school district to have at least one career and professional academy operational during the 2008-2009 school year. Section 27, s1003.493, Florida Statutes, defines a career and professional academy as a "research-based program that integrates a rigorous academic curriculum with an industry-driven career curriculum." Upon completion of a career academy, students graduate with a high school diploma, the highest industry certification and/or college credit linked directly to the career theme of the program.

The Florida Department of Education recognizes the ten key elements of the Career Academy National Standards of Practice (NSOP) as a method to successful implementation of the career academy model. Developed by an informal consortium of career academy organizations, the ten standards are designed to raise achievement levels and other educational outcomes for students. Numerous school districts in Florida have undergone the rigorous career academy certification process by the National Career Academy Coalition and many are currently in the certification evaluation cycle. Career Academies are measured against a rubric containing the ten National Standards. The rubric is a tool to both measure implementation and the success of

career academies, and to help scale up existing academy efforts towards specific targets. Analysis of curriculum integration is one of the elements that have been correlated with improved student achievement in career academies.

In addition, the Division of K-12 Public Schools is currently revising the Sunshine State Standards. All career and technical education curriculum frameworks will be updated with the revised Sunshine State Standards.

All Aspects of Industry
Students entering 6th grade in 2006-2007, must complete one semester course in career and education planning in the 7th or 8th grade to be promoted from middle school to high school. Teachers, including career and technical education teachers, and counselors have been trained in the career development process and the tools and information they will use to assist students in their career decision making. Course outcomes include students learning about Career Clusters and career and technical education Programs of Study offered at the secondary and postsecondary level.

An online program available without cost to all Florida middle school and high school students that further enables them to explore all aspects of an industry is the CHOICES Planner. Available in English and Spanish, the CHOICES Planner is an online career information delivery system that helps students compare, connect, and choose from a wide range of work and education options and build personalized career plans. Integral to this online program are interest, aptitude and ability self-awareness assessments that enable students to connect their interests to occupations. Occupations are also matched to career clusters along with postsecondary programs and the schools that offer them. Students can use their career cluster(s) interest selections to review a general high school program of study in the CHOICES Planner.

Numerous career and technical education programs provide opportunities for industry experience and understanding through the acquisition of industry certifications, clinical site rotations, directed study, cooperative education, on-the-job training (OJT), internships, job shadowing, and mentoring. Of special note is the industry experience students gain through participation in Career and Technical Student Organizations (CTSOs). These co-curricular organizations are essential components of all quality career and technical education programs and include comprehensive leadership training, local, state, and national competitive events, community service, and career planning.

Challenging Academic Proficiencies
All students in Florida are now required to graduate from high school with a prescribed academic program which includes twenty-four (24) credits of academic coursework. There are no exceptions to this requirement for any career and technical education student. Attention is also being focused on the academic components within career preparation programs. Career and technical education programs are designed and validated in cooperation with business and industry partners to ensure the curricula are academically challenging and technically relevant. The standards-based career and technical education programs are also aligned to the Sunshine State Standards, which provide specific student performance standards and benchmarks that

outline what students should know and be able to do upon completion of each course, including academic expectations and technical skills.

Postsecondary career and technical education programs are also designed and validated in cooperation with business and industry partners to ensure the curricula are challenging academically and technically relevant. The postsecondary career and technical credentials offered in Florida range from Postsecondary Adult Vocational Certificate (PSAV) to Associate in Science Degrees (AS). Program offerings are aligned with industry needs through a statewide process that identifies targeted occupations meeting high skill, high wage or high demand criteria.

2.8 Technical Assistance to Local Educational Agencies, Area Career and Technical Education Centers, and Eligible Institutions in the State [Sec. 122(c)(15)]

Florida provides leadership, technical assistance and resources to develop programs and instructional materials that enable students in career and technical education programs to acquire the academic, career and technical skills required to enter and remain in their chosen career path. Emphasis is placed on instructional support, program support and policy clarifications. An example includes the development of instructional materials and products that integrate academics and career and technical education and provide a seamless path of courses leading to the highest level of occupational or educational attainment. Representatives of business and industry serve on statewide advisory committees to assure that curriculum materials reflect industry standards and statewide labor market needs.

The Division of Workforce Education provides technical assistance and leadership for secondary and postsecondary education programs on an ongoing basis. The Bureau of Grants Administration and Compliance, and the Bureau of Career, Technical, and Apprenticeship Programs support practitioners and institutions through:

- assistance with program development responsive to student and industry needs
- assistance with staff development and other activities to ensure continuous improvement of career and technical programs through state-of-the-art technology and instructional practices
- assistance with staff development for program success for students with disabilities
- assistance with strategies to ensure equity among programs designed for single parents, displaced homemakers, and single pregnant women
- sharing of best practices, including strategies for special populations, including underrepresented genders in non-traditional programs

In addition to direct technical assistance to eligible recipients, the Division of Workforce Education program and accountability staff members, in coordination with other Department of Education offices, support continuous career and technical education program improvement by:

- Publishing technical assistance papers which provide guidance and clarification on a

broad variety of procedural and policy issues

- Providing student data and tracking information to enhance student performance tracking

- Identifying career and technical education programs and courses to satisfy Bright Futures Gold Seal Vocational Scholarship eligibility

- Developing and distributing counseling and career preparation materials

2.9 Description of How Career and Technical Education Relates to State and Regional Occupational Opportunities. [Sec. 122(c)(16)]

Florida recognizes that career and technical education programs must meet industry standards for high skill, high wage or high demand occupations. The Workforce Estimating Conference develops the official state demand occupations list based on industry and occupational employment projections and wages prepared by the Florida Agency for Workforce Innovation, Labor Market Statistics office. Authorized under §445.011 F.S., the Workforce Estimating Conference identifies the occupations and conferees consider forecasts of job openings, employment, program placements, and earnings in reaching consensus to identify high skill, high wage or high demand occupations. Also considered is employment placement information from the Florida Education and Training Placement Information Program (FETPIP) data collection and consumer reporting system that provides follow-up data on former students. The end result is a compilation of high skill, high wage, and high demand occupations ranked by their projected number of openings, projected growth rate, and expected entry-level wage rates.

The data and the processes adopted by the Workforce Estimating Conference conferees have served several purposes. The occupations identified as ranking high have been featured as employment opportunities in the career information products of the Division of Workforce Education as well as publications produced by several community colleges. Several local areas have adopted the conference's consensus process and methodology to develop local versions of the targeted occupations list. These lists then become targeted for training by local community colleges, school district technical centers, Workforce Investment Act training organizations, and others.

2.10 Joint Planning and Coordination with other Federal Education Programs. [Sec. 122(c)(17)]

The formation of Florida's Perkins IV Plan Steering Committee, comprised of the Commissioner of Education and the Chancellors of the Division of K-12 Public Schools, the Division of Workforce Education and the Division of Community Colleges, will assure the ongoing inter-agency planning and coordination of all federal educational programs. Although initially convened to oversee and approve the development of the Perkins IV Five Year Plan, this Committee will continue to assure the coordination with other Federal Education Programs such as the Elementary and Secondary Education Act (PL 107-110) as amended under No Child Left Behind, the Workforce Investment Act of 1998 (PL 105-220), and the Individuals with Disabilities Education Act (PL 105-17). The Division of Workforce Education will also coordinate with other offices within the Florida Department of Education including, but not

limited to, the K-12 Public Schools Office of Assessment and Performance; the K-12 Public Schools Bureau of Exceptional Education and Student Services; and other state offices managing federal programs. The Division of Workforce Education will continue to collaborate throughout the duration of the five-year plan to ensure integrity in federal education programs.

2.11 Procedures to Ensure Coordination and Non-Duplication Among Programs Listed in Sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) Concerning the Provision of Services for Postsecondary Students and School Dropouts. [Sec. 122(c)(20)]

Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

Eligible postsecondary recipients are required to submit a *Regional Workforce Board Coordination Assurance Form* as part of the postsecondary local application package. (See Appendix C.2) The form requires the agency head to certify that the local application has been submitted to the Regional Workforce Board and the activities outlined in the local application are consistent with current Regional Workforce Board plans.

3.0 PROVISION OF SERVICES FOR SPECIAL POPULATIONS

3.1 Program Strategies for Special Populations including: a Description of How Individuals Who are Members of the Special Populations Will be Provided with Equal Access, Will Not be Discriminated Against, Will be Provided with Programs Designed to Enable the Special Populations to Meet or Exceed State Adjusted Levels of Performance, and How Special Populations Will be Prepared for Further Learning and for High Skill, High Wage or High Demand Occupations. [Sec. 122(c)(9)(A)-(C)]

The State of Florida will continue to demonstrate its commitment to those practices which ensure that members of special populations will have equitable access to, and success in, career and technical education opportunities. Special populations will include, but not be limited to, economically disadvantaged, non-English speaking students, and students with disabilities. Local practitioners will be expected to utilize a variety of recruitment and retention strategies for special population students and will be provided technical assistance by Division of Workforce Education staff to implement these strategies. The success of local efforts to serve will be measured by data, which reflect the enrollment and completion rates of members of special populations in career and technical education programs.

While not an exhaustive list, the following practices have been employed by local practitioners to assure that members of special populations are able to take full advantage of the program opportunities provided to all students:

- 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 Career and Technical Student Organizations
- Parental involvement in student support activities when appropriate

It is recognized that members of special populations who are returning to school often require additional support mechanisms to accommodate their personal and family needs. Among the strategies which have yielded positive results for these students are:

- The use of Perkins funds and/or other financial assistance funds to help pay for tuition/fees, child care, transportation, books and/or tools;
- The scheduling of classes, child care, computer labs and resource rooms in the evening to accommodate working adults, welfare-reform participants and low-income youth; and
- Specially arranged public transportation schedules to accommodate work and class schedules

Equal Access to Activities Assisted Under the Act
The Division of Workforce Education provides eligible recipients with technical assistance, including training and publications, to meet the needs of special population students. Providing equal access ranges from diligent monitoring by Division of Workforce Education staff members of practitioner compliance with the 34 CFR *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.

All career and technical education programs in Florida are open to all students. Florida adheres to the *Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap*. All students are allowed entry into programs and are encouraged to enter.

Non-Discrimination
In accordance with the IDEA and the Civil Rights Acts of 1964 and 1968, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation, Florida prohibits discrimination against students, (including students enrolled in career and technical education programs), on the basis of race, color, religion or belief, gender, disability or national origin. Professional staff development on non-discrimination regulations and policies are customarily provided to Florida's administrators and instructors. Posters stating local educational agencies' non-discrimination policies and complaint procedures are posted on bulletin boards throughout Florida's educational facilities.

Local eligible recipients will be required to include assurances in their local plan and application that:

- Individuals with disabilities who do not have an Individual Educational Program (IEP) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act of 1973 (Section 504), including making such programs accessible through supplementary services
- The rights of students with disabilities are protected based on the requirements of IDEA and Section 504, as amended
- Career and technical education for students with disabilities will be provided in the least restrictive environment
- Representatives for career and technical education programs, when appropriate, will be involved in the IEP development process

In addition, all eligible recipients will be expected to report data reflecting student participation in career and technical education programs. This data is used to adequately measure the progress of all career and technical education students, including students who are members of special populations.

Meeting or Exceeding State Adjusted Levels of Performance and Preparation for further Earning and for High Skill, High Wage or High Demand Occupations
Four specific strategies are in place to enable special populations to assure that this legislative requirement is met. (1) Florida State Board of Education Rule 6A-10.040 Federal Administration Code (FAC) requires LEAs to have a provision for exemptions from meeting the basic skills

requirements for completion of a final career and technical education occupation completion point for students with disabilities that successfully complete their career and technical education program. (2) Florida has also implemented the English Language for Career and Technical Education (ELCATE) to assist students with limited English proficiency to achieve more success in career and technical education programs. (3) To help special populations reach their potential is the wide-spread use of Vocational Preparatory Instruction (VPI) to assist students with basic skills instruction in career and technical education programs. (4) Modified Occupational Completion Points (MOCPs) provide the option for modifying existing career and technical education programs to accommodate the needs of students with disabilities.

3.2 Needs of Students in Alternative Education Programs [Sec. 122(c)(14)]

F.S. 1003.53 *Dropout Prevention and Academic Intervention* mandates how the State delivers alternative education strategies. The law stipulates *dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students.*

Several career and technical education centers throughout the State work with at-risk students by providing alternative education that allows the student to earn both a high school diploma and a career and technical education certificate. Students spend part of the day with academic teachers working on required course work and part of the day with career and technical education teachers mastering occupational and employability skills. Integration of academic and career and technical education skills is stressed, resulting in a more relevant program for students.

Students in the Department of Juvenile Justice education programs are provided with employment skills, career exploration and/or job preparatory instruction depending on their length of commitment. A competitive grant process over the past five years has provided over $2,000,000 in Perkins funds to Department of Juvenile Justice facilities to implement or improve career and technical education programs.

3.3 Promotion of High Skill, High Wage or High Demand Occupations and Non-Traditional Fields [Sec. 122(c)(18)]

The Division of Workforce Education will continue current efforts to improve gender-specific participation in career and technical education programs designated as non-traditional. Statewide publications, web sites, and communications are being developed and distributed to eligible recipients for adaptation and use to encourage increased non-traditional participation. In addition, the Division's career clusters state supervisors are engaging local practitioners in discussions about how best to expand statewide and local participation in non-traditional programs. A specific example of work being done in the area of information technology is the Department of Education's participation in the *Girls Get IT* project. This project is a partnership between Cisco Systems, Inc., the Florida Community College System, and the Florida Distance Learning Consortium to create gender equity in the areas of Information Technology (IT) and Science, Technology, Engineering and Mathematics (STEM).

3.4 Individuals in State Correctional Institutions [Sec. 122(c)(19)

Through the use of reserve funds and leadership grants, the Division of Workforce Education more fully develops the academic, career, and technical skills of secondary students in

Department of Juvenile Justice (DJJ) programs and of those incarcerated in Department of Corrections institutions. These funds are used primarily to introduce or strengthen career and technical education programs leading to industry certification and to support enrollment of DJJ students and incarcerated adults in career and technical educational programs to gain employability skills. A competitive grant process provides $450,000 in Perkins funds to Department of Juvenile Justice facilities to implement or improve career and technical education programs. The Division of Workforce Education sets aside .72% or $500,000 of State Leadership Funds to support Florida Department of Corrections career and technical education programs.

3.5 Applicants Will Ensure Equitable Access to, and Participation in, its Federally-Assisted Program for Students, Teachers, and Other Program Beneficiaries with Special Needs as Contained in Section 427(b) of the General Education Provisions Act as Amended.

Through the local plan and application, eligible recipients will be required to assure that:

- Individuals with disabilities who do not have an Individual Educational Plan (IEPs) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including making such programs accessible through supplementary services
- The rights of students with disabilities will be protected based on the requirements of IDEA and Section 504 of the Rehabilitation Act of 1973 as amended
- Career and technical education for students with disabilities will be provided in the least restrictive environment (Section 1412(5), IDEA)
- Representatives for career and technical education, when appropriate, will participate in the Individual Educational Plan process (Section 1414(d), IDEA)
- Programs will be provided to prepare special populations for further learning and high skill, high wage or high demand occupations

In addition, all eligible recipients will be expected to report data reflecting student participation in career and technical education programs. These data are used to adequately measure the progress of all career and technical education students, including students who are members of special populations.

4.0 ACCOUNTABILITY AND EVALUATION

4.1 Procedures Used to Obtain Input from Eligible Recipients in Establishing Measurement Definitions and Approaches for the Core Indicators of Performance for Career and Technical Education Students at the Secondary and Postsecondary Levels [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]

The Division of Workforce Education initiated a statewide planning process that included an open invitation to all eligible recipients to participate. More than 80 local practitioners volunteered to participate in four distinct subcommittees responsible for research, discussion, and crafting implementation recommendations on the new legislative requirements. A designated sub-committee for accountability with more than 25 members representing secondary and postsecondary sectors has been involved in the establishment of definitions, measures, and performance levels for the Transition Plan as well as the five-year plan. The Accountability Sub-committee will continue to work through definition and measure implications for the five-year plan as data becomes available. Alignment with existing state and federal accountability requirements will be an integral part of the process to establish valid and reliable measures.

4.2 Procedures Used to Obtain Input from Eligible Recipients in Establishing a State Adjusted Level of Performance for Each of the Core Indicators of Performance for Career and Technical Education Students at the Secondary and Postsecondary Levels. [Sec. 122(c)(10)(A), Sec. 113(b)(3)(B)]

The Accountability subcommittee will convene the third and fifth years of the State Plan to review, analyze, and make recommendations related to state adjusted levels of performance on each core indicator just prior to negotiations with the Office of Vocational and Adult Education (OVAE). The state and local level performance data will be made available to local eligible recipients through a web-based tool allowing eligible recipients to review and analyze the data to recommend appropriate performance levels for the state.

4.3 Identification of the Valid and Reliable Measurement Definitions and Approaches Used for each of the Core Indicators of Performance for Career and Technical Education Students at the Secondary and Postsecondary/Adult Levels.

Please refer to the Accountability forms in Part C.

Description of the Validity and Reliability of Proposed Definitions and Measures [Sec. 113(b)(2)(A)-(B)]

To ensure the reliability of the performance data collected by eligible recipients, these data are checked locally for accuracy, and submitted electronically to a mainframe computer. If there are logical inconsistencies or key elements missing, records are automatically rejected and returned to eligible recipients for correction. From there, the data are accessed by the Division of Accountability, Research, and Measurement in the Florida Department of Education. Data are stored and managed in individual silos, but the state has created a seamless K-20 data system to enable longitudinal research and analysis in which data from all silos are merged and students are assigned a unique identification number in place of a Social Security Number to ensure the privacy rights of students. Reports based on the data are subject to state and federal audit. These extensive data checks ensure the accuracy and reliability of reported core indicators of performance.

The matrix that follows identifies Florida's secondary level and postsecondary level definitions and measures and describes how proposed definitions and indicators are valid and reliable.

Secondary Level Definitions and Measures

The Division of Workforce Education in consultation with the Accountability Subcommittee adopted OVAE's recommended secondary level definitions as described in the Department's non-regulatory guidance, *Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the Carl D. Perkins Career and Technical Education Act of 2006*. In addition, the *Student Definitions Conversion Table* released at the May 2007 Data Quality Institute was utilized in determining the appropriate secondary level definitions adopted by Florida.

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1S1 Academic Attainment Reading/Language Arts	**Numerator**	Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	☐	☒	OVAE strongly encourages adopting Florida's AMO to ensure Florida schools are making AYP as required under section 1111(b)(2) of the ESEA. The Accountability Subcommittee recommends the adoption of Florida's AMO to measure CTE student performance related to 1S1.	Pre populated on the Final Agreed Upon Performance Levels (FAUPL) and accepted by the DWE. Therefore, a description of how these definitions and measures are valid and reliable is not required in the State Plan narrative.
	Denominator	Number of CTE concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the State's computation of AYP** and who, in the reporting year, left secondary education.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1S2 Academic Attainment Mathematics	**Numerator**	Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	☐	☒	OVAE strongly encourages adopting Florida's AMO to ensure Florida schools are making AYP as required under section 1111(b)(2) of the ESEA. The Accountability Subcommittee recommends the adoption of Florida's AMO to measure CTE student performance related to 1S2.	Pre populated on the Final Agreed Upon Performance Levels (FAUPL) and accepted by the DWE. Therefore, a description of how these definitions and measures are valid and reliable is not required in the State Plan narrative.
	Denominator	Number of CTE concentrators who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who, in the reporting year, have left secondary education.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
2S1 Technical Skill Attainment	**Numerator**	Number of senior CTE concentrators who 1) earned an industry certified credential through a third party assessment, or 2) successfully passed a state-approved end-of-course or end-of program assessment as demonstrated by an Occupational Completion Point (OCP).	☒	☐	Construct validity: The OVAE recommended measure focused on pass rates of the assessments. The modification measures the percentage of CTE concentrators exiting secondary education with a validation of technical skill attainment. This is a measure of the prevalence of technical skill attainment validation. Criterion-related validity: OCPs are based on curriculum frameworks that enumerate skills required to perform occupational tasks.	Customized by the Division of Workforce Education in consultation with the Accountability Subcommittee. Only the *Gold Standard* assessments will be used for part 1 of numerator for this measure. These assessments have been reviewed by Division of Workforce Education subject-area experts to ensure the skills tested are valid and reliable for the specific program curriculum framework. For part "2" of the numerator, the only *Bronze Standard* state-approved non assessment measure of technical skill attainment is completion of an Occupational Completion Point (OCP).
	Denominator	Number of senior CTE concentrators who have left secondary education in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
3S1 Secondary School Completion	**Numerator**	Number of senior CTE concentrators who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.	☒	☐	Content validity: By restricting the measure to senior concentrators, the measure focuses only on students who are eligible for completion. The measure definition was accepted by the OVAE regional accountability specialist, who provided technical assistance to ensure validity and reliability.	Modified slightly by the Division of Workforce Education in consultation with the Accountability Subcommittee.
	Denominator	Number of senior CTE concentrators who have left secondary education in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
4S1 Student Graduation Rates	**Numerator**	Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.	☐	☒	OVAE strongly encourages adopting Florida's AMO to ensure Florida schools are making AYP as required under section 1111(b)(2) of the ESEA. The Accountability Subcommittee recommends the adoption of Florida's AMO to measure CTE student performance related to 4S1.	Pre populated on the Final Agreed Upon Performance Levels (FAUPL) and accepted by the DWE. Therefore, a description of how these definitions and measures are valid and reliable is not required in the State Plan narrative.
	Denominator	Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
5S1 Secondary Placement	**Numerator**	Number of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, and /or military service in the 2nd quarter (October-December) after leaving secondary education during the report year.	☒	☐	Reliability: Due to reporting constraints in the Florida Education and Training Placement Information Program (FETPIP) data system, Florida was unable to accept the OVAE recommended measure for placement. The only available data during the Perkins consolidated annual report (CAR) window is concentrators in the prior year.	Modified slightly by the Division of Workforce Education in consultation with the Accountability Subcommittee and accepted by OVAE.
	Denominator	Number of CTE concentrators from the prior year who completed secondary school.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
6S1 Non Traditional Participation	**Numerator**	Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	☐	☒	The adopted measure will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education, in consultation with the Accountability Subcommittee, adopted OVAE's measure.
	Denominator	Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
6S2 Nontraditional Completion	**Numerator**	Number of senior CTE concentrators in programs identified as non-traditional for their gender who: 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.	☒	☐	Construct validity: It was the consensus of the Accountability Subcommittee that the customized measure definition for nontraditional completion (6S2) was more consistent with the nontraditional participation measure (6S1). The 6S2 completion is aligned with standards for secondary school completion in 3S1 and will render comparison of performance of non-traditional students to over overall student performance.	This modification from the OVAE recommended 6S2 measure was developed in order to yield more valid and comparable data. The modified measure definition was accepted by the OVAE regional accountability specialist, who provided technical assistance to ensure validity and reliability.
	Denominator	Number of senior CTE concentrators in programs identified as non-traditional for their gender that have left secondary education in the reporting year.				

Postsecondary Level Definitions and Measures

Florida is unique in the administration of career and technical education by having a dual delivery system at the postsecondary level consisting of area career and technical education centers and community colleges. Due to Florida's unique postsecondary delivery system, the Division of Workforce Education in consultation with the Accountability Subcommittee, intends to maintain separate student definitions and measurement definitions for career certificate (clock hour) and associate degree/college credit certification (credit hour) programs. This was the reporting practice followed under Perkins III.

The Division of Workforce Education in consultation with the Accountability subcommittee adopted OVAE's recommended postsecondary level participant definition as described in the Department's non-regulatory guidance, *Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the Carl D. Perkins Career and Technical Education Act of 2006*. The student definition for postsecondary/adult concentrator level was modified by the Accountability Subcommittee to capture the appropriate data from Florida's dual postsecondary delivery system. In addition, the *Student Definitions Conversion Table* released at the May 2007 Data Quality Institute was utilized in determining the appropriate postsecondary/adult level concentrator definitions adopted by Florida.

Postsecondary Level Definitions and Measures for Credit Hour Programs

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1P1 Technical Skill Attainment	**Numerator**	Number of CTE concentrators who 1) earned an industry certified credential through a third party assessment or 2) earned 75 percent of the program hours required with a grade point average of 2.5 or higher.	☒	☐	For part "1" of the numerator, only the Gold-Level assessments will be used for this measure. These assessments have been reviewed by Division of Workforce Education subject-area experts to ensure the skills tested are valid and reliable for the specific program curriculum framework. The validity and reliability instrument used by subject-area experts is detailed in *Procedures for Approval of Industry Certifications to be Used to Measure Technical Skill Attainment of Career and Technical Education Students in Florida (see Appendix F).* For part "2" of the numerator, Bronze-Level non assessment indicators will be reported during the phase-in period.	Measure definition for postsecondary level technical skill attainment (1P1) was customized by the Division of Workforce Education in consultation with the Accountability Subcommittee.
	Denominator	Number of CTE concentrators in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
2P1 Completion	**Numerator**	Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	☐	☒	Measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee adopted OVAE's Measure for postsecondary completion (2P1).
	Denominator	Number of CTE concentrators who left postsecondary education during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
3P1 Student Retention or Transfer	**Numerator**	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.	☒	☐	Content validity: By not restricting the measure to the fall semester, students who take a semester off and then resume enrollment or who begin in spring semester will be included in the measure. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student retention or transfer (3P1) slightly. The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
4P1 Student Placement	**Numerator**	Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.	☒	☐	Reliability: Due to reporting constraints in the Florida Education and Training Placement Information Program (FETPIP) data system, Florida is unable to accept the OVAE recommended measure for placement. The only available data during the Perkins consolidated annual report (CAR) window is concentrators in the prior year. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student placement (4P1). The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who received a credential, degree or certificate.				
5P1 Nontraditional Participation	**Numerator**	Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.	☐	☒	The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	Division of Workforce Education, in consultation with the Accountability committee, adopted OVAE's Measure for postsecondary nontraditional participation (5P1)
	Denominator	Number of CTE participants in college credit programs that lead to employment in nontraditional fields during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
5P2 Non Traditional Completion	**Numerator**	Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender.	☒	☐	Content validity: By including all non-traditional program concentrators in the denominator, the measure will reflect a completion rate for students in programs non-traditional for their gender.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary nontraditional completion (5P2). The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator:	Number of CTE concentrators in college credit programs identified as non-traditional for their gender.				

Postsecondary Level Definitions and Measures for Clock Hour Programs

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
1A1 Technical Skill Attainment	**Numerator**	Number of CTE concentrators who 1) achieved at least one OCP (occupational completion point) in a Vocational Certificate (PSAV) program or 2) earned an industry certified credential through a third party assessment	☒	☐	For part "2" of the numerator, only the Gold-Level assessments will be used for this measure. These assessments have been reviewed by Division of Workforce Education subject-area experts to ensure the skills tested are valid and reliable for the specific program curriculum framework. The validity and reliability instrument used by subject-area experts is detailed in *Procedures for Approval of Industry Certifications to be Used to Measure Technical Skill Attainment of Career and Technical Education Students in Florida (see Appendix F).* For part "1" of the numerator, Bronze-Level non assessment indicators will be reported during the phase-in period.	Measure definition for postsecondary level technical skill attainment (1A1) was customized by the Division of Workforce Education in consultation with the Accountability Subcommittee.
	Denominator	Number of CTE concentrators in the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
2A1 Completion	**Numerator**	Number of CTE concentrators who received an industry-recognized credential or a certificate during the reporting year.	☐	☒	Measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee adopted OVAE's Measure for postsecondary completion (2A1).
	Denominator	Number of CTE concentrators who left postsecondary education during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
3A1 Student Retention or Transfer	**Numerator**	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.	☒	☐	Content validity: By not restricting the measure to the fall semester, students who take a semester off and then resume enrollment or who begin in spring semester will be included in the measure. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student retention or transfer (3A1) slightly. The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
4A1 Student Placement	**Numerator**	Number of CTE concentrators from the prior year who received a credential or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.	☒	☐	Reliability: Due to reporting constraints in the Florida Education and Training Placement Information Program (FETPIP) data system, Florida is unable to accept the OVAE recommended measure for placement. The only available data during the Perkins consolidated annual report (CAR) window is concentrators in the prior year. The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary student placement (4A1). The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator	Number of CTE concentrators from the prior year who received a credential or certificate.				
5A1 Nontraditional Participation	**Numerator**	Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.	☐	☒	The adopted measure definition will yield valid and reliable data on the performance of Florida's career and technical education students.	Division of Workforce Education, in consultation with the Accountability committee, adopted OVAE's Measure for postsecondary nontraditional participation (5A1)
	Denominator	Number of CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.				

Measure Number	Measure		Modified	Accepted	Rationale of Validity and Reliability	Notes
5A2 Non Traditional Completion	**Numerator**	Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender.	☒	☐	Content validity: By including all non-traditional program concentrators in the denominator, the measure will reflect a completion rate for students in programs non-traditional for their gender.	The Division of Workforce Education in consultation with the Accountability committee modified OVAE's Measure for postsecondary nontraditional completion (5A2). The adopted measure definition was accepted by the OVAE regional accountability specialist.
	Denominator:	Number of CTE concentrators in clock hour programs identified as non-traditional for their gender.				

4.4 Alignment of Core Indicators of Performance with Other State and Federal Programs Used to Meet the Act's Accountability Requirements [Sec. 113(b)(2)(F)].

The Division of Workforce Education used its expertise from previous state and federal initiatives focused on performance funding to establish the core indicators of performance. The State of Florida's integrated K-20 data management system gathers and reports data from throughout the State using a uniform, coordinated statewide system of data elements and formats. This system ensures development of core indicators of performance that are aligned with other State and Federal programs used to meet the Perkins IV accountability requirements.

4.5 Performance Levels for Each of the Core Indicators of Performance that are Objective, Quantifiable, and Measurable and Will Allow the State to Continually Make Progress Toward Improving the Performance of Career and Technical Education Students [Sec. 113(b)(3)(A)(i)-(II)].

Please refer to Accountability forms in Part C.

4.6 Process for Reaching Agreement on Local Adjusted Levels of Performance if an Eligible Recipient Does Not Accept the State Adjusted Levels of Performance Under Section 113(b)(3) of the Act and Ensuring that the Established Performance Levels Will Require the Eligible Recipient to Continually Make Progress Toward Improving the Performance of Career and Technical Education Students [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)].

The Division of Workforce Education will negotiate State Adjusted Levels of Performance for each core indicator with the Office of Vocational and Adult Education (OVAE) for the first, third and fifth years. It is expected that these state adjusted levels will be adopted by eligible recipients. During the 2008-2009 program year, should local eligible recipients determine they are unable to accept the state performance targets for secondary academic attainment in reading and math (1S1, 1S2); and graduation rate (4S1), they may negotiate lower local level performance targets with the Division of Workforce Education. The remaining secondary performance indicators (2S1, 3S1, 5S1, 6S1, 6S2) and all postsecondary performance indicators may be negotiated beginning with the 2009-2010 program year once one full year of actual data is available.

Each local eligible recipient reports data on each career and technical education student to the State using the Florida Educational Data System using uniform, coordinated statewide system of data elements and formats. These data are used to express local levels of performance as percentages which will be compared numerically with Florida's Final Agreed Upon Performance Levels (FAUPL). A web-based data tool will contain local performances on each core indicator and each local eligible recipient will be able to view performance data for inclusion in the annual local application for Perkins funds. Local performances achieving or exceeding local targets will be displayed in green, performances achieving 90 to 99.99 percent will be displayed in yellow and performances achieving less than 90 percent of the local target will be displayed in red.
If a local eligible recipient does not accept the State adjusted levels of performance on each core indicator as their local target, the local eligible recipient must contact the Division of Workforce Education to negotiate revised local targets based on the following criteria:

(1) Comparison with performance of other eligible recipients;
(2) Characteristics of participants;
(3) Approved program, services and instructional improvement strategies;
(4) Implementation of approved improvement strategies; and
(5) Extent of progress toward achieving adjusted levels.

Each of the above criteria shall have a value of 2 percentage points that the local eligible recipient's local targets may be negotiated down for a maximum of 10 percentage points below the State Adjusted Level of Performance.

Promotion of Continuous Improvement
Each eligible recipient will be expected to achieve the state performance target, level identified on the FLDOE Final Agreed Upon Performance Level (FAUPL) form, as the local adjusted performance on each core indicator. Eligible recipients achieving or exceeding any of the target levels will have their level increased by .5 percent above the state level for those the following year. Eligible recipients achieving between 90 and 99.99 percent of the target will be required to submit approved strategies for improvement and will have their target set at the state target the following year. Eligible recipients achieving less than 90 percent of the target will be required to write improvement plans for that core indicator to be implemented during the first program year succeeding the program year for which the grantee failed to meet the agreed upon local adjusted level of performance for that indicator. In developing a program improvement plan, the grantee shall consult with the FLDOE, appropriate agencies, individuals and organizations to give special consideration to performance gaps identified under section 113(b)(4)(C)(ii)(11) of the Act.

Program Improvement Plan
If the Division of Workforce Education determines that an eligible recipient has failed to achieve at least 90% of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4) of the Act, the eligible recipient will be required to develop and implement a program improvement plan for that core indicator to be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet the agreed upon local adjusted level of performance for that indicator. In developing a program improvement plan, the eligible recipient must consult with the Division of Workforce Education and appropriate agencies, individuals and organizations in accordance with 113(b)(4)(C)(ii)(11) of the Act.

Technical Assistance
If, based on the local adjusted levels of performance, the Division of Workforce Education determines that an eligible recipient is not properly implementing the eligible recipient's responsibilities under section 134 of the Act, or is not making substantial progress in meeting the purposes of the Act, Division of Workforce Education staff will work with the eligible recipient to implement improvement strategies and activities consistent with the requirements of the Act. The Chancellor of the Division of Workforce Education may form one or more technical assistance teams consisting of peers from local institutions and/or state staff to provide high level technical assistance to eligible recipients.

4.7 Criteria and Methods Utilized to Allow an Eligible Recipient to Request Revisions to its Local Adjusted Levels of Performance if Unanticipated Circumstances Arise with Respect to an Eligible Recipient [Sec. 113(b)(4)(A)(vi)]
Should unanticipated circumstances arise locally or regionally resulting in a significant change in the factors above, the local eligible recipient must contact the Division of Workforce Education to request that local adjusted performance levels be revised. Revisions may be made for natural

disasters such as hurricanes, tornadoes or flooding; for factors causing schools to be closed for extended periods; or for changes in data definitions, collection or reporting technology causing significant changes in student performance numbers. Additionally, unforeseen economic declines such as plant closings or crop damage resulting in massive unemployment in a locale or region where enrollments or student progress is severely impeded, local eligible recipient may request the opportunity to negotiate lower performance targets.

4.8 Reporting Data Relating to Students Participating in Career and Technical Education Programs in Order to Adequately Measure the Progress of the Students, Including Special Populations and How the Data Reported are Complete, Accurate, and Reliable [Sec. 122(c)(13); sec 205]

The State of Florida utilizes a multi-tiered system that tracks student-level educational data in Florida, including career and technical education data, from local schools and colleges. This data system includes numerous data elements and formats that are specifically tailored to meet the planning and accountability requirements of state and federal legislation, including the Perkins Act.

Separate data elements gather various types of data on enrollments (i.e. special population characteristics), courses and programs, instructional hours, interim and terminal performance, credentials received, methods of instruction, demographics, and participation in specific activities of special programs. These data are configured as required in reports and data files in order to measure the progress of all students, including members of special populations, disaggregated and aggregated, under the Act and other federal and State laws, rules and regulations.

Student follow-up data addressing employment, continuing education and welfare participation is collected by the Florida Education Training and Placement Information Program (FETPIP). FETPIP was established in 1984 to use unemployment compensation wage report data and other specific program data to follow up on training and education program outcomes. FETPIP currently provides over 300 separate follow-up reports on various education and training program participants. FETPIP data tracks the number of students found on unemployment information wage record files, the number of students with full-time employment, and their earnings at placement. FETPIP also identifies program completers by various classifications who are working in Florida, enrolled in continuing education, incarcerated, or on public assistance.

Florida gathers and reports data from throughout the State using a uniform, coordinated statewide system of data elements and formats. These elements have statewide definitions, characteristics, and submission requirements, including submission dates and correction windows. Generally, data are edited, first at the local level using edits pulled down from the state level, and then at the state level when the data are received. Edits include internal examination of responses on specific elements, cross-referenced examinations of related elements, and cross-referenced examinations between and among elements on multiple formats. In all cases, edit errors are communicated to the local level for review and correction.

Additionally, state and federal agencies annually audit Florida's Perkins data and audit findings are addressed with corrective actions as necessary. Recent audit findings have been concerned with inclusion of data from all eligible recipients and corrective steps have been taken to implement those improvements of Florida's system. The State has also taken steps to ensure elimination of duplicative counting of students for Perkins reporting purposes.

Eligible recipients and Florida Department of Education staff scrutinize Florida's Perkins data when "rolling out" statewide data to the local level. This additional layer of examination serves to ensure that local accountability processes established at the state level are implemented in a fair, consistent and user-friendly manner. It also serves to increase familiarity with the data for state staff that will assist eligible recipients in using their local performance data to plan and implement targeted local program improvement plans under Perkins.

4.9 Agreement with Each Consortium Receiving a Grant Under Perkins IV to Meet a Minimum Level of Performance for Each of the Performance Indicators Described in Section 113(b) and 203(e) of the Act [Sec. 204(e)(1)].

The State of Florida has chosen to consolidate all Title II funds with Title I funds. Eligible recipients shall file a single plan/application for funding pursuant to section 134.

4.10 Annual Evaluation of the Effectiveness of Career and Technical Education Programs and Coordination of Programs to Ensure Nonduplication [Sec. 122(c)(8)].

Annual Evaluation of Effectiveness and Coordination

The Division of Workforce Education shall annually use the local adjusted levels of performance described in section 113(b)(4) of the Act to evaluate the career and technical education programs and activities of each eligible recipient receiving funds under Title I of the Act. The annual performance evaluations may be the basis for awarding incentive grants and administering sanctions. Data will be collected through two statewide databases - one for the school districts (secondary and postsecondary) and one for the community colleges. The data will be aggregated through the Workforce Development Information System (WDIS) housed within the Department of Education. For program improvement purposes, Florida will disaggregate the data by the categories of special populations listed in the 2006 Perkins Act, as well as the categories of students described in Section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 that are served under this Act, in order to analyze the success of services of each special population.

Nonduplication Efforts

The Agency for Workforce Innovation (AWI) serves as the State's Workforce Board. The AWI Education Partnership was established as a means of promoting collaboration and coordination of programs and initiatives that support increasing literacy, workforce readiness, academic and vocational skills and the use of state-of-the-art technology programs. The Commissioner of Education represents education issues on this board. The board guides policy development to enhance the coordination of workforce development in cooperation with economic development. Regional Workforce Boards operate under charters approved by the state Workforce Board. These boards, at both state and local levels, are responsible for implementing policy dealing with workforce development programs, welfare transition, unemployment compensation, workforce information services and labor market information.

In addition, the Division of Workforce Education works cooperatively with the Division of K-12 Public Schools and the Division of Community Colleges to ensure the effectiveness of career and technical education programs and coordinate with other state and federal programs to prevent duplication.

Other Requirements

4.11 Identification of Program Areas for which the State Has Technical Skill Assessments, the Estimated Percentage of Career and Technical Education Students Who Take Technical Skill Assessments, and the State's Plan for Increasing the Coverage of Programs and Students Reported in Future Program Years.

The Division of Workforce Education has collected data from secondary and postsecondary eligible recipients on program and student-level industry certification currently in use. It is estimated that approximately 10% of Florida's secondary and postsecondary career and technical education programs are regulated by federal or state standards. In addition, numerous G*old Standard* technical skill assessments developed by third-party agencies to assess national standards for every career cluster have been identified. (*Gold Standard* assessments include national/international credentialing or certification exams, state credentialing or licensing exams, industry developed exams for occupations/specialties, third-party exams measuring technical skills.) Analysis by Division of Workforce Education staff indicates that, at this time, at least one *Gold Standard* assessment exists for at least one career and technical education program in 15 of the 16 career clusters at both the secondary and postsecondary levels.

Presently, student-level data is not readily available on student participation in federal or state regulated programs due to participant privacy issues and the inability of regulatory agencies to release this information to FLDOE. Since a valid and reliable data source is not available, the Division of Workforce Education is unable to report the estimated percentage of career and technical education students who take technical skill assessments. Baseline data currently being collected will assist in the planning efforts to increase the percentage of programs with technical skill assessments and the percentage of students being assessed.

To evaluate the attainment of technical skills for both secondary and postsecondary students, Florida will use a combination of *Gold Standard* assessments and *Bronze Standard* non-assessment indicators of student achievement.

The Florida Department of Education will use standardized criteria (see Appendix F) to determine the appropriateness of the assessment instrument to measure technical skill proficiency. The following *Gold Standard* assessments will be acceptable in any case throughout the plan period:

1. federal or state regulatory agency-developed assessment instrument leading to licensure
2. industry-developed assessment instrument leading to industry certification
3. industry-developed end of program assessments
4. proprietary company-developed assessment instrument leading to certification of proficiency in one or more company product
5. third party-developed assessment instrument[1]

[1] Gold Standard categories of assessment have been amended since the original release of the State Plan. The categories referenced above were approved by USDOE Office of Vocational and Adult Education in November 2008.

The following Bronze Standard non-assessment indicators may be acceptable during the first three years of the five-year plan, but may not be used if a *Gold Standard* assessment is available:

1. student completion of an occupational completion point (secondary and postsecondary clock hour programs
2. student completion of certain percentage of program hours required with a grade point average of 2.5 or higher (postsecondary college credit programs)

Database of Approved Assessment Instruments

The Division of Workforce Education has developed a database of state-approved assessment instruments. The instruments contained in the database will be the only assessment instruments that will be accepted by the Florida Department of Education for reporting technical skill attainment. Grantees that wish to use assessment instruments not contained in the database for measuring technical skill attainment must request an instrument evaluation by the Chancellor of the Division of Workforce Education for inclusion in the database. Formal documentation of the instrument's reliability and validity will be required before the recommended instrument will be considered for inclusion in the database. A manual entitled *Procedures for Approval of Industry Certifications to be Used to Measure Technical Skill Attainment of Career and Technical Education Students in Florida* (see Appendix F) has been developed and tests validity and reliability of proposed assessment additions. These guidelines will serve as a resource for eligible recipients who may request the addition of *Gold Standard* assessments to the state-approved inventory of assessment instruments.

The Chancellor of the Division of Workforce Education will appoint a committee of division staff and secondary and postsecondary stakeholders to annually review information in the database to ensure that it is current. Assessment instruments may be removed from the database if it is determined that the developing agency is not keeping the instrument current with the latest curriculum and/or industry improvements. As additional instruments are developed, they will be evaluated for inclusion in the database.

Technical Skill Assessment Phase-In

The Division of Workforce Education anticipates using only the *Gold Standard* to report technical skill attainment increasing the number of students before 2012. The *Gold Standard* technical skill assessment inventory will be progressively expanded based on Career Clusters. A minimum of four of the 16 recognized Career Clusters will be addressed for expansion each year. Priority for the selection of the clusters to be addressed will be given to high enrollment clusters. Florida would continue to utilize the *Bronze Level* approach to reporting student in these programs only in the event it is not possible to identify *Gold Standard* assessments for every career and technical education program.

5.0 TECH PREP PROGRAMS

The State of Florida has chosen to consolidate all Title II funds with Title I funds. Eligible recipients will file a single plan/application for funding pursuant to Section 134. Leveraging Tech Prep's initiatives and Florida's ongoing statewide articulation in a consolidated system will position the State to meet its goal to enroll every career and technical education student in a program of study and to seamlessly transition students to postsecondary education and training.

The primary purpose of consolidating the two separate delivery systems is to infuse the recognized core Tech Prep elements into a statewide systematic framework. The core elements that must be supported include but are not limited to:

- Build and maintain quality articulation agreements that maximize opportunities for articulated credit
- Enroll every career and technical student in a Program of Study that meets the criteria defined in Perkins IV
- Provide professional development specifically geared towards Programs of Study to include, but not be limited to, building statewide awareness of Career Clusters, aligning Programs of Study with the Career Clusters and Cluster Pathways, enhancing existing articulation agreements and linking program offerings with regional economic and workforce needs
- Provide comprehensive career guidance and academic counseling to all career and technical education students, including special populations

6.0 FINANCIAL REQUIREMENTS

6.1 Allotment of Funds Made Under Section 111 Among Secondary Level Career and Technical Education, or Postsecondary and Adult Level Career and Technical Education, or Both, Including the Rationale for Such Allocation [Sec. 122(c)(6)(A); Sec. 202(c)].

Overall Distribution of Funds to LEAs

The State of Florida has determined that funding should be allocated to career and technical education programs based on the relative need in each sector: district secondary programs, district postsecondary certificate programs, and community college certificate and degree programs. Florida will continue to use student participation in career and technical programs at each level, measured by contact hours and converted to full-time equivalent (FTE) students, for the State allocation formula. The full-time equivalent student enrollment in career and technical education is used for developing a formula for distributing the funds.

The amounts of funds appropriated for each level will be derived by using the following FTE categories to determine each sector's percentage of basic grant funds:

1. District Secondary FTE (7-12): the number of grades 9-12 Career Education FTE reported by local educational agencies and calculated grades 7-8 Career Education FTE based on course enrollments of 7th and 8th graders reported by local educational agencies; the number of grades 9-12 ESE FTE reported by local educational agencies; and Dual Enrollment FTE reported by local educational agencies
2. District Postsecondary FTE: the number of Vocational Certificate (PSAV) and Applied Technology Diploma (ATD) FTE reported by local educational agencies
3. Community College Certificate and Degree FTE: The number of postsecondary vocational (PSV) FTE and postsecondary adult vocational (PSAV) FTE reported by community colleges

The State of Florida has chosen to consolidate all Title II funds with Title I funds. Eligible recipients shall file a single plan/application for funding pursuant to section 134. Basic Grant Funds will be distributed to three career and technical delivery systems based on proportionate share of total career and technical education full-time equivalents (FTE):

1. secondary – District Programs (District 7-12 Career Education FTE)
2. postsecondary - District Programs
3. postsecondary – Community College Programs

A three-year average FTE will be calculated for categories listed above. Annual sector allocations may change based on changes in reported FTE. The average of 2004-2005, 2005-2006, and 2006-2007 will be used to distribute basic grant funds for 2008-2009. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The new funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and career and technical education activity in each sector. It is important to note that adjustments may be made to this calculation based on the formula developed for distribution of any reserve funds. Please see Appendix G.1 for the 2008-2009 percentage allocation per sector and Appendix J.4 for the *Guidelines and Operational Procedures for the Overall Sector Distribution of Funds*.

The percentage of basic grant funds for each delivery system will be calculated using a three-year average FTE as follows:

Secondary – District Percentage (%) =

$$\frac{\text{District Secondary FTE (7-12)}}{\text{District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE}}$$

Postsecondary – District Percentage (%) =

$$\frac{\text{District Postsecondary FTE}}{\text{District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE}}$$

Postsecondary – Community College Percentage (%) =

$$\frac{\text{Community College Certificate and Degree FTE}}{\text{District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE}}$$

6.2 Specific Dollar Allocations Made Available by the Eligible Agency for Career and Technical Education Programs Under Section 131(a)-(e) of the Act and How These Allocations are Distributed to Local Educational Agencies, Area Career and Technical Education Schools, and Educational Service Agencies Within the State [Sec. 131(g); Sec. 202(c)]].

Allocations to Secondary Programs

Florida will utilize the most recent satisfactory data provided by the Secretary of the Bureau of the Census for the purpose of determining eligibility under Title 1 of the Elementary and Secondary Education Act of 1965 to proportionally allocate funds to each secondary (7-12) district. (http://www.census.gov/hhes/www/saipe/saipe.html). The data from the U.S. Census Small Area Income and Poverty Estimates (SAIPE) are used to estimate the number of children in poverty and total number of children ages 5 through 17, in each school district. The formula is divided into two parts based on total population of children in the district and total children in poverty:

- 30% based on each school district's proportionate share of the total population of children ages 5 through 17 who reside in the state of Florida (total population)
- 70% based on each school district's proportionate share of the number of children in poverty ages 5 through 17 who reside in the state of Florida (children in poverty)

Please refer to the secondary allocation chart in Appendix G.2.

6.3 Specific Dollar Allocations Made Available by the Eligible Agency for Career and Technical Education Programs Under Section 132(a) of the Act and how these Allocations are Distributed to Postsecondary Institutions within the State [Sec. 132(a); Sec. 202(c)].

Allocations to Postsecondary Programs

The Division of Workforce Education will submit a proposed alternative allocation formula for distribution of postsecondary career and technical education programs to the Secretary of the U.S. Department of Education.

Florida is unique in the administration of career and technical education by having a dual delivery system at the postsecondary level consisting of area career and technical education centers and community colleges. The institutions are geographically located in rural and urban areas so that all persons have ready access to the institution of their choice.

Low level of participation in the Pell Grant program by area career and technical education 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. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary career and technical education programs, thereby generating a more equitable distribution of funds.

Funds are distributed based on each eligible agency's proportion of students enrolled in career and technical education who are economically disadvantaged. The elements used to identify these students are as follows:

- Recipients of Pell Grants
- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Investment Act
- Recipients of Student Education Opportunity Grants
- Participants in a federal vocational work-study program
- Recipients of Temporary Aid to Needy Families (TANF)
- Recipients of Food Stamps
- Recipients Welfare Wages

In future program years, the Division of Workforce Education intends to add "recipients of the Florida Student Assistance Grant" and "recipients of Florida Financial Aid Fees" as additional elements to the proposed alternative postsecondary formula. These elements are not being utilized in 2008-2009 because recipient data will not be available.

Please refer to the postsecondary allocation charts in Appendix G.3.

6.4 Allotment of Funds Made Among Consortia that Will be Formed Among Secondary Schools and How Funds Will be Allocated Among the Members of the Consortia Including the Rationale for Such Allocation [Sec. 122(c)(6)(B); Sec. 202(c)].

Eligible institutions may enter into a consortium for the purposes of receiving funds for secondary programs. Eligible institutions or consortium must qualify for a grant of at least $15,000 to receive an allocation. Such consortia must provide services to all secondary institutions participating in the consortium. The services provided must be of sufficient size, scope, and quality to be effective. Funds 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 the purposes of programs benefiting only one member of the consortium. Secondary eligible applicants with an allocation of less than $15,000 may request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium. Waiver requests must be submitted to the Division of Workforce Education.

6.5 Allotment of Funds Made Among Consortia That Will be Formed Among Postsecondary Schools and How Funds Will be Allocated Among the Members of the Consortia Including the Rationale for Such Allocation [Sec. 122(c)(6)(B); Sec. 202(c)].

Eligible institutions may enter into a consortium for the purposes of receiving funds for postsecondary programs. Eligible institutions or consortia must qualify for a grant of at least $50,000 to receive an allocation. Such consortia must provide services to all postsecondary institutions participating in the consortium. The services provided must be of sufficient size, scope, and quality to be effective. Funds 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 the purposes of programs benefiting only one member of the consortium. Postsecondary eligible applicants with an allocation of less than $50,000 may request a waiver to waive the application of Section 132 (a)(3)(A)(i) (*provide services to all postsecondary institutions participating in the consortium*) in any case in which the eligible recipient is located in a rural, sparsely populated area. Waiver requests must be submitted to the Division of Workforce Education.

6.6 Data Adjustments Used to Make the Allocations Reflect Any Changes in School District Boundaries that May Have Occurred Since the Population and/or Enrollment Data was collected [Sec. 131(a)(3)].

Data adjustments 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. Public charter schools and Florida’s one K-12 Bureau of Indian Affairs school fall under the jurisdiction of the public school districts.

6.7 Description of Proposed Alternative Allocation Formula(s) Requiring Approval by the Secretary as Described in 132(b) of the Act (and an Allocation Run for Eligible Recipients Using the Required Elements Outlined in Section 132(a)(2) of the Act, Together With an Allocation Run Using the Proposed Alternative Formula(s). Demonstration that the Postsecondary Formula, Described in Section 132(a)(2) of the Act Does Not Result in a Distribution of Funds to Eligible Recipients that Have the Highest Numbers of Economically Disadvantaged Individuals and that an Alternative Formula Would Result in Such a Distribution.)

The Division of Workforce Education will submit a proposed alternative allocation formula for distribution of postsecondary career and technical education programs to the Secretary of the U.S. Department of Education.

As explained above in section 6.3, Florida is unique in the administration of career and technical education by having a dual delivery system at the postsecondary level consisting of area career and technical education centers and community colleges. The institutions are geographically located in rural and urban areas so that all persons have ready access to the institution of their choice.

Low level of participation in the Pell Grant program by area career and technical education 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. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary career and technical education programs, thereby generating a more equitable distribution of funds.

This alternative formula demonstrates a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals. The alternative formula for postsecondary programs is based upon criteria relating to the number of individuals attending institutions and enrolled in postsecondary career and technical programs within the State who receive need-based postsecondary financial aid provided from public funds as specified under the Act. Funds will be distributed based on each eligible agency's proportion of students enrolled in career and technical education who are economically disadvantaged. The elements used to identify these students are as follows:

- Recipients of Pell Grants
- Recipients of Welfare Wages
- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Investment Act
- Recipients of Student Education Opportunity Grants
- Participants in a federal vocational work-study program,
- Recipients of Temporary Aid to Needy Families (TANF)
- Recipients of Food Stamps

The parallel postsecondary allocation runs in Appendix H, serves as a demonstration that the postsecondary formula, described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution. It should be noted that only Pell Grant data is used in the parallel postsecondary run because the Bureau of Indian Affairs data is not available for, or applicable to, Florida.

Other Requirements

6.8 Detailed Project Budget
See forms in Part B of State Plan.

6.9 Listing of Allocations Made to Consortia (Secondary and Postsecondary) from Funds Available Under Sections 112(a) and (c) of the Act.
See Appendix I for allocation listing.

6.10 Description of the Secondary and Postsecondary Formulas Used to Allocate Funds Available Under Section 112(a) of the Act, as Required by Section 131(a) and 132(a) of the Act.

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award basic grant funds to eligible secondary recipients is included in Appendix J.1 and J.2.

Section 131 – Secondary Formula

$$\frac{\text{Total number of children age 5-17 in school district below the Poverty Line}}{\text{Total population age 5-17 below the Poverty Line in Florida}} = \text{Ratio* } 70\% + \frac{\text{Number of children age 5-17 in school district}}{\text{Total Population age 5-17 in Florida}} = \text{Ratio *30\% + Total Ratio * Total Secondary Allocation = Local Allocation}$$

Section 132 – Postsecondary Formula

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award basic grant funds to eligible postsecondary recipients is included in Appendix J.2.

$$\frac{\text{\# of individuals receiving need-based Financial Aid provided from Public Funds and Enrolled in Postsecondary Career and Technical Education within the Institution in 2006-2007}}{\text{\# of individuals who received need-based Financial Aid provided from Public Funds and Enrolled in Postsecondary Career and Technical Education within the State in Fiscal Year 2006-2007}} = \textit{RATIO * Total Postsecondary Allotment Education = Local Allocation}$$

6.11 Description of the Competitive Basis or Formula to be Used to Award Reserve Funds Under Section 112(c) of the Act.

Secondary and postsecondary eligible recipients awarded competitive and formula-based reserve funds, for career and technical education activities described in Section 135 of the Act, meet the requirements in Section 112(c) of the Act. These eligible recipients are in rural areas, or areas with high percentages of career and technical education students or areas with high numbers of career and technical education students.

Rural and Sparsely Populated Areas

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award reserve funds to rural and sparsely populated areas is included in Appendix J.3.

Department of Juvenile Justice - School districts in a cooperative agreement with Department of Juvenile Justice Programs are eligible to apply for competitive funds to more fully develop the academic, career, and technical skills of secondary students and to develop or strengthen career and technical education programs. Funds are awarded utilizing a statewide competitive process for awarding projects to eligible recipients. All recipients must meet the minimum score of 70 to be considered for funding and the funding model does not automatically award funds to any particular agency. The highest and lowest scores within the reviewer team of five will be dropped and the remaining three scores will be averaged and proposals will be ranked in order of highest to lowest score. Project proposals are read, evaluated and scored by a team of qualified reviewers. Reviewer teams consist of five individuals with knowledge and experience in juvenile justice programs. Funding will be recommended for the applicant with the highest score followed in succession by the next highest scores until funds are exhausted.

Career Pathways Consortia - The Division of Workforce Education will award Reserve Funds to eligible recipients who would be required to utilize such funds to support a career pathways consortium. A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award reserve funds to Career Pathways Consortium is included in Appendix J.5.

Florida School for the Deaf and Blind- The Division of Workforce Education will award a base allocation from Reserve Funds to the Florida School for the Deaf and Blind to support the career and technical education activities described in section 135.

Developmental Research Schools- The Division of Workforce Education will award a base allocation from Reserve Funds to support the career and technical education activities described in section 135 at Florida A&M 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 Florida Atlantic University Developmental Research School (FAU High School) .

6.12 Description of the Procedures Used to Rank and Determine Eligible Recipients Seeking Funding Under Section 112(c) of the Act.

The Division of Workforce Education leadership team, comprised of the Chancellor of Workforce Education, the Vice Chancellor and key staff members, developed the eligible recipient reserve categories. To the greatest extent possible, these reserve funding priority

categories were aligned with the Florida Department of Education's *Strategic Imperative #6: Align Workforce Education Programs with Skills Requirements of the New Economy*. In an effort to ensure all students in Florida, including special populations, are afforded the opportunity to participate in a career and technical education Program of Study, the Division will continue to reserve a percentage of its state allocation to aid programs in rural and sparsely populated areas.

Ensuring that students in Department of Juvenile Justice facilities have access to career and technical education is the next reserve funding priority. It was the consensus of the Division of Workforce Education leadership team that incarcerated youth must exit these state facilities with the skill requirements to be contributing members of Florida's new economy (see reference to Strategic Imperative #6 in preceding paragraph). As in previous years, the Division will continue to reserve a percentage of its state allocation to aid Department of Juvenile Justice programs.

In addition, the Division of Workforce Education intends to award Reserve Funds to eligible recipients who would be required to utilize such funds to support a Career Pathways Consortium. Perkins IV strengthens the connections between secondary and postsecondary education by requiring local eligible agencies to offer career and technical education Programs of Study. The State of Florida has chosen to consolidate all Title II Tech Prep funds with Title I Basic State Grant funds. The primary purpose of consolidating the two separate delivery systems is to infuse the core Tech Prep elements into the statewide career and technical education system.

The Division of Workforce Education will allocate Reserve Funds in accordance with Section 112(a)(1) of Perkins IV to support Career Pathways Consortia. A consortium structure linking secondary and postsecondary partners, local workforce boards, and apprenticeship programs when appropriate, are the mechanism to facilitate seamless student transitions from secondary programs to postsecondary programs within career and technical education Programs of Study.

Finally the Division of Workforce Education will reserve a base allocation to support career and technical education at the Florida School for the Deaf and Blind and Florida's University Developmental Research Schools.

6.13 Description of the Procedures Used to Determine Eligible Recipients in Rural and Sparsely Populated Areas Under Section 131(c)(2) or 132(a)(4) of the Act.

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 within the Executive Office of the Governor by the Office of Tourism, Trade and Economic Development.

Rural Areas are defined by the State as those counties with 75,000 or less population. For purposes of allocating dollars, counties that meet the 75,000 or less population threshold are eligible for these funds. Each county is funded according to the relative share of the total career and technical education students in the total number of counties identified as Rural Areas by REDI. Funds allocated for Rural and Sparsely Populated Areas for secondary and postsecondary programs are in total. Determination as to which Local Education Agency (LEA) (school district, community college or both) will apply for the allocation must be done

through a letter of agreement between the school district and community college serving that district. Grant applications must be submitted under one of the following guidelines:

1) A school district may apply for the total county allocation. In this case, a letter from the community college president should be attached to the completed grant application agreeing to the arrangement.
2) A community college may apply for the total county allocation. In this case, a letter from the school superintendent should be attached to the completed grant application agreeing to the arrangement.
3) If the school district and community college wish to split the funds, two separate applications on separate forms may be submitted. In these cases, a letter from both the school superintendent and community college president must confirm the arrangement.

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award reserve funds to rural and sparsely populated areas is included in Appendix J.3. In addition a 2008-2009 Rural and Sparsely Populated allocation chart that identifies eligible recipients may be found in Appendix P.

7.0 EDGAR CERTIFICATIONS AND OTHER ASSURANCES

EDGAR CERTIFICATIONS

1 This plan is submitted by the State Board of Education.

2 The State Board of Education has authority under State Law to perform the functions of the State under the program.

3 The State Board of Education may carry out each provision of the plan.

4 All provisions of the plan are consistent with State law.

5 The State Board of Education has authority under the state of Florida law to receive, hold, and disburse Federal funds made available under this plan.

6 The Commissioner of Education has the authority to submit this plan.

7 The State Board of Education has adopted or otherwise formally approved the plan.

8 The plan is the basis for State operation and administration of the program.

BY: _____

Chair, State Board of Education (or designee)

DATE: _____

8.0 OTHER ASSURANCES

1. A copy of the State Plan was submitted into the State Intergovernmental Review process.

2. Florida certifies that it will comply with the Lobbying Certification [34 CFR 82, Appendix K].

3. Florida certifies that it will comply with Assurance for Non-Construction Programs [Appendix L].

4. Florida will assure compliance with the requirements of Title I and the provisions of the State Plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal State programs [Sec. 122(c)(11)].

5. Florida will assure that none of the funds expended under Tile I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization [Sec. 122(c)(12)].

6. Florida will assure that it will waive the minimum allocation in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act [Sec. 131(c)(2)].

7. Florida will assure that it will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year [Sec. 323(a)].

8. Florida will assure that all eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by the eligible agency or eligible recipient [Sec. 317(a)].

9. Florida will assure, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient [Sec. 317(b)(1)].

10. Florida will assure that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit

private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools [Sec. 317(b)(2)].

BY: _____

Chair, State Board of Education (or designee)

DATE: _____

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

Perkins 2008- Final Allocation

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$ 60,806,360
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 4,815,872
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	$ 65,622,232
D. Local Formula Distribution (*not less than 85%*) (*Line C x **88.34**%*)	$57,972,232
1. Reserve (*not more than 10% of Line D*)	$ 5,166,894
a. Secondary Programs (57.41% of *Line D*)	$ 2,966,480
b. Postsecondary Programs 42.59% of *Line D*)	$ 2,200,414
2. Available for formula allocations (*Line D minus Line D.1)*	$52,805,338
a. Secondary Programs (**51.44**% of *Line D.2*)	$ 27,163,066
b. Postsecondary Programs (**48.56**% of *Line D.2*)	$ 25,642,272
E. State Leadership (not more than 10%) (*Line C x 10%)*	$ 6,000,000
1. Nontraditional Training and Employment ($**60,000**)	
2. Corrections or Institutions ($**500,000**)	
F. State Administration (not more than 5%) (*Line C x2.51%*)	$ 1,650,000
G. State Match *(from non-federal funds)*[1]	**$** 1,650,000

[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)
Perkins 2008- Final Allocation

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	$ 4,815,872
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 4,815,872
C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*)	$ 0
D. Tech-Prep Funds Earmarked for Consortia	$ 0

1. Percent for Consortia
   (*Line D divided by Line C*) [**0**%]

2. Number of Consortia **0**

3. Method of Distribution (*check one*):

   a._____ Formula
   b._____ Competitive

E. Tech-Prep Administration	$ 0

1. Percent for Administration
   (*Line E divided by Line C*) [**0**%]

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program.
Concentrators – A secondary student who has earned three (3) or more credits in a single career and technical education program, or two (2) credits in a single CTE program, but only in those programs where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary Level

Participants – A postsecondary/adult student who has earned one (1) or more credits in any college credit career and technical education program.
Concentrators – A postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.

C. Adult Level

Participants – A postsecondary/adult student who has earned one (1) or more credits in any clock hour career and technical education program.
Concentrators – A postsecondary student who completes at least one-third of the academic and/or technical hours in a clock hour career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (2006-2007)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the State's computation of AYP** and who, in the reporting year, left secondary education.	**State Administrative Records**	**N 12,803** **D 30,999** **or** **41.30%**	**L:** ***44%*** **A: 44%**	**L:** ***51%*** **A: 51%**
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who, in the reporting year, have left secondary education.	**State Administrative Records**	**N 23,645** **D 30,445** **or** **77.66%**	**L:** ***50%*** **A: 50%**	**L:** ***56%*** **A: 56%**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (2006-2007)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of senior CTE concentrators who 1) earned an industry certified credential through a third party assessment, or 2) successfully passed a state-approved end-of-course or end-of program assessment as demonstrated by an Occupational Completion Point. **Denominator:** Number of senior CTE concentrators who have left secondary education in the reporting year.	**State Administrative Records**	**N 24,850** **D 29,915** **or** **83.07%**	**L: n/a** **A: n/a**	**L: 70% (proposed)** **A: 70%**
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	**Numerator:** Number of senior CTE concentrators who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma. **Denominator:** Number of senior CTE concentrators who have left secondary education in the reporting year.	**State Administrative Records**	**N 29,941** **D 32,735** **or** **91.46%**	**L: n/a** **A: n/a**	**L: 85%** **(proposed)** **A: 85%**

4S1 **Student Graduation Rates** **113(b)(2)(A)(iv)**	**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	**State Administrative Records**	**N 25,146** **D 27,529** **or** **91.34%**	**L:** ***70%*** **A: 70%**	**L:** ***71%*** **A: 71%**
5S1 **Secondary Placement** **113(b)(2)(A)(v)**	**Numerator:** Number of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, and /or military service in the 2nd quarter (October-December) after leaving secondary education during the report year. **Denominator:** Number of CTE concentrators from the prior year who completed secondary school .	**State Administrative Records**	**N 22,881** **D 24,994** **or** **91.55%**	**L: n/a** **A: n/a**	**L: 84%** **(proposed)** **A: 84%**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (2006-2007)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State Administrative Records**	**N 23,798** **D 153,676** **or** **15.49%**	**L: n/a** **A: n/a**	**L: 15%** **(proposed)** **A: 15%**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of senior CTE concentrators in programs identified as non-traditional for their gender who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma. **Denominator:** Number of senior CTE concentrators in programs identified as non-traditional for their gender who have left secondary education in the reporting year.	**State Administrative Records**	**N 1,755** **D 1,873** **or** **93.70%**	**L: n/a** **A: n/a**	**L: 87%** **(proposed)** **A: 87%**

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (2006-2007)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who 1) earned an industry certified credential through a third party assessment or 2) earned 75 percent of the program hours required with a grade point average of 2.5 or higher. **Denominator:** Number of CTE concentrators in the reporting year.	**State Administrative Records**	**N 18,168** **D 52,064** **or** **34.90%**	**L: n/a** **A: n/a**	**L: 34%** **(proposed)** **A: 37%**
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	**State Administrative Records**	**N 11,965** **D 44,327** **or** **26.99%**	**L: n/a** **A: n/a**	**L: 23%** **(proposed)** **A: 28%**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year. **Denominator:** Number of CTE concentrators from the prior who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	**State Administrative Records**	**N 24,801** **D 34,092** **or** **72.75%**	**L: n/a** **A: n/a**	**L: 72%** **(proposed)** **A: 72%**

4P1 **Student Placement** **113(b)(2)(B)(iv)**	**Numerator:** Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education. **Denominator:** Number of CTE concentrators from the prior year who received a credential, degree or certificate.	**State Administrative Records**	**N 12,724** **D 14,348** **or** **88.68%**	**L: n/a** **A: n/a**	**L: 86%** **(proposed)** **A: 86%**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (2006-2007)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants in college credit programs that lead to employment in nontraditional fields during the reporting year.	**State Administrative Records**	**N 2,070** **D 14,943** **or** **13.85%**	**L: n/a** **A: n/a**	**L: 13%** **(proposed)** **A: 13%**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender. **Denominator:** Number of CTE concentrators in college credit programs identified as non-traditional for their gender.	**State Administrative Records**	**N 664** **D 1,396** **or** **47.56%**	**L: n/a** **A: n/a**	**L: 22%** **(proposed)** **A: 22%**

IV. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

C. POSTSECONDARY ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (2006-2007)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1A1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who 1) achieved at least one OCP (occupational completion point) in a Vocational Certificate (PSAV) program or 2) earned an industry certified credential through a third party assessment. **Denominator:** Number of CTE (clock hour) concentrators during the reporting year.	**State Administrative Records**	**N 32,499** **D 43,603** **or** **74.53%**	**L: n/a** **A: n/a**	**L: 60%** **(proposed)** **A: 75%**
2A1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who received an industry-recognized credential or a certificate during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	**State Administrative Records**	**N 15,681** **D 31,455** **or** **49.85%**	**L: n/a** **A: n/a**	**L: 49%** **(proposed)** **A: 51%**

3A1 **Student Retention or Transfer** **113(b)(2)(B)(iii)**	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year. **Denominator:** Number of CTE concentrators from the prior year who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	**State Administrative Records**	**N 14,231** **D 26,440** **or** **53.82%**	**L: n/a** **A: n/a**	**L: 53%** **(proposed)** **A: 55%**
4A1 **Student Placement** **113(b)(2)(B)(iv)**	**Numerator:** Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education. **Denominator:** Number of CTE concentrators from the prior year who received a credential, degree or certificate.	**State Administrative Records**	**N 13,824** **D 16,597** **or** **83.29%**	**L: n/a** **A: n/a**	**L: 82%** **(proposed)** **A: 84%**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (2006-2007)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5A1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.	**State Administrative Records**	**N 4,418** **D 49,283** **Or** **8.96%**	**L: n/a** **A: n/a**	**L: 8%** **(proposed)** **A: 8%**
5A2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, or a certificate programs identified as non-traditional for their gender. **Denominator:** Number of CTE concentrators in clock hour programs identified as non-traditional for their gender.	**State Administrative Records**	**N 1,229** **D 2,966** **Or** **41.44%**	**L: n/a** **A: n/a**	**L: 12%** **(proposed)** **A: 12%**

Appendix A
Public Hearing Information

DEPARTMENT OF EDUCATION

The Florida **Department of Education** will conduct public meetings throughout the state for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and recommendations regarding the state's plan for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The meetings will take place in five regions across the state and at two different times at each location. Please see information below.

SOUTHEAST FLORIDA

DATES AND TIMES: November 6, 2007, 1:00 p.m. – 3:00 p.m. (EDT); November 6, 2007, 6:00 p.m. – 8:00 p.m. (EDT)

PLACE: Broward Community College, A. Hugh Adams Central Campus, Public Safety Institute Bldg., Building 22, Room 155, 3501 S.W. Davie Road, Davie, FL 33314

WEST CENTRAL FLORIDA

DATES AND TIMES: November 7, 2007, 6:00 p.m. – 8:00 p.m. (EDT); November 8, 2007, 9:00 a.m. – 11:00 a.m. (EDT)

PLACE: Hillsborough Community College, Dale Mabry Campus, Library Building, Room 106, 4001 West Tampa Bay Boulevard, Tampa, FL 33614

NORTH FLORIDA

DATES AND TIMES: November 8, 2007, 6:00 p.m. – 8:00 p.m. (EDT); November 9, 2007, 10:00 a.m. – 12:00 Noon (EDT)

PLACE: Tallahassee Community College, TCC Capitol Center (Located at the Mary Brogan Museum of Art and Science), 300 West Pensacola Street, Room 111, Tallahassee, FL 32301

CENTRAL FLORIDA

DATES AND TIMES: November 15, 2007, 6:00 p.m. – 8:00 p.m. (EDT); November 16, 2007, 10:00 a.m. – 12:00 Noon (EDT)

PLACE: Valencia Community College, West Campus, Health Sciences Building (HSB), Room 105, 1800 South Kirkman Road, Orlando, FL 32811

NORTHEAST FLORIDA

DATES AND TIMES: November 19, 2007, 1:00 p.m. – 3:00 p.m. (EDT); November 19, 2007, 5:00 p.m. – 7:00 p.m. (EDT)

PLACE: Florida Community College at Jacksonville (FCCJ), Deerwood Center, Room B1204, 9911 Old Baymeadows Road, Jacksonville, FL 32256

GENERAL SUBJECT MATTER TO BE CONSIDERED: The 2008-2013 state plan for administration of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The draft of the state plan along with a meeting registration site may be found on the Department's website at: http://www.fldoe.org/workforce/perkins/perkins_home.asp.

Persons with disabilities who require assistance to participate in the meeting are requested to notify the Office of Equity and Access, (850)245-9531 (Voice), at least 7 days in advance, so that their needs can be accommodated.

The **Education Practices Commission** announces a hearing to which all persons are invited.

A Teacher Hearing Panel

DATE AND TIME: October 26, 2007, 8:30 a.m. or as soon thereafter as can be heard

PLACE: Wyndham Jacksonville Riverwalk, 1515 Prudential Drive, Jacksonville, Florida 32207, (904)396-5100

GENERAL SUBJECT MATTER TO BE CONSIDERED: The Hearing Panel of the Education Practices Commission will consider final agency action in matters dealing with the disciplining of certified educators.

If a person decides to appeal any decision made by the Commission with respect to any matter considered at this hearing, he or she will need to ensure that a verbatim record of the proceeding is made. The record will include the testimony and evidence upon which the appeal is to be based.

A copy of the agenda may be obtained by contacting: Education Practices Commission, 325 W. Gaines Street, 224 Turlington Building, Tallahassee, Florida 32399-0400.

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 5 days before the workshop/meeting by contacting Kathleen M. Richards. 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).

The **Florida Atlantic University** announces a public meeting to which all persons are invited.

DATE AND TIME: October 31, 2007, 1:00 p.m.

PLACE: Boca Raton Campus, Bldg. 69, Room 110, Boca Raton, FL

GENERAL SUBJECT MATTER TO BE CONSIDERED: To discuss the relocation of "Elements of Captures" art piece by Dre Devens.

A copy of the agenda may be obtained by contacting Corina Mavrodin at (561)297-0541.

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 48 hours before the workshop/meeting by contacting Corina Mavrodin at (561)297-0541. 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).

Appendix A.2- Summary and Responses to State Plan Recommendations made by Eligible Recipients

The Division of Workforce Education conducted five public hearings with two sessions at each site in areas throughout the State. The locations and dates of those public hearings were:

- Broward Community College - November 6, 2007
- Hillsborough Community College (Tampa) - November 7 & 8, 2007
- Tallahassee Community College - November 8 & 9, 2007
- Valencia Community College (Orlando) - November 15 & 16, 2007
- Florida Community College at Jacksonville - November 19, 2007

All segments of the public and interested organizations and groups were afforded an opportunity to present their views and make recommendations regarding the State Plan. For those persons unable to attend a public hearing, the draft of the 2008-2013 State Plan was available for viewing at http://www.fldoe.org/workforce/perkins/perkins_home.asp and comments and inquiries could be submitted to the Division's web page via the "comment submission tool" at http://data.fldoe.org/cs/default.cfm?officeID=78.

The following narrative summarizes the major recommendations received during the public comment period.

Tech Prep

Recommendation- The State of Florida should consider maintaining a separate Tech Prep delivery system under Perkins IV. Tech Prep will continue its history and established identity as an innovative force by retaining flexibility, continuing progressive momentum, and established provision of a greater level of accountability than required by the Basic Grant. A separate and proven Tech Prep delivery system can continue to enhance and innovate career and technical education in Florida with its proven commitment to relevance, rigor, and relationships.

State Position- The State of Florida has chosen to consolidate all Title II funds with Title I funds. Eligible recipients shall file a single plan/application for funding pursuant to Section 134. Leveraging Tech Prep's initiatives and Florida's ongoing statewide articulation in a consolidated system will position the State to meet its goal to enroll every career and technical education student in a program of study and to seamlessly transition students to postsecondary education and training.

The primary purpose of consolidating the two separate delivery systems is to infuse the recognized core Tech Prep elements into a statewide systematic framework.
The Division of Workforce Education recognizes the critical role of a consortia infrastructure and intends to award reserve funds to eligible recipients, who would be required to utilize such funds to support a career pathways consortium.

Overall Sector Distribution Formula

Recommendation- Maintain the Perkins III overall sector distribution formula with 53% of funds allocated for secondary programs and 47% allocated to postsecondary and adult institutions.

State Position- Perkins IV provides the state with the flexibility to determine the allocations among delivery systems. The State of Florida has determined that funding should be allocated to career and technical education programs based on the relative need in each sector: district secondary programs, district postsecondary certificate programs, and community college certificate and degree programs.

Basic Grant Funds will be distributed to three career and technical delivery systems based on a proportionate share of total career and technical education full-time equivalents (FTE).

1. Secondary – District Programs (District 7-12 Career Education FTE)
2. Postsecondary - District Programs
3. Postsecondary – Community College Programs

A three-year average FTE will be calculated for the above categories. Annual sector allocations may change based on changes in reported FTE. The average of 2004-2005, 2005-2006, and 2006-2007 will be used to distribute basic grant funds for 2008-2009. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The new funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and CTE activity in each sector. It is important to note that adjustments may be made to this calculation based on the formula developed for distribution of any reserve funds.

Recommendation- The State should consider allocating postsecondary funds based only on students achieving concentrator status. The use of postsecondary FTE in the overall sector distribution formula is inconsistent with postsecondary accountability measures.

State Position- The Accountability subcommittee developed the overall sector distribution formula and determined use of FTE was the most valid, reliable, and consistent method to distribute funds to each sector. Use of "concentrator" definitions are different in the secondary and postsecondary sectors; therefore, it would not be appropriate to use the number of concentrators for this purpose. The State Advisory Committee supported this recommendation and agreed funding should be based on overall sector CTE activity.

Recommendation – The State should consider inclusion of secondary ESE FTE categories and secondary dual enrollment FTE categories in the calculation of the overall secondary sector distribution.

State Position- The State of Florida has accepted this recommendation and made changes in the Plan and the accompanying appendices to document this. The FTE categories used in the secondary sector distribution include the following: grades 7-8 (cost reporting code 102), 9-12 Basic (cost reporting code 300) and 9-12 ESE (cost reporting codes 113, 254 and 255), and dual enrollment FTE (cost reporting codes 103 B and 103 C). (Not all secondary level courses in the course code directory were included in the calculation.)

Recommendation –The State should consider inclusion of all 7-8 courses and 9-12 courses in the calculation of the overall secondary sector distribution. At present, not all secondary level courses in the course code directory were included.

State Position- Certain CTE middle school and high school practical arts courses were not included in the secondary sector calculation. Perkins IV historic shift from a vocational education system to a career and technical education system challenges states to "rethink" how to deliver career and technical education. The Division of Workforce Education undertook an extensive review and analysis of the curriculum frameworks to determine if they aligned with the new direction of career and technical education defined in Perkins IV. The following criteria were used in the review of the frameworks:

- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?
- Are there actual skills developed in the course tied to an occupation(s)?

It was determined that many of the middle school and high school practical arts frameworks required extensive revision in order to stay current with trends and future practice. During 07-08, statewide practitioner review committees will be organized to rewrite and or/restructure specific frameworks to align with Perkins IV. Therefore, the following courses will not be included in the 08-09 secondary sector calculation:

SBF AREA	COURSE NUMBER	COURSE TITLE	Grades
Career Wheel	8000200	M/J Exploratory Career Wheel 1	7-8
Career Wheel	8000210	M/J Exploratory Career Wheel 2	7-8
Career Wheel	8000220	M/J Exploratory Career Wheel 3	7-8
Career Wheel	8000230	M/J Exploratory Career Wheel 4	7-8
Career Wheel	8000240	M/J Exploratory Career Wheel 5	7-8
Career Wheel	8000250	M/J Exploratory Career Wheel 6	7-8
Business Technology Education	8200120	Business Leadership Skills	7-9
Diversified	8300310	Workplace Essentials	9-12
Diversified	8300320	Practical Arts General	9-12
Diversified	8300330	Workplace Technology Applications	9-12
Diversified	8301600	Work Experience	9-12
Family and Consumer Sciences	8500120	Personal and Family Finance	9-12
Family and Consumer Sciences	8500140	Career Discovery	7-8
Family and Consumer Sciences	8500430	Personal Development and Career Planning	7-9
Family and Consumer Sciences	8500230	Personal Development	7-9
Family and Consumer Sciences	8500300	Parenting Skills	9-12
Family and Consumer Sciences	8500345	Family Dynamics	9-12
Family and Consumer Sciences	8500375	Blueprint for Professional Success	9-12
Family and Consumer Sciences	8502000	Life Management Skills	9-12
Technology Studies	8600010	Introduction to Technology	7-9
Marketing	8800110	Orientation to Marketing Occupations	7-9
Marketing	8800210	Exploration of Marketing Occupations	7-9
Marketing	8800310	Practical Entrepreneurship	9-12
Public Service	8900210	Exploration of Public Service Occupations	7-9
Public Service	8900220	Exploration of Criminal Justice Occupations	7-9
Other	9001820	Vocational Employability Skills Youth	7-12
Other	9001810	Vocational Employability Skills for Students with Disabilities	7-12
Other	9001910	Vocational Work Evaluation	7-12
Diversified	9100110	Orientation to Career and Technical Occupations	7-9
Diversified	9100210	Exploration of Career and Technical Occupations	7-9

Accountability and Evaluation

Recommendation- The State should consider inclusion of secondary dual enrolled students in its concentrator cohort for measuring secondary performance. This was not the practice in Perkins III.

State Position- The State of Florida has accepted this recommendation and secondary dual enrolled students will be included in the concentrator cohort for measuring secondary performance. Perkins IV, as well as state legislation, encourages the use of accelerated mechanisms including dual enrollment to assist students with seamless transition to postsecondary education or training.

The Division of Workforce Education will release a *Secondary Concentrator Course Identification List* based on a modified Florida Gold Seal Vocational Scholars Award table. This identification list will consist of secondary job preparatory courses and dual enrollment postsecondary course substitutions that will count toward concentrator status. The methodology that will be utilized to identify secondary concentrator status will be student transcript course numbers matched against the *Secondary Concentrator Course Identification Table.*

Program Administration

Recommendation- The State should permit the use of Perkins funds to support all CTE courses identified in the Course Code Directory.

State Position- Perkins IV funds will not be permitted to support certain CTE grades 7 and 8 courses and 9-12 courses. (State funds are permitted to support any course in the course code directory.)

Perkins IV requires that eligible recipients provide assurances that programs are of such *size, scope and quality* to bring about improvement in the quality of career and technical education. The Division of Workforce Education has now developed guidelines for *size, scope and quality* in order to provide guidance to eligible recipients. These three elements of *size, scope, and quality* are new programmatic requirements which must be met by secondary and postsecondary eligible recipients and determines the eligibility of courses for Perkins funding support.

Perkins IV historic shift from a vocational education system to a career and technical education system challenges states to “rethink” how to deliver career and technical education. The Division of Workforce Education undertook an extensive review and analysis of the curriculum frameworks to determine if they aligned with the new direction of career and technical education defined in Perkins IV. The following criteria were used in the review of the frameworks:

- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?

- Are there actual skills developed in the course tied to an occupation(s)?

It was determined that many of the middle school and high school practical arts frameworks did not align with the Division's programmatic requirements for *size, scope, and quality* and did not align with Perkins IV. These frameworks required extensive revision in order to stay current with trends and future practice. During 07-08, statewide practitioner review committees will be organized to rewrite and or/restructure specific frameworks to align with Perkins IV. Therefore, the following courses will not be permitted to be supported with Perkins funds:

SBF AREA	COURSE NUMBER	COURSE TITLE	Grades
Career Wheel	8000200	M/J Exploratory Career Wheel 1	7-8
Career Wheel	8000210	M/J Exploratory Career Wheel 2	7-8
Career Wheel	8000220	M/J Exploratory Career Wheel 3	7-8
Career Wheel	8000230	M/J Exploratory Career Wheel 4	7-8
Career Wheel	8000240	M/J Exploratory Career Wheel 5	7-8
Career Wheel	8000250	M/J Exploratory Career Wheel 7	7-8
Diversified	8300310	Workplace Essentials	9-12
Diversified	8300320	Practical Arts General	9-12
Diversified	8300330	Workplace Technology Applications	9-12
Diversified	8301700	Work Experience	9-12
Family and Consumer Sciences	8500120	Personal and Family Finance	9-12
Family and Consumer Sciences	8500140	Career Discovery	7-8
Family and Consumer Sciences	8500230	Personal Development	7-9
Family and Consumer Sciences	8500430	Personal Development and Career Planning	7-9
Family and Consumer Sciences	8500300	Parenting Skills	9-12
Family and Consumer Sciences	8500345	Family Dynamics	9-12
Family and Consumer Sciences	8500375	Blueprint for Professional Success	9-12
Family and Consumer Sciences	8502000	Life Management Skills	9-12
Technology Studies	8700010	Introduction to Technology	7-9
Marketing	8800110	Orientation to Marketing Occupations	7-9
Public Service	8900210	Exploration of Public Service Occupations	7-9
Public Service	8900220	Exploration of Criminal Justice Occupations	7-9
Other	9001820	Vocational Employability Skills Youth	7-12
Other	9001810	Vocational Employability Skills for Students with Disabilities	7-12
Other	9001910	Vocational Work Evaluation	7-12
Diversified	9100110	Orientation to Career and Technical Occupations	7-9
Diversified	9100210	Exploration of Career and Technical Occupations	7-9

Appendix A.3 – Copy of Public Hearing Agenda

Carl D. Perkins Career & Technical Education Act of 2006 Statewide Public Meetings on the 2008-2013 State Plan

November 6, 2007
1:00 PM to 3:00 PM
Broward Community College
A. Hugh Adams Central Campus
Public Safety Institute Building 22 Room 155

----- Agenda Topics -----

Welcome/ Introductions	Dr. Bonnie Marmor
Opening Remarks	Dr. Bonnie Marmor
Presentation of Perkins IV Highlights	Kathleen Taylor
Questions/Comments	Guests
Closing	Dr. Bonnie Marmor

For more information, please visit our website: www.fldoe.org

---

Dr. Bonnie Marmor Vice-Chancellor, Workforce Education bonnie.marmor@fldoe.org
Kathleen Taylor Perkins IV Implementation Coordinator kathleen.taylor@fldoe.org

Nancy Cordill Bureau Chief, Career & Technical and Apprenticeship Programs nancy.cordill@fldoe.org
Gloria Spradley-Brown Bureau Chief, Grants Administration and Compliance Gloria.spradley@fldoe.org
Tara Goodman Educational Policy Director, Budget, Research and Accountability tara.goodman@fldoe.org

Appendix A.4 – Copy of Public Hearing Comment Card

Carl D. Perkins Career and Technical Education Act of 2006
Statewide Public Meeting on the 2008-2013 State Plan

Record of Public Comment
November 6, 2007, Broward Community College
Davie, Florida

Are you: ____ **Parent/Guardian** ____ **Student** ____ **Educator** ____ **Business/Industry**

Name_____

Title_____ **Organization** _____

Comment or question(s):
_____
_____
_____
_____

NOTE: There is a two (2) minute time limit for comments or questions.

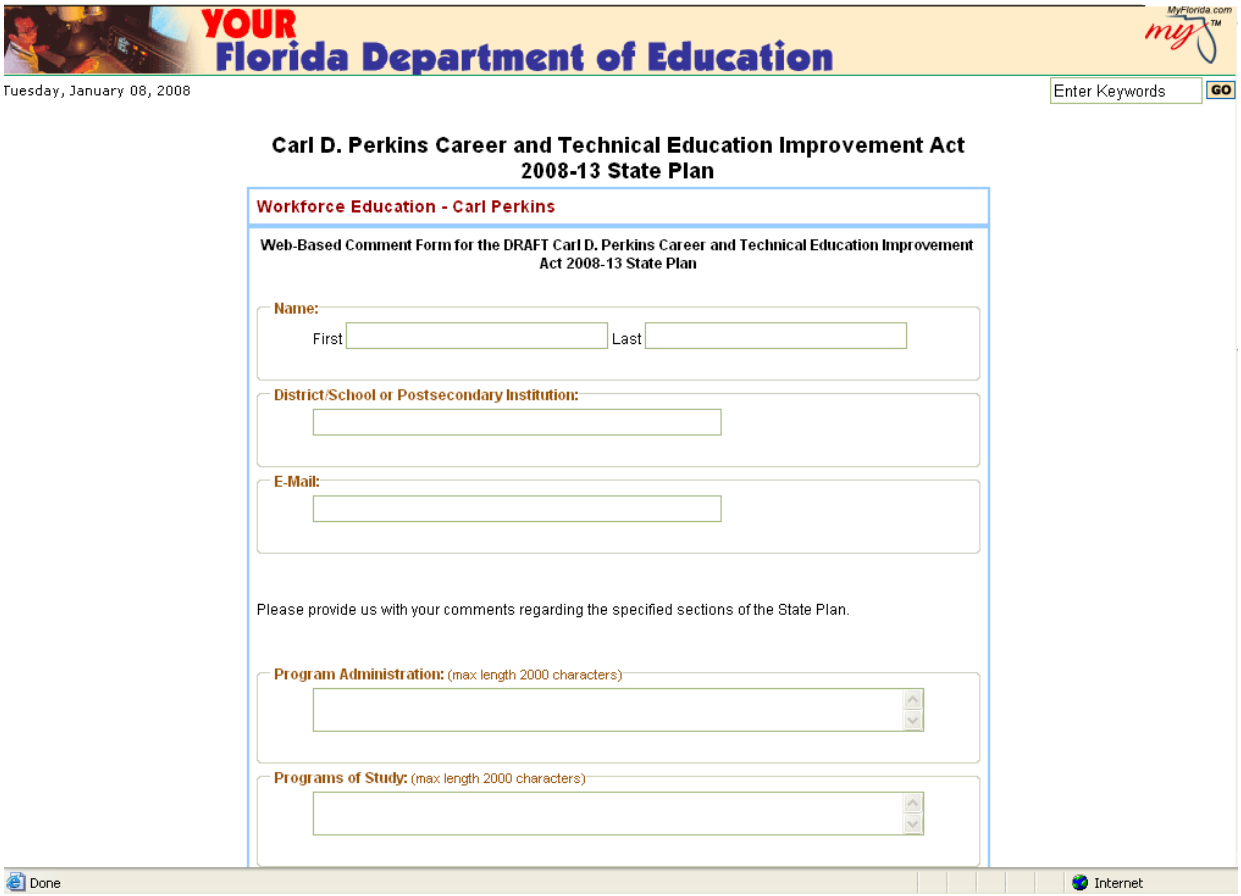
Appendix A.5 – Copy of Public Hearing Sign-In Sheet

Carl D. Perkins Career and Technical Education Act of 2006 Statewide Public Meeting on the 2008-2013 State Plan

Print Name	Signature	Organization Representing	Address, Phone, Email

November 19, 2007 – Florida Community College at Jacksonville – 1:00 p.m. – 3:00 p.m.

Appendix A.6 – Copy of State Plan Web-based Comment Submission Tool



YOUR Florida Department of Education

Tuesday, January 08, 2008

Enter Keywords GO

Carl D. Perkins Career and Technical Education Improvement Act 2008-13 State Plan

Workforce Education - Carl Perkins

Web-Based Comment Form for the DRAFT Carl D. Perkins Career and Technical Education Improvement Act 2008-13 State Plan

Name:

First Last

District/School or Postsecondary Institution:

E-Mail:

Please provide us with your comments regarding the specified sections of the State Plan.

Program Administration: (max length 2000 characters)

Programs of Study: (max length 2000 characters)

Done Internet

Slide 1

Florida's 2008-2013 State Plan for the Administration of the
Carl D. Perkins Career and Technical Education Act of 2006
Florida Department of Education
Division of Workforce Education
November 2007

Slide 2

STATEWIDE PUBLIC MEETINGS

Purpose:
The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested groups and organizations an opportunity to present their views and make recommendations regarding the State plan. Sec. 122, (3)

Slide 3

Perkins IV:
Florida's Commitment to Career and Technical Education

Slide 4

NEW DIRECTION FOR CAREER AND TECHNICAL EDUCATION

Vocational Education	**Career and Technical Education**
For a Few Students	For all Students
For a Few "Jobs"	For all "Careers"
6 to 7 "Program Areas"	16 Clusters- 81 Pathways
In Lieu of Academics	Aligns/Supports Academics
High School Focused	High School and College Partnerships

Slide 5

SPIRIT OF THE NEW LAW

Leading Career and Technical Education (CTE) into the 21st century

- Global competition
- Program improvement
- Ensuring modern, durable and rigorous CTE programs

Slide 6

NEW DIRECTION FOR CTE

- Change in definition to eliminate the focus on sub-baccalaureate careers
- Emphasis on preparation for postsecondary education AND employment
- Preparation not on "job" preparation, but on "academic and technical" preparation
- Increased emphasis on achievement of a degree, certificate or credential

Slide 7

STATE LEVEL FUNDING

Florida Funding Allocation $63,435,918

Funding for state level activities is maintained as in current law

- **85%** for local programs
- **10%** for state leadership activities
- **5%** for state administrative activities

Slide 8

Perkins IV
STATE PLANNING PROCESS

Slide 9

STATEWIDE PLANNING

The Florida Department of Education requested volunteers from career and technical education (CTE) throughout the state to assist with state plan development. There are over 80 volunteer participants representing secondary institutions, career and technical centers and community colleges involved in the planning process that comprise Florida's Reauthorization Committee. Committees were formed as follows:

Steering Committee
Planning Committee and State Advisory committee
Incentive Sanctions
CTE Programs Committee, Grants Committee, Accountability Data Committee, and Tech Prep Committee

Slide 10

Highlights from the Draft 2008-2013 State Plan for the Administration of the Carl D. Perkins Career and Technical Education Act of 2006

Slide 11

2.0 PROGRAM ADMINISTRATION—PROFESSIONAL DEVELOPMENT

Perkins IV requires that Professional Development be high-quality, sustained and intensive.

One day workshops or conferences are not considered professional development but rather technical assistance.

Slide 12

2.0 PROGRAM ADMINISTRATION—PROGRAMS OF STUDY

What is a Program of Study?
A planning tool for students to "map" out their future coursework. It contains a sequenced listing of academic and CTE courses that connects student's high school and postsecondary educational experiences.

Program of Study Elements:

- Aligns secondary and post-secondary education
- Includes academic & CTE content in a coordinated, non-duplicative progression of courses
- May include the opportunity for secondary students to acquire post-secondary credits
- Leads to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree

Slide 13

CTE Program requirement illustration

Slide 14

2.0 PROGRAM ADMINISTRATION—PROGRAMS OF STUDY

<u>Vision/2013 Goal</u>
All students in Florida, including special populations, will have an opportunity to participate in a program of study that will facilitate seamless transition from high school to college and careers.

Slide 15

2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

- Eligible recipients must provide assurances that programs are of such *size, scope and quality* to bring about improvement in the quality of career and technical education

- The specific definitions of "size, scope, and quality" being developed by the Division of Workforce Education will determine the eligibility of courses/programs for Perkins funding support.

Slide 16

2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does "size" mean?

- Secondary Eligible Recipients must offer a minimum number of programs* based on the percentage of CTE enrollment

  "large districts" = 5 CTE programs
  "medium districts" = 3 CTE programs
  "small districts" = 1 program

* A CTE program must consist of 3 or more courses leading to fulfillment of the requirements of the Florida Gold Seal Vocational Scholars Award

Slide 17

2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does "size" mean?

- The secondary and postsecondary eligible recipient must provide an opportunity for students to become CTE concentrators in all programs funded by Perkins.

- Use of Perkins IV funding by secondary eligible recipients are restricted to state-approved CTE courses that are aligned with high school programs of study.

Slide 18

2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

Criteria used for determining state-approved secondary CTE courses:

- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?
- Are there actual skills developed in the course tied to an occupation(s)?

Slide 19

2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “scope” mean?

- Perkins-funded CTE programs must provide secondary students with opportunities for acceleration (dual enrollment/articulated credit).

- Secondary and Postsecondary Perkins-funded CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.

-

Slide 20

2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “quality” mean?

- Secondary and postsecondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state.
- Secondary and postsecondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High Skill, High Wage, or High Demand.

Slide 21

2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “quality” mean?

- Secondary and postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.

Slide 22

4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

Secondary Level

- **Participants –**A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program.

- **Concentrators –**A secondary student who has earned three (3) or more credits in a single career and technical education program, or two (2) credits in a single CTE program, but only in those programs where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Slide 23

4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

Postsecondary Level- Community College

- **Participants –**A postsecondary/adult student who has earned one (1) or more credits in any college credit career and technical education program.

- **Concentrators –**A postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.

Slide 24

4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

Adult Level-Technical Centers

- **Participants –**A postsecondary/adult student who has earned one (1) or more credits in any clock hour career and technical education program.

- **Concentrators –**A postsecondary student who completes at least one-third of the academic and/or technical hours in a clock hour career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.

Slide 25

4.0 ACCOUNTABILITY AND EVALUATION

- Secondary and postsecondary definitions and measures may be found in Part C "Accountability Forms."

- Performance levels for Academic Achievement (1S1, 1S2) and Graduation Rate (4S1) are Florida's AMO's (Annual Measurable Objectives) as approved under No Child Left Behind (NCLB) as performance measures for these indicators.

- Remaining secondary and postsecondary indicators performance levels will be finalized with USDOE just prior to State Plan submission in March 2008.

Slide 26

4.0 ACCOUNTABILITY AND EVALUATION—NON-TRAD ENROLLMENT AND COMPLETION

'Non-traditional fields' means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work. (Section 3, (20)

Coming Soon! The newly revised 2007 Florida Non-Traditional Occupations List

Slide 27

4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

- Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate. (Section 113)

<u>Phase-in technical skill assessments for all CTE programs</u>

Slide 28

4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

USDOE Categories for Assessment—Final Desired Approaches

- **Gold** – An external 3rd party (eg. ASE) assessment of state/industry/postsecondary agreed upon standards (clusters/pathways)
- **Silver** – Teacher/Instructor developed assessment of state/industry/postsecondary agreed upon standards (clusters/pathways) meeting state established validity and reliability guidelines
- *Interim Approach*
- **Bronze** – No longer available after phase-in period includes other indicators of technical skill attainment such as GPA, course completion, program completion, etc.

Slide 29

4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

Final Desired Approaches-Gold Standard

- Federal or state regulatory agency-developed assessment instrument leading to licensure;
- Industry-developed assessment instrument leading to industry certification;
- Proprietary company-developed assessment instrument leading to certification of proficiency in one or more company product; and
- Third-party-developed assessment instrument leading to award of state certification of proficiency in the area of study (*May only be used if none of the first three types of Gold Standard assessments are available).*

Interim Approach (No longer acceptable after phase-in period)
Bronze Standard –

- Student completion of an occupational completion point

Slide 30

4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

- Soon to be released! The 2007 state-approved inventory* of "Gold Standard" assessments for Perkins Reporting

- Under Construction! *Procedures/Guidelines for adding Industry Certifications to State-Approved Inventory*

- In Progress! Technical Assistance related to collecting and reporting data for measuring technical skill attainment

** The state-approved inventory contains industry certifications that have been recommended by CTE practitioners to assess program/occupation specific learning outcomes of CTE students. All assessments appearing in the inventory have been categorized as meeting "Gold Standard" validity and reliability criteria.*

Slide 31

4.0 ACCOUNTABILITY AND EVALUATION—LOCAL ACCOUNTABILITY

- LEAs held accountable for meeting state targets unless LEA initiates negotiations on new performance levels based on defined criteria

- In future program years, the Chancellor may impose fiscal sanctions on LEAs for low performance, no improvement plan or no increase in performance after improvement plan and technical assistance

- In future program years, the Chancellor (with Commissioner approval) may award incentive dollars to LEAs

Slide 32

5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

- Currently, the Tech Prep program is maintained as a separate Title within the bill with its own federal funding stream ($4,865,867)
- Under Perkins IV, states had the option to combine all or a portion of the Tech Prep grant with funds received from the basic state grant
- Florida has chosen to combine the Tech Prep funds with those of the basic grant
- Using dollars from the Reserve Fund, a formula driven allocation will be available to each eligible recipients to form Career Pathways Consortia

Slide 33

5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

- Each member of the consortium must agree to contribute 1.5% of their basic grant to consortium activities
- Eligible recipients must apply for their specific allocation through the fiscal agent agreed upon by the consortium; each consortium will file a single plan/application (RFA)
- Consortia must include at a minimum one Community College and one School District
- The membership in a Career Pathways consortium may contain new partners

Slide 34

5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

Outcome Objectives

- Develop a statewide model program of study
- Build and maintain quality articulation agreements
- Enroll every CTE student in a Program of Study
- Provide Professional Development
- Provide comprehensive career guidance and academic counseling to all CTE students including special populations

Slide 35

6.0 FINANCIAL REQUIREMENTS—OVERALL SECTOR DISTRIBUTION FORMULA

<u>Distribute basic grant funds to the three delivery systems based on proportionate share of total career and technical education full-time equivalents (FTE)</u>

1. Secondary - District Programs (District 7-12 Career Education FTE)
2. Postsecondary - District Programs
3. Postsecondary - Community College Programs

A three-year average FTE has been calculated for above categories. The average of 2004-05, 2005-06 and 2006-07 FTE is being used to distribute basic grant funds for 2008-09.

Slide 36

6.0 FINANCIAL REQUIREMENTS—SECONDARY AND POSTSECONDARY ALLOCATION FORMULAS

Allocations to Secondary Programs-
Based on population counts (Census) as prescribed in the law. (http://www.census.gov/hhes/www/saipe/saipe.html).

- 30% based on each school district's proportionate share of the total population of children ages 5 through 17 who reside in the state of Florida (total population)

- 70% based on each school district's proportionate share of the number of children in poverty ages 5 through 17 who reside in the state of Florida (children in poverty)

Slide 37

6.0 FINANCIAL REQUIREMENTS—SECONDARY AND POSTSECONDARY ALLOCATION FORMULAS

Allocations to Postsecondary Programs-
Florida uses a federally approved formula based on financial need.

Formula elements:

- Recipients of Pell Grants,
- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Investment Act,
- Recipients of Student Education Opportunity Grants,
- Participants in a federal vocational work-study program,
- Recipients of Temporary Aid to Needy Families (TANF)
- Recipients of Food Stamps
- Recipients Welfare Wages

Slide 38

RESOURCES

Web Resources

Office of Vocational and Adult Education - http://www.ed.gov/about/offices/list/ovae/pi/memoperkinsiv.html

Peer Collaborative Resource Network – http://www.edcountability.net/index.cfm
Florida Department of Education - http://www.fldoe.org/workforce/perkins/perkins_home.asp

General

Bonnie Marmor bonnie.marmor@fldoe.org
Kathleen Taylor kathleen.taylor@fldoe.org
CTE Programs- Nancy Cordill nancy.cordill@fldoe.org
Programs of Study - Katerina Koikos katerina.koikos@fldoe.org
Technical Skill Attainment – Ben Powell benjamin.powell@fldoe.org
Grants Administration – Gloria Spradley-Brown gloria.spradley@fldoe.org
Accountability/Allocation Formula – Tara Goodman tara.goodman@fldoe.org

Appendix B
FLDOE Division of Workforce Education
Customized Program of Study Template

Career Cluster: _____ **Secondary CTE Program:** _____

Career Cluster Pathway: **Eligible Recipient:**

	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH	**MATH**	**SCIENCE**	**SOCIAL STUDIES**	**OTHER REQUIRED COURSES**	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES (Aligned with State University System Admissions)**
	4 credits	4 credits	3 credits, 2 with lab	3 credits	FINE ARTS (1 cdt) PHYSICAL EDUCATION (1 cdt)	**Major Area of Interest:**	

HIGH SCHOOL

Career Cluster of interest identified by students enrolled in required middle school career education course that includes interest assessment and career exploration through CHOICES and ePersonal Education Planner through FACTS.org.

9							
10							
11							
12							

Dual enrollment courses may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements - see the Articulation Coordinating Committee's Dual Enrollment Equivalency List and the Bright Futures Comprehensive Course Table.

POSTSECONDARY

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)

CAREER

SAMPLE CAREER SPECIALTIES
(The Targeted Occupations List may be used to identify appropriate careers.)

CREDIT

ARTICULATION AND CTE DUAL ENROLLMENT OPPORTUNITIES

Secondary to Technical Center (PSAV)	**Secondary to College Credit Certificate or Degree**	**PSAV/PSV to AAS or AS to BS or BAS**
(minimum # of clock hours awarded)	(minimum # of clock or credit hours awarded)	(statewide and other local agreements may be included here)

***Possible Industry Certifications (Students):**

Secondary:
Postsecondary:

Appendix D
Description of the State's Governance Structure for Career and Technical Education

Appendix D –
Description of the State's Governance Structure for Career and Technical Education, Including the Approximate Number of Eligible Recipients at Both Secondary and Postsecondary Levels.

The Florida Department of Education's Division of Workforce Education establishes procedures, criteria and priorities for use in approving local agency programs of career and technical education in all areas of the state where a need exists for such programs. Division of Workforce Education professional staff provides technical assistance and consultative services to local educational agencies, community colleges, correctional institutions and other eligible recipients under the Act. The Division of Workforce Education conducts program compliance and monitoring and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

Florida's 67 public school districts, the Florida School for the Deaf and Blind, Florida A&M University Developmental Research School, Florida State University Developmental Research School, University of Florida Developmental Research School and Florida Atlantic University Developmental Research School are eligible secondary recipients.

Florida's 28 community colleges and 32 school district technical centers are eligible postsecondary recipients. In addition, the Division of Workforce Education provides state leadership funds to support career and technical education programs offered at Department of Corrections institutions throughout Florida.

Appendix D.1 - The 2007 Florida Statutes - http://www.leg.state.fl.us/

20.15 Department of Education.--There is created a Department of Education. (1) STATE BOARD OF EDUCATION.--In accordance with s. 2, Art. IX of the State Constitution, the State Board of Education is a body corporate and must supervise the system of free public education as is provided by law. The State Board of Education is the head of the Department of Education.

(2) COMMISSIONER OF EDUCATION.--The Commissioner of Education is appointed by the State Board of Education and serves as the Executive Director of the Department of Education.

(3) DIVISIONS.--The following divisions of the Department of Education are established:

(a) Division of Community Colleges.

(b) Division of Public Schools.

(c) Division of Workforce Education.

(d) Division of Vocational Rehabilitation.

(e) Division of Blind Services.

(f) Division of Accountability, Research, and Measurement.

(g) Division of Finance and Operations.

(4) DIRECTORS.--The directors of all divisions shall be appointed by the commissioner subject to approval by the state board. The director of each division may be designated as "Deputy Commissioner" or "Chancellor."

(5) POWERS AND DUTIES.--The State Board of Education and the Commissioner of Education shall assign to the divisions such powers, duties, responsibilities, and functions as are necessary to ensure the greatest possible coordination, efficiency, and effectiveness of education for students in K-20 education under the jurisdiction of the State Board of Education.

(6) COUNCILS AND COMMITTEES.--Notwithstanding anything contained in law to the contrary, the commissioner shall appoint all members of all councils and committees of the Department of Education, except the Commission for Independent Education and the Education Practices Commission.

(7) BOARDS.--Notwithstanding anything contained in law to the contrary, all members of the community college boards of trustees must be appointed according to chapter 1001.

(8) SUPPORT SERVICES.--The Department of Education shall continue to provide support to the Board of Governors of the State University System. At a minimum, support services provided to the Board of Governors shall include accounting, printing, computer and Internet support, personnel and human resources support, support for accountability initiatives, and administrative support as needed for trust funds under the jurisdiction of the Board of Governors.

History.--s. 15, ch. 69-106; s. 33, ch. 75-48; s. 1, ch. 75-302; ss. 2, 3, ch. 77-123; s. 1, ch. 77-259; s. 104, ch. 79-222; s. 1, ch. 81-56; s. 10, ch. 81-259; s. 9, ch. 83-326; s. 106, ch. 84-336; s. 25, ch. 86-225; s. 1, ch. 87-76; s. 4, ch. 91-45; s. 1, ch. 91-182; s. 13, ch. 94-232; s. 1316, ch. 95-147; s. 51, ch. 95-280; ss. 2, 3, ch. 95-327; s. 72, ch. 97-190; s. 7, ch. 97-307; s. 14, ch. 98-281; s. 26, ch. 98-421; ss. 2, 42, ch. 99-240; s. 21, ch. 99-398; s. 52, ch. 2000-165; s. 2, ch. 2000-301; s. 3(7), ch. 2000-321; s. 4, ch. 2001-60; s. 1, ch. 2002-22; s. 881, ch. 2002-387; s. 1, ch. 2006-74; s. 2, ch. 2007-217; s. 1, ch. 2007-234.

Appendix E
Description of the Role of Postsecondary Career and Technical Education in the One-Stop Career Center Delivery System

Appendix E –
Description of the Role of Postsecondary Career and Technical Education in the One-Stop Career Center Delivery System Established by Title I of WIA

In addition to the Memorandum of Understanding (see copy on following page) between the regional educational entities and the Regional Workforce Boards, the non-duplication of funding efforts is further assured by the use of the state and regional Targeted Occupations Lists (TOL). These lists are developed annually by the State's Agency for Workforce Innovation using state labor market data and other regional sources of information. The TOL identifies high wage, high skill or high demand employment opportunities for Florida's workforce. TOL information is used by secondary and postsecondary institutions for workforce education program development and program expansion activities, and is used by the Regional Workforce Boards to develop training plans for their clients. The coordination of training needs with program offerings enhances the partnership and collaboration among and between education, economic development, and employment.

Appendix E.1

REGIONAL WORKFORCE BOARD COORDINATION ASSURANCE FORM

Complete Section A or B as appropriate and include in application package.

-----Section A

The Superintendent or Agency Head certifies that this application has been submitted to the Regional Workforce Board and that the activities outlined in the application are consistent with current Regional Workforce Board plans.

Signature of Superintendent/Agency Head	Date Submitted to Regional Workforce Board

Regional Workforce Boards are invited to submit comments regarding the application to the Division of Workforce Education, Grants Administration office by May 16, 2008.

Note: Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

-----Section B

The Superintendent or Agency Head certifies that this **application covers more than one Workforce Development Region**. The activities outlined in this application are related to Workforce Development and are consistent with the current Regional Workforce Board plans for all regions included in this application. ***Application submission to the Regional Workforce Board is not required.***

Signature of Superintendent/Agency Head	Date

Note: Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

Appendix F
Procedures for Approval of Industry Certification to be Used to Measure Technical Skill Attainment of Career and Technical Education Students in Florida

PROCEDURES FOR APPROVAL OF INDUSTRY CERTIFICATIONS TO BE USED TO MEASURE TECHNICAL SKILL ATTAINMENT OF CAREER AND TECHNICAL EDUCATION STUDENTS IN FLORIDA

BACKGROUND

Legal Requirements –

Federal – In June, 2006, the Congress passed the Carl D. Perkins Career and Technical Education Act of 2006. In Section 113 of the Act Congress established state performance measures that include core indicators of performance for CTE students. For secondary students, one of those measures is "*. . . student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.*" Similarly, core performance measures for postsecondary students required "*. . . student attainment of challenging career and technical skill proficiencies, including student achievement on technical skill assessments, that are aligned with industry-recognized standards, if available and appropriate*", and "*Student attainment of an industry-recognized credential, a certificate, or a degree.*"

State – During its regular 2007 session, the Florida Legislature passed the Florida Career and Professional Education Act related to secondary career and technical education programs. One of the purposes of that Act is to provide "*. . . rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification.*" The Department of Education (DOE) is tasked to collect and analyze student achievement and performance data, to include industry certification. DOE, jointly with local workforce boards, is required to develop an evaluation plan that includes an assessment tool based on national industry standards and achievement of industry certifications. The Act further charges the Agency for Workforce Innovation (AWI) to define industry certification "*. . . based upon the highest available national standards for specific industry certification.*"

Selection Criteria –

The criteria for adoption of an industry certification are that it be a valid and reliable measurement directly related to the learning outcomes of an occupational program and considered occupationally specific[1]. A valid measurement is one that evaluates the degree to which the evaluation instrument measures the technical skills attained in a Career and Technical Education program that is of sufficient length (i.e., at least 150 contact hours) and rigor to prepare the student to successfully enter into his/her chosen profession or career. A reliable measurement is one that consistently produces the same results over time.

[1] An occupationally specific certification is a certification indicating that the recipient has achieved proficiency in technical skills directly related to the goal or goals of one or more occupations listed in the2000 Standard Occupational Classification (SOC) System. A certification that is generic to a number of occupations (e.g., OSHA, CPR) was not considered to be occupationally specific. Appendix 2 contains a list of known certifications not considered to be occupationally specific.

Department of Education Action –

In December, 2006, DOE's Division of Workforce Education (Division) surveyed local school districts in the state to have them identify industry certifications the districts were using for their career and technical education (CTE) students. The Division conducted a similar survey of community colleges and technical centers in August, 2007. Division staff consolidated the results of those surveys in developing two draft inventories, one for use with secondary students and one for use with postsecondary students, of certifications related to CTE programs being conducted by school districts, community colleges and technical centers.

Program Specialists in the Standards, Benchmarks and Frameworks (SBF) Section reviewed the draft inventories to ensure that listed certifications were appropriate for the various CTE programs. Their recommendations to add, delete or revise the inventories were incorporated into the drafts, and on September 20, 2007 the Division sent out the draft inventories to CTE directors in school districts, community colleges and technical centers for their review. Directors' responses received by October 1 have been reviewed by SBF staff and, where appropriate, the inventory has been accordingly revised.

APPROVAL PROCEDURES

Original Inventories –

The Division of Workforce Education used the following procedures to approve the original lists of certifications to be included in the industry certification inventory.

1. Division staff consolidated the lists of industry certifications submitted by the school districts, technical centers and colleges, arranged them alphabetically by program name and eliminated duplications.

2. Program Specialists in the Standards, Benchmarks and Frameworks (SBF) Section reviewed listed certifications to determine whether the certifications were appropriate for evaluating technical skill attainment for the related programs. A certification was considered appropriate for the program if:

    a. In the professional opinion of the Program Specialist, the assessment instrument on which the certification is based appropriately evaluates technical skill attainment related to the program curriculum;

    b. The certification is <u>occupationally specific</u>;

    c. The certification is a state or federally regulated professional licensure; <u>or</u>

    d. The certification instrument is congruent with a nationally or internationally recognized set of professional competencies or credentialing standards for professional practice.

2. Certifications endorsed for approval by SBF staff were submitted to the Bureau of Accountability and Research (BAR) for review.

3. Certifications recommended by BAR will be submitted to the Chancellor of the Division of Workforce Education for final approval. When a certification is approved by the Chancellor, the original approved Industry Certification Validation Worksheet will be returned to BAR to be filed and a copy sent to SBF.

4. BAR will maintain a file of approved certifications and ensure that the approved certifications are entered into the certification database and placed on the Workforce Education website and will send notices to:

   - The Division of Community Colleges;
   - Deans of Community College Career and Technical Education Programs;
   - Directors of School District Career and Technical Education Programs;
   - Directors of Technical Education Centers;
   - WEDDAC; and
   - MISATFOR.

Any proposed certification not endorsed by SBF or recommended by BAR or approved by the Chancellor will be excluded from the original inventory.

Subsequent Additions, Deletions and Revisions to the Inventory –

Program directors in school districts, technical centers and community colleges, as well as other concerned citizens, may recommend addition of certifications to be included in the inventory. Recommendations should be submitted electronically to the Chancellor of the Division of Workforce Education and should include, as a minimum, the following information.

a. The name of the certification;
b. The name of the organization sponsoring the certification;
c. The CIP number(s) of the Career and Technical Education program(s) to which the certification applies;
d. The program name(s) of those programs;
e. The program or VPC number(s) of the program(s), if appropriate;
f. The appropriate educational level(s) (i.e., Secondary, PSAV or College Credit) and
g. The rationale for adding the certification to the inventory.

The Division of Workforce Education will use the following procedures to approve additional certifications submitted in the future by career and technical educators for inclusion in the secondary and postsecondary industry certification inventories.

1. BAR will notify the requestor that the submission has been received and that they will be advised when as the review process is completed.

2. BAR will forward the recommendation to the appropriate Program Specialist in the Standards, Benchmarks and Frameworks (SBF) Section who will review the submitted certification using the Industry Certification Validity Worksheet (Attachment 1). A certification will be considered valid if, in the professional opinion of the Program Specialist:

a. The program(s) to which the evaluation instrument is related is/are of sufficient length and rigor to prepare the student for successful entry into his/her chosen profession or career;

b. The certification is occupationally specific;

c. The certification is a state or federally regulated professional license;

d. The certifying agency is accredited by ANSI or NOCA[2];

e. Based on documentation from the certifying agency, the certification instrument is:

   i. Congruent with a nationally or internationally recognized set of professional competencies or credentialing standards for professional practice;
   ii. Based on an occupational task analysis;
   iii. Has been tested to ensure results predict job performance; and
   iv. The assessment instrument has been statistically tested for internal consistency with reliability coefficient (e.g., Chronbach's Alpha, Kuder-Richardson Formula 20, or Pearson Product-Moment Correlation Coefficient) scores of .7 or better[3].

3. SBF Program Specialist will annotate their endorsement on the Industry Certification Validity Worksheet and forward it to the Bureau of Accountability and Research (BAR) for review.

4. If approved by BAR, the worksheet will be submitted to the Chancellor of the Division of Workforce Education for review and final approval. If approved by the Chancellor, the original approved Industry Certification Validation Worksheet will be returned to BAR to be filed and a copy will be sent to SBF.

5. BAR will ensure that the approved certification is added to the certification database and the Workforce Education website and will send notices to:

   - The requestor;
   - The Division of Community Colleges;
   - Deans of Community College Career and Technical Education Programs;
   - Directors of School District Career and Technical Education Programs;
   - Directors of Technical Education Centers;
   - WEDDAC; and
   - MISATFOR.

---

[2] ANSI and NOCA are organizations that accredit certification programs. There websites are www.ansi.org and www.noca.org, respectively.

[3] Chronbach's Alpha (and Kuder-Richardson Formula 20 for dichotomous, yes/no, true/false, response items,) is a measurement of the internal consistency of an examination. It tests whether groups of questions meant to measure the same construct are answered consistently by respondents in a single test. The Pearson Product-Moment Correlation Coefficient is used for test-retest method, which is a comparison of two administrations of the same instrument. For all of these tests, the highest value possible is 1.0, and, as a rule of thumb, .6 - .7 is considered adequate, and .8 or higher is good.

Any proposed certification not endorsed by SBF or approved by BAR or the Chancellor will not be added to the inventory. BAR will notify the requestor if a proposed certification is not approved for addition to the inventory.

PERIODIC REVIEW AND UPDATE PROCEDURES –

The Division of Workforce Education will periodically review the approved Industry Certification Inventory to ensure that the certifications included in the inventory remain appropriate for certifying technical skill attainment. The Chancellor may convene a working group of division staff and program directors to conduct an annual review to evaluate the appropriateness of certifications in the inventory.

INDUSTRY CERTIFICATION VALIDATION WORKSHEET

Certification Title: _____
Certifying Organization: _____
Website URL: _____
Contact Person's Name: _____
Contact Person's Title: _____
Telephone Number (_____)_____
E-mail address: _____
Program Title 1: _____ **CIP Number:**_____
VPC Number: _____ **Secondary Program Number:** _____
Program Title 2: _____ **CIP Number:**_____
VPC Number: _____ **Secondary Program Number:** _____
Program Title 3: _____ **CIP Number:**_____
VPC Number: _____ **Secondary Program Number:** _____
(If more than three programs apply, list other Program Titles, CIP Numbers, etc. on the reverse of this form.)

Validity and Reliability (Circle the appropriate answer)**:**

1.	The Career and Technical Education Program(s) related to this certification is/are of sufficient length and rigor to prepare the student for successful entry into his/her chosen profession or career.	Yes	No
2.	The certification is occupationally specific to one or more occupations listed in the 2000 Standard Occupational Classification (SOC) System.	Yes	No
3.	The certification is a state or federally recognized professional license.	Yes	No
4.	The certifying agency is accredited by ANSI or NOCA.	Yes	No
5.	The proposed certification is vendor-specific from a nationally recognized manufacturer or vendor from private industry and is accepted nationwide as proof of knowledge and skill attainment.	Yes	No
6. a.	The certification is based on an assessment instrument that is congruent with a nationally or internationally recognized set of professional competencies or credentialing standards for professional practice.; and	Yes	No
b.	The certification assessment instrument is based on an occupational task analysis; and	Yes	No
c.	The assessment instrument has been tested to ensure that results predict job performance, based on statistical testing, with a reliability coefficient (e.g., Chronbach's Alpha, Kuder-Richardson Formula 20, or Pearson Product-Moment Correlation Coefficient) score of .7 or better?	Yes	No

NOTE: For inclusion in the Industry Certification Inventory Criteria 1, 2 and 3, or Criteria 1, 2 and 4 or Criteria 1, 2 and 5, or 1, 2 and 6 must be marked "Yes". If Criteria 3, 4 and 5 are marked "No", all three statements regarding Criterion 6 must be marked "Yes" in order for the Program Specialist to recommend inclusion of this certification in the inventory.

Standards, Benchmarks and Frameworks Endorsement:

In my professional opinion, this certification is appropriate for students participating in the programs named above and is occupationally specific to one or more of the occupations listed in the 2000 Standard Occupational Classification (SOC) System.

Based on my review of this certification I recommend that the certification:

☐ Should be included in the Industry Certification Inventory.

☐ Should not be included in the Industry Certification Inventory.

Printed Name _____ Signature _____ Date _____

Bureau Accountability and Research Recommendation:

I have reviewed the SBF endorsement of this certification.

☐ I concur with the SBF recommendation.

☐ I do not concur with the SBF recommendation.

Printed Name _____ Signature _____ Date _____

Chancellor's Approval:

I have reviewed the SBF and BAR recommendations related to this certification.

☐ I **approve** the addition of this certification to the Industry Certification Inventory.

☐ I **disapprove** the addition of this certification to the Industry Certification Inventory.

Printed Name _____ Signature _____ Date _____
Chancellor, Division of Workforce Education

Bureau Accountability and Research Notification:

On the date indicated below I included this Industry Certification Validation Worksheet in the SBF files.

On the dates indicated below I notified the individuals/agencies listed below of the Chancellor's decision.

☐ The requestor; Date _____
☐ Standards, Benchmarks and Frameworks; Date _____
☐ The Division of Community Colleges; Date _____
☐ Deans of Community College Career and Technical Education Programs; Date _____
☐ Directors of School District Career and Technical Education Programs; Date _____
☐ Directors of Technical Education Centers; Date _____
☐ WEDDAC; and Date _____
☐ MISATFOR. Date _____

Printed Name _____ Signature _____ _____

LIST OF KNOWN CERTIFICATIONS THAT ARE NOT "OCCUPATIONALLY SPECIFIC"

The following list of known industry certifications are generic in nature and may be applicable to a number of occupations listed on the 2000 Standard Occupational Classification (SOC) System. Other generic certifications will be added to this list as they are classified as non-occupationally specific.

These certifications are inappropriate for determining technical skill attainment pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 and cannot be considered the *"highest available national standards for specific industry certification"* pursuant to the Florida Career and Professional Education Act of 2007.

Certifying Organization	Name of Certification
American Red Cross	Cardiopulmonary Resuscitation (CPR)
American Red Cross	First Aid
Occupational Safety and Health Administration	OSHA 10
National Occupational Competency Testing Institute (NOCTI)	Workplace Readiness
Florida Department of Education	ACT - Ready-to-Work
U. S. Department of Agriculture	Tractor Safety Operation and Driving

PROCEDURES FOR APPROVAL OF EVALUATION INSTRUMENTS TO BE USED TO MEASURE TECHNICAL SKILL ATTAINMENT OF CAREER AND TECHNICAL EDUCATION STUDENTS IN FLORIDA

BACKGROUND

Legal Requirements –
Federal – In June 2006, Congress passed the Carl D. Perkins Career and Technical Education Act of 2006. In Section 113 of the Act Congress established state performance measures that include core indicators of performance for CTE students. For secondary students, one of those measures is "*. . . student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.*" Similarly, core performance measures for postsecondary students requires "*. . . student attainment of challenging career and technical skill proficiencies, including student achievement on technical skill assessments, that are aligned with industry-recognized standards, if available and appropriate.*"

State Implementation of Technical Skill Attainment-
As required in the State Plan, Florida developed three distinct approaches to measure technical skill attainment of secondary CTE students, postsecondary CTE students and postsecondary adult-level students.

Secondary Technical Skill Attainment (2S1) is designed to measure the extent to which CTE students are leaving secondary education with validated technical skills. The denominator consists of senior concentrators who left secondary education in the reporting year. The numerator consists of students in the denominator who have earned either an occupational completion point (OCP) or passed a valid and reliable evaluation instrument applicable to their program concentration. The use of occupational completion points as a validation of technical skill attainment will be phased out as the state moves toward third-party assessments, particularly industry certifications, as more valid and reliable measures of technical skill attainment.

Postsecondary Technical Skill Attainment (1P1) (1A1) is designed to measure the extent to which CTE students are leaving postsecondary education with validated technical skills. 1P1 measures the percentage of CTE credit hour concentrators who earned at least 75% of required program hours with a GPA of 2.5 or higher or passed a valid and reliable evaluation instrument applicable to their program area. The clock hour version of this measure, 1A1, is the percentage of CTE clock hour concentrators who achieved at least one OCP in a career certificate or advanced technology diploma program or passed a valid and reliable evaluation instrument applicable to their program area. The use of OCPs, credit accumulation, and GPA as a validation of technical skill attainment will be gradually phased out as the state moves toward third-party assessments, particularly industry certifications, as more valid and reliable measures of technical skill attainment.

Florida's State Plan for the Administration of the Carl D. Perkins Career and Technical Education Act of 2006 identifies the following categories of evaluation instruments as valid and reliable methods to assess technical skill attainment:

1. federal or state regulatory agency-developed assessment instrument leading to licensure
2. industry-developed assessment instrument leading to industry certification
3. proprietary company-developed assessment instrument leading to certification of proficiency in one or more company products
4. third-party-developed assessment instrument

Evaluation Instrument Selection Criteria –
The criteria for adoption of an evaluation instrument are that it be a valid and reliable measurement directly related to the learning outcomes of an occupational program and considered occupationally specific[1].

Department of Education Action –
In December 2006, DOE's Division of Workforce Education (Division) surveyed local school districts in the state to identify the various forms of assessment the districts were using for their career and technical education (CTE) students. The Division conducted a similar survey of community colleges and technical centers in August 2007. Division staff consolidated the results of those surveys and developed two draft inventories, one for use with secondary students and one for use with postsecondary students. The inventories contained evaluation instruments linked to CTE programs being conducted by school districts, community colleges and technical centers.

Staff of the Standards, Benchmarks and Frameworks (SBF) Section reviewed the draft inventories to ensure that listed instruments met the selection criteria. Their recommendations to add, delete or revise the inventories were incorporated into the drafts, and on September 20, 2007 the Division sent out the draft inventories to CTE directors in school districts, community colleges and technical centers for their review. Directors' responses received by October 1, 2007 have been reviewed by SBF staff and, where appropriate, the inventories have been accordingly revised.

APPROVAL PROCEDURES

The Division of Workforce Education will use the following procedures to approve the original lists of evaluation instruments to be included in the secondary and postsecondary technical skill attainment inventories.

1. Staff of the Standards, Benchmarks and Frameworks (SBF) Section will review listed evaluation instruments using the Evaluation Instrument Validity Worksheet (Appendix 1). An evaluation instrument will be validated if:

[1] An occupationally specific evaluation instrument is an assessment indicating that the recipient has achieved proficiency in technical skills directly related to the goal or goals of one or more occupations listed in the Standard Occupational Classification (SOC) system. An instrument that is generic to a number of occupations (e.g., OSHA, CPR) is not considered to be occupationally specific. Appendix 2 contains a list of known instruments not considered to be occupationally specific.

a. In the professional opinion of the reviewer, the evaluation instrument is occupationally specific to one or more occupations listed in the 2000 Standard Occupational Classification (SOC) System; and

b. To ensure the rigor of evaluation instruments, the following validation thresholds were established:
   - a secondary evaluation instrument must require students to complete a minimum of 150 hours of instruction;
   - a postsecondary adult-level (clock hour programs) evaluation instrument must require students to complete a minimum of 150 hours of instruction;
   - a postsecondary level (college credit programs) evaluation instrument must require students to complete the equivalent of 3 credit hours; and

c. The evaluation instrument is a state or federally regulated professional license; or

d. The certifying agency is accredited by the American National Standards Institute (ANSI) or the National Organization for Competency Assurance (NOCA)[2]; or

e. Based on documentation from the certifying agency, the evaluation instrument is:

   i. Congruent with a nationally or internationally recognized set of professional competencies or credentialing standards for professional practice; or

   ii. Based on an occupational task analysis; or

   iii. Has been tested to ensure results predict job performance; and

   iv. The evaluation instrument has been statistically tested for internal consistency with reliability coefficient (e.g., Chronbach's alpha, Kuder-Richardson Formula 20, or Pearson Product-Moment Correlation Coefficient) scores of .7 or better[3].

2. If validated by SBF staff, the evaluation instrument will be submitted to the Bureau of Accountability and Research (BAR) for review.

3. If approved by BAR, the evaluation instrument will be submitted to the Chancellor of the Division of Workforce Education for final approval. If approved by the Chancellor, the original approved Evaluation Instrument Validation Worksheet will be returned to SBF to be filed and a copy will be sent to BAR.

---

[2] ANSI and NOCA are organizations that accredit certification programs. Their websites are www.ansi.org and www.noca.org respectively.

[3] Cronbach's Alpha (and Kuder-Richardson Formula 20 for dichotomous, yes/no, true/false, response items) is a measurement of the internal consistency of an exam. It tests if groups of questions meant to measure the same construct are answered consistently by respondents in a single test. The Pearson Product-Moment Correlation Coefficient is used for test-retest method, which is a comparison of two administrations of the same instrument. For all of these tests, the highest value possible is 1.0, and, as a rule of thumb, .6 - .7 is considered adequate, and .8 or higher is good.

4. BAR will ensure that the approved evaluation instrument is added to the technical skill attainment database, updated inventories will be posted each January on the Perkins IV website and notices will be sent notices to:

   - The Division of Community Colleges;
   - Deans of Community College Career and Technical Education Programs;
   - Directors of School District Career and Technical Education Programs;
   - Directors of Technical Education Centers;
   - Workforce Education and District Data Advisory Council (WEDDAC); and
   - Management Information Systems Advisory Task Force (MISATFOR).

Any proposed evaluation instrument not validated by SBF or approved by BAR or the Chancellor will not be included in the technical skill attainment inventories. BAR will notify the requestor if a proposed evaluation instrument is not approved for inclusion in an inventory.

Subsequent Additions, Deletions and Revisions to the Inventories –
Program directors in school districts, technical centers and community colleges, as well as other concerned citizens, may recommend additions of evaluation instruments to be included in the technical skill attainment inventory. The Division will use the procedures previously described to approve additional evaluation instruments submitted in the future by career and technical educators for inclusion in the secondary and postsecondary technical skill attainment inventories.

Technical Skill Attainment Inventory Timeline-
The Division of Workforce Education will release Final Technical Skill Attainment Inventories (secondary, postsecondary level, postsecondary adult level) in conjunction with the release of the Perkins Basic Local Applications in January of each year for projects starting July 1. Recommended additions of evaluation instruments to the upcoming year inventories will be accepted during two submission windows:

- Summer Window – July 1 – August 30
- Fall Window – November 1-30

(The summer and fall submission windows are not applicable to the 2008-2009 inventory and the 2009-2010 inventory.) The following 2008-2013 timeline details the window submissions and posting dates for technical skill attainment inventories.

2008-2009 Finalization of Technical Skill Attainment Inventories

August 29, 2008	Deadline for submission of additions for the 2008-2009 Technical Skill Attainment Inventories.
September 15, 2008	Division of Workforce Education posts Final 2008-2009 Technical Skill Attainment Inventories on the Perkins IV web site

2009-2010 Finalization of Technical Skill Attainment Inventories

November 1-30, 2008	Submission window for additions to the 2009-2010 Technical Skill Attainment Inventories
January 31, 2009	Division of Workforce Education posts Final 2009-2010 Technical Skill Attainment Inventories on the Perkins IV web site

2010-2011 Finalization of Technical Skill Attainment Inventories

July 1 – August 30, 2009	Submission window for additions to the 2010-2011 Technical Skill Attainment Inventories
November 1-30, 2009	Submission window for additions to the 2010-2011 Technical Skill Attainment Inventories
January 31, 2010	Division of Workforce Education posts Final 2010-2011 Technical Skill Attainment Inventories on the Perkins IV web site

2011-2012 Finalization of Technical Skill Attainment Inventories

July 1 – August 30, 2010	Submission window for additions to the 2011-2012 Technical Skill Attainment Inventories
November 1-30, 2010	Submission window for additions to the 2011-2012 Technical Skill Attainment Inventories
January 31, 2011	Division of Workforce Education posts Final 2011-2012 Technical Skill Attainment Inventories on the Perkins IV web site

2012-2013 Finalization of Technical Skill Attainment Inventories

July 1 – August 30, 2011	Submission window for additions to the 2012-2013 Technical Skill Attainment Inventories
November 1-30, 2011	Submission window for additions to the 2012-2013 Technical Skill Attainment Inventories
January 31, 2012	Division of Workforce Education posts Final 2012-2013 Technical Skill Attainment Inventories on the Perkins IV web site

PERIODIC REVIEW AND UPDATE PROCEDURES –

The Division of Workforce Education will periodically review the approved technical skill attainment inventories to ensure that the evaluation instruments included in the inventories remain appropriate for certifying technical skill attainment. The Chancellor may convene a working group of division staff and program directors to conduct an annual review to evaluate the propriety of retaining evaluation instruments in the inventory.

Appendix 1

EVALUATION INSTRUMENT VALIDATION WORKSHEET
(Internal use only)

Program Title: _____ **CIPNumber:**_____
VPC Number: _____ **Secondary Program Number:** _____
Certification Title: _____
Certifying Organization: _____
_____
_____
Website URL: _____
Contact Person's Name: _____
Contact Person's Title: _____
Telephone Number (_____)_____
E-mail address: _____

Validity and Reliability (Circle the appropriate answer)**:**

1.		Is the evaluation instrument a state or federally recognized professional license?	Yes	No
		OR		
2.		Is the certifying agency accredited by ANSI or NOCA?	Yes	No
		OR		
3.	a.	Is the evaluation instrument based on an assessment instrument that is congruent with a nationally or internationally recognized set of professional competencies or credentialing standards for professional practice?	Yes	No
		AND		
	b.	Is the evaluation instrument based on an occupational task analysis?	Yes	No
		AND		
	c.	Has the evaluation instrument been tested to ensure that results predict job performance, based on statistical testing, with a reliability coefficient (e.g., Chronbach's alpha, Kuder-Richardson Formula 20, or Pearson Product-Moment Correlation Coefficient) score of .7 or better?	Yes	No

NOTE: Criterion 3 requires "Yes" responses to a., b. and c. in order to recommend inclusion in an inventory.

SBF Validation:
I have reviewed this evaluation instrument and recommend that:

☐ The evaluation instrument <u>should be included</u> in the Secondary Technical Skill Attainment Inventory.

☐ The evaluation instrument <u>should be included</u> in the Postsecondary Technical Skill Attainment Inventory.

☐ The evaluation instrument <u>should not be included</u> in either Technical Skill Attainment Inventory.

☐ In my professional opinion, this evaluation instrument is a valid and reliable measurement directly related to the learning outcomes of an occupational program and is considered occupationally specific. In addition, the evaluation instrument meets the required rigor validation threshold.

Printed Name _____ Signature _____ Date _____

BAR Validation:
I have reviewed the SBF validation of this evaluation instrument.

☐ I <u>concur</u> with the SBF recommendation.

☐ I <u>do not concur</u> with the SBF recommendation.

Printed Name _____ Signature _____ Date _____

Appendix 2

LIST OF KNOWN EVALUATION INSTRUMENTS THAT ARE NOT "OCCUPATIONALLY SPECIFIC"

The following list of known evaluation instruments are generic in nature and may be applicable to a number of occupations listed on the 2000 Standard Occupational Classification (SOC) System. Other generic instruments will be added to this list as they are classified as non-occupationally specific.

These evaluation instruments are inappropriate for measuring technical skill attainment pursuant to the Carl D. Perkins Career and Technical Education Act of 2006.

Certifying Organization	Name of Certification
American Red Cross	Cardiopulmonary Resuscitation (CPR)
American Red Cross	First Aid
Occupational Safety and Health Administration	OSHA 10
National Occupational Competency Testing Institute (NOCTI)	Workplace Readiness
Florida Department of Education	ACT - Ready-to-Work
U. S. Department of Agriculture	Tractor Safety Operation and Driving

Appendix G
Allocations to Local Eligible Recipients

Career and Technical Education FTE, 2004-05 to 2006-07

CTE Delivery System	2004-05	2005-06	2006-07	3-Yr Average FTE
Secondary [1]				
7-8 FTE (Program 102)	11,119	10,093	8,876	10,030
9-12 ESE FTE (Programs 113, 254, 255)	9,922	9,491	9,825	9,746
9-12 CTE FTE (Program 300)	71,264	72,050	70,997	71,437
Dual Enrollment (Programs 103B, 103C)	1,901	1,806	1,940	1,882
Total Secondary CTE	***94,207***	***93,440***	***91,638***	***93,095***
District Postsecondary [2]				
PSAV FTE	22,903	21,895	21,901	22,233
ATD FTE	441	370	403	405
Total District Postsecondary FTE	***23,344***	***22,265***	***22,304***	***22,638***
Community College [3]				
PSAV FTE	11,343	11,206	11,213	11,254
PSV FTE	54,759	53,644	53,522	53,975
Total CC FTE	***66,102***	***64,850***	***64,734***	***65,229***
TOTAL CTE FTE	**183,653**	**180,555**	**178,676**	**180,961**

CTE Delivery System	2004-05	2005-06	2006-07	3-Yr Average FTE
Percentage of Total CTE FTE				
Secondary	51.30%	51.75%	51.29%	**51.44%**
District - Postsecondary	12.71%	12.33%	12.48%	**12.51%**
Community College - Postsecondary	35.99%	35.92%	36.23%	**36.05%**

Notes:

(1) 3 Categories of Secondary Career-Technical FTE were included: 7-8, 9-12 ESE, 9-12 Basic, and Dual Enrollment FTE. Not all secondary level courses in the course code directory were included.

(2) District Postsecondary FTE is based on reported instructional hours in PSAV and ATD programs divided by 900

(3) Community College PSAV and PSV FTE as reported in the Community College Fact Book.

Appendix G.2 – 08-09 DRAFT Allocation to Secondary Local Eligible Recipients

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

Secondary Allocations
FY 2008-2009 (2005 ESEA Data)

The Allocation below is based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act

District	Allocation
ALACHUA	$ 320,993
BAKER	$ 44,785
BAY	$ 272,200
BRADFORD	$ 45,112
BREVARD	$ 640,326
BROWARD	$ 2,560,953
CALHOUN	$ 26,730
CHARLOTTE	$ 154,406
CITRUS	$ 187,463
CLAY	$ 215,489
COLLIER	$ 362,715
COLUMBIA	$ 135,005
DADE	$ 4,722,420
DESOTO	$ 79,317
DIXIE	$ 33,502
DUVAL	$ 1,340,820
ESCAMBIA	$ 562,528
FLAGLER	$ 83,247
FRANKLIN	$ 18,848
GADSDEN	$ 105,674
GILCHRIST	$ 29,797
GLADES	$ 17,736
GULF	$ 23,419
HAMILTON	$ 32,703
HARDEE	$ 81,735
HENDRY	$ 113,028
HERNANDO	$ 220,917
HIGHLANDS	$ 180,561
HILLSBOROUGH	$ 1,907,135
HOLMES	$ 44,147
INDIAN RIVER	$ 161,037
JACKSON	$ 86,467
JEFFERSON	$ 23,960
LAFAYETTE*	$ 15,979

District	Allocation
LAKE	$ 350,822
LEE	$ 649,299
LEON	$ 333,478
LEVY	$ 87,521
LIBERTY*	$ 14,026
MADISON	$ 45,889
MANATEE	$ 390,332
MARION	$ 504,887
MARTIN	$ 152,094
MONROE	$ 75,369
NASSAU	$ 81,813
OKALOOSA	$ 261,897
OKEECHOBEE	$ 81,562
ORANGE	$ 1,724,261
OSCEOLA	$ 438,116
PALM BEACH	$ 1,688,637
PASCO	$ 555,010
PINELLAS	$ 1,181,215
POLK	$ 954,261
PUTNAM	$ 191,223
SANTA ROSA	$ 191,193
SARASOTA	$ 340,183
SEMINOLE	$ 473,103
ST. JOHNS	$ 153,109
ST. LUCIE	$ 397,186
SUMTER	$ 94,272
SUWANNEE	$ 76,826
TAYLOR	$ 40,368
UNION	$ 21,697
VOLUSIA	$ 594,957
WAKULLA	$ 40,875
WALTON	$ 82,213
WASHINGTON	$ 44,218
TOTAL	$ 27,163,066

*

Carl D. Perkins - Career & Technical Education Act of 2006
Secondary Allocations
Fiscal Year 2008-2009 (With Title I , Part A ESEA 2005 Data)

District	Individuals Aged 5-17 Who Reside in Florida's School District's					Individuals Aged 5-17 Years Who Reside in Florida's School Districts AND from Families with Income Levels Below the Poverty Line					Total Secondary Amt Allocated Per School District
	# of Ind aged 5-17 residing in the School District served	Cumulative total of Column B	Proportionate Share (%) of Column B & C	30% of Secondary Allocation ($)	$ Amt Allocated per School District	# of Ind aged 5-17 residing in School District Served & Families below Poverty Level	Cumulative total of Column G	Proportionate Share (%) of Column G & H	70% of Secondary Allocation ($)	$ Amt Allocated per School District	
A	B	C	D	E	F	G	H	I	J	K	L
ALACHUA	30456	2869265	1.061%	$ 8,148,920	$ 86,497	5851	474430	1.233%	$ 19,014,146	$ 234,496	$320,993
BAKER	4423	2869265	0.154%	$ 8,148,920	$ 12,562	804	474430	0.169%	$ 19,014,146	$ 32,223	$44,785
BAY	26569	2869265	0.926%	$ 8,148,920	$ 75,458	4909	474430	1.035%	$ 19,014,146	$ 196,742	$272,200
BRADFORD	4087	2869265	0.142%	$ 8,148,920	$ 11,607	836	474430	0.176%	$ 19,014,146	$ 33,505	$45,112
BREVARD	81636	2869265	2.845%	$ 8,148,920	$ 231,852	10192	474430	2.148%	$ 19,014,146	$ 408,474	$640,326
BROWARD	309388	2869265	10.783%	$ 8,148,920	$ 878,684	41975	474430	8.847%	$ 19,014,146	$ 1,682,269	$2,560,953
CALHOUN	2074	2869265	0.072%	$ 8,148,920	$ 5,890	520	474430	0.110%	$ 19,014,146	$ 20,840	$26,730
CHARLOTTE	18213	2869265	0.635%	$ 8,148,920	$ 51,726	2562	474430	0.540%	$ 19,014,146	$ 102,680	$154,406
CITRUS	16884	2869265	0.588%	$ 8,148,920	$ 47,952	3481	474430	0.734%	$ 19,014,146	$ 139,511	$187,463
CLAY	31395	2869265	1.094%	$ 8,148,920	$ 89,164	3152	474430	0.664%	$ 19,014,146	$ 126,325	$215,489
COLLIER	43312	2869265	1.510%	$ 8,148,920	$ 123,009	5981	474430	1.261%	$ 19,014,146	$ 239,706	$362,715
COLUMBIA	10874	2869265	0.379%	$ 8,148,920	$ 30,883	2598	474430	0.548%	$ 19,014,146	$ 104,122	$135,005
DADE	410366	2869265	14.302%	$ 8,148,920	$ 1,165,469	88751	474430	18.707%	$ 19,014,146	$ 3,556,951	$4,722,420
DESOTO	5434	2869265	0.189%	$ 8,148,920	$ 15,433	1594	474430	0.336%	$ 19,014,146	$ 63,884	$79,317
DIXIE	2172	2869265	0.076%	$ 8,148,920	$ 6,169	682	474430	0.144%	$ 19,014,146	$ 27,333	$33,502
DUVAL	153059	2869265	5.334%	$ 8,148,920	$ 434,699	22609	474430	4.766%	$ 19,014,146	$ 906,121	$1,340,820
ESCAMBIA	48556	2869265	1.692%	$ 8,148,920	$ 137,903	10595	474430	2.233%	$ 19,014,146	$ 424,625	$562,528
FLAGLER	9852	2869265	0.343%	$ 8,148,920	$ 27,980	1379	474430	0.291%	$ 19,014,146	$ 55,267	$83,247
FRANKLIN	1486	2869265	0.052%	$ 8,148,920	$ 4,220	365	474430	0.077%	$ 19,014,146	$ 14,628	$18,848
GADSDEN	8110	2869265	0.283%	$ 8,148,920	$ 23,033	2062	474430	0.435%	$ 19,014,146	$ 82,641	$105,674
GILCHRIST	2702	2869265	0.094%	$ 8,148,920	$ 7,674	552	474430	0.116%	$ 19,014,146	$ 22,123	$29,797
GLADES	1715	2869265	0.060%	$ 8,148,920	$ 4,871	321	474430	0.068%	$ 19,014,146	$ 12,865	$17,736
GULF	2037	2869265	0.071%	$ 8,148,920	$ 5,785	440	474430	0.093%	$ 19,014,146	$ 17,634	$23,419
HAMILTON	2173	2869265	0.076%	$ 8,148,920	$ 6,171	662	474430	0.140%	$ 19,014,146	$ 26,532	$32,703
HARDEE	5227	2869265	0.182%	$ 8,148,920	$ 14,845	1669	474430	0.352%	$ 19,014,146	$ 66,890	$81,735
HENDRY	8089	2869265	0.282%	$ 8,148,920	$ 22,973	2247	474430	0.474%	$ 19,014,146	$ 90,055	$113,028
HERNANDO	22158	2869265	0.772%	$ 8,148,920	$ 62,930	3942	474430	0.831%	$ 19,014,146	$ 157,987	$220,917
HIGHLANDS	13099	2869265	0.457%	$ 8,148,920	$ 37,202	3577	474430	0.754%	$ 19,014,146	$ 143,359	$180,561

Carl D. Perkins - Career & Technical Education Act of 2006
Secondary Allocations
Fiscal Year 2008-2009 (With Title I , Part A ESEA 2005 Data)

District	Individuals Aged 5-17 Who Reside in Florida's School District's					Individuals Aged 5-17 Years Who Reside in Florida's School Districts AND from Families with Income Levels Below the Poverty Line					Total Secondary Amt Allocated Per School District
	# of Ind aged 5-17 residing in the School District served	Cumulative total of Column B	Proportionate Share (%) of Column B & C	30% of Secondary Allocation ($)	$ Amt Allocated per School District	# of Ind aged 5-17 residing in School District Served & Families below Poverty Level	Cumulative total of Column G	Proportionate Share (%) of Column G & H	70% of Secondary Allocation ($)	$ Amt Allocated per School District	
A	B	C	D	E	F	G	H	I	J	K	L
HILLSBOROUGH	201354	2869265	7.018%	$ 8,148,920	$ 571,860	33317	474430	7.023%	$ 19,014,146	$ 1,335,275	$1,907,135
HOLMES	2985	2869265	0.104%	$ 8,148,920	$ 8,478	890	474430	0.188%	$ 19,014,146	$ 35,669	$44,147
INDIAN RIVER	17387	2869265	0.606%	$ 8,148,920	$ 49,380	2786	474430	0.587%	$ 19,014,146	$ 111,657	$161,037
JACKSON	7373	2869265	0.257%	$ 8,148,920	$ 20,940	1635	474430	0.345%	$ 19,014,146	$ 65,527	$86,467
JEFFERSON	2044	2869265	0.071%	$ 8,148,920	$ 5,805	453	474430	0.095%	$ 19,014,146	$ 18,155	$23,960
LAFAYETTE	1081	2869265	0.038%	$ 8,148,920	$ 3,074	322	474430	0.068%	$ 19,014,146	$ 12,905	$15,979
LAKE	38941	2869265	1.357%	$ 8,148,920	$ 110,595	5994	474430	1.263%	$ 19,014,146	$ 240,227	$350,822
LEE	78022	2869265	2.719%	$ 8,148,920	$ 221,588	10672	474430	2.249%	$ 19,014,146	$ 427,711	$649,299
LEON	35981	2869265	1.254%	$ 8,148,920	$ 102,189	5771	474430	1.216%	$ 19,014,146	$ 231,289	$333,478
LEVY	6220	2869265	0.217%	$ 8,148,920	$ 17,665	1743	474430	0.367%	$ 19,014,146	$ 69,856	$87,521
LIBERTY	1114	2869265	0.039%	$ 8,148,920	$ 3,164	271	474430	0.057%	$ 19,014,146	$ 10,862	$14,026
MADISON	3288	2869265	0.115%	$ 8,148,920	$ 9,338	912	474430	0.192%	$ 19,014,146	$ 36,551	$45,889
MANATEE	46065	2869265	1.605%	$ 8,148,920	$ 130,828	6475	474430	1.365%	$ 19,014,146	$ 259,504	$390,332
MARION	45152	2869265	1.574%	$ 8,148,920	$ 128,235	9398	474430	1.981%	$ 19,014,146	$ 376,652	$504,887
MARTIN	18895	2869265	0.659%	$ 8,148,920	$ 53,663	2456	474430	0.518%	$ 19,014,146	$ 98,431	$152,094
MONROE	8997	2869265	0.314%	$ 8,148,920	$ 25,552	1243	474430	0.262%	$ 19,014,146	$ 49,817	$75,369
NASSAU	10885	2869265	0.379%	$ 8,148,920	$ 30,914	1270	474430	0.268%	$ 19,014,146	$ 50,899	$81,813
OKALOOSA	31013	2869265	1.081%	$ 8,148,920	$ 88,079	4337	474430	0.914%	$ 19,014,146	$ 173,818	$261,897
OKEECHOBEE	6789	2869265	0.237%	$ 8,148,920	$ 19,281	1554	474430	0.328%	$ 19,014,146	$ 62,281	$81,562
ORANGE	181387	2869265	6.322%	$ 8,148,920	$ 515,152	30169	474430	6.359%	$ 19,014,146	$ 1,209,109	$1,724,261
OSCEOLA	42273	2869265	1.473%	$ 8,148,920	$ 120,058	7936	474430	1.673%	$ 19,014,146	$ 318,058	$438,116
PALM BEACH	194484	2869265	6.778%	$ 8,148,920	$ 552,349	28352	474430	5.976%	$ 19,014,146	$ 1,136,288	$1,688,637
PASCO	64621	2869265	2.252%	$ 8,148,920	$ 183,528	9269	474430	1.954%	$ 19,014,146	$ 371,482	$555,010
PINELLAS	131901	2869265	4.597%	$ 8,148,920	$ 374,608	20126	474430	4.242%	$ 19,014,146	$ 806,607	$1,181,215
POLK	93181	2869265	3.248%	$ 8,148,920	$ 264,641	17207	474430	3.627%	$ 19,014,146	$ 689,620	$954,261
PUTNAM	12747	2869265	0.444%	$ 8,148,920	$ 36,202	3868	474430	0.815%	$ 19,014,146	$ 155,021	$191,223
SANTA ROSA	25084	2869265	0.874%	$ 8,148,920	$ 71,240	2993	474430	0.631%	$ 19,014,146	$ 119,953	$191,193
SARASOTA	43789	2869265	1.526%	$ 8,148,920	$ 124,364	5385	474430	1.135%	$ 19,014,146	$ 215,819	$340,183

Carl D. Perkins - Career & Technical Education Act of 2006
Secondary Allocations
Fiscal Year 2008-2009 (With Title I , Part A ESEA 2005 Data)

District	Individuals Aged 5-17 Who Reside in Florida's School District's					Individuals Aged 5-17 Years Who Reside in Florida's School Districts AND from Families with Income Levels Below the Poverty Line					Total Secondary Amt Allocated Per School District
	# of Ind aged 5-17 residing in the School District served	Cumulative total of Column B	Proportionate Share (%) of Column B & C	30% of Secondary Allocation ($)	$ Amt Allocated per School District	# of Ind aged 5-17 residing in School District Served & Families below Poverty Level	Cumulative total of Column G	Proportionate Share (%) of Column G & H	70% of Secondary Allocation ($)	$ Amt Allocated per School District	
A	B	C	D	E	F	G	H	I	J	K	L
SEMINOLE	70919	2869265	2.472%	$ 8,148,920	$ 201,415	6779	474430	1.429%	$ 19,014,146	$ 271,688	$473,103
ST. JOHNS	25405	2869265	0.885%	$ 8,148,920	$ 72,152	2020	474430	0.426%	$ 19,014,146	$ 80,957	$153,109
ST. LUCIE	38318	2869265	1.335%	$ 8,148,920	$ 108,826	7195	474430	1.517%	$ 19,014,146	$ 288,360	$397,186
SUMTER	7468	2869265	0.260%	$ 8,148,920	$ 21,210	1823	474430	0.384%	$ 19,014,146	$ 73,062	$94,272
SUWANNEE	6236	2869265	0.217%	$ 8,148,920	$ 17,711	1475	474430	0.311%	$ 19,014,146	$ 59,115	$76,826
TAYLOR	3249	2869265	0.113%	$ 8,148,920	$ 9,227	777	474430	0.164%	$ 19,014,146	$ 31,141	$40,368
UNION	1995	2869265	0.070%	$ 8,148,920	$ 5,666	400	474430	0.084%	$ 19,014,146	$ 16,031	$21,697
VOLUSIA	71151	2869265	2.480%	$ 8,148,920	$ 202,074	9803	474430	2.066%	$ 19,014,146	$ 392,883	$594,957
WAKULLA	4613	2869265	0.161%	$ 8,148,920	$ 13,101	693	474430	0.146%	$ 19,014,146	$ 27,774	$40,875
WALTON	7653	2869265	0.267%	$ 8,148,920	$ 21,735	1509	474430	0.318%	$ 19,014,146	$ 60,478	$82,213
WASHINGTON	3659	2869265	0.128%	$ 8,148,920	$ 10,392	844	474430	0.178%	$ 19,014,146	$ 33,826	$44,218
TOTAL	2869265	2869265	100%	$ 8,148,920	$ 8,148,920	474430	474430	100%	$ 19,014,146	$ 19,014,146	$ 27,163,066

2008-2009

DATA SOURCE:

WEB ADDRESS: **http://www.census.gov/hhes/www/saipe/saipe.html**

DATE OF DATA **2/15/2008**

****** SECONDARY PERKINS FORMULA SOURCE FROM: http://www.census.gov/hhes/www/saipe/saipe.html**

Total Amount Allocated	$ 27,163,066	**Population 5-17 years old**	
		30% of Allocated Amount	$ 8,148,920
		Poverty Population	
		70% of Allocated Amount	$ 19,014,146
			$ 27,163,066

Carl D. Perkins - Career & Technical Education Act of 2006
Secondary Allocations
Fiscal Year 2008-2009 (With Title I , Part A ESEA 2005 Data)

District	Individuals Aged 5-17 Who Reside in Florida's School District's					Individuals Aged 5-17 Years Who Reside in Florida's School Districts AND from Families with Income Levels Below the Poverty Line					Total Secondary Amt Allocated Per School District
	# of Ind aged 5-17 residing in the School District served	Cumulative total of Column B	Proportionate Share (%) of Column B & C	30% of Secondary Allocation ($)	$ Amt Allocated per School District	# of Ind aged 5-17 residing in School District Served & Families below Poverty Level	Cumulative total of Column G	Proportionate Share (%) of Column G & H	70% of Secondary Allocation ($)	$ Amt Allocated per School District	
A	B	C	D	E	F	G	H	I	J	K	L

Column A	All 67 Districts
Column B	Population of Relevant Children 5-17 of age (per census record)
Column C	Sum of all column 2
Column D	Ratio - divide each District's population into the total of all Districts' population
Column E	Amount allocated for 5-17 population
Column F	Amount allocated for 5-17 Years Old per District
Column G	Estimated # of relevant Children 5-17 old years in Poverty Related to the Householder (per census record)
Column H	Sum of all column 7
Column I	**Proportionate Share (%) - divide each District's Poverty Population into the total of all Districts' Poverty Population**
Column J	Amount allocated for Poverty Population
Column K	Amount allocated for Poverty Population for District
Column L	Add Column F and K to determine total Secondary Allocation per District

Appendix G.3 – 08-09 DRAFT Allocation to Postsecondary Local Eligible Recipients

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

Postsecondary Allocations
Community Colleges
(Alternative Formula)
FY 2008-2009

The Allocation below is based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act

AGENCY	Allocation
BREVARD C.C.	$ 437,922
BROWARD C.C.	$ 1,432,107
CENTRAL FLORIDA C.C.	$ 317,367
CHIPOLA COLLEGE	$ 67,397
DAYTONA BEACH C.C.	$ 1,250,166
EDISON C.C.	$ 404,382
FLORIDA C.C. AT JAX	$ 1,732,704
FLORIDA KEYS C.C.	$ 79,421
GULF COAST C.C.	$ 379,385
HILLSBOROUGH C.C.	$ 519,242
INDIAN RIVER C.C.	$ 589,486
LAKE CITY C.C.	$ 228,770
LAKE SUMTER C.C.	$ 95,558
MANATEE C.C.	$ 506,268
MIAMI-DADE COLLEGE	$ 4,076,409
NORTH FLORIDA C.C.	$ 88,597
OKALOOSA WALTON C.C	$ 186,686
PALM BEACH C.C.	$ 652,770
PASCO-HERNANDO C.C.	$ 511,015
PENSACOLA JR. C.C	$ 528,734
POLK C.C.	$ 297,749
ST. JOHNS C.C.	$ 367,045
ST. PETERSBURG COLLEGE	$ 1,149,546
SANTA FE C.C.	$ 524,621
SEMINOLE C.C.	$ 566,704
SOUTH FLORIDA C.C.	$ 188,901
TALLAHASSEE C.C.	$ 619,546
VALENCIA C.C.	$ 1,237,826
TOTAL	$ 19,036,324

CARL D PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

POSTSECONDARY

COMMUNITY COLLEGE

FISCAL YEAR 2008-2009 Alternative Allocation

AGENCY	Offer Postsecondary Programs (Yes/No)	PELL	SEOG	Workstudy	WIA/JTPA	TANF	FOOD STAMP	WELFARE TRANSITION /WAGES	EDS TOTALS	Total of CC	% of Total	Total Amount Allocated	Qualified Allocations
A	B	C	D	E	F	G	H	I	J	K	L	M	N
BREVARD C.C.	Yes	1156	1	5	63	7	152	0	1384	60162	2.3005%	$19,036,324	$ 437,922
BROWARD C.C.	Yes	4149	2	23	166	16	164	6	4526	60162	7.5230%	$19,036,324	$ 1,432,107
CENTRAL FLORIDA C.C.	Yes	745	0	3	128	9	117	1	1003	60162	1.6672%	$19,036,324	$ 317,367
CHIPOLA COLLEGE	Yes	141	0	0	26	2	42	2	213	60162	0.3540%	$19,036,324	$ 67,397
DAYTONA BEACH C.C.	Yes	3028	478	15	158	24	246	2	3951	60162	6.5673%	$19,036,324	$ 1,250,166
EDISON C.C.	Yes	1179	0	5	50	2	42	0	1278	60162	2.1243%	$19,036,324	$ 404,382
FLORIDA C.C. AT JAX	Yes	4042	19	24	441	55	890	5	5476	60162	9.1021%	$19,036,324	$ 1,732,704
FLORIDA KEYS C.C.*	Yes	216	0	1	31	0	3	0	251	60162	0.4172%	$19,036,324	$ 79,421
GULF COAST C.C.	Yes	859	4	1	150	17	167	1	1199	60162	1.9930%	$19,036,324	$ 379,385
HILLSBOROUGH C.C.	Yes	1412	1	0	66	12	147	3	1641	60162	2.7276%	$19,036,324	$ 519,242
INDIAN RIVER C.C.	Yes	1354	6	1	130	41	328	3	1863	60162	3.0966%	$19,036,324	$ 589,486
LAKE CITY C.C.	Yes	563	0	0	66	8	84	2	723	60162	1.2018%	$19,036,324	$ 228,770
LAKE SUMTER C.C.	Yes	216	0	1	49	1	35	0	302	60162	0.5020%	$19,036,324	$ 95,558
MANATEE C.C.	Yes	1523	2	6	37	1	30	1	1600	60162	2.6595%	$19,036,324	$ 506,268
MIAMI-DADE COLLEGE	Yes	9692	64	53	899	303	1848	24	12883	60162	21.4138%	$19,036,324	$ 4,076,409
NORTH FLORIDA C.C.	Yes	245	5	0	19	1	10	0	280	60162	0.4654%	$19,036,324	$ 88,597
OKALOOSA WALTON C.C	Yes	538	0	2	14	1	35	0	590	60162	0.9807%	$19,036,324	$ 186,686
PALM BEACH C.C.	Yes	1498	23	3	154	26	357	2	2063	60162	3.4291%	$19,036,324	$ 652,770
PASCO-HERNANDO C.C.	Yes	1445	2	1	65	9	93	0	1615	60162	2.6844%	$19,036,324	$ 511,015
PENSACOLA JR. C.C	Yes	1444	0	4	81	11	131	0	1671	60162	2.7775%	$19,036,324	$ 528,734
POLK C.C.	Yes	814	0	0	28	4	94	1	941	60162	1.5641%	$19,036,324	$ 297,749
ST. JOHNS C.C.	Yes	904	0	5	185	7	58	1	1160	60162	1.9281%	$19,036,324	$ 367,045
ST. PETERSBURG COLLEGE	Yes	3212	9	8	274	10	118	2	3633	60162	6.0387%	$19,036,324	$ 1,149,546
SANTA FE C.C.	Yes	1371	0	12	75	10	188	2	1658	60162	2.7559%	$19,036,324	$ 524,621
SEMINOLE C.C.	Yes	1594	2	1	56	19	116	3	1791	60162	2.9770%	$19,036,324	$ 566,704
SOUTH FLORIDA C.C.	Yes	389	0	0	103	15	87	3	597	60162	0.9923%	$19,036,324	$ 188,901
TALLAHASSEE C.C.	Yes	1716	0	17	52	14	155	4	1958	60162	3.2545%	$19,036,324	$ 619,546
VALENCIA C.C.	Yes	3631	5	13	102	9	152	0	3912	60162	6.5024%	$19,036,324	$ 1,237,826
COMMUNITY COLLEGES TOTAL		49076	623	204	3668	634	5889	68	60162	60162	100.000%	$19,036,324	$ 19,036,324

Total Postsecondary CC Amt. **$ 19,036,324**

2008-2009	2006-07 College Summary by Perkins Category Unduplicated Count
DATA SOURCES	2006-07 FETPIP Economically Disadvantaged Student (EDS) Information
	2006-2007 Student Data Base End of Term
Funding:	Allocation info from Tara Goodman
Prepared By:	Gloria Spradley-Brown & Jennifer Selfe
Last Updated:	District Data received from Joan Roddenberry on 12-10-07

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

Postsecondary Allocations
School Districts
FY 2008-2009

The Allocation below is based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act

AGENCY	Allocation
ALACHUA	$ -
BAY	$ 84,019
BRADFORD	$ 39,351
BROWARD	$ 936,617
CHARLOTTE	$ 114,507
CITRUS	$ 75,156
CLAY	$ -
COLLIER	$ 103,872
DADE	$ 1,393,579
DESOTO	$ 11,344
DIXIE	$ -
ESCAMBIA	$ 104,226
FLAGLER	$ 57,431
GADSDEN	$ 15,244
GULF	$ -
HILLSBOROUGH	$ 854,370
INDIAN RIVER	$ 23,398
JEFFERSON	$ -
LAKE	$ 124,079
LEE	$ 172,292
LEON	$ 204,907
MANATEE	$ 96,781
MARION	$ 160,593
MONROE	$ -
OKALOOSA	$ 52,113
ORANGE	$ 517,231
OSCEOLA	$ 86,855
PALM BEACH	$ -
PASCO	$ 26,234
PINELLAS	$ 507,304
POLK	$ 195,690
SANTA ROSA	$ 69,484

SARASOTA	$	59,558
ST JOHNS	$	214,833
SUMTER	$	8,154
SUWANNEE	$	76,220
TAYLOR	$	70,548
WAKULLA	$	-
WALTON	$	18,789
WASHINGTON	$	131,169
DOZIER (Washington Special)	$	-
TOTAL	$	6,605,948

CARL D PERKINS POSTSECONDARY DISTRICT
FISCAL YEAR 2008-2009 Alternate

AGENCY	Offer Postsecondary Programs (Yes/No)	PELL	SEOG	Workstudy	WIA/JTPA	TANF	FOOD STAMP	WELFARE TRANSITION /WAGES	EDS TOTALS	Total of District	% of Total	Total Amount Allocated	Qualified Allocations
A	B	C	D	E	F	G	H	I	J	K	L	M	N
ALACHUA	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
BAY	Yes	201	0	0	17	2	17	0	237	18634	1.2719%	$ 6,605,948	$ 84,019
BRADFORD	Yes	84	0	0	8	2	17	0	111	18634	0.5957%	$ 6,605,948	$ 39,351
BROWARD	Yes	1157	7	3	548	100	822	5	2642	18634	14.1784%	$ 6,605,948	$ 936,617
CHARLOTTE	Yes	91	1	0	157	7	67	0	323	18634	1.7334%	$ 6,605,948	$ 114,507
CITRUS	Yes	139	0	0	25	2	46	0	212	18634	1.1377%	$ 6,605,948	$ 75,156
CLAY	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
COLLIER	Yes	122	0	0	85	4	81	1	293	18634	1.5724%	$ 6,605,948	$ 103,872
DADE	Yes	1241	35	0	649	245	1748	13	3931	18634	21.0958%	$ 6,605,948	$ 1,393,579
DESOTO	Yes	0	0	0	17	1	14	0	32	18634	0.1717%	$ 6,605,948	$ 11,344
DIXIE	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
ESCAMBIA	Yes	140	0	0	22	4	127	1	294	18634	1.5778%	$ 6,605,948	$ 104,226
FLAGLER	Yes	0	0	0	12	11	139	0	162	18634	0.8694%	$ 6,605,948	$ 57,431
GADSDEN	Yes	0	0	0	18	1	24	0	43	18634	0.2308%	$ 6,605,948	$ 15,244
GULF	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
HILLSBOROUGH	Yes	597	0	14	323	155	1297	24	2410	18634	12.9333%	$ 6,605,948	$ 854,370
INDIAN RIVER	Yes	0	0	0	8	20	36	2	66	18634	0.3542%	$ 6,605,948	$ 23,398
JEFFERSON	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
LAKE	Yes	166	0	0	69	21	94	0	350	18634	1.8783%	$ 6,605,948	$ 124,079
LEE	Yes	258	0	2	92	5	126	3	486	18634	2.6081%	$ 6,605,948	$ 172,292
LEON	Yes	363	0	0	27	22	165	1	578	18634	3.1019%	$ 6,605,948	$ 204,907
MANATEE	Yes	0	0	0	53	15	205	0	273	18634	1.4651%	$ 6,605,948	$ 96,781
MARION	Yes	110	0	0	46	7	290	0	453	18634	2.4310%	$ 6,605,948	$ 160,593
MONROE	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
OKALOOSA	Yes	131	0	0	8	0	8	0	147	18634	0.7889%	$ 6,605,948	$ 52,113
ORANGE	Yes	732	0	0	218	48	459	2	1459	18634	7.8298%	$ 6,605,948	$ 517,231
OSCEOLA	Yes	133	0	0	24	12	76	0	245	18634	1.3148%	$ 6,605,948	$ 86,855
PALM BEACH	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
PASCO	Yes	0	0	0	27	15	30	2	74	18634	0.3971%	$ 6,605,948	$ 26,234
PINELLAS	Yes	358	0	0	211	87	756	19	1431	18634	7.6795%	$ 6,605,948	$ 507,304
POLK	Yes	373	0	1	40	7	131	0	552	18634	2.9623%	$ 6,605,948	$ 195,690
SANTA ROSA	Yes	93	3	0	10	12	78	0	196	18634	1.0518%	$ 6,605,948	$ 69,484
SARASOTA	Yes	20	0	0	8	8	132	0	168	18634	0.9016%	$ 6,605,948	$ 59,558
ST JOHNS	Yes	281	0	0	216	5	104	0	606	18634	3.2521%	$ 6,605,948	$ 214,833
SUMTER	Yes	0	0	0	4	3	16	0	23	18634	0.1234%	$ 6,605,948	$ 8,154

CARL D PERKINS POSTSECONDARY DISTRICT
FISCAL YEAR 2008-2009 Alternate

AGENCY	Offer Postsecondary Programs (Yes/No)	PELL	SEOG	Workstudy	WIA/JTPA	TANF	FOOD STAMP	WELFARE TRANSITION /WAGES	EDS TOTALS	Total of District	% of Total	Total Amount Allocated	Qualified Allocations
SUWANNEE	Yes	144	0	0	12	12	47	0	215	18634	1.1538%	$ 6,605,948	$ 76,220
TAYLOR	Yes	129	0	0	2	13	55	0	199	18634	1.0679%	$ 6,605,948	$ 70,548
WAKULLA	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
WALTON	Yes	0	0	0	41	2	10	0	53	18634	0.2844%	$ 6,605,948	$ 18,789
WASHINGTON	Yes	0	0	0	122	40	208	0	370	18634	1.9856%	$ 6,605,948	$ 131,169
DOZIER (Washington Special)	No	0	0	0	0	0	0	0	0	18634	0.0000%	$ 6,605,948	$ -
DISTRICT TOTAL		7063	46	20	3119	888	7425	73	18634	18634	100.0000%	$ 6,605,948	$ 6,605,948

Total Postsecondary Districts Amt. **$ 6,535,605**

Note: **Agencies highlighted in red do not offer Postsecondary Programs**

2008-2009 DATA SOURCES
Perkins Economic Disadvantaged Counts by Districts and Category 2006-07
Unduplicated Count, includes Vocational Prep S990001
Report Produced by Workforce Development Information System Database

Funding: Allocation info from Tara Goodman

Prepared By: Gloria Spradley-Brown & Jennifer Selfe

Last Updated: District Data received from Joan Roddenberry on 12-10-07

Appendix H
Postsecondary Parallel Run Demonstration

An allocation run for eligible recipients using the required elements outlined in section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula

CARL D PERKINS POSTSECONDARY CC
FISCAL YEAR 2008-2009 Comparison

AGENCY	2008-2009 Alternate Allocation	2008-2009 Pell ONLY Allocation	Difference
BREVARD C.C.	$ 437,922	$ 448,406	-$10,484
BROWARD C.C.	$ 1,432,107	$ 1,609,375	-$177,268
CENTRAL FLORIDA C.C.	$ 317,367	$ 288,982	$28,385
CHIPOLA COLLEGE	$ 67,397	$ 54,695	$12,702
DAYTONA BEACH C.C.	$ 1,250,166	$ 1,174,545	$75,621
EDISON C.C.	$ 404,382	$ 457,328	-$52,946
FLORIDA C.C. AT JAX	$ 1,732,704	$ 1,567,871	$164,833
FLORIDA KEYS C.C.*	$ 79,421	$ 83,785	-$4,364
GULF COAST C.C.	$ 379,385	$ 333,202	$46,183
HILLSBOROUGH C.C.	$ 519,242	$ 547,707	-$28,465
INDIAN RIVER C.C.	$ 589,486	$ 525,210	$64,276
LAKE CITY C.C.	$ 228,770	$ 218,385	$10,385
LAKE SUMTER C.C.	$ 95,558	$ 83,785	$11,773
MANATEE C.C.	$ 506,268	$ 590,764	-$84,496
MIAMI-DADE COLLEGE	$ 4,076,409	$ 3,759,476	$316,933
NORTH FLORIDA C.C.	$ 88,597	$ 95,034	-$6,437
OKALOOSA WALTON C.C	$ 186,686	$ 208,687	-$22,001
PALM BEACH C.C.	$ 652,770	$ 581,066	$71,704
PASCO-HERNANDO C.C.	$ 511,015	$ 560,508	-$49,493
PENSACOLA JR. C.C	$ 528,734	$ 560,120	-$31,386
POLK C.C.	$ 297,749	$ 315,746	-$17,997
ST. JOHNS C.C.	$ 367,045	$ 350,657	$16,388
ST. PETERSBURG COLLEGE	$ 1,149,546	$ 1,245,918	-$96,372
SANTA FE C.C.	$ 524,621	$ 531,804	-$7,183
SEMINOLE C.C.	$ 566,704	$ 618,304	-$51,600
SOUTH FLORIDA C.C.	$ 188,901	$ 150,891	$38,010
TALLAHASSEE C.C.	$ 619,546	$ 665,627	-$46,081
VALENCIA C.C.	$ 1,237,826	$ 1,408,446	-$170,620
	$ 19,036,324	$ 19,036,324	

CARL D PERKINS POSTSECONDARY CC
FISCAL YEAR 2008-2009 Pell ONLY Allocation

AGENCY	Offer Postsecondary Programs (Yes/No)	PELL	EDS TOTAL	Total of CC	% of Total	Total Amount Allocated	Qualified Allocations
BREVARD C.C.	Yes	1156	1156	49076	2.3555%	$19,036,324	$ 448,406
BROWARD C.C.	Yes	4149	4149	49076	8.4542%	$19,036,324	$ 1,609,375
CENTRAL FLORIDA	Yes	745	745	49076	1.5181%	$19,036,324	$ 288,982
CHIPOLA COLLEGE	Yes	141	141	49076	0.2873%	$19,036,324	$ 54,695
DAYTONA BEACH C.C.	Yes	3028	3028	49076	6.1700%	$19,036,324	$ 1,174,545
EDISON C.C.	Yes	1179	1179	49076	2.4024%	$19,036,324	$ 457,328
FLORIDA C.C. AT JAX	Yes	4042	4042	49076	8.2362%	$19,036,324	$ 1,567,871
FLORIDA KEYS C.C.*	Yes	216	216	49076	0.4401%	$19,036,324	$ 83,785
GULF COAST C.C.	Yes	859	859	49076	1.7503%	$19,036,324	$ 333,202
HILLSBOROUGH C.C.	Yes	1412	1412	49076	2.8772%	$19,036,324	$ 547,707
INDIAN RIVER C.C.	Yes	1354	1354	49076	2.7590%	$19,036,324	$ 525,210
LAKE CITY C.C.	Yes	563	563	49076	1.1472%	$19,036,324	$ 218,385
LAKE SUMTER C.C.	Yes	216	216	49076	0.4401%	$19,036,324	$ 83,785
MANATEE C.C.	Yes	1523	1523	49076	3.1033%	$19,036,324	$ 590,764
MIAMI-DADE COLLEGE	Yes	9692	9692	49076	19.7490%	$19,036,324	$ 3,759,476
NORTH FLORIDA C.C.	Yes	245	245	49076	0.4992%	$19,036,324	$ 95,034
OKALOOSA WALTON	Yes	538	538	49076	1.0963%	$19,036,324	$ 208,687
PALM BEACH C.C.	Yes	1498	1498	49076	3.0524%	$19,036,324	$ 581,066
PASCO-HERNANDO C.C.	Yes	1445	1445	49076	2.9444%	$19,036,324	$ 560,508
PENSACOLA JR. C.C	Yes	1444	1444	49076	2.9424%	$19,036,324	$ 560,120
POLK C.C.	Yes	814	814	49076	1.6587%	$19,036,324	$ 315,746
ST. JOHNS C.C.	Yes	904	904	49076	1.8420%	$19,036,324	$ 350,657
ST. PETERSBURG	Yes	3212	3212	49076	6.5450%	$19,036,324	$ 1,245,918
SANTA FE C.C.	Yes	1371	1371	49076	2.7936%	$19,036,324	$ 531,804
SEMINOLE C.C.	Yes	1594	1594	49076	3.2480%	$19,036,324	$ 618,304
SOUTH FLORIDA C.C.	Yes	389	389	49076	0.7926%	$19,036,324	$ 150,891
TALLAHASSEE C.C.	Yes	1716	1716	49076	3.4966%	$19,036,324	$ 665,627
VALENCIA C.C.	Yes	3631	3631	49076	7.3987%	$19,036,324	$ 1,408,446
COMMUNITY COLLEGES TOTAL		49076	49076	49076	100.000%	$19,036,324	$ 19,036,324

Total Postsecondary CC Amt. $ 19,036,324

2008-2009	2006-07 College Summary by Perkins Category Unduplicated Count
DATA SOURCES	2006-07 FETPIP Economically Disadvantaged Student (EDS) Information
	2006-2007 Student Data Base End of Term
Funding:	Allocation info from Tara Goodman
Prepared By:	Gloria Spradley-Brown & Jennifer Selfe
Last Updated:	District Data received from Joan Roddenberry on 12-10-07

CARL D PERKINS POSTSECONDARY DISTRICT
FISCAL YEAR 2008-2009 Comparison

AGENCY	2008-2009 Alternate Allocation	2008-2009 Pell ONLY Allocation	Difference
ALACHUA	$ -	$ -	0.00
BAY	$ 84,019	$ 187,993	-103,974.00
BRADFORD	$ 39,351	$ 78,564	-39,213.00
BROWARD	$ 936,617	$ 1,082,130	-145,513.00
CHARLOTTE	$ 114,507	$ 85,111	29,396.00
CITRUS	$ 75,156	$ 130,005	-54,849.00
CLAY	$ -	$ -	0.00
COLLIER	$ 103,872	$ 114,105	-10,233.00
DADE	$ 1,393,579	$ 1,160,694	232,885.00
DESOTO	$ 11,344	$ -	11,344.00
DIXIE	$ -	$ -	0.00
ESCAMBIA	$ 104,226	$ 130,940	-26,714.00
FLAGLER	$ 57,431	$ -	57,431.00
GADSDEN	$ 15,244	$ -	15,244.00
GULF	$ -	$ -	0.00
HILLSBOROUGH	$ 854,370	$ 558,368	296,002.00
INDIAN RIVER	$ 23,398	$ -	23,398.00
JEFFERSON	$ -	$ -	0.00
LAKE	$ 124,079	$ 155,258	-31,179.00
LEE	$ 172,292	$ 241,305	-69,013.00
LEON	$ 204,907	$ 339,510	-134,603.00
MANATEE	$ 96,781	$ -	96,781.00
MARION	$ 160,593	$ 102,882	57,711.00
MONROE	$ -	$ -	0.00
OKALOOSA	$ 52,113	$ 122,523	-70,410.00
ORANGE	$ 517,231	$ 684,632	-167,401.00
OSCEOLA	$ 86,855	$ 124,393	-37,538.00
PALM BEACH	$ -	$ -	0.00
PASCO	$ 26,234	$ -	26,234.00
PINELLAS	$ 507,304	$ 334,834	172,470.00
POLK	$ 195,690	$ 348,863	-153,173.00
SANTA ROSA	$ 69,484	$ 86,982	-17,498.00
SARASOTA	$ 59,558	$ 18,706	40,852.00
ST JOHNS	$ 214,833	$ 262,816	-47,983.00
SUMTER	$ 8,154	$ -	8,154.00
SUWANNEE	$ 76,220	$ 134,682	-58,462.00
TAYLOR	$ 70,548	$ 120,652	-50,104.00
WAKULLA	$ -	$ -	0.00
WALTON	$ 18,789	$ -	18,789.00
WASHINGTON	$ 131,169	$ -	131,169.00
DOZIER (Washington Special)	$ -	$ -	0.00
DISTRICT TOTAL	$ 6,605,948	$ 6,605,948	

CARL D PERKINS POSTSECONDARY DISTRICT
FISCAL YEAR 2008-2009 Pell ONLY

AGENCY	Offer Postsecondary Programs (Yes/No)	PELL	EDS TOTALS	Total of District	% of Total	Total Amount Allocated	Qualified Allocations (Rounded)
ALACHUA	No	0	0	7063	0.0000%	$ 6,605,948	$ -
BAY	Yes	201	201	7063	2.8458%	$ 6,605,948	$ 187,993
BRADFORD	Yes	84	84	7063	1.1893%	$ 6,605,948	$ 78,564
BROWARD	Yes	1157	1157	7063	16.3811%	$ 6,605,948	$ 1,082,130
CHARLOTTE	Yes	91	91	7063	1.2884%	$ 6,605,948	$ 85,111
CITRUS	Yes	139	139	7063	1.9680%	$ 6,605,948	$ 130,005
CLAY	No	0	0	7063	0.0000%	$ 6,605,948	$ -
COLLIER	Yes	122	122	7063	1.7273%	$ 6,605,948	$ 114,105
DADE	Yes	1241	1241	7063	17.5704%	$ 6,605,948	$ 1,160,694
DESOTO	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
DIXIE	No	0	0	7063	0.0000%	$ 6,605,948	$ -
ESCAMBIA	Yes	140	140	7063	1.9822%	$ 6,605,948	$ 130,940
FLAGLER	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
GADSDEN	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
GULF	No	0	0	7063	0.0000%	$ 6,605,948	$ -
HILLSBOROUGH	Yes	597	597	7063	8.4525%	$ 6,605,948	$ 558,368
INDIAN RIVER	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
JEFFERSON	No	0	0	7063	0.0000%	$ 6,605,948	$ -
LAKE	Yes	166	166	7063	2.3503%	$ 6,605,948	$ 155,258
LEE	Yes	258	258	7063	3.6528%	$ 6,605,948	$ 241,305
LEON	Yes	363	363	7063	5.1395%	$ 6,605,948	$ 339,510
MANATEE	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
MARION	Yes	110	110	7063	1.5574%	$ 6,605,948	$ 102,882
MONROE	No	0	0	7063	0.0000%	$ 6,605,948	$ -
OKALOOSA	Yes	131	131	7063	1.8547%	$ 6,605,948	$ 122,523
ORANGE	Yes	732	732	7063	10.3639%	$ 6,605,948	$ 684,632
OSCEOLA	Yes	133	133	7063	1.8831%	$ 6,605,948	$ 124,393
PALM BEACH	No	0	0	7063	0.0000%	$ 6,605,948	$ -
PASCO	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
PINELLAS	Yes	358	358	7063	5.0687%	$ 6,605,948	$ 334,834
POLK	Yes	373	373	7063	5.2810%	$ 6,605,948	$ 348,863
SANTA ROSA	Yes	93	93	7063	1.3167%	$ 6,605,948	$ 86,982
SARASOTA	Yes	20	20	7063	0.2832%	$ 6,605,948	$ 18,706
ST JOHNS	Yes	281	281	7063	3.9785%	$ 6,605,948	$ 262,816
SUMTER	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
SUWANNEE	Yes	144	144	7063	2.0388%	$ 6,605,948	$ 134,682

CARL D PERKINS POSTSECONDARY DISTRICT
FISCAL YEAR 2008-2009 Pell ONLY

AGENCY	Offer Postsecondary Programs (Yes/No)	PELL	EDS TOTALS	Total of District	% of Total	Total Amount Allocated	Qualified Allocations (Rounded)
TAYLOR	Yes	129	129	7063	1.8264%	$ 6,605,948	$ 120,652
WAKULLA	No	0	0	7063	0.0000%	$ 6,605,948	$ -
WALTON	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
WASHINGTON	Yes	0	0	7063	0.0000%	$ 6,605,948	$ -
DOZIER (Washington Special)	No	0	0	7063	0.0000%	$ 6,605,948	$ -
DISTRICT TOTAL		7063	7063	7063	100.0000%	$ 6,605,948	$ 6,605,948

Total Postsecondary Districts Amt. $ 6,605,948

Note: Agencies highlighted in red do not offer Postsecondary Programs

2008-2009
DATA SOURCES

Perkins Economic Disadvantaged Counts by Districts and Category 2006-07
Unduplicated Count, includes Vocational Prep S990001
Report Produced by Workforce Development Information System Database

Funding: Allocation info from Tara Goodman

Prepared By: Gloria Spradley-Brown & Jennifer Selfe

Last Updated: District Data received from Joan Roddenberry on 12-10-07

Appendix I
Listing of Allocations Made to Consortia

(Secondary and Postsecondary from Funds Available under sections 112(a) and (c) of the Act)

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)
Secondary, Section 131

Fiscal Year 2008-2009

District	Final Amount Allocated in FY: 2007-2008
ALACHUA	$ 304,438
BAKER	$ 44,301
BAY	$ 263,896
BRADFORD	$ 44,800
BREVARD	$ 630,095
BROWARD	$ 2,749,748
CALHOUN	$ 24,554
CHARLOTTE	$ 155,653
CITRUS	$ 170,405
CLAY	$ 197,942
COLLIER	$ 348,937
COLUMBIA	$ 122,966
DADE	$ 5,046,820
DESOTO	$ 70,890
DIXIE	$ 28,940
DUVAL	$ 1,402,660
ESCAMBIA	$ 526,325
FLAGLER	$ 71,889
FRANKLIN	$ 16,424
GADSDEN	$ 103,731
GILCHRIST	$ 28,498
GLADES	$ 16,640
GULF	$ 22,727
HAMILTON	$ 29,451
HARDEE	$ 72,100
HENDRY	$ 97,233
HERNANDO	$ 210,745
HIGHLANDS	$ 146,867
HILLSBOROUGH	$ 1,935,959
HOLMES	$ 39,292
INDIAN RIVER	$ 145,943
JACKSON	$ 80,291
JEFFERSON	$ 24,127
LAFAYETTE *** (Waiver)**	$ 13,397
LAKE	$ 331,405
LEE	$ 626,265
LEON	$ 319,207
LEVY	$ 75,705

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)
Secondary, Section 131

Fiscal Year 2008-2009

District	Final Amount Allocated in FY: 2007-2008
LIBERTY *** (Waiver)**	$ 12,368
MADISON	$ 39,612
MANATEE	$ 386,446
MARION	$ 490,278
MARTIN	$ 146,844
MONROE	$ 81,296
NASSAU	$ 81,428
OKALOOSA	$ 258,449
OKEECHOBEE	$ 73,429
ORANGE	$ 1,660,996
OSCEOLA	$ 421,453
PALM BEACH	$ 1,614,783
PASCO	$ 574,581
PINELLAS	$ 1,213,019
POLK	$ 942,236
PUTNAM	$ 171,138
SANTA ROSA	$ 194,693
SARASOTA	$ 321,136
SEMINOLE	$ 507,967
ST. JOHNS	$ 163,662
ST. LUCIE	$ 366,631
SUMTER	$ 82,006
SUWANNEE	$ 73,214
TAYLOR	$ 38,165
UNION	$ 20,937
VOLUSIA	$ 662,973
WAKULLA	$ 38,870
WALTON	$ 81,825
WASHINGTON	$ 42,841
TOTAL	**$ 27,304,542**

*** Waivers for Allocations Under $15,000**

Section 131(c) (2) (A) (B), Secondary Career and Technical Education Programs, eligible institutions with an allocation of less than $15,000 must either: enter into a consortium or request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium. This allocation chart identifies 2007-2008 allocations made to secondary school districts from funds available under sections 112(a), as required by section 131(a). The agencies with an asterisk designation received waivers in 2007-2008 and did not enter into a consortium. At this time 2008-2009 consortia will not be available until July 2008 upon submission of the FY Local Plan and Application.

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

Postsecondary, Section 132

Fiscal Year 2007-2008

AGENCY	ALLOCATION FY: 2007-2008
BAY	$ 82,155
BRADFORD * (SFCC)	$ 43,895
BROWARD	$ 719,820
CHARLOTTE	$ 73,554
CITRUS	$ 71,181
COLLIER	$ 100,840
DADE	$ 1,153,135
DESOTO * (SFCC)	$ 7,711
ESCAMBIA	$ 104,992
FLAGLER * (DBCC)	$ 45,971
GADSDEN * (Waiver)	$ 20,465
HILLSBOROUGH	$ 737,615
INDIAN RIVER * (Waiver)	$ 15,126
LAKE	$ 109,738
LEE	$ 112,407
LEON	$ 200,197
MANATEE	$ 171,131
MARION	$ 136,431
OKALOOSA * (OWCC)	$ 48,640
ORANGE	$ 436,578
OSCEOLA	$ 77,706
PASCO *(Waiver)	$ 25,210
PINELLAS	$ 285,318
POLK	$ 157,192
SANTA ROSA * (Waiver)	$ 44,192
SARASOTA	$ 69,995
ST JOHNS	$ 180,326
SUMTER * (LSCC)	$ 3,856
SUWANNEE	$ 66,732
TAYLOR	$ 80,375
WALTON * (OWCC)	$ 29,362
WASHINGTON	$ 119,525
BREVARD C.C.	$ 458,822
BROWARD C.C.	$ 1,498,067
CENTRAL FLORIDA C.C.	$ 357,389
CHIPOLA COLLEGE	$ 78,299

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

Postsecondary, Section 132

Fiscal Year 2007-2008

AGENCY	ALLOCATION FY: 2007-2008
DAYTONA BEACH C.C.	$ 1,078,098
EDISON C.C.	$ 402,174
FLORIDA C.C. AT JAX	$ 1,592,679
FLORIDA KEYS C.C.	$ 70,885
GULF COAST C.C.	$ 356,202
HILLSBOROUGH C.C.	$ 509,835
INDIAN RIVER C.C.	$ 606,226
LAKE CITY C.C.	$ 212,061
LAKE SUMTER C.C.	$ 89,570
MANATEE C.C.	$ 469,203
MIAMI-DADE COLLEGE	$ 4,382,980
NORTH FLORIDA C.C.	$ 72,961
OKALOOSA WALTON C.C.	$ 194,562
PALM BEACH C.C.	$ 649,232
PASCO-HERNANDO C.C.	$ 524,368
PENSACOLA JR. C.C.	$ 470,685
POLK C.C.	$ 294,512
ST. JOHNS C.C.	$ 325,357
ST. PETERSBURG COLLEGE	$ 1,078,395
SANTA FE C.C.	$ 489,667
SEMINOLE C.C.	$ 508,945
SOUTH FLORIDA C.C.	$ 173,801
TALLAHASSEE C.C.	$ 565,890
VALENCIA C.C.	$ 1,171,227
COMMUNITY COLLEGES TOTAL	$ 18,682,091

This allocation chart identifies 2007-2008 allocations made to postsecondary school districts and community colleges from funds available under sections 112(a), as required by section 132(a). The highlighted agencies either entered into a consortium in 2007-2008 or received a waiver. At this time 2008-2009 consortia will not be available until July 2008 upon submission of the FY Local Plan and Application.

Appendix J
FLDOE Division of Workforce Education Guidelines and Operational Procedures to Award Funds to Local Eligible Recipients

Appendix J.1

THE GUIDELINES AND OPERATIONAL PROCEDURES FOR THE DISTRIBUTION OF FUNDS FOR CARL D. PERKINS SECONDARY EDUCATION PROGRAMS

State Requirements:

The Carl D. Perkins Career and Technical Education Act of 2006, Section 131(a) requires that states allocate funds to secondary education programs made available under section 112(a)(1) . According to Section 131, the requirements for distribution of funds for secondary education programs are as follows:

> (1) **Thirty Percent.**—Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year, as determined on the basis of the most recent satisfactory ---
>
> (A) data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965; or
>
> (B) student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.
>
> (2) **Seventy Percent**.—Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.

Florida will utilize the most recent satisfactory data provided by the Secretary of the Bureau of the Census for the purpose of determining eligibility under Title 1 of the Elementary and Secondary Education Act of 1965 to proportionally allocate funds to each secondary (7-12) district. (http://www.census.gov/hhes/www/saipe/saipe.html). These data from the U.S. Census Small Area Income and Poverty Estimates (SAIPE) are used to estimate the number of children in poverty and total number of children ages 5 through 17, in each school district.

The operational procedures for calculating the current year allocations are posted in the section entitled **"STEPS for Calculating Secondary Allocations"** at the end of this document.

Data Needed for Determining County Allocations:

1. Previous year's allocation chart containing information for each eligible LEA
    a. Required to compare the allocation between current and past year.
2. State of Florida's secondary percentage and amount of funds to be allocated
    a. Required to determine the amount to use in the formula.
3. The most recent satisfactory data provided by the Secretary of the Bureau of the Census for the purpose of determining eligibility under Title 1 of the Elementary and Secondary Education Act of 1965 to proportionally allocate funds to each secondary (7-12) district. (http://www.census.gov/hhes/www/saipe/saipe.html).

Detailed Criteria

Key Definitions:

Local Education Agency (LEA) - Florida's public school districts, community colleges and public and private colleges and universities.

Secondary Education – Students in grades seven -12 enrolled in career and technical education courses in Florida middle and high school programs.

Aid to Districts – The total of all allocated and unallocated federal funds received from the US DOE for state administration and implementation of career and technical education programs.

Proportionate Share – The amount made available to each county after the statutorily required percentages for 5 - 17 year olds in the county and living in poverty have been applied to each district's ratios for the same population groups.

Total Population – A county's aggregate population count as determined by the Census Bureau.

Poverty – The income level determined by the Census Bureau as being below established federal thresholds.

Location of excel file and name

The location of file and name used to do this calculation.

- Excel file should be stored on the I:\PERKINS\Secondary\08-09\Allocation Worksheet

Statutory Authority

- Carl D. Perkins Career and Technical Education Act of 2006
    - Section 131
    - Section 132
    - Section 135
- Workforce Education – Request for Application (RFA)
    - Secondary Education Programs

STEPS for Calculating Secondary Allocations	
STEP	**DESCRIPTION**
1	The state must determine the % and amount of aid to districts secondary programs from the federal allocation.
2	Download data from the Census Bureau website for the specific data elements identified in the prescribed formula as described in section 132 of the Act (i.e. ratio of 5-17 yr olds and ratio of population in poverty, for each county). The following required (A-L) columns are entered into the spreadsheet in the following order: Columns Category: A District Columns Category: B # of Ind aged 5-17 residing in the School District served C Cumulative total of Column B D Proportionate Share (%) of Column B & C E 30% of Secondary Allocation ($) F $ Amt Allocated per School District **Note: Columns B – F (Individuals Aged 5-17 Who Reside in Florida's School District's)** Columns Category: G # of Ind aged 5-17 residing in School District Served & Families below Poverty Level H Cumulative total of Column G I Proportionate Share (%) of Column G & H J 70% of Secondary Allocation ($) K $ Amt Allocated per School District **Note: Columns G – K (Individuals Aged 5-17 Years Who Reside in Florida's School Districts AND from Families with Income Levels Below the Poverty Line)** Columns Category: L Total Secondary Amt Allocated Per School District
3	Enter each district into Column A of the spreadsheet.
4	Using the information from the US Census Bureau for the category Individuals Aged 5-17 Who Reside in the school district served; enter each districts data in Column B. **NOTE: The cumulative total is reflected at the end of Column B.**
5	Enter the cumulative total from Column B in each cell of Column C.
6	Divide Column B by Column C to determine the district's Proportionate Share (%) and enter in Column D for each district.
7	Enter 30% of the total secondary allocation in each cell of Column E.

STEPS for Calculating Secondary Allocations	
STEP	**DESCRIPTION**
8	Multiply Column D by Column E to determine the $ Amt Allocated per School District and enter in Column F.
9	Using the information from the US Census Bureau for the category Individuals Aged 5-17 Years Who Reside in Florida's School Districts AND are from Families who are Below the Poverty Level; enter each districts data in Column G. **NOTE: The cumulative total is reflected at the end of Column G.**
10	Enter the cumulative total from Column G in each cell of Column H.
11	Divide Column G by Column H to determine the district's Proportionate Share (%) and enter in Column I for each district.
12	Enter 70% of the total Secondary Allocation in each cell of Column J.
13	Multiply Column I by Column J to determine the $ Amt Allocated per School District and enter in Column K.
14	Add columns F and K to determine total allocation per school district
15	Enter the total Secondary allocation per school district in Column L. The cumulative total is reflected at the end of Column L.

Note: In the event that the calculation formula for allocating funds results in a rounding error causing the total amount (sum of eligible recipient allocations) to differ from the actual sector allocated amount, adjustments will be made to account for the error.

If the calculation formula results in a total amount that is less than the actual sector allocated amount, the eligible agency with the lowest allocated amount will have the difference added to their allocation.

If the calculation formula results in a total amount that is greater than the actual sector allocated amount, the eligible agency with the highest allocated amount will have the difference subtracted from their allocation.

Appendix J.2

THE GUIDELINES AND OPERATIONAL PROCEDURES FOR THE DISTRIBUTION OF FUNDS FOR POSTSECONDARY EDUCATION PROGRAMS

State Criteria

The Carl D. Perkins Career and Technical Education Act of 2006, section 132(a)(2) requires states to use a prescribed formula to allocate funds. The formula as stated in the law indicates that eligible institutions shall be allotted a proportionate amount of funds made available under section 112(a)(1) based on the sum of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in career and technical educational programs and meeting the requirements of section 135. Section 132 (b) affords states the latitude to submit a waiver from the prescribed postsecondary distribution as stated in the Act for a more equitable distribution. Florida's waiver request was approved and an alternate distribution formula to calculate the allocation of postsecondary funds was implemented.

This alternate formula for postsecondary programs is based upon criteria relating to the number of individuals attending institutions and enrolled in postsecondary career and technical education programs within the state of Florida who received need-based postsecondary financial aid provided from public funds as specified under the Act.

Funds will be allocated to eligible agencies who provide postsecondary career and technical education programs. Funds are distributed based on each eligible agency's proportion of students enrolled in career and technical education who are economically disadvantaged. The **categories** used to identify these students are as follows:

1. Recipients of Pell Grants,
2. Recipients of Student Education Opportunity Grants (SEOG),
3. Participants in a federal vocational work-study program
4. Participants in the Job Training Partnership Act (JTPA) Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Investment Act (WIA),
5. Recipients of Temporary Aid to Needy Families (TANF)
6. Recipients of Food Stamps
7. Recipients Welfare Transition and Wages

Funds are allocated to postsecondary school district and community college programs to carry out career and technical education activities described in section 135 the Act.

Postsecondary funds are calculated using the following criteria:

1. State of Florida determines the percentage and amount of funds available under section 112 (a) (1) for the postsecondary sector and allocates such funds utilizing an alternate formula permitted under section 132 of the Act.
2. Economically disadvantaged unduplicated student data is obtained from the Bureau of Community College and Technical Center Information System (CCTC-MIS). This data is provided for Community College and School District Postsecondary Programs and has

predetermined selection criteria appropriate for the seven (7) categories approved in the alternate formula.

a. The data is compiled from the CCTC -MIS.
    i. Source of Community College data is the Student Data Base end-of-term and Florida Education and Training Placement Information Program's (FETPIP) Economically Disadvantaged Student Information.
    ii. Source of School District data is the Workforce Development Information System (WDIS).
b. For consistency in the data this information should be requested from CCTC-MIS in November of the preceding grant year (example: 2008-2009 grant year data must be requested in November 2007).

3. The operational procedures for calculating the allocations are in the section entitled, "STEPS for Calculating Postsecondary Allocations" at the end of this document.

Data Needed for Determining County Allocations

1. Previous year's allocation chart containing information for each eligible LEA
    a. Required to compare the allocation between current and past year.
2. State of Florida's Postsecondary percentage and amount of funds to be allocated
    a. Required to determine the amount to use in the formula.
3. Most recent data from the Community College and Technical Center Management Information System (CCTC -MIS).
    a. Required to determine the data and proportionate share of the Community College and School District economically disadvantaged student information per Local Education Agency (LEA).
    b. Data from (CCTC- MIS) must be requested in writing in advance (at least 30 days) prior to the need.
    c. The advance written request must be submitted to the Bureau of Community College and Technical Center MIS office.
    d. CCTC - MIS data extracted has predetermined selection criteria for obtaining the appropriate data categories.

Key definitions

Local Education Agency (LEA) - Florida's public school districts, community colleges and public and private colleges and universities.

Proportionate Share - Individual county's total for the (7) required data categories divided by the grand total of each participating agency's required (7) data categories.

Economically Disadvantaged Student (EDS) – Individuals who meet the criteria and are included in the (7) statutorily required data categories.

Location of excel file and Name

The location of file and name used to do this calculation.

- Excel file is stored on the I: Drive-Grant Admin/PERKINS/08-09/Postsecondary

Statutory Authority

Federal

- Carl D. Perkins Act of 2006, Section (132) (a) (2)
- Workforce Education – Request for Application (RFA), Career and Technical Education Postsecondary Programs

STEPS for Calculating Postsecondary Allocations	
STEP	**DESCRIPTION**
1	The state must determine the % of funds that will be allocated to School District Technical Centers and Community Colleges. Develop separate spreadsheets for each, repeating steps 2-11.
2	The following required (A-N) columns are entered into the spreadsheet in the following order: Columns — Category: A — Agency B — Offer Postsecondary Programs (Yes/No) C — Pell D — SEOG E — Workstudy F — WIA/JTPA G — TANF H — Food Stamps I — Welfare Transition J — EDS TOTALS K — Total of District or CC L — % of Total M — Total Amt Allocated N — Qualified Allocations
3	Enter each postsecondary agency into Column A of the spreadsheet.
4	Determine which district or community college offer postsecondary programs by entering Yes or No in Column B.
5	Enter the EDS category information (C-I) for each agency. **NOTE: The agency's individual EDS totals are reflected in Column J and cumulative total provided.** **EDS information provided by CCTC -MIS & WDIS**
6	Post the cumulative total number of EDS for "all" agencies in each cell of Column K.
7	Divide Column J by the cumulative total of disadvantage students in Column K to derive the percentage of local proportionate shares for Column L.
8	Post the total distribution amount for School Districts or Community Colleges in Column M.
9	Multiply each agency's percentage from Column L by the total distribution amount from Column M to determine the possible amt allocated for Column N.

Note: In the event that the calculation formula for allocating funds results in a rounding error causing the total amount (sum of eligible recipient allocations) to differ from the actual sector allocated amount, adjustments will be made to account for the error.

If the calculation formula results in a total amount that is less than the actual sector allocated amount, the eligible agency with the lowest allocated amount will have the difference added to their allocation.

If the calculation formula results in a total amount that is greater than the actual sector allocated amount, the eligible agency with the highest allocated amount will have the difference subtracted from their allocation.

Appendix J.3

THE GUIDELINES AND OPERATIONAL PROCEDURES FOR THE DISTRIBUTION OF FUNDS FOR CARL D. PERKINS - RURAL & SPARSELY POPULATED

State Criteria

Florida may elect to allocate a portion of its Reserve Funds (Carl D. Perkins Career and Technical Education Act of 2006, section 112 (c)) to aid programs in rural and sparsely populated areas. Rural areas are defined by the State and documented by the Rural Economic Development Initiative, known as **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 within the Office of Tourism, Trade and Economic Development. The designation of the REDI counties is updated periodically. To view a map of the REDI counties visit website: http://www.florida-arts.org/grants/RuralEconomicDevelopmentInitiative.htm.

Only rural counties as identified by the Rural Economic Development Initiative (REDI) shall be considered for participation in this funding. Rural Areas are defined by the State as those counties with 75,000 or less population. For purposes of allocating Reserve Fund dollars, counties that meet the 75,000 or less population threshold are eligible for these funds.

Each county is funded according to the relative share of the Florida Labor Force population as measured by Florida's Labor Market Statistics' Local Area Unemployment Statistics (LAUS) report. Funds allocated for Rural and Sparsely Populated Areas are distributed proportionately by the number of individuals in the labor force for each of the rural counties identified as Rural Areas by REDI. Labor force data represents the number of potential working age population in the county.

Funds are allocated for secondary and postsecondary career and technical education in identified Rural and Sparsely Populated Areas to carry out activities described in the Carl D. Perkins Career and Technical Education Act of 2006, section 135 – Local use of funds.

Rural and Sparsely Populated funds are calculated using the following criteria:

1. State of Florida determines what percentage of the Reserve funds will be allocated to the Rural and Sparsely Populated category.

2. Identify the eligible counties as defined by the State and documented by the REDI.

3. Each eligible county will receive a base allocation of $25,000, to ensure that the applicants have a minimum allocation to achieve the requirements outlined in the application.

4. The remaining amount will be allocated based on proportionate share of the Florida's Labor Force populations as identified by the most recent data, State of Florida Labor Force Summary from the Agency for Workforce Innovation-Labor Market Statistics report.

    a. The data by county can be downloaded from the Agency for Workforce Innovation (AWI), State of Florida Labor Force Summary at this website: ***http://www.labormarketinfo.com/library/laus.htm***
    b. For consistency in the data this information should be downloaded from the AWI website in November of the preceding grant year.
    c. Select the Statewide and All Areas – Annual Averages: most recent year data chart.
    d. Use the Labor Force population data per county.
    e. A hard copy of the data report must be kept on file.
    f. Update the data source reference information on the excel spreadsheet.

5. Each eligible county must submit a grant application under specific guidelines as outlined in the RFA (see the Rural Application).
    a. Determination as to which LEA (school district, community college or both) will apply for the allocation must be done through a letter of agreement between the school district and community college serving that district.

Data Needed for Determining County Allocations

1. State of Florida percentage of the Reserve funds to be allocated as Rural and Sparsely Populated
    a. Required to determine the amount to use in the formula and base allocation.
2. Most recent Agency for Workforce Innovation-Labor Market Statistics information for each county - State of Florida Labor Area Unemployment Statistics, Labor Force Summary chart from the website: ***http://www.labormarketinfo.com/library/laus.htm***
    a. Required to determine the labor force population data and to proportionate share of the population and allocation the remaining funds available.

Key definitions

Rural Areas - Rural Areas are defined by the State as those counties with 75,000 or less population

Labor Force Population - Florida's estimate of civilian labor force by place of residences, as produced by AWI.

Base Allocation - The core amount determined by the State to be the minimum amount for each county to which will be added a proportionate share amount of remaining funds available.

Proportionate Share - Individual county's Labor Force population number divided by the total of all county Labor Force population number.

Location of excel file and Name

The location of file and name used to do this calculation.

- Excel file should be stored @ I:\PERKINS\Rural\08-09\Allocation Formula.xls

Statutory Authority

Federal

- Carl D. Perkins Career and Technical Education Act of 2006
- Section 112 - Within State Allocation – (c) Reserve Option

State

- Florida's Carl D. Perkins approved State Plan
- Workforce Education – Request for Application (RFA)
    - Rural and Sparsely Populated Area

STEPS for Calculating Rural Allocations

STEP	DESCRIPTION
1	The state must determine the % and amount of reserve funds that will be allocated for Rural counties.
2	Identify all rural counties available to receive funding according to the Division of Cultural Affairs at the REDI website http://www.florida-arts.org/grants/RuralEconomicDevelopmentInitiative.htm. The following required columns A-M are labeled on the spreadsheet in the following order: Columns — Category: A — County B — Labor Force C — Cumulative total of Column B D — Proportionate Share of Column B & C (%) E — Base Allocation of $25,000 F — Total Rural Allocation minus Cumulative Base G — $ Amt Allocated without Base H — Total $ Amt Allocated
3	Enter each county into Column A of the spreadsheet.
4	Using Florida's Labor Force population numbers for each county (AWI Labor Market Statistics website): http://www.labormarketinfo.com/library/laus.htm, enter the latest available year's annual average LABOR FORCE data into Column B.
5	Enter the cumulative total from Column B into each cell of Column C.
6	Divide Column B by Column C to determine the county's Proportionate Share (%) and enter in Column D for each county.
7	Allocate the base amount of $25,000 to each county in Column E. **NOTE: The cumulative total is reflected at the end of Column E.**
8	Subtract the cumulative total of Column E from the total Rural Allocation to determine the total remaining allocation. Enter the total remaining allocation amount into each cell of Column F. **NOTE: The remaining allocation is what will be divided into proportionate shares for each county as determined by the Labor Force population data.**

9	Multiply Column D by Column F for each county to determine $ Amt allocated without Base. Enter the $ Amt into Column G.
10	Add Column E and Column G for each county to determine the $ Amt allocated with Base and enter into Column H.
11	Produce an allocation chart to be included in the Rural Request for Application (RFA).

Note: In the event that the calculation formula for allocating funds results in a rounding error causing the total amount (sum of eligible recipient allocations) to differ from the actual sector allocated amount, adjustments will be made to account for the error.

If the calculation formula results in a total amount that is less than the actual sector allocated amount, the eligible agency with the lowest allocated amount will have the difference added to their allocation.

If the calculation formula results in a total amount that is greater than the actual sector allocated amount, the eligible agency with the highest allocated amount will have the difference subtracted from their allocation.

Appendix J.4

THE GUIDELINES AND OPERATIONAL PROCEDURES FOR THE OVERALL SECTOR DISTRIBUTION OF FUNDS AVAILABLE UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

State Requirements:

The Carl D. Perkins Career and Technical Education Act of 2006, Section 112 (a) (1) requires that states allocate at least 85% of funds made available under the state allotment (section 111) to local secondary and postsecondary eligible recipients. The Act does not prescribe how such funds are split between secondary and postsecondary eligible recipients but does require these funds must be distributed according to the formulas described in sections 131 and 132, the in-state secondary and postsecondary distribution formulas.

The State of Florida will fund career and technical education programs based on the relative need in each sector: district secondary programs, district postsecondary certificate programs, and community college certificate and degree programs. Florida will continue to use student participation in career and technical programs at each level, measured by contact hours and converted to full-time equivalent (FTE) students, for the State allocation formula. The full-time equivalent student enrollment in career and technical education is used for developing a formula for distributing the funds.

A three-year average FTE will be calculated for sectors listed above. Annual sector allocations may change based on changes in reported FTE. The average of 2004-2005, 2005-2006, and 2006-2007 will be used to distribute basic grant funds for 2008-2009. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The new funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and career and technical education activity in each sector. It is important to note that adjustments may be made to this calculation based on the formula developed for distribution of any reserve funds.

The amounts of funds appropriated for each level will be derived by using the following FTE categories to determine each sector's percentage of basic grant funds:

1. District Secondary FTE (7-12): the number of grades 9-12 Career Education FTE reported by local educational agencies and calculated grades 7-8 Career Education FTE based on course enrollments of 7th and 8th graders reported by local educational agencies; the number of grades 9-12 ESE FTE reported by local educational agencies; and Dual Enrollment FTE reported by local educational agencies. Only eligible courses meeting the requirements of the Act will be used for this calculation.
2. District Postsecondary FTE: the number of Vocational Certificate (PSAV) and Applied Technology Diploma (ATD) FTE reported by local educational agencies.
3. Community College Certificate and Degree FTE: The number of postsecondary vocational (PSV) FTE and postsecondary adult vocational (PSAV) FTE reported by community colleges.

The operational procedures for calculating the current year sector allocations are posted in the section entitled **“STEPS for Calculating Sector Allocations”** at the end of this document.

Data Needed for Determining Sector Allocations:

1. Previous year’s overall sector allocation chart containing information for sector
    a. Required to calculate 3 year average for each sector
2. Most recent Secondary Career Education Data available requested by the Bureau of Accountability and Research to the Office of Accountability, Research and Measurement. The request will be made annually in September. The following FTE category data should be requested for eligible courses:
    a. 7-8 CTE FTE (program cost reporting code 102)
    b. 9-12 CTE FTE (program cost reporting code 300)
    c. 9-12 ESE FTE (program cost reporting codes 113, 254, 255)
    d. 9-12 Dual Enrollment FTE (program cost reporting codes 103B, 103C)
3. Most recent District Postsecondary data requested by the Bureau of Accountability and Research to the Office of Community College and Technical Center Management Information Systems (CCTCMIS). The request is typically made in August. The following FTE category data should be requested:
    a. PSAV FTE
    b. PSV FTE
4. Most recent Community College data requested by the Bureau of Accountability and Research to CCTCMIS. The request is typically made in August. The following FTE category data should be requested:
    a. PSAV FTE
    b. PSV FTE

Detailed Criteria

Key Definitions:

Local Education Agency (LEA) - Florida’s public school districts, community colleges and public and private colleges and universities.

Full Time Equivalent (FTE) – a way to measure student enrollment or membership at an educational institution and FTE measures are used to determine eligibility under the Florida Education Finance Program (FEFP)

Location of excel file and name

The location of file and name used to do this calculation:

- Excel file is stored at the following location:
  J:\Perkins\Perkins 2006 Reauthorization\2008-13 State Plan\Appendix G - Allocations to LEAs
- File is named “Overall Sector Allocation Draft.xls”

Statutory Authority

- Carl D. Perkins Career and Technical Education Act of 2006
  Section 112
- 2008-2013 State Plan for the Administration of the Carl D. Perkins Career and Technical Education Act of 2006

STEPS for Calculating Overall Sector Funding Distributions	
STEP	**DESCRIPTION**
1	The state must determine the % and amount (no less than 85%) that will be allocated to support secondary and postsecondary career and technical education programs.
2	Use previous year's worksheet and save as a new file name.
3	Change the "years" at the top of the worksheet to the previous 3 years. For example, to calculate the 09-10 sector allocation the 05-06, 06-07 and 07-08 FTE data should be utilized to determine the appropriate average.
4	Enter the most recent FTE data in the appropriate line item for secondary, district postsecondary and community college. For example, to calculate the 09-10 sector allocation, enter the 07-08 FTE data. The 06-07 FTE data and 05-06 FTE data would remain unchanged.
5	Calculate the 3 year average per FTE category for secondary, district postsecondary and community college and enter average in the "3-YR Average FTE" column
5	Calculate the cumulative total for each column and enter the total secondary CTE, total district postsecondary CTE and total community college CTE .
6	Calculate the cumulative total for each column and enter in the "Total CTE FTE" row
7	Determine the percentage of basic grant funds for each delivery system using the three-year average FTE in career-technical programs utilizing the following formulas: ***Secondary District Percentage (%) =*** $\frac{\textbf{Total Secondary CTE FTE 3 Year Average}}{\textbf{Total CTE FTE 3 Year Average}}$ (*District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE)* ***Postsecondary District Percentage (%) =*** $\frac{\textbf{Total District Postsecondary FTE 3 Year Average}}{\textbf{Total CTE FTE 3 Year Average}}$ *(District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE*

STEPS for Calculating Overall Sector Funding Distributions	
STEP	**DESCRIPTION**
	Postsecondary Community College Percentage (%) = $$\frac{\textbf{Total Community College FTE 3 Year Average}}{\textbf{Total CTE FTE 3 Year Average}}$$ *(District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE)*
8	Enter each sector's percentage allocation in the "3-Yr Average FTE" column, which should total 100%.
9	Provide the Bureau of Grants Administration with individual sector percentage allocations to develop budgets and run secondary and postsecondary formulas distributions. For more information, see the Guidelines and Operational Procedures related to distribution of funds to secondary eligible recipients and postsecondary eligible recipients.

Appendix J.5

THE GUIDELINES AND OPERATIONAL PROCEDURES FOR THE DISTRIBUTION OF RESERVE FUNDS TO SUPPORT CAREER PATHWAYS CONSORTIA AVAILABLE UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

State Requirements-

The Carl D. Perkins Career and Technical Education Act of 2006, Section 202 (a) states: *an eligible agency receiving an allotment under Sections 111 and 201 may choose to consolidate all, or a portion of, funds received under Section 201 with funds received under Section 111 in order to carry out activities described in the State plan submitted under Section 122.*

During the 2006-2007 Perkins IV transition year, the State of Florida maintained a separate Title II Tech Prep delivery system and allocated funds based on the Perkins III Tech Prep distribution formula. For 2008-2013, the State of Florida has chosen to consolidate all Title II funds with Title I funds. Eligible recipients shall file a single plan/application for funding pursuant to Section 134. Leveraging Tech Prep's initiatives and Florida's ongoing statewide articulation in a consolidated system will position the State to meet its goal to convert stand-alone CTE programs to programs of study which incorporate the elements identified in the Act. Programs of study will assist students to seamlessly transition from secondary to postsecondary education and training.

The primary purpose of consolidating the two separate delivery systems is to infuse the recognized core Tech Prep elements into a statewide systematic framework.
The Division of Workforce Education recognizes the critical role of a consortia infrastructure and intends to award reserve funds to eligible recipients, who would be required to utilize such funds to support a career pathways consortium.

Career Pathways Consortia Requirements-

Eligible members of a Career Pathways Consortium may be school districts, district technical centers, and community colleges. Consortia may be comprised of the same membership as under Tech Prep but it is not a requirement. Consortium membership is a local decision based on the needs and priorities of the service delivery area. Determination of consortium fiscal agent will be a local decision based on the needs and priorities of the consortium members.

Consortium members will be required to allocate a <u>minimum</u> of 1.5% of their Basic Grant Funds to support the Consortia and carry-out its mandated requirements. It is important to note that participation in a Career Pathways Consortium is considered voluntary. LEAs that do not choose to participate in a consortium will not be eligible to apply for Career Pathways Reserve Fund allocations. In addition, non-participating LEAs will be required to carry-out the identical requirements as the Career Pathways Consortium at a required 3% of their Basic Grant funds and may be required to adhere to other funding expenditure restrictions. Reserve fund allocations that are not applied

for by eligible recipients, will be “rolled forward” as “aid to district” funds the following fiscal year.

Career Pathways Consortia Formula Distribution-

During program year 2008-2009, $2,293,992 of the reserve will be divided among the eligible sectors (District Secondary Sector, District Postsecondary Sector and the Postsecondary Community College Sector) in the same manner as they are distributed under Section 112 (a)(1) utilizing the identical percentage distribution. For more information on the overall sector percentage distribution, please refer to the *Guidelines and Operational Procedures for the Overall Sector Distribution of Funds Available Under the Carl D. Perkins Career and Technical Education Act of 2006* located in Florida’s Perkins IV State Plan (2008-2013), Appendix J.4.

Secondary School District Allocation-

The district secondary sector allocation will be distributed in the following manner: Each eligible school district recipient will receive a base allocation of $5,000 to ensure that the applicants have a minimum allocation to achieve the requirements outlined in the application. The remaining amount will be allocated based on each LEA’s proportionate share of individuals aged 5-17 who reside in Florida’s school districts. This formula distribution parallels part of the formula used to award Perkins basic secondary funds as prescribed in Section 131 of the Act. This formula distribution was selected as it was the most inclusive and equitable method for awarding funds to District Secondary eligible recipients. This data was obtained from the current year Perkins Secondary Basic calculations worksheet, which utilizes the most recent satisfactory data provided by the Secretary of the Bureau of Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965 to proportionally allocate funds to each secondary (7-12) district.

Postsecondary Sector School District and Community College Allocations-

The postsecondary sector allocation will be distributed in the following manner: Each eligible postsecondary school district recipient (technical centers) will receive a base allocation of $5,000 to ensure that the applicants have a minimum allocation to achieve the requirements outlined in the application. The remaining amount will be allocated based on each LEA’s proportionate share of students enrolled in career and technical education who are economically disadvantaged. This formula distribution is identical to the formula used to award Perkins Basic postsecondary funds as prescribed in Section 132 of the Act. It was determined to be the most equitable method for awarding funds to postsecondary school district recipients. This data was obtained from the current year Perkins Postsecondary Basic calculations worksheet, which utilizes economically disadvantaged unduplicated data, which is obtained annually from the Bureau of Community College and Technical Center Information System (CCTC-MIS).

Each eligible postsecondary community college recipient will receive a base allocation of $10,000 to ensure that the applicants have a minimum allocation to achieve the requirements outlined in the application. The remaining amount will be allocated based on each agency’s proportionate share of students enrolled in career and technical education who are economically disadvantaged. This formula distribution is identical to the formula used to award Perkins basic postsecondary funds as prescribed in Section 132 of the Act. It was determined to be the most equitable method for awarding funds to postsecondary community college recipients. This data was obtained from the

current year Perkins Postsecondary Basic calculations worksheet, which utilizes economically disadvantaged unduplicated data which, is obtained annually from the Bureau of Community College and Technical Center Information System (CCTC-MIS).

Data Needed for Determining Sector Allocations:

1. Future program year's Basic Grant overall sector allocation percentages containing information for sector
    a. Request each sector's percentage allocation from the Bureau of Accountability and Research in November prior to the program year (for example, November 2007 request for 2008-2009 program year)

2. Basic Grant LEA level allocations for district secondary education programs, postsecondary community colleges and postsecondary district technical centers.
    a. Request Basic Grant LEA level allocation charts from the Bureau of Grants Administration in November prior to the program year. (For example, November 2007 request for 2008-2009 program year)
    b. Request Basic Grant LEA proportionate share ratio data from the Bureau of Grants Administration.

Detailed Criteria

Key Definitions:

Local Education Agency (LEA) - Florida's public school districts, community colleges and public and private colleges and universities.

Location of excel file and name

The location of file and name used to do this calculation:

- Excel file is stored at the following location: I:\PERKINS\Career Pathways\Career_Pathways_Allocations.xls
- File name is "Career Pathways Allocations"

Statutory Authority

- Carl D. Perkins Career and Technical Education Act of 2006
  Section 202 (a)(b)(c)
- 2008-2013 State Plan for the Administration of the Carl D. Perkins Career and Technical Education Act of 2006

STEPS for Calculating Career Pathways Consortia Secondary Funding Distributions	
STEP	**DESCRIPTION**
1	The state must determine the % and amount of the Reserve Funds that will be allocated to support the Career Pathways Consortia.
2	Use previous years worksheet and save as a new file name. See "Location of Excel file and Name" in previous section
3	Open the second tab of the worksheet called "Sec." Insert the total dollar amount of the allocation for the program year under "Allocation" located under the "Sector Allocation of Reserve Funds for Career Pathways Consortia" in the worksheet.
4	Enter the appropriate sector distribution percentages in each field. (See data provided from the Bureau of Accountability and Research)
5	Once each sector percentage has been determined, calculate the amount to be allocated to each sector and enter under "Allocation" located under "Sector Allocation of Reserve Funds for Career Pathways Consortia" in the worksheet. The following required columns A-J are labeled on the spreadsheet in the following order: Columns — Category: A — Secondary District B — Minimum Reserve BASE Allocation per District C — Proportionate Share (%) Based on Individuals Age 5-17 who reside in Florida's Districts D — Total Secondary Career Pathways Consortia Reserve Allocation E — Total Secondary Career Pathways Consortia Reserve Allocation minus Total Reserve Base F — Reserve Amount ($) Allocated per School District without Minimum Base G — Reserve Funds Per District including Base H — Secondary Basic Grant Funds Allocated per School District I — 1.5% Match from Basic Grant Funds J — Total Potential Funds Per District for Career Pathways Consortia
6	Enter each district into Column A of the spreadsheet
7	Allocate the base amount of $5,000 per district in column B
8	Enter the proportionate share data in column C. The Bureau of Grants Administration will provide data for this column.
9	Enter the total secondary career pathways consortia reserve allocation in column D.

STEPS for Calculating Career Pathways Consortia Secondary Funding Distributions	
STEP	**DESCRIPTION**
10	Subtract the cumulative total column B from the total secondary career pathways consortia reserve allocation and enter amount in column E. (Column D – Total of Column B = amount entered in column E.)
11	Multiply column C by column E to determine the amount allocated per school district without minimum base and enter amount in column F.
12	Add columns F and column B to determine amount allocated per school district including the Base and enter in column G.
13	Enter secondary basic grant funds allocated per school district in column H. The Bureau of Grants Administration will provide data for this column.
14	Once column H amounts are entered, the amounts in column I will pre-populate because the formula is built into worksheet. For quality control purposes, multiply amounts listed under column H by 1.5% and to verify amounts in column I.
15	Add amounts in column G and column I to determine total potential funds per district for Career Pathways Consortia and enter amounts in column J.

STEPS for Calculating Career Pathways Consortia Postsecondary School District (Technical Center) Funding Distributions	
STEP	**DESCRIPTION**
1	The state must determine the % and amount of the Reserve Funds that will be allocated to support Career Pathways Consortia.
2	Use previous year's worksheet and save as a new file name. See "Location of Excel file and Name" in previous section
3	Open the sixth tab of the worksheet called "PSec-SD" and insert the total dollar amount allocation for the program year under "Allocation" under the "Sector Allocation of Reserve Funds for Career Pathways Consortia" in the worksheet.
4	Enter the appropriate sector distribution percentages in each field. (See data provided from the Bureau of Accountability and Research)
5	Once each sector percentage has been determined, calculate the amount to be allocated to each sector and enter under "Allocation" under "Sector Allocation of Reserve Funds for Career Pathways Consortia" in the worksheet. The following required columns A-J are labeled on the spreadsheet in the following order: Columns — Category: A — Postsecondary School District B — Minimum Reserve BASE Allocation per District C — Proportionate Share (%) Based on each district's number of economically disadvantaged CTE students D — Total Postsecondary School District Career Pathways Consortia Reserve Allocation E — Total Secondary School District Career Pathways Consortia Reserve Allocation minus Total Reserve Base F — Reserve Amount ($) Allocated per School District without Minimum Base G — Reserve Funds Per District including Base H — Postsecondary School District Basic Grant Funds Allocated per Agency I — 1.5% Match from Basic Grant Funds J — Total Potential Funds Per District for Career Pathways Consortia
6	Enter each district into Column A of the spreadsheet
7	Allocate the base amount of $5,000 per district in column B
8	Enter the proportionate share data in column C. See Bureau of Grants Administration to provide data for this column.

STEPS for Calculating Career Pathways Consortia Postsecondary School District (Technical Center) Funding Distributions	
STEP	**DESCRIPTION**
9	Enter the total postsecondary school district career pathways consortia reserve allocation in column D.
10	Subtract the cumulative total column B from the total postsecondary school district career pathways consortia reserve allocation and enter amount in column E. (Column D – Total of Column B = amount entered in column E.)
11	Multiply column C by column E to determine amount allocated per school district without minimum base and enter in column F.
12	Add columns F and column B to determine amount allocated per school district including the Base and enter in column G.
13	Enter postsecondary school district basic grant funds allocated per school district in column H. See the Bureau of Grants Adminisration to provide data for this column.
14	Once column H amounts are entered, the amounts in column I will pre-populate because formula is built into worksheet. For quality control purposes, multiply amounts listed under column H by 1.5% and to verify amounts in column I.
15	Add amounts in column G and column I to determine total potential funds per district for Career Pathways Consortia and enter amounts in column J.

STEPS for Calculating Career Pathways Consortia Postsecondary (Community College) Funding Distributions	
STEP	**DESCRIPTION**
1	The state must determine the % and amount of the Reserve Funds that will be allocated to support Career Pathways Consortia.
2	Use previous year's worksheet and save as a new file name. See "Location of Excel file and Name" in previous section
3	Open the fourth tab of the worksheet called "PSec-CC" and insert the total dollar amount allocation for the program year under "Allocation" under the "Sector Allocation of Reserve Funds for Career Pathways Consortia" in the worksheet.
4	Enter the appropriate sector distribution percentages in each field. (See data provided from the Bureau of Accountability and Research.)
5	Once each sector percentage has been determined, calculate the amount to be allocated to each sector and enter under "Allocation" under "Sector Allocation of Reserve Funds for Career Pathways Consortia" in the worksheet. The following required columns A-J are labeled on the spreadsheet in the following order: Columns — Category: A — Postsecondary Community College B — Minimum Reserve BASE Allocation per Agency C — Proportionate Share (%) Based on each agency's number of economically disadvantaged CTE students D — Total Postsecondary Community College Career Pathways Consortia Reserve Allocation E — Total Postsecondary Community College Career Pathways Consortia Reserve Allocation minus Total Reserve Base F — Reserve Amount ($) Allocated per agency without Minimum Base G — Reserve Funds Per Agency including Base H — Postsecondary Community College Basic Grant Funds Allocated per Agency I — 1.5% Match from Basic Grant Funds J — Total Potential Funds Per Agency for Career Pathways Consortia
6	Enter each community college into Column A of the spreadsheet

STEPS for Calculating Career Pathways Consortia Postsecondary (Community College) Funding Distributions	
STEP	**DESCRIPTION**
7	Allocate the base amount of $10,000 per agency in column B
8	Enter the proportionate share data in column C. See the Bureau of Grants Administration to provide data for this column.
9	Enter the total postsecondary community college career pathways consortia reserve allocation in column D.
10	Subtract the cumulative total column B from the total postsecondary community college career pathways consortia reserve allocation and enter amount in column E. (Column D – Total of Column B = amount entered in column E.)
11	Multiply column C by column E to determine amount allocated per community college without minimum base and enter in column F.
12	Add columns F and column B to determine amount allocated per community college including the Base and enter in column G.
13	Enter postsecondary community college basic grant funds allocated per community college in column H. See the Bureau of Grants Administration to provide data for this column.
14	Once column H amounts are entered, the amounts in column I will pre-populate because formula is built into worksheet. For quality control purposes, multiply amounts listed under column H by 1.5% and to verify amounts in column I.
15	Add amounts in column G and column I to determine total potential funds per community college for Career Pathways Consortia and enter amounts in column J.

Note: In the event that the calculation formula for allocating funds results in a rounding error causing the total amount (sum of eligible recipient allocations) to differ from the actual sector allocated amount, adjustments will be made to account for the error.

If the calculation formula results in a total amount that is less than the actual sector allocated amount, the eligible agency with the lowest allocated amount will have the difference added to their allocation.

If the calculation formula results in a total amount that is greater than the actual sector allocated amount, the eligible agency with the highest allocated amount will have the difference subtracted from their allocation.

Appendix K
Certification Regarding Lobbying

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Appendix L
Assurances – Non-Construction Programs

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ээ4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ээ1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. э794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ээ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ээ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ээ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. э 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ээ1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ∋∋276a to 276a-7), the Copeland Act (40 U.S.C. ∋276c and 18 U.S.C. ∋∋874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ∋∋ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. ∋∋1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ∋∋7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ∋∋1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. ∋470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ∋∋469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ∋∋2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ∋∋4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≅

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Appendix M
General Assurances, Terms, and Conditions for Participation in Federal and State Programs

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- 34 CFR 76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application of Sub-grantees/Recipients for participation in federal programs funded by the U.S. Department of Education.

- Applicable regulations of other federal agencies.

- State laws and regulations pertaining to the expenditure of state funds.

General Assurances for Participation
in Federal and State Programs

Implemented by the Florida Department of Education under the Provisions of the Education Department General Administrative Regulations (EDGAR)
of the United States Department of Education

Return to:

Florida Department of Education
Comptroller's Office
325 West Gaines Street
914 Turlington Building
Tallahassee, Florida 32399-0400

Florida Department of Education
General Assurances for Participation in Federal and State Programs

Authority for Data Collection: 20 USC 1232(e).

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that "[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection (b)." The application shall cover the participation by the local education agency in all federal programs administered by the U.S. Department of Education.

Instructions: These general assurances will be in effect for the duration of participation in federal and state programs or until such time as the requirements change. The Superintendent or other authorized officer must sign the certification and return it to the address below. Payment for project awards and contracts cannot be made by this agency until the general application is received. For further information, contact the Florida Department of Education, Comptroller's Office, at (850) 245-0401, Suncom 205-0401.

Certification:

I, the undersigned authorized official for the named agency of the State of Florida, hereby apply for participation in federally funded and state funded education programs.

Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of General Assurances for Participation in Federal and State Programs as applicable to the project(s) for which this agency is responsible..

Signature (must be original)	Date	Area Code / Telephone Number

Return original to:

Florida Department of Education
Comptroller's Office
Room 914
Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

General Assurances

Assurance is hereby given that to the extent applicable:

- The recipient will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications.

- The control of funds provided to the recipient under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.

- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of and accounting for federal and state funds paid to that agency under each program.

- The recipient will make reports to the Florida Department of Education and to the U.S. Department of Education as may reasonably be required, and the recipient will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations in the planning for and operation of each program.

- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.

- In the case of any project involving construction:

  - The project may not be inconsistent with overall state plans for the construction of school facilities.

  - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the U.S. Secretary of Education under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.

- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects and for adopting, where appropriate, promising educational practices developed through such projects, and such procedures shall ensure compliance with the requirements of the No Child Left Behind Act.

- None of the funds expended under the applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.

- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.

- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352] which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C 6101-6107], which prohibits discrimination on the basis of age.)

- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.

- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and /or Section 215.97, Florida Statutes, "Florida Single Audit Act," as applicable.

- No federal appropriated funds have been paid or will be paid by or on behalf of the recipient 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 the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.

- The recipient will comply with all applicable requirements of all other federal and state laws, executive orders, regulations, and policies governing each of these programs.

- The recipient will conduct assessments that are consistent with Section 1111 (b)(3) of the No Child Left Behind Act.

- The recipient will annually assess in English children who have been in the United States for three or more consecutive years and the recipient will annually assess the English proficiency of all limited English proficient children participating in a federally funded program, consistent with Section 1111 (b)(7) of the No Child Left Behind Act.

- After timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, nonprofit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)

Terms

Applicant—A school district or other entity seeking a project award from the Florida Department of Education.

Budget—The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.

Budget Period —The interval of time into which a project period is divided for budgetary purposes.

Capital Outlay—Equipment, fixtures, and other tangible personal property of a non-consumable and nonexpendable nature, the value or cost of which is $1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

Disbursement—Payment made in cash, by check, or via other electronic means.

Equipment—A material item of a nonexpendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class.

Monitoring—Florida Department of Education activities to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

More Restrictive Conditions—Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

Obligations—The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

Private, Nonprofit Organization—An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

Private, For Profit Organization—An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

Project—The services or activities that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

Project Application—An entity's request for a project award under state or federal education programs administered by the Florida Department of Education.

Project Award—The approval of a project and of funding as stated in the project award notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

Project Period—The length of time for which a project has been authorized.

Project Recipient—The school district, a local education agency (LEA), public agency [including faith-based organizations (FBOs) and community based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

Roll-Forward—Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

Supplies—Items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance

Explanation of Grants Management Requirements

The following section elaborates on certain requirements contained in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

Accounts and Records

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for five years.

Allowable Costs

Expenditures of the recipient may be charged to the project only if they are in payment of an obligation incurred during the project period, conform to the approved project, and comply with minimum requirements of federal and state statutes, rules, and regulations.

Amendments

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the Project Application and Amendment Procedure for Federal and State Programs Administered by the Florida Department of Education (Green Book), Section B.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented in 34 CFR Part 85, for prospective participants in primary covered transactions, as defined in 34 CFR Part 85, Sections 85.105 and 85.110:

- The applicant certifies that it and its principals

- are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

- have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

- are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in this certification.

- have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

- Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR Part 85, Sections 85.605 and 85.610:

- The applicant certifies that it will continue to provide a drug-free workplace by:

  - Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

  - Establishing an ongoing drug-free awareness program to inform employees about
    - The dangers of drug abuse in the workplace.
    - The grantee's policy of maintaining a drug-free workplace.
    - Any available drug counseling, rehabilitation, and employee assistance programs.
    - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

  - Making it a requirement that each employee engaged in the performance of the project be given a copy of the required statement mentioned above.

  - Notifying the employee in the required statement mentioned above that, as a condition of employment under the project, the employee will

    - abide by the terms of the statement.
    - notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

- Notifying the agency in writing within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. (Employers of convicted employees must provide notice, including position title to:

  Director, Grants and Contracts Service
  U.S. Department of Education
  400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
  Washington, D.C. 20202-4571

  Notice shall include the identification number[s] of each affected grant.)

- Taking one of the following actions within 30 calendar days of receiving the required notice with respect to any employee who is so convicted.

  - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
  - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

- Making a good faith effort to maintain a drug-free workplace through implementation of requirements stated above.

Single Audit Act

- If a recipient expends **state** financial assistance equal to or in excess of $500,000 in a fiscal year, that recipient is subject to the requirements of the Florida Single Audit Act. (See Appendix.)
- If the recipient expends **federal** financial assistance equal to or in excess of $500,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

Gun Possession

As required by Title XIV, Part F, Sec 14601-3 (Gun-Free Schools Act of 1994), of the Improving America's Schools Act:

- the applicant certifies that in compliance with Section 1006.13(2)(a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred for criminal prosecution.
- school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion.
- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

Indirect Cost

School District - The Florida Department of Education has been given authority by the U. S. Department of Education 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 and, 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 or project by the Department of Education Florida. Indirect costs shall only apply to federal projects.

Other Agency - To be allowed to recover indirect costs, agencies other than school districts must furnish to the Florida Department of Education a copy of their current negotiated indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from zero to the maximum negotiated rate may be approved for a program or project by the Department of Education. Indirect costs shall only apply to federal projects.

State Agencies, Universities and Community Colleges - State agencies, state universities, and state community colleges must comply with Section 216.346, Florida Statutes, which states, ". . . in any contract between state agencies, including any contract involving the State University System or the Florida Community College System, the agency receiving the contract or grant moneys shall charge no more than a reasonable percentage of the total cost of the contract or grant for overhead or indirect costs or any other costs not required for the payment of direct costs. This provision is not intended to limit an agency's ability to certify matching funds or designate in-kind contributions that will allow the drawdown of federal Medicaid dollars that do not affect state budgeting." A reasonable percentage will be determined by DOE. If overhead or indirect costs are allowed, it shall only apply to Federal projects.

Restrictions on Indirect Cost—Restrictions to the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the approved Project Award notification or amendment where applicable.

Prohibition on Expenditure of Funds for Lobbying

In accordance with Florida Statute 216.347, the disbursement of grants and aids appropriations for lobbying is prohibited. The Florida Department of Education may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of s. 11.062, Florida Statute, and any other law prohibiting the use of state funds for lobbying purposes.

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined in 34 CFR Parts 82.105 and 82.110, the applicant certifies that:

- no federally 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- if any funds other than federally 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- the undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

General Education Provisions Act (GEPA) Requirements - Section 427

Section 427 of GEPA is intended to ensure that, in designing their projects, grant applicants address equity concerns that might affect the ability of students, teachers, and other program beneficiaries with special needs to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact Grants Policy and Oversight Staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and cooperative agreements must include the "Notice To All Applicants" (attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age**. Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from such access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

DOE program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding, the program staff should contact the applicant to find out why this information is missing. Documentation should be in the project file indicating that this review was completed before the award was made. See the Education Department General Administrative Regulations (EDGAR), 34 CFR Section 75.231. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.
For more information see **http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf .**

More Restrictive Conditions

Project recipients found to be in noncompliance with fund source requirements shall be subject to the imposition of more restrictive conditions.

Obligations by Project Recipients

Obligations will be considered to have been incurred by project recipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated as of the time such services were rendered, such travel was performed, and/or facilities were rented, respectively.

Ownership of Products—Intellectual Property

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.

- To the extent that any product constitutes a "work" within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a "work for hire." In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.

- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department's rights.

- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.

- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a "work for hire" basis and shall not in any way infringe upon the Department's ownership of the product.

- The grantee agrees not to convey any rights in the product to a third party.

- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.

- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

Participation of Private School Students and Staff in Federal Grants

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Check for program specific guidelines.

Personnel Costs – Time Distribution

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. This substitute system, the Personnel Activity Reporting System (PARS), may be implemented by school districts so long as it is implemented as described in the June, 1996, *Implementation Memorandum and the Personnel Activity Reporting Handbook*. This document is available upon request

from the Comptroller's Office. When school districts choose to use the substitute system (PARS), no variations are allowable without specific authorization from the Florida Department of Education. School districts choosing not to use the approved substitute system must implement a system that meets all of the OMB Circular A-87 standards. School districts choosing to use the DOE substitute system must inform the DOE Florida Comptroller's Office and specify the reporting months.

Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

Project Effective Dates

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation.

All project award notifications reflect the beginning and ending date of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

Property

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

Disposition of Equipment
EDGAR 80.32(e) states that when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with a current per unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Florida Department of Education.
- Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Florida Department of Education's policy concerning proceeds received from the sale of property with a current per unit fair market value over $5,000 is that the net amount received from such sales will remain at the

sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income should be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE-399, 499 or 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures should be maintained for monitoring and auditing purposes. Income from the sale of this type property should be recorded in the agency's special revenue account as other income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Florida Department of Education to be forwarded to the United States Department of Education.

Disposition of Real Property

Disposition of real property will be handled on an individual basis in accordance with EDGAR 80.31(c)(1)(2)(3). The local educational agency will also coordinate real property dispositions with the Program Coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures.

Purchasing

Recipients may use their own procurement policies provided that they meet the minimum requirements of federal and state statutes, rules, and regulations.

Reporting Requirements—Financial Disbursements

Federal project recipients on cash advance are required to report disbursements using the On-Line Disbursement Reporting Application and by submitting a Project Budget Summary and Disbursement Report (DOE-399, 499 or 599) annually for each active project. These reports are to be received in the DOE Comptroller's Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or possible delay in the monthly cash advance or possible loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the project award notification. State project recipients shall submit reports as required by the Florida Department of Education.

Audit reports shall be sent in accordance with s. 215.97, F. S., to:

The Florida Department of Education
Comptroller's Office
325 W. Gaines Street, Suite 914
Tallahassee, Florida 32399-0400

Supplement, Not Supplant

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase to the extent practical the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

The Stevens' Amendment

All federally funded projects must comply with The Stevens' Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

> When issuing statements, press releases, request for proposals, bid solicitations, and other documents describing this project, the recipient shall clearly state: (1) the dollar amount of federal funds for the project; (2) the percentages of the total cost of the project that will be financed with federal funds, and (3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

Travel

All travel performed in connection with approved project activities must be in compliance with Section 112.061, Florida Statutes, which covers per diem and travel expenses, and the procedures for sub-grantees (see Section H on Travel).

This page intentionally left blank.

Appendix N
Combined Secondary and Postsecondary Non-Traditional Program List

Appendix N

Perkins IV indicators of performance include measures for non-traditional student participation and completion. The Act defines non-traditional occupations as *occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work* [Perkins IV, Section 3, (20)].

The following secondary and postsecondary non-traditional identification list was created using the 2006-07 program enrollments to determine the non-traditional status for each of the programs available in the state. Florida has determined that the best predictor of non-traditional CTE programs is past enrollment data. This list will be reviewed and updated every two years based on enrollments from the previous year.

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0101010100			Agribusiness Technology	1	0	F
0607	0101020310	A010203	8103300	Diversified Agricultural Mechanics	448	249	X
0607	0101020400	A010204	8103200	Agricultural Machinery Operations	280	106	X
0607	0101020410	A010240	8103400	Agricultural Machinery Mechanics	979	363	X
0607	0101020600	A010206		Irrigation Operations	6	3	X
0607	0101020601			Irrigation Management	4	0	F
0607	0101020602			Irrigation Technology	15	2	F
0607	0101029901			Turf Equipment Management	1	0	F
0607	0101029902			Turf Equipment Technology--ATD	17	0	F
0607	0101029903	A020608		Turf Equipment Technology--ATD	0	0	F
0607	0101030210		8106200	Animal Science and Services	1584	1578	X
0607	0101030300		8112000	Aquaculture	216	138	X
0607	0101030301			Aquaculture Management	15	7	X
0607	0101030302			Aquaculture Technology	7	5	X
0607	0101030401	A010304	8106400	Crop and Plant Technology	78	37	X
0607	0101039901		8106800	Agritechnology	5640	3819	X
0607	0101050100	A010500	8116000	Agricultural Sales and Services	117	68	X
0607	0101050700			Equine Studies	12	47	M
0607	0101050701			Equine Assistant Management	1	4	M
0607	0101060500			Landscape & Horticulture Technology	127	69	X
0607	0101060502	A010615		Landscape Management	90	11	F
0607	0101060503			Landscape & Horticulture Specialist	8	8	X
0607	0101060504			Landscape & Horticulture Professional	8	4	X
0607	0101060505			Landscape & Horticulture Technician	9	7	X
0607	0101060510		8121300	Landscape Operations	1955	818	X
0607	0101060602	A010616		Nursery Management	62	28	X
0607	0101060610		8121600	Horticulture Science and Services	1393	755	X
0607	0101060700		8121400	Sports and Recreational Turf Operations	859	487	X
0607	0101060701			Golf Course Operations	124	5	F
0607	0101060702	A020607		Sports and Recreational Turf Management	5	3	X
0607	0101080200		8117000	Agricultural Communications	81	117	X
0607	01019910OR		8100110	Orientation to Agriscience	3441	2886	X
0607	01019920EX		8100210	Exploration of Agriscience	3803	3040	X
0607	01019921EX		8100120	Introduction to Agriscience	2584	2203	X
0607	01019931PA		8100320	Fundamentals of Agriscience	255	121	X
0607	0101999901		8100100	Agriculture Education Directed Study	402	360	X
0607	0101999902		8100330	Advanced Concepts of Agriscience	12	12	X
0607	01019999CP	A019999	8100410	Agribusiness Cooperative Education-OJT	1255	816	X
0607	0102010100			Agricultural Production Technology	19	8	X
0607	0102020100	A010403	8106100	Animal Biotechnology	145	153	X
0607	0102029900			Zoo Animal Technology	44	144	M
0607	0102030100		8129200	Food Science Applications	9	13	X

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0102040100	A010510	8106500	Plant Biotechnology	200	191	X
0607	0102040802			Pest Control Operations--ATD	3	2	X
0607	0102040803	A020408		Pest Control Operations--ATD	1	1	X
0607	0103010100	A010301	8112100	Natural Resources	31	13	X
0607	0103010101	A010313	8113000	Environmental Resources	88	90	X
0607	0103030100			Marine Environmental Technology	11	18	X
0607	0103049901	A010314	8118300	Forestry	294	198	X
0607	0103050600			Forest Technology	17	4	F
0607	0103050602			Forest Operations	20	9	X
0607	0117051210	A010512	8115110	Veterinary Assisting	839	2339	X
0607	0206030100			Financial Services	67	130	X
0607	0206030101			Mortgage Finance	13	29	X
0607	0206030102			Financial Para-planner	2	7	M
0607	0206070100	M607010	8830300	Lodging Operations	171	331	X
0607	0206070400			Restaurant Management	84	93	X
0607	0206070500			Travel & Tourism Industry Management	16	49	M
0607	0206070502	M811058		Travel and Tourism Management--ATD	0	0	X
0607	0206079900			Hospitality & Tourism Management	369	590	X
0607	0206079901			Food and Beverage Management	33	42	X
0607	0206079902			Rooms Division Management	14	24	X
0607	0206079903			Guest Services Specialist	14	24	X
0607	0206140100			Marketing Management	120	164	X
0607	0206140101			Electronic Commerce	1	2	X
0607	0206140110			Fashion Marketing Management	1	0	F
0607	0206140120			Marketing Operations	33	40	X
0607	0206170101	M807010		Real Estate Sales Agent	543	755	X
0607	0206170102	M807020		Real Estate Broker	27	42	X
0607	0206170103	M807040		Real Estate Appraiser Trainee	0	0	X
0607	0206170104	M807050		Mortgage Broker	0	0	X
0607	0206180100	M618020	8812000	Business Ownership	451	356	X
0607	0207020101			Banking Management	1	1	X
0607	0207020102			Banking Operations	0	4	M
0607	0207020103			Banking Specialist	4	1	F
0607	0207020500	M804990	8815200	Teller Operations	0	3	M
0607	0208010200	M801020	8806000	Academy of Fashion Marketing	342	2678	M
0607	0208030100	M803010	8812100	Academy of Entrepreneurship	1032	848	X
0607	02080301PA		8800310	Practical Entrepreneurship Skills	33	38	X
0607	0208040110	M804011	8815100	Academy of Finance	2151	2132	X
0607	0208050300	M805030	8818000	Floral Design and Marketing	85	305	M
0607	0208060100	M806010	8821100	Retail Food Marketing	154	73	X
0607	0208070300	M807030	8839100	Academy of International Marketing	86	79	X
0607	0208070600	M807060	8848100	Customer Service Representative	28	283	M

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0208089901	M899992	8827200	E-Commerce Marketing	23	17	X
0607	0208090105	M899400	8827400	Academy of Sport, Recreation, and Entertainment Marketing	1390	694	X
0607	0208090500	M809050	8824100	Restaurant Marketing	52	64	X
0607	0208100100	M810010	8836100	Insurance Marketing	5	1	F
0607	0208100101	M810011		Health Insurance Marketing	0	0	X
0607	0208100102	M810012		Life Insurance Marketing	188	202	X
0607	0208100103	M810013		Insurance Customer Representative	0	6	M
0607	0208100104	M810014		Insurance General Lines Agent	90	111	X
0607	0208100105	M810015		Insurance Claims Adjustor	193	202	X
0607	0208100106	M810016		Insurance Customer Service Representative	82	294	M
0607	0208100107	M810020		Personal Lines Insurance Agent (20-44)	0	0	X
0607	0208110400	M811040	8845100	Academy of Hospitality and Tourism	571	1016	X
0607	0208110500	M811050	8845200	Travel Agency Operations	2	7	M
0607	0208110503	M811053		Travel and Tourism Industry Operations	6	28	M
0607	0208120302	M812031	8809100	Marketing, Merchandising, and Parts Operations	56	50	X
0607	0208999900			Customer Relationship Management	1	5	M
0607	0208999901			Customer Service Technology--ATD	1	4	M
0607	0208999902	M807068		Customer Service Technology--ATD	0	0	M
0607	0208999903		8800100	Marketing Education Directed Study	25	53	X
0607	02089999CP	M899990	8800410	Marketing Cooperative Education - OJT	1910	2863	X
0607	02089999EX		8800210	Exploration of Marketing Occupations	405	340	X
0607	02089999OR		8800110	Orientation to Marketing Occupations	456	430	X
0607	02089999SP	M899991	8827100	Marketing	3873	4008	X
0607	0231030100			Diving Business and Technology	23	4	F
0607	0312030100			Funeral Services	116	158	X
0607	0312040500	H120405		Massage Therapy	184	644	M
0607	0317010100	H170101		Dental Assisting	38	805	M
0607	0317010102	H170102		Dental Assisting, Non-Accredited	1	15	M
0607	0317010103		8417140	Dental Aide	46	196	M
0607	0317010200			Dental Hygiene	81	1250	M
0607	0317010300	H170103		Dental Laboratory Technology	18	18	X
0607	0317010301			Dental Laboratory Technology and Mgt.	4	3	X
0607	0317019902		8417150	Dental Laboratory Assisting	77	241	M
0607	0317020100			Cardiovascular/Cardiopulmonary Technology	74	183	X
0607	0317020200	H170207		Hemodialysis Technician	9	60	M
0607	0317020302		8417160	Electrocardiograph Aide	78	564	M
0607	0317020303	H170208		Electrocardiograph Technology	9	86	M
0607	0317020400	H170204		Electroneurodiagnostic Technology	12	24	X
0607	0317020500			EMT - Basic	824	190	F
0607	0317020501	W170205		Emergency Medical Technician (Basic)	397	84	F
0607	0317020502		8417170	First Responder	479	1613	M
0607	0317020503			Emergency Medical Technician (Basic)--ATD	1489	431	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0317020504	W170208		Emergency Medical Technician (Basic)--ATD	307	64	F
0607	0317020600			Paramedic	1694	385	F
0607	0317020601			Emergency Medical Services	1170	409	X
0607	0317020602	W170206		Paramedic	185	38	F
0607	0317020800			Nuclear Medicine Technology	84	86	X
0607	0317020801			Nuclear Medicine Technology Specialist	26	21	X
0607	0317020900			Radiography	887	1737	X
0607	0317020901			Radiation Therapy	57	122	X
0607	0317020902	H170209		Basic X-Ray Machine Operator	6	20	M
0607	0317020903			Radiation Therapy Specialist	7	40	M
0607	0317020905	W170209		Radiologic Technology	14	50	M
0607	0317021100	H170211		Surgical Technology	123	491	M
0607	0317021200			Diagnostic Medical Sonography Technology	29	321	M
0607	0317021201			Diagnostic Medical Sonography Specialist	3	27	M
0607	0317029903		8417130	Allied Health Assisting	2392	8923	M
0607	0317030101	H170302		Phlebotomy	118	842	M
0607	0317030401	H170306		Medical Laboratory Assisting (Postsecondary)	7	53	M
0607	0317030402		8417200	Medical Laboratory Assisting (Secondary)	122	463	M
0607	0317030501	H170307		Medical Laboratory Technology (Certificate)	0	0	X
0607	0317030502			Medical Clinical Laboratory Technician--ATD	0	0	X
0607	0317030503	H170308		Medical Clinical Laboratory Technician--ATD	17	50	X
0607	0317030800			Histologic Technology	7	46	M
0607	0317030900			Medical Laboratory Technology	53	197	M
0607	0317040200			Family Health Support Worker--ATD	2	14	M
0607	0317040201	H170205		Family Health Support Worker--ATD	0	7	M
0607	0317040400	H170604		Home Health Aide (Postsecondary)	13	139	M
0607	0317040401		8417190	Home Health Aide (Secondary)	101	688	M
0607	0317040501			Unit Treatment and Rehabilitation--ATD	13	27	X
0607	0317040502	H170408		Unit Treatment and Rehabilitation--ATD	0	0	X
0607	0317040503			Human Services Assistant	0	10	M
0607	0317040600			Human Services - Generalist	186	838	M
0607	0317040602			Addictions Studies (Certificate)	13	23	X
0607	0317050200	H170502		Central Service Technology	6	13	X
0607	0317050300	H170503		Medical Assisting	74	1008	M
0607	0317050600			Health Information Management	64	622	M
0607	0317050601	H170506		Medical Record Transcribing	1	13	M
0607	0317050602	H170526		Medical Coder/Biller	23	197	M
0607	0317050603	H170528		Medical Coder/Biller--ATD	28	415	M
0607	0317050604	H170508		Medical Record Transcribing--ATD	9	102	M
0607	0317050605			Medical Coder/Biller--ATD	10	270	M
0607	0317050606			Medical Record Transcribing--ATD	6	200	M
0607	0317050607			Medical Information Coder/Biller	47	563	M

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0317050700	H170507		Pharmacy Technician	74	204	X
0607	0317050702			Pharmacy Management	1	5	M
0607	0317050703			Pharmacy Technician--ATD	9	58	M
0607	0317050704	H170606		Pharmacy Technician--ATD	10	21	X
0607	0317050800			Physician Assistant	39	53	X
0607	0317051200			Veterinary Technology	34	474	M
0607	0317051300	H170513		Health Unit Coordinator (Postsecondary)	9	128	M
0607	0317051301		8417180	Health Unit Coordinator (Secondary)	117	414	M
0607	0317059901	H170599		Hospital Housekeeping Supervision	0	0	X
0607	0317060200	H170602		Nursing Assistant (Long-Term Care)	83	883	M
0607	0317060201		8417210	Nursing Assistant (Acute and Long-Term Care)	1005	4657	M
0607	0317060202		8417106	Orientation to Nursing	37	98	X
0607	0317060500	H170605	8418300	Practical Nursing	871	5892	M
0607	0317069905	H170694		Patient Care Technician	301	2955	M
0607	0317070100			Optician	89	202	X
0607	0317070101			Ophthalmic Technician	0	5	M
0607	0317070103			Eye Care Technician	4	1	F
0607	0317070104			Ophthalmic Laboratory Technician	3	33	M
0607	0317070202		8417230	Vision Care Assisting	55	252	M
0607	0317070501	H170704		Optometric Assisting	7	12	X
0607	0317070502			Optical Management	3	3	X
0607	0317080800			Occupational Therapy Assistant	17	124	M
0607	0317081500			Physical Therapist Assistant	312	708	X
0607	0317081800			Respiratory Care	230	526	X
0607	03179997PA		8400320	Medical Skills and Services	1914	5935	M
0607	0317999910		8400100	Health Occupations Education Directed Study	252	1155	M
0607	03179999CP	H179999	8400410	Health Occupations Cooperative Education - OJT	23	176	M
0607	03179999EX		8400210	Exploration of Health Occupations	1198	1275	X
0607	03179999OR		8400110	Orientation to Health Occupations	1669	2212	X
0607	0318070100			Health Services Management	13	45	M
0607	0318070102			Health Care Services--ATD	0	2	M
0607	0318070103	H180708		Health Care Services--ATD	0	0	M
0607	0318103000			Sports & Fitness	28	25	X
0607	0318110100			Nursing (Associate Degree) RN	2427	15261	M
0607	0318110300			Midwifery	0	13	M
0607	0318110600	H181106		Psychiatric Technology	4	22	M
0607	0326010200	H170206		Biomedical Technician	0	0	X
0607	0326061600			Biotechnology Laboratory Technology	43	63	X
0607	0404050100			Interior Design Technology	56	909	M
0607	0404050104	V200500	8506500	Interior Design Services	120	1487	M
0607	0404050105	V200600		Interior Decorating Services	4	47	M
0607	0404050106			Kitchen and Bath Specialization	2	5	X

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0420010102		8500150	Secondary Family Child Care Training	0	0	X
0607	0420010103		8500160	Secondary School Age Certification Training	3	73	M
0607	0420020203			Early Childhood Education Associate Degree	123	2738	M
0607	0420020204			Child Development Early Intervention	5	222	M
0607	0420020205	V200410		Family Child Care Training	20	389	M
0607	0420020206			Child Care Center Management	6	172	M
0607	0420020207			Infant Toddler	0	0	X
0607	0420020208			Pre-School	0	70	M
0607	0420020209			School Age	2	5	X
0607	0420020210	V200210	8503210	Early Childhood Education	1855	22468	M
0607	0420020300			Early Childhood Management	24	936	M
0607	0420020302	V200206		Child Care Center Operations	28	635	M
0607	0420020303	V200310		School Age Certification Training	1	26	M
0607	0420020303	V200310		School Age Certification Training	67	174	X
0607	0420030604	V200700		Sewing Technology and Services	17	97	M
0607	0420030605	V200400	8506400	Fashion Design Services	362	4411	M
0607	0420040103	V200403	8515100	Culinary Operations	11925	14619	X
0607	0420040401			Dietetic Technician	12	61	M
0607	0420040402	V200404	8530000	Nutrition and Dietetic Services	28	90	M
0607	0420040403	V200434		Dietetic Management and Supervision	2	7	M
0607	0420040403	V200434		Dietetic Management and Supervision	11	7	X
0607	0420050210	V200505	8521040	Interior Decor Fabrication	13	306	M
0607	0420060110	V200610	8524100	Environmental Services	31	34	X
0607	0420060200	V200602		Elderly and Disabled Care Services	0	2	M
0607	04209930EX		8500130	Life Choices	7975	9486	X
0607	04209940EX		8500240	Teen Challenges	10178	12073	X
0607	04209950EX		8500140	Career Discovery	3309	3712	X
0607	0420999901		8500100	Family and Consumer Sciences Directed Study	86	532	M
0607	04209999CP	V209999	8500410	Family and Consumer Sciences Cooperative Education-OJT	209	437	X
0607	0506040101	B060200	8215200	Business Supervision and Management	6211	5238	X
0607	0506040102			Business Administration	3939	5532	X
0607	0506040103			Business Specialist	219	292	X
0607	0506040104			Business Operations	116	192	X
0607	0506040105			Human Resources Administrator	1	5	M
0607	0506090110	B060901	8216100	Academy of International Business	2256	2262	X
0607	0506120100			E-Business Technology	35	27	X
0607	0506120101			E-Business	220	83	X
0607	0506120102			E-Business Security	27	6	F
0607	0506120103			E-Business Software	8	7	X
0607	0506120104			E-Business Technology	9	4	X
0607	0506120106			IT/E-Commerce Security	14	3	F
0607	0506120107			Technology Project Management	3	1	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0506120109	B070100	8200300	Electronic Business Enterprise	334	306	X
0607	0506180101			Business Management	443	679	X
0607	0507010100			Accounting Technology	599	1659	X
0607	0507010102	B070110	8203400	Accounting Operations	8105	8681	X
0607	0507010103			Accounting Technology Operations	11	44	M
0607	0507010104			Accounting Technology Specialist	1	28	M
0607	0507019903			Accounting Technology Management	105	379	M
0607	0507030100			Computer Programming	310	115	X
0607	0507030102	B070320	8206500	Business Computer Programming	5011	3573	X
0607	0507030301		8207300	Academy of Information Technology	4337	2799	X
0607	0507030401			Networking Services Technology	1185	228	F
0607	0507030402	B078000	8208000	Network Support Services	1691	574	X
0607	0507030403			Information Technology Technician	80	17	F
0607	0507030404			Information Technology Management	89	32	X
0607	0507030405	B079300	8207440	Network Systems Administration	435	138	F
0607	0507030406			UNIX/LINUX System Administrator	5	0	F
0607	0507030500			Computer Programming and Analysis	1059	438	X
0607	0507030502	B070400	8207340	PC Support Services	6440	4223	X
0607	0507030503			Computer Programming Specialist	88	36	X
0607	0507030600			Computer Information Technology	1242	785	X
0607	0507030601			Database Technology	89	63	X
0607	0507030602			Oracle Certified Database Administrator	8	6	X
0607	0507030603			Oracle Certified Database Developer	8	5	X
0607	0507030604			Microsoft Certified Database Administrator	16	8	X
0607	0507030605			Microsoft Certified Systems Developer	5	3	X
0607	0507030606			Information Technology Support Specialist	121	64	X
0607	0507030607			Information Technology Analysis	93	37	X
0607	0507030611			Oracle Software Engineering	4	4	X
0607	0507030612			Oracle Systems Administrator	19	7	X
0607	0507030613			Geographic Information System	2	1	X
0607	0507039902			Internet Services Technology	271	217	X
0607	0507039903			Web Development Specialist	70	65	X
0607	0507039904			Information Technology Administration	18	14	X
0607	0507039905	B070500	8207500	Web Design Services	18891	11265	X
0607	0507039906		8206400	Academy of Database and Programming Essentials	201	43	F
0607	0507039907	B079200		Web Programming Services	54	21	X
0607	0507040103	B070330	8212500	Administrative Assistant	17945	19229	X
0607	0507060200	B070602	8200200	Court Reporting	9	217	M
0607	0507060201			Court Reporting Technology	2	24	M
0607	0507060203	B070603	8207600	Voice Writing	1	15	M
0607	0507060300			Office Administration	123	1547	M
0607	0507060301			Office Management	34	330	M

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0507060302			Office Support	20	114	M
0607	0507060304			Office Specialist	12	134	M
0607	0507060305			Medical Office Management	1	68	M
0607	0507060403	B072000	8212000	Legal Administrative Specialist	2	21	M
0607	0507060403	B072000	8212000	Legal Administrative Specialist	771	1186	X
0607	0507060503	B070300	8212300	Medical Administrative Specialist	114	955	M
0607	05070701PA		8207010	Emerging Technology in Business	617	603	X
0607	05070797PA		8200330	Computer and Business Skills	5660	5331	X
0607	05070798PA		8200320	Keyboarding and Business Skills	4960	4895	X
0607	0507080106	B070600	8209600	Digital Design	9339	8220	X
0607	0507999901		8200100	Business Education Directed Study	580	783	X
0607	0507999902	B079100	8218100	Customer Assistance Technology	19	60	M
0607	0507999902	B079100	8218100	Customer Assistance Technology	4544	4925	X
0607	0507999903		8200211	Computer Applications in Business 3	1123	714	X
0607	0507999904		8200212	Computer Applications in Business 4	7	2	F
0607	05079999CP	B079999	8200410	Business Cooperative Education- OJT	2175	2962	X
0607	05079999EX		8200210	Computer Applications in Business 2	8180	7185	X
0607	05079999LS		8200120	Business Leadership Skills	1173	1141	X
0607	05079999MS		8200220	Computer Applications in Business 1	11220	9401	X
0607	05079999OM	B079998	8200420	Business Cooperative Education Organization and Management	265	377	X
0607	05079999OR		8200110	Business Keyboarding	11109	10050	X
0607	0510010100	B077400	8207400	New Media Technology	1679	1200	X
0607	0510019900	B070200	8212400	Multimedia Design Technology	45	18	X
0607	0606200100	I062001		Industrial Foremanship and Supervision	0	0	X
0607	0606200101			Industrial Management Technology	365	71	F
0607	0609999900		8771100	Academy of Journalism	58	179	M
0607	0610010200			Film Production Technology	217	77	X
0607	0610010201	I100112	8772200	Film Production Equipment Operations	66	55	X
0607	0610010202			Digital Media/Multimedia Technology	691	402	X
0607	0610010204			Motion Picture Production	6	2	F
0607	0610010205			Motion Picture Post-Production	1	1	X
0607	0610010206			Motion Picture Production Management	5	1	F
0607	0610010207			Digital Media/Multimedia Production	33	14	X
0607	0610010208			Web Production	7	9	X
0607	0610010209			Digital Media/Multimedia Authoring	6	4	X
0607	0610010210			Digital Media/Multimedia Video Production	28	22	X
0607	0610010211			Digital Media/Multimedia Instructional Tech	46	15	F
0607	0610010212			Digital Television and Media Production	57	25	X
0607	0610010213			Television Studio Production	0	1	M
0607	0610010214			Digital Video Fundamentals	4	2	X
0607	0610010216			Broadcast Production	2	1	X
0607	0610010217			Video Editing & Postproduction	20	6	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0610010218			Webcast Technology	2	0	F
0607	0610010219			Digital Media/Multimedia Presentation	0	1	M
0607	0610010300			Photographic Technology	123	292	X
0607	0610010401	I100114		Radio Broadcasting	2	1	X
0607	0610010402			Radio and Television Broadcast Programming	92	60	X
0607	0610010403	I100104	8772100	Television Production	6602	4896	X
0607	0610030400	I480200	8718100	3-D Animation Technology	62	10	F
0607	0612010100	I120101	8733000	Dry Cleaning and Laundering	39	23	X
0607	0612040200	I120402	8757100	Barbering	196	46	F
0607	0612040303	I120404	8757200	Cosmetology	502	7054	M
0607	0612040304	I120414	8757300	Nails Specialty	30	1135	M
0607	0612040305	I120424	8757400	Facials Specialty	26	777	M
0607	0615010100			Architectural Design & Construction Technology	486	167	X
0607	0615010101			Drafting	150	53	X
0607	0615020200			Drafting and Design Technology	842	299	X
0607	0615020204			AutoCAD Foundations	185	84	X
0607	0615020300	I150203		Surveying and Mapping Technology	0	0	X
0607	0615030200			Electrical Power Technology	7	1	F
0607	0615030201			Electrical Distribution Technology	25	0	F
0607	0615030202			Electrical Distribution, Advanced Certificate	5	0	F
0607	0615030203			Electrical Distribution, Basic Certificate	27	1	F
0607	0615030300	I150303	8730000	Electronic Technology	808	100	F
0607	0615030301			Electronics Engineering Technology	746	76	F
0607	0615030302			Telecommunications Engineering Technology	59	4	F
0607	0615030304			Cable Installation	29	13	X
0607	0615030305			Television System Support	1	0	F
0607	0615030306			Network Communications (LAN)	6	0	F
0607	0615030307			Network Communications (WAN)	10	0	F
0607	0615030308			Wireless Communications	14	2	F
0607	0615040100	I150401		Biomedical Equipment Technology	20	10	X
0607	0615040101			Biomedical Engineering Technology	119	21	F
0607	0615040200			Computer Engineering Technology	1318	213	F
0607	0615040201			Cisco CCNA	171	27	F
0607	0615040202			Microcomputer Repairer/Installer	85	16	F
0607	0615040203			Computer Specialist	75	9	F
0607	0615040204			Network Systems Developer	12	2	F
0607	0615040300	I150403		Electromechanical Technology	0	1	M
0607	0615040400	I150404		Electrical and Instrumentation Technology	58	2	F
0607	0615040400	I150404		Electrical and Instrumentation Technology	27	10	X
0607	0615049901			Computer Integrated Manufacturing	88	21	F
0607	0615049902	I150499		Micro Electronics Manufacturing Processing	0	0	X
0607	0615049903	I470304	8744000	Academy of Public Works	80	16	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0615050100			Air Conditioning,Refrigeration, & Heating Systems	79	1	F
0607	0615050101			Residential Air Conditioning, Refrigeration & Heating Systems Assistant	6	0	F
0607	0615050102			Residential Air Conditioning, Refrigeration & Heating Systems Technician	15	0	F
0607	0615060300	I150603		Industrial Technology	0	0	X
0607	0615060302			Manufacturing Technology	57	17	F
0607	0615060600	I150606		Optical Technology	0	0	X
0607	0615070100	I150701		Occupational Safety and Health Technology	1	0	F
0607	0615070101			Safety Engineering Technology	4	4	X
0607	0615079901	I150799		Mine Safety and Health	0	0	X
0607	0615080100			Aerospace Technology	56	9	F
0607	0615080300			Automotive Service Management Technology	488	31	F
0607	0615080400			Marine Engineering, Management & Seamanship	26	4	F
0607	0615080401			Marine Technology	13	1	F
0607	0615100101			Building Construction Technology	651	157	F
0607	0615100103			Building Construction Specialist	69	22	F
0607	0615999900	I159999		Engineering Related Technology	0	0	X
0607	0620040100			Culinary Management	338	313	X
0607	0620040101			Culinary Arts	32	27	X
0607	0620040201			Baking & Pastry Management	18	64	M
0607	0620040202			Baking & Pastry Arts	5	30	M
0607	0620040300	I200403	8763000	Commercial Foods and Culinary Arts	3247	3232	X
0607	0626061600			Biotechnology	5	24	M
0607	0641030100			Chemical Technology	57	106	X
0607	0641030101			Chemical Laboratory Specialist	1	8	M
0607	0646010203	I463112	8722900	Brick and Block Masonry	334	11	F
0607	0646010204	I463113	8722600	Concrete Masonry	154	40	F
0607	0646010300	I460103	8723100	Tile Setting	37	5	F
0607	0646020105	I460202	8722100	Carpentry	3296	379	F
0607	0646020106			Carpentry Management	9	1	F
0607	0646020107			Construction Carpentry Assistant	2	0	F
0607	0646020108			Construction Carpentry Technician	4	0	F
0607	0646030202	I460312	8727200	Electricity	1580	103	F
0607	0646030203	I460313	8706300	Industrial Electricity	101	10	F
0607	0646030204	I460314		Electrician	38	2	F
0607	0646030205			Construction Electricity Management	30	1	F
0607	0646030206			Construction Electricity Assistant	3	1	F
0607	0646030207			Construction Electricity Technician	5	1	F
0607	0646030300	I460303		Electrical Line Service and Repair	94	7	F
0607	0646040102	I460401	8720300	Building Construction Technologies	4059	358	F
0607	0646040400	I460404		Drywall Installation	0	0	X
0607	0646040500	I460405	8721400	Floor Covering Installation	0	0	X

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0646040600	I460406		Glazing	0	0	X
0607	0646040700	I460407		Commercial and Industrial Insulation	0	0	X
0607	0646040800	I460408	8721500	Painting and Decorating	25	9	X
0607	0646040900	I460409	8723600	Plastering	6	0	F
0607	0646041000	I460410		Roofing	0	0	X
0607	0646049900	I480519		Structural Steel Work	0	0	X
0607	0646049901	I460499		Roadway Technician	0	0	X
0607	0646050202	I460512	8721800	Fire Sprinkler System Technology	0	0	X
0607	0646050302	I460513	8721600	Plumbing Technology	201	20	F
0607	0646050303	I460514		Industrial Pipefitter	12	3	F
0607	0646050304			Plumbing Management	6	1	F
0607	0646050305			Plumber Assistant	12	3	F
0607	0646050306			Plumber Technician	6	0	F
0607	0646999901	I469919	8725600	Blueprint Reading and Estimation	23	12	X
0607	0646999902	I469929		Related Industrial Technology	73	3	F
0607	0646999903	I469939	8720000	Swimming Pool Maintenance	0	0	X
0607	06469999CP	I469999	8700400	Industrial Cooperative Education - OJT	331	127	X
0607	06469999PA		8700300	Practical, Technical and Industrial Occupations	476	153	F
0607	0647010200	I470102	8716000	Commercial Business Machine Maintenance	0	0	X
0607	0647010300	I470103		Communication Electronics	1	0	F
0607	0647010301	I470301	8730200	Telecommunications Technology	115	35	F
0607	0647010302	I470305		Wireless Telecommunications	121	19	F
0607	0647010400	I470104	8732100	Computer Systems Technology	2947	444	F
0607	0647010500	I470105		Industrial Electronics	0	0	X
0607	0647010601	I470106	8706000	Major Appliance and Refrigeration Repair	125	6	F
0607	0647019900	I470113	8730100	Consumer Electronic Product Servicing	32	0	F
0607	0647019901	I470199		Avionics	76	4	F
0607	0647019903	I470129	8730300	Electronic System Assembly	17	0	F
0607	0647020202	I470202		Refrigeration Technology	28	0	F
0607	0647020302	I470203		Air Conditioning, Refrigeration and Heating Technology (PS)	2083	37	F
0607	0647020303		8723000	Air Conditioning, Refrigeration and Heating Technology	318	26	F
0607	0647030200	I470302		Heavy Equipment Mechanics	36	1	F
0607	0647030300	I470303	8743100	Industrial Machinery Maintenance	105	10	F
0607	0647030301		8743000	Engineering Assisting	269	46	F
0607	0647030302	I470313	8743200	Millwright	32	1	F
0607	0647040100	I470401		Instrument Repair	5	3	X
0607	0647040800	I470408		Clock/Watch Making and Repair	0	0	X
0607	0647060300	I470603	8709000	Automotive Collision Repair and Refinishing	2450	186	F
0607	0647060301	I470613		Tractor and Trailer Body Repair and Refinishing	0	0	X
0607	0647060302	I470623	8710000	Automotive Detailing and Reconditioning	348	12	F
0607	0647060401	I470614		Autotronics	1	0	F
0607	0647060405	I470608	8709400	Automotive Service Technology	12580	1039	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0647060406	I470604		Advanced Automotive Technology	289	8	F
0607	0647060407			Dealer-Specific Automotive Technology	234	9	F
0607	0647060501	I470605	8742000	Heavy Duty Truck and Bus Mechanics	783	35	F
0607	0647060600	I470606	8766000	Gasoline Engine Service Technology	751	34	F
0607	0647060601	I470616	8766100	Motorcycle Service Technology	126	3	F
0607	0647060700	I470612	8715100	Aircraft Airframe Mechanics	521	35	F
0607	0647060800	I470622	8715200	Aircraft Powerplant Mechanics	494	22	F
0607	0647069900	I470698		Recreational Vehicle Service Technician	0	0	X
0607	0647999901		8700100	Industrial Education Directed Study	395	369	X
0607	0648010102		8725000	Drafting Technologies	1554	468	F
0607	0648010201	I480112	8725400	Architectural Drafting	1499	554	X
0607	0648010301	I480113	8725500	Structural Drafting	124	31	F
0607	0648010401	I480114	8725200	Electrical Drafting	1	2	X
0607	0648010402	I480115	8725100	Electronic Drafting	20	16	X
0607	0648010501	I480116	8725300	Mechanical Drafting	267	110	X
0607	0648020100	I480201	8739000	Printing and Graphic Communications	482	274	X
0607	0648020101	I480205		Digital Printing Technology	10	1	F
0607	0648020300	I480203	8718000	Commercial Art Technology	1610	1120	X
0607	0648020400	I480204	8772000	Commercial Photography Technology	242	412	X
0607	0648029900	I480202		Commercial Sign Design and Fabrication	0	0	X
0607	0648030300	I480303	8775000	Upholstery and Furniture Refinishing	0	0	X
0607	0648030301	I480313	8775500	Automotive Upholstery and Trim	0	0	X
0607	0648050301	I480513		Automotive Machine Shop	0	0	X
0607	0648050302	I480503	8754000	Machining	330	12	F
0607	0648050400	I480504	8754300	Precision Metal Fabrication	10	0	F
0607	0648050600	I480506	8754100	Sheet Metal Fabrication Technology	54	6	F
0607	0648050802	I480500	8754500	Applied Welding Technologies	2338	170	F
0607	0648060200	I480602	8745500	Jewelry Making and Repair	29	36	X
0607	0648060400	I480604		Industrial Plastics	0	0	X
0607	0648060401			Plastics Engineering Technology	5	0	F
0607	0648070302	I480704	8720100	Cabinetmaking	1194	198	F
0607	0648079901	I480799	8721000	Boatbuilding-Wood and Fabricated	0	0	X
0607	0649010200			Professional Pilot Technology	309	24	F
0607	0649010400			Aviation Operations	68	11	F
0607	0649010401			Aviation Maintenance Management	196	15	F
0607	0649010402			Aviation Administration	183	68	X
0607	0649010403			Airline/Aviation Management	9	2	F
0607	0649010404			Air Cargo Management	1	0	F
0607	0649010406			Passenger Service Agent	1	3	M
0607	0649010500	I490105		Air Traffic Control	0	0	X
0607	0649020200	I490202		Heavy Equipment Operation	76	3	F
0607	0649020500	I490205		Commercial Vehicle Driving	937	120	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0649020501	I490215		School Bus Driver Training	324	341	X
0607	0649020502	I490251		Commercial Class B Driving	73	8	F
0607	0649030100	I490301		Basic Maritime Operations	0	0	X
0607	0649030300	I490303	8751200	Commercial Fishing	29	9	F
0607	0649030600	I490306	8751000	Marine Service Technology	712	31	F
0607	0649030601	I490316	8751300	Boat and Yacht Repair/Refinishing Technology	101	9	F
0607	0650040200			Graphics Technology	987	966	X
0607	0650040201			Graphic Arts Technology	18	34	X
0607	0650040202			Graphic Design Support	12	17	X
0607	0650040203			Interactive Media Support	5	2	X
0607	0650040204			Graphic Design Production	51	54	X
0607	0650040205			Interactive Media Productions	28	7	F
0607	0650099900			Music Production Technology	585	177	F
0607	0650099901			Audio Technology	45	10	F
0607	0650999901			Theater and Entertainment Technology	90	113	X
0607	0650999902			Stage Technology	21	3	F
0607	0709080100	P090101		Public Safety Telecommunication	1	0	F
0607	0713100301			Sign Language Interpretation	52	388	M
0607	0713100302	P131023		Sign Language Communication	0	0	X
0607	0713100303			Translation-Interpretation Studies	19	61	M
0607	0713100304			Interpretation Studies	1	1	X
0607	0713100305			Translation Studies	3	13	M
0607	0713129901			Instructional Services Technology	19	91	M
0607	0713129902	P131299	8909000	Teacher Assisting	3954	7185	X
0607	0713129904			Educational Assisting	0	7	M
0607	0715020101			Civil Engineering Technology	202	48	F
0607	0715029901		8915000	Civil Engineering Aide	0	0	X
0607	0715050603	P150507		Water Treatment Technologies	55	7	F
0607	0715050604	P150527		Wastewater Treatment Technologies	43	5	F
0607	0715050606	P150509		Advanced Water Treatment Technologies	4	0	F
0607	0715059901			Environmental Science Technology	103	76	X
0607	0715059902		8913000	Land Resources Technology	259	166	X
0607	0715059903		8914000	Air Quality Technology	0	0	X
0607	0715059904		8916000	Water Resources Technology	28	11	X
0607	0715059905			Assessment and Safety Compiance Specialist	0	0	X
0607	0715059906			Hazardous Materials Specialist	1	0	F
0607	0722010300			Legal Assisting	437	2697	M
0607	0731010100			Parks and Leisure Services Technology	8	5	X
0607	0736019901			Recreation Technology	54	32	X
0607	0743010200	P430102		Correctional Officer	2175	1441	X
0607	0743010201	P430112		Auxiliary Correctional Officer	1	0	F
0607	0743010202	P430122		Correctional Probation Officer	93	151	X

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0743010203	P430132		Crossover from Correctional Officer to Correctional Probation Officer	5	6	X
0607	0743010204	P430142		Crossover from Correctional Probation Officer to Correctional Officer	0	0	X
0607	0743010205	P430152		Crossover from Law Enforcement Officer to Correctional Officer	17	4	F
0607	0743010206	P430162		Crossover from Law Enforcement Officer to Correctional Probation Officer	3	1	F
0607	0743010300			Criminal Justice Technology	2340	1922	X
0607	0743010600			Crime Scene Technology	119	469	M
0607	0743010601			Crime Scene Technician	55	222	M
0607	0743010700	P430105		Law Enforcement Officer	3036	735	F
0607	0743010701	P430115		Auxiliary Law Enforcement Officer	63	10	F
0607	0743010702	P430125		Crossover from Correctional Officer to Law Enforcement Officer	257	48	F
0607	0743010703	P430107		Crossover from Correctional Probation Officer to Law Enforcement Officer	11	1	F
0607	0743010900	P430109	8918031	Private Security Officer	1129	531	X
0607	0743010903	P430135		Bail Bond Agent	49	61	X
0607	0743019900	P430199	8918000	Criminal Justice Operations	4067	4455	X
0607	0743019904		8900220	Exploration of Criminal Justice Occupations	86	89	X
0607	0743020100			Fire Science Technology	1346	160	F
0607	0743020103	P430201		Special Firesafety Inspector	0	0	X
0607	0743020200	P430204		Fire Inspector I	132	25	F
0607	0743020200	P430204		Fire Inspector I	3	2	X
0607	0743020201	P430202		Fire Investigator I	0	0	X
0607	0743020300	P430205	8918100	Fire Fighter II	2933	328	F
0607	0743020302	P430203		Fire Apparatus Operator	275	22	F
0607	0743020306	P430206		Fire Officer I	160	12	F
0607	0743029900	P430207		Fire Instructor	76	8	F
0607	07439997PA		8900330	Principles of Public Service	384	404	X
0607	0743999901	P439991		Police Service Aide	43	37	X
0607	0743999910		8900100	Public Service Education Directed Study	83	138	X
0607	07439999CP	P439999	8900410	Public Service Cooperative Education - OJT	6	10	X
0607	07439999EX		8900210	Exploration of Public Service Occupations	130	153	X
0607	0744040101	P440401		Public Administration Supervision	0	0	X
0607	0744040102			Emergency Administration and Management	43	29	X
0607	0744040103			Emergency Administrator and Manager	16	4	F
0607	0744060100	P440699		Solid Waste Disposal Operation	0	0	X
0607	0801060602	A01061R		Nursery Management - APPR	11	6	X
0607	0801060603	A01062R		Nursery Technician - APPR	18	8	X
0607	0815020300	I15020R		Surveying and Mapping Technology - APPR	130	6	F
0607	0815030300	I15030R		Electronic Technology - APPR	0	0	X
0607	0820020210	V20021R		Early Childhood Education - APPR	24	1272	M
0607	0820040103	V20040R		Culinary Operations - APPR	46	30	X
0607	0820040300	I20040R		Commercial Foods and Culinary Arts - APPR	96	43	X
0607	0820040301	I20041R		Commercial Foods - APPR	0	0	X
0607	0821010100		8600100	Technology Studies	5528	1825	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0821010200		8600700	Construction Technology	5996	712	F
0607	0821010300		8600800	Drafting/Illustrative Design Technology	11016	2524	F
0607	0821010400		8600900	Electronics Technology	612	80	F
0607	0821010500		8601200	Transportation Technology	1041	88	F
0607	0821010501		8601300	Power and Energy Technology	14	4	F
0607	0821010600		8601000	Communications Technology	6833	4086	X
0607	0821010700		8601100	Materials and Processes Technology	4640	936	F
0607	0821011400		8604000	Production Technology	1760	333	F
0607	0821011700		8607000	Engineering Technology	5357	782	F
0607	0821011800		8600080	Aerospace Technologies	755	95	F
0607	08210122EX		8600000	Integrated Technology Studies	32524	21624	X
0607	08210128PA		8600400	Technology Systems	1960	771	X
0607	08210199CP		8601800	Work-Based Experience	114	44	X
0607	08210200CP		8601900	Advanced Technology Applications	798	162	F
0607	0843020300	P43020R		Fire Fighter II - APPR	224	13	F
0607	0846010203	I46311R		Brick and Block Masonry - APPR	570	8	F
0607	0846010204	I46312R		Brick and Tile Masonry - APPR	0	0	X
0607	0846010300	I46010R		Tile Setting - APPR	82	5	F
0607	0846020105	I46020R		Carpentry - APPR	691	20	F
0607	0846030204	I46032R		Electrician - APPR	6219	205	F
0607	0846030300	I46030R		Electrical Line Service and Repair - APPR	259	1	F
0607	0846040102	I46040R		Building Construction Technologies - APPR	125	11	F
0607	0846040600	I46041R		Glazing - APPR	186	4	F
0607	0846040700	I46042R		Commercial and Industrial Insulation - APPR	109	2	F
0607	0846040800	I46043R		Painting and Decorating - APPR	258	34	F
0607	0846040900	I46044R		Plastering - APPR	35	0	F
0607	0846041000	I46045R		Roofing - APPR	0	0	X
0607	0846049900	I48051R		Structural Steel Work - APPR	342	6	F
0607	0846049901	I46049R		Roadway Technician - APPR	31	1	F
0607	0846050202	I46051R		Fire Sprinkler System Technology - APPR	550	5	F
0607	0846050302	I46052R		Plumbing Technology - APPR	1437	39	F
0607	0846050303	I46053R		Industrial Pipefitter - APPR	290	3	F
0607	0846999903	I46993R		Swimming Pool Maintenance - APPR	0	0	X
0607	0847010301	I47034R		Telecommunications Technology - APPR	13	1	F
0607	0847010601	I47010R		Major Appliance and Refrigeration Repair - APPR	0	0	X
0607	0847020202	I47020R		Refrigeration Technology - APPR	0	0	X
0607	0847020302	I47021R		Air Conditioning, Refrigeration and Heating Technology (PS) - APPR	1573	25	F
0607	0847030200	I47030R		Heavy Equipment Mechanics - APPR	99	2	F
0607	0847030300	I47031R		Industrial Machinery Maintenance - APPR	133	3	F
0607	0847030302	I47032R		Millwright - APPR	0	0	X
0607	0847060300	I47060R		Automotive Collision Repair and Refinishing - APPR	33	2	F
0607	0847060405	I47061R		Automotive Service Technology - APPR	61	0	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	0848029900	I48020R		Commercial Sign Design and Fabrication - APPR	116	20	F
0607	0848050302	I48050R		Machining - APPR	88	9	F
0607	0848050600	I48052R		Sheet Metal Fabrication Technology - APPR	372	9	F
0607	0848050802	I48054R		Applied Welding Technologies - APPR	0	0	X
0607	0848050802	I48054R		Applied Welding Technologies - APPR	64	0	F
0607	0848060400	I48060R		Industrial Plastics - APPR	0	0	X
0607	0849020200	I49020R		Heavy Equipment Operation - APPR	124	4	F
0607	0891010001	E92010R		Pre-Apprenticeship - APPR	0	0	X
0607	0920010100	C200101		Home and Family Management	0	0	X
0607	0920010101	C200111		Parenting	1	0	F
0607	09200102PA		8500310	Child Development	2515	12402	M
0607	09200104PA		8500120	Personal and Family Finance	217	383	X
0607	0920010600		8502000	Life Management Skills	11024	10579	X
0607	09200111PA		8500380	Principles of Clothing Construction	385	2472	M
0607	09200112PA		8500390	Principles of Food Preparation	8817	11762	X
0607	09200113PA		8500300	Parenting Skills	1220	6160	M
0607	09200115PA		8500395	Food Science Technology	449	545	X
0607	09200116PA		8500345	Family Dynamics	1645	4250	X
0607	09200117PA		8500355	Nutrition and Wellness	8788	11763	X
0607	09200118PA		8500365	Family, Home and Consumer Technology	1818	3356	X
0607	09200119PA		8500375	Blueprint for Professional Success	1238	1509	X
0607	09209921EX		8500230	Personal Development	5999	6869	X
0607	100110101P		8300330	Workplace Technology Applications	224	241	X
0607	10988610CP	D886100	8303000	Diversified Career Technology	7893	8674	X
0607	10988620CP	D886200	8300420	Cooperative Diversified Education - OJT	2788	2859	X
0607	10988630CP	D886300	8300430	Guided Workplace Learning	2267	2538	X
0607	10988640CP		8301600	Work Experience	3800	2599	X
0607	10988650CP	D988650	8300310	Workplace Essentials	3829	3638	X
0607	10988660PA		8300320	Practical Arts General	6264	6799	X
0607	1098999901		8300100	Diversified Education Directed Study	163	173	X
0607	109899990R		9100110	Orientation to Career and Technical Occupations	663	660	X
0607	10989999EX		9100210	Exploration of Career and Technical Occupations	2135	1781	X
0607	11430199SN	S430123		Vocational Employability Skills for Adults	645	397	X
0607	11990007SN		9001820	Vocational Employability Skills for Youth	3506	463	F
0607	1213109901		7980010	Exploratory Education	987	587	X
0607	1213109902		7980020	Practical Arts Education	387	193	X
0607	1213109903		7980030	Job Preparatory Education	1082	465	X
0607	1213109904		7980040	Agriculture Education	377	214	X
0607	1213109905		7980050	Business Technology Education	566	327	X
0607	1213109906		7980060	Diversified Education	402	209	X
0607	1213109907		7980070	Health Science Education	20	18	X
0607	1213109908		7980080	Family and Consumer Sciences Education	547	413	X

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix N

Community College and Technical Center Management Information Systems
2006-07 Enrollments used to Determine Perkins Non-Traditional Indicators
For Perkins IV Processing

Year	CIP_NUMBER	PSVPC	SVPC	CIP_TITLE	MEnroll	FEnroll	0607_NT_Indicator
0607	1213109909		7980090	Industrial Education	290	51	F
0607	1213109910		7980100	Marketing Education	74	21	F
0607	1213109911		7980190	Technology Education	618	204	F
0607	1213109912		7980110	Career Preparation	5394	2685	X
0607	1213109913		7980120	Career Experiences	4132	2487	X
0607	1213109914		7980130	Career Placement	3457	1399	X
0607	1213109915		7980150	Supported Competitive Employment	171	102	X
0607	13990002SN	S990002	9001810	Vocational Education for Students with Disabilities	219	174	X
0607	13990003SN	S990003	9001910	Vocational Work Evaluation	3	1	F
0607	13990004SN	S990004		Supported Competitive Employment for Adults with Disabilities (Phase I)	12	9	X
0607	1400002000		8002000	Technical Systems and Applications	816	820	X
0607	1498999901		8000200	M/J Exploratory Career Wheel 1	8575	7609	X
0607	1498999902		8000210	M/J Exploratory Career Wheel 2	5501	4716	X
0607	1498999903		8000220	M/J Exploratory Career Wheel 3	5286	5090	X
0607	1498999904		8000230	M/J Exploratory Career Wheel 4	1865	1723	X
0607	1498999905		8000240	M/J Exploratory Career Wheel 5	937	972	X
0607	1498999906		8000250	M/J Exploratory Career Wheel 6	783	571	X
0607	1691010001	E920100	8000100	Pre-Apprenticeship	245	26	F

Sources: CC SDB, WDIS SDB, Secondary Survey 5 2006-07

Appendix O
Quality Management System

Appendix O.1

WORKFORCE EDUCATION QUALITY ASSURANCE SYSTEM

A WAY OF WORK

The Florida Department of Education, Division of Workforce Education, in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance section of the Bureau of Grants Administration and Compliance is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

PURPOSE OF MONITORING

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. The timely identification of non-compliance provides a framework to make changes that are expected to result in programs becoming more efficient and effective. However, a comprehensive and multi-dimensional Quality Assurance 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.

AUTHORITY

The Florida Department of Education (FDOE) receives federal funding from the US Department of Education for Career and Technical Education (CTE) under the Carl Perkins Act of 2006 FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor sub recipients to ensure compliance with federal requirements, including Florida's approved federal plans for CTE, as specified in 34 CFR 76.770, 34 CFR 80.40 of the Education Department General Administrative Regulations (EDGAR), OMB Circular A-133, S.___.400, and S.215.86, S.1004.92, and S.1008.32, Florida Statutes.

STRATEGIC IMPERATIVE

The Florida Department of Education operates within the following guiding principles: a coordinated K-20 seamless system, student-centered, access, equity and academic excellence, and flexibility. Strategic imperatives have also been developed to assist the department in long range planning efforts. Specifically, the Division of Workforce Education focuses on the following strategic imperative "Appropriately Aligning the Workforce's Education with the Skill Requirements of the New Economy," which includes aligning curriculum and skill sets to meet the needs of employers, marketing initiatives, expanded enrollments, and program improvement plans.

STAKEHOLDER INVOLVEMENT

The Division of Workforce Education is committed to the inclusion of stakeholder involvement in the quality assurance process. Participation of school districts, community colleges and universities, colleges, community/faith-based organizations, students and families and Division staff ensures a dynamic and transparent system. As the monitoring process is developed and implemented, it will change and be enhanced based upon the input of stakeholders in addition to implementation activities. An Advisory Committee will be appointed to provide input and identify statewide trends; focus groups may be used to address single topic issues.

PROVIDER SELECTION

Providers are selected for specific monitoring strategies. Various sources of data are used throughout the implementation of the Quality Assurance System. Providers are ranked on performance indicators; a risk

assessment is conducted using a Risk Matrix; and, a review of critical factors is completed to determine appropriate monitoring strategy (ies) to be implemented.

DATA REVIEW

The compliance and level of performance of services delivered by each provider requires continuous monitoring. Data is a key accountability tool used to measure past and present performance. The review of various sources of data is an integral part of the activities which will support the appropriate monitoring strategy for selected service providers.

KEY PERFORMANCE INDICATORS

Providers are ranked on the level of achievement on core indicators of performance specific to Career and Technical Education. If the summary data requires the application of values and/or weights, the compliance team will consult with the appropriate Workforce Education staff.

RISK ASSESSMENT

Risk assessment is a process used to evaluate variables associated with workforce education grants and assign a rating for the level of risk to the Florida Department of Education and the Division of Workforce Education associated with each provider. Such factors may include the total amount of agency funding from grants; number of grants administered; number of years experience in the program operation, administration and implementation of grants; audit or monitoring findings; and key organizational changes.

Specific operational risk factors are applied to each provider using a scale of specific criteria. A value is assigned for each criterion on the scale; the value is multiplied by the risk factor weight, resulting in a total number of points for the specific risk factor. The total number of points accumulated from all the risk factors identifies the level of risk for the agency. The higher the score indicates the greater the level of risk. The risk assessment is used by the Quality Assurance Team to determine the monitoring strategy, if any, appropriate for each provider with the more comprehensive strategy, for example, an on-site visit, for a provider deemed to be highest risk.

There may be circumstances which may warrant on-site monitoring or other strategies, regardless of a provider risk assessment score. As agencies are scored during the risk assessment process, the Quality Assurance Team may seek input from internal DOE personnel regarding agency-specific circumstances that may warrant a specific monitoring strategy. Such issues may include, but not be limited to: staffing; high rate of staff turnover; timeliness of report submission; responses to requests for information; history of amendments; observations; and, others. The summary of such factors will be assigned low, medium, and high risk ratings to be considered in determining the monitoring strategy to be implemented.

MONITORING STRATEGIES

The Quality Assurance System includes various monitoring strategies to insure a comprehensive and multi-dimensional Quality Assurance System. Examples of such strategies include phone calls, emails, conference calls, video conferences, self-assessment, and completion of self-monitoring activities, records review, grant reviews, targeted technical assistance, system improvement plans/corrective action plans, on-site visits, verification, and/or referrals for fiscal or data reviews. Monitoring may take place on or off site. The intensity, frequency and purpose of use may vary according to the monitoring strategy required by the agency.

Specific on- and off-site strategies used to collect information include documentation reviews, interviews and observations. Both program-specific and fiscal areas are addressed. Compliance monitoring uses standardized monitoring instruments that are customized based on the terms or conditions of a particular grant or regulatory authority. The following activities may be included as part of the monitoring process:

- Communication and Notification
- Interviews – administrative, finance, instructors, students and families etc.
- Observations - Classroom, campus and events
- Records review - administrative, program, personnel, financial.
- Student case studies
- Surveys
- Reporting
- Targeted Technical Assistance

- Corrective Action / Continuous Improvement Plans
- Verification and Closure

Using the methods and tools for compliance monitoring, the Quality Assurance Team shall verify that the provider is complying with the following terms where applicable:

- the provider is delivering the approved services
- the provider is complying with the pertinent statutes and regulations
- the provider is serving the defined target population
- the students being served are eligible to receive services
- provider's staff meets prescribed professional qualifications
- equipment acquired under the grant is inventoried on a regular basis
- student records are up-to-date and complete
- fiscal requirements are met

SELF ASSESSMENT TOOL

The self assessment tool is a monitoring strategy that may be used voluntarily or as directed by the Bureau. Providers may choose to apply the tool or parts of the tool on a regular basis to ensure continuous compliance with the applicable federal law, regulations and circulars, state statutes and rules. The self assessment tool includes program and fiscal requirements.

PROMISING PRACTICES

While the purpose of the on-site monitoring visit is to assess for compliance with grant requirements, during the review process, the Quality Assurance Team may identify strengths or promising practices that produce measurable, high quality results that may be helpful to other providers. When these practices are identified, the Quality Assurance Team should obtain provider cooperation to describe the process used and the result generated and the provider's permission for this information to be shared with others; the Quality Assurance Team may request a summary of the promising practice activity.

RESOLUTION ACTIVITIES

Resolution activities identify those specific steps/strategies to be taken by the provider that will address and resolve either non-compliance or the lack of achievement with performance indicators, or both.

System Improvement Plan: When a provider is unable to meet the projected level of performance on specific indicators, a System Improvement Plan is required. Should program areas already require a plan, (S.123 of Perkins) duplication is not required; however, the approved form shall be used. The purpose of the plan is to target specific indicators for improvement. The following components shall be included in the plan:

- A statement of the purpose/goal of the plan
- Most current data applicable to the target indicator
- Strategies the provider will implement to assure its reaching the target
- Person(s) responsible for implementation of the strategy(ies)
- Evidence of change to enable any party to identify the effectiveness of the strategies and achievement of the desired outcome

Corrective Action Plan: Once a self-assessment or a Bureau monitoring activity is conducted, items of non-compliance are identified. In order to ensure the correction of those items, a Corrective Action Plan (CAP) is developed. The CAP must identify the finding, and the specific activities the provider will implement to ensure corrective action has been completed. Dates of completion are expected. The Bureau may work with the provider to ensure that the CAP is comprehensive and timely. All CAPS must be approved by the Bureau. The following components shall be included in the plan:

- A statement of the finding
- Action(s) by the provider to correct the finding and insure full compliance
- Person(s) responsible for implementation of the corrective actions
- Evidence of Change to enable any party to identify the effectiveness of the actions taken to insure full compliance.

TARGETED TECHNICAL ASSISTANCE

As areas of non-compliance are identified locally or systemically across the state, targeted technical assistance may be provided to support full compliance and systemic change for program improvement.

Targeted technical assistance addresses specific areas of identified need for an individual provider, a number of providers, or statewide, depending on the breadth of the identified need. This need may be identified through federal or state reviews and/or audits that demonstrate repeated issues of non-compliance thus, the need for systemic change. For example, targeted technical assistance may be provided statewide as a result of a federal monitoring finding to ensure that the finding is consistently and adequately interpreted and addressed. Targeted technical assistance may be provided by the Quality Assurance Team, other division or department staff, or through other sources outside the department.

REPORTING

All written communications will be directed to the Agency Head and copied to the designated contact person. Electronic mail may be used for communication between the Agency and the Department.

The daily debriefings between the agency and the monitoring team leader may address issues of concern or potential findings. The exit conference may also provide such information to the agency. Where findings are absolute, such information will be shared with the agency at the exit conference. It is also possible that the declaration of potential findings will not be made until further review of documentation is completed at the Bureau level. A draft report and a final report are issued by the Department.

The team leader will monitor and conduct follow-up activities to assure any item(s) in the action plan has / have been satisfactorily completed within the timelines. Once completed, the Bureau will issue a letter indicating completion of the action plan to the Agency Head and designated contact person. Copies of the final report will be provided to the appropriate parties within the agency and the Department.

ENFORCEMENT

Enforcement activities will be in place to insure that grants and contracts are implemented in a timely and ethical manner, in full compliance with regulatory requirements, to support the purpose and goals of the grant.

EVALUATION

All monitoring processes will be evaluated on a regular basis.

Appendix P
Allocations to Rural and Sparsely Populated Eligible Recipients

CARL D. PERKINS CAREER AND TECHNICAL ECUCATION ACT OF 2006
Rural Allocations
FY 2008-2009

The Allocation below is based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act

District	Allocation
Baker	$ 58,368
Bradford	$ 60,313
Calhoun	$ 40,815
Columbia	$ 111,710
Desoto	$ 67,333
Dixie	$ 41,960
Flagler	$ 117,467
Franklin	$ 40,154
Gadsden	$ 85,885
Gilchrist	$ 47,042
Glades	$ 38,362
Gulf	$ 44,442
Hamilton	$ 38,688
Hardee	$ 60,515
Hendry	$ 77,008
Highlands	$ 147,439
Holmes	$ 50,523
Jackson	$ 88,159
Jefferson	$ 45,285
Lafayette	$ 33,392
Levy	$ 74,321
Liberty	$ 35,460
Madison	$ 46,827
Nassau	$ 123,178
Okeechobee	$ 76,395
Putnam	$ 117,550
Suwannee	$ 74,973
Taylor	$ 50,661
Union	$ 40,030
Wakulla	$ 67,873
Walton	$ 117,564
Washington	$ 53,210
TOTAL	$ 2,172,902

Carl D. Perkins Career and Technical Education Act of 2006
Rural Allocations
Fiscal Year 2008-09

The Allocation below is based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act of 2006

County	Labor Force	Cumulative total of Column B	Proportionate Share of Column B & C (%)	Base Allocation of $25,000	Total Rural Allocation minus Cumulative Base	$ Amt Allocated without Base	Total $ Amt Allocated with Base
A	B	C	D	E	F	G	H
Baker	11,360	**467,397**	2.43%	$ 25,000	$ 1,372,902	$ 33,368	$ 58,368
Bradford	12,022	**467,397**	2.57%	$ 25,000	$ 1,372,902	$ 35,313	$ 60,313
Calhoun	5,384	**467,397**	1.15%	$ 25,000	$ 1,372,902	$ 15,815	$ 40,815
Columbia	29,520	**467,397**	6.32%	$ 25,000	$ 1,372,902	$ 86,710	$ 111,710
Desoto	14,412	**467,397**	3.08%	$ 25,000	$ 1,372,902	$ 42,333	$ 67,333
Dixie	5,774	**467,397**	1.24%	$ 25,000	$ 1,372,902	$ 16,960	$ 41,960
Flagler	31,480	**467,397**	6.74%	$ 25,000	$ 1,372,902	$ 92,467	$ 117,467
Franklin	5,159	**467,397**	1.10%	$ 25,000	$ 1,372,902	$ 15,154	$ 40,154
Gadsden	20,728	**467,397**	4.43%	$ 25,000	$ 1,372,902	$ 60,885	$ 85,885
Gilchrist	7,504	**467,397**	1.61%	$ 25,000	$ 1,372,902	$ 22,042	$ 47,042
Glades	4,549	**467,397**	0.97%	$ 25,000	$ 1,372,902	$ 13,362	$ 38,362
Gulf	6,619	**467,397**	1.42%	$ 25,000	$ 1,372,902	$ 19,442	$ 44,442
Hamilton	4,660	**467,397**	1.00%	$ 25,000	$ 1,372,902	$ 13,688	$ 38,688
Hardee	12,091	**467,397**	2.59%	$ 25,000	$ 1,372,902	$ 35,515	$ 60,515
Hendry	17,706	**467,397**	3.79%	$ 25,000	$ 1,372,902	$ 52,008	$ 77,008
Highlands	41,684	**467,397**	8.92%	$ 25,000	$ 1,372,902	$ 122,440	$ 147,439
Holmes	8,689	**467,397**	1.86%	$ 25,000	$ 1,372,902	$ 25,523	$ 50,523
Jackson	21,502	**467,397**	4.60%	$ 25,000	$ 1,372,902	$ 63,159	$ 88,159
Jefferson	6,906	**467,397**	1.48%	$ 25,000	$ 1,372,902	$ 20,285	$ 45,285
Lafayette	2,857	**467,397**	0.61%	$ 25,000	$ 1,372,902	$ 8,392	$ 33,392
Levy	16,791	**467,397**	3.59%	$ 25,000	$ 1,372,902	$ 49,321	$ 74,321
Liberty	3,561	**467,397**	0.76%	$ 25,000	$ 1,372,902	$ 10,460	$ 35,460
Madison	7,431	**467,397**	1.59%	$ 25,000	$ 1,372,902	$ 21,827	$ 46,827
Nassau	33,424	**467,397**	7.15%	$ 25,000	$ 1,372,902	$ 98,178	$ 123,178
Okeechobee	17,497	**467,397**	3.74%	$ 25,000	$ 1,372,902	$ 51,395	$ 76,395
Putnam	31,508	**467,397**	6.74%	$ 25,000	$ 1,372,902	$ 92,550	$ 117,550
Suwannee	17,013	**467,397**	3.64%	$ 25,000	$ 1,372,902	$ 49,973	$ 74,973
Taylor	8,736	**467,397**	1.87%	$ 25,000	$ 1,372,902	$ 25,661	$ 50,661
Union	5,117	**467,397**	1.09%	$ 25,000	$ 1,372,902	$ 15,030	$ 40,030

Carl D. Perkins Career and Technical Education Act of 2006
Rural Allocations
Fiscal Year 2008-09

The Allocation below is based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act of 2006

County	Labor Force	Cumulative total of Column B	Proportionate Share of Column B & C (%)	Base Allocation of $25,000	Total Rural Allocation minus Cumulative Base	$ Amt Allocated without Base	Total $ Amt Allocated with Base
A	B	C	D	E	F	G	H
Wakulla	14,596	**467,397**	3.12%	$ 25,000	$ 1,372,902	$ 42,873	$ 67,873
Walton	31,513	**467,397**	6.74%	$ 25,000	$ 1,372,902	$ 92,564	$ 117,564
Washington	9,604	**467,397**	2.05%	$ 25,000	$ 1,372,902	$ 28,210	$ 53,210
Total	**467,397**	**467,397**	**100.00%**	**$ 800,000**	$ 1,372,902	**$ 1,372,902**	**$ 2,172,902**

Original Allocation	$	2,172,902
Total Base Allocation	$	800,000
Remaining Balance	$	1,372,902

2008-2009 All amounts are estimates and are dependent on final award and final action of US DOE

DATA SOURCES **Florida's Rural Counties Source**: Florida Data Center
http://www.florida-arts.org/grants/RuralEconomicDevelopmentInitiative.htm
State of Florida Labor Force Summary http://www.labormarketinfo.com/library/laus.htm
The held harmless rule was removed for the 2008-2009 fiscal year as stated in FLDOE State Plan for the

Prepared By: Jennifer Selfe

Last Updated: 2/1/2008