

Florida Department of Education

Narrative for the Consolidated Annual
Report for 2004–2005

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

The Florida Department of Education is the sole state agency for the administration of Carl. D. Perkins funding. This responsibility for program management and fiscal oversight is housed within the Division of Community Colleges and Workforce Education, under the direction of the Vice Chancellor for Workforce Education, Dr. Bonnie C. Marmor. An organizational chart follows with illustrates the working functions within Workforce Education. (Please see Attachment A).

B. Organization of Vocational and Technical Education Programs

Career and Technical Education is provided by 67 school districts, 28 community colleges, university laboratory schools, and the Florida School for the Deaf and Blind, as well as Department of Juvenile Justice and Department of Corrections facilities. Florida provides three types of career and technical programs: exploratory programs, programs that provide broad technical skills and those which provide training for specific occupations. Programs that provide training for specific occupations are the subject of this report. Information is provided in three categories, including secondary career and technical education, postsecondary technical certificates, and postsecondary degrees.

Florida is in the process of organizing all career and technical education programs into career clusters and pathways that will combine rigorous academic and technical classes, offering a clear pathway for postsecondary training, obtainment of a technical certificate, and continuing towards the associate or baccalaureate degree and successful employment. The organizational process for career clusters will be accomplished within the next two years. Towards that purpose, a high-level staff position has been dedicated to accomplish this and the process will begin in January of 2006.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

- **Assessment**

Assessment for Career and Technical programs is data-driven. Thorough analysis of the performance measures is conducted annually, and the completion and placement data are reviewed to determine if programs should be added, deleted, or enhanced; if non-traditional and other

special population memberships are at acceptable levels; that students are leaving the program prepared for the workplace and self-sufficiency; if employers are satisfied with the student levels of education, work ethics, and technical abilities; and if student competencies need to be revised to reflect new industry or educational requirements.

- **Develop the Use of Technology**

The use of technology is stressed throughout Florida. State and regional workshops are conducted to ensure that career and technical instructors and administrators are aware of the latest technology. Statewide Technical Advisory Committees supporting each program area are convened to review curriculum to ensure that industry-standard technology is incorporated within frameworks curriculum to reflect latest industry requirements. New programs to prepare students for occupations related to emerging technology have been developed and implemented, including Digital Printing and E-Commerce. The Florida Department of Education is also convening an e-learning consortium, and additional staff has been dedicated for this initiative to keep ahead of trends and share resources and ideas.

- **Professional Development**

Professional Development is handled through a variety of ways, particularly through the Regional Training Councils. These Councils consist of five volunteer boards of administrators and teachers that identify regional staff development needs, and provide training to meet those needs. Districts and colleges can request individual training sessions specific to their needs as well as attend regional offerings. State department program area supervisors also provide updates, newsletters, and electronic communication to provide current information relevant to their program field. The Workforce Education's website provides access to a broad range of information, including manuals, reports, Perkins grant applications and guidelines, and curriculum frameworks for over 900 career and technical education programs. All teachers and administrators have access to a wide range of career development opportunities, particularly valuable for student counseling and advisement.

Division staff also provides a New Teacher Workshop and a New Director Workshop annually at the statewide Career and Technical Education Conference. The Technical Advisory Committees, composed of business and industry leaders and state-level staff, identify and make

recommendations for certification requirement revisions and changes in teacher preparation in the discipline areas.

- **Integration of Academics with Vocational and Technical Education**

A major emphasis for the Florida Department of Education is to support activities that bring together the integration of higher level academic skills with the increased rigor of technical programs. Standing committees of career and technical and academic staff continue to meet as new courses are developed. These committees review current and proposed frameworks and develop crosswalks of the career and technical education student performance standards with Florida's Sunshine State Academic Standards and the Florida Comprehensive Assessment Test (required for high school graduation). Ongoing studies are conducted to analyze the performance of students enrolled in career and technical education programs compared to students who do not participate in such programs. Three hundred and eighty six secondary career and technical education courses have been validated as being of sufficient rigor and relevance to count as elective credit to meet new state university entrance requirements. Agriscience Foundations I has been accepted by the Florida Legislature as a laboratory science course meeting requirements as a science credit for graduation and a core academic offering for college admission. A "Lesson Plan Library" has been developed and distributed to teachers throughout the state. These lesson plans incorporate the Florida Sunshine State Academic Standards, and were designed to assist practitioners to implement rigor and relevance in all class offerings.

Schools are encouraged to use local resources and Perkins funds to support other integration activities. Career academy models are used throughout the state, often organized around a career theme, featuring fully integrated curriculum, and involving career and technical educators and academic instructors working closely together. These integrated units are often project-based or incorporate real-world simulations that bring a new level of student involvement to the education process.

- **Preparation for Nontraditional Training and Improvement**

Nontraditional training and employment is supported by the Department in all areas through by a full-time staff position. Florida was one of two states that continued staffing this position when federal funding was eliminated. Florida has an Education Equity Act which parallels federal civil rights laws, requiring the development of strategies and methods to

increase participation of underrepresented groups, and requiring periodic reviews. All local agencies receiving funds must attest that these students will be served. Also, the Division of Community Colleges and Workforce Education has developed and distributed an equity standards publication, "To Reach All, Teach All".

- **Supportive Partnerships**

Partnerships are promoted by the Florida Department of Education at state and local levels, including continued involvement with the automobile industry through AYES, the automotive youth educational system, to assist programs to obtain industry certification; participation in the annual Ford/AAA Automotive Skills Competition; and the National Automotive Industry Planning Council awards/recognition program. The National Aeronautic and Space Administration (NASA) partners with the Florida Department of Education, providing funds for curriculum and distance learning opportunities, providing tools and scholarships for students, and serves on the statewide program advisory team. Florida's model Agriculture Leadership Project is jointly funded by the Department of Education, the Department of Agriculture, and the agriculture industry. The project provides teacher training, curriculum development, marketing products and plans, and leadership training. The Florida Department of Education also partners with Homeland Security, the Agency for Workforce Innovation, the local workforce development boards, and the Departments of Corrections and Juvenile Justice for the provision of educational programs and services.

- **Supporting Individuals in State Institutions**

The Florida Department of Education coordinated with the Florida Department of Corrections to administer career and technical programs for criminals in state corrections institutions. The Department of Corrections, the Florida Department of Juvenile Justice, and the Florida School for the Deaf and Blind collectively received approximately \$1.2 million of Florida's Perkins allocation. Career and Technical education programs were provided in approximately 40 correctional institutions and over 50 juvenile justice facilities throughout Florida. Institutional work and prison industries provide work experience for the adult inmates. The Florida School for the Deaf and Blind provides classroom training and work experience in the community for students who are deaf and/or blind.

- **Support for Programs for Special Populations**

In addition to the support and leadership provided by the state program supervisors for each career area, the Florida Department of Education has a full-time staff position with specific responsibility to ensure the delivery of the education needed for high-wage, high-skill occupations. Specific professional development activities include: addressing effective instructional strategies; accommodations and modifications; assessment; career counseling; and activities for special populations are offered to career and technical education teachers, exceptional education teachers, juvenile justice staff and any other interested shareholders. Course and program guides are produced and distributed to share innovative curriculum with the relevant population.

Permissible Activities [Section 124]

- **Technical Assistance**

Technical assistance is a permissible activity and Florida uses funds to provide technical assistance via the state supervisors in each program area. These supervisors are available to provide assistance on an on-call basis for those who need it. Staff in the Office of Grants Administration is available for technical information related to funding, and meetings and workshops are scheduled on a state-wide and regional basis to provide updates on such issues as policy, programmatic changes, reporting issues, and program performance. Technical assistance is also provided by staff via newsletters, list serves, websites, electronic communication, and the Department's paperless communication system. Program memoranda are issued, which cover late-breaking information of relevance to local program administrators. Regularly scheduled meetings with local program directors and state program staff are held to provide program updates and address program concerns.

- **Developing Agreements between Secondary and Postsecondary Institutions**

Another permissible activity is the development of agreements between secondary and postsecondary institutions. The Florida Board of Education has approved "Seamless Articulation and Maximum Access" as one of the four goals for Florida's K-20 system. This model provides the alignment of academic standards for every level of the K-20 education system, and allows students to obtain college credit while still in high school. These credits and credentials may be transferred to a technical

center, a community college, or a four-year university. Partnerships are encouraged by evaluating the number of articulation agreements developed by the Tech Prep consortiums, and using this number as part of the funding formula for the distribution of Tech Prep funds. Currently, a project is underway in Florida to ensure a consistent minimum number of transfer credits.

- **Support for Career Student Organizations**

The support for Career Student Organizations (CSOs) is another permissive activity in which Florida is involved. State Leadership funds of \$350,000 are allocated to 11 CSOs, using a formula based on membership numbers. They are used to sponsor career and technical events, including national, state and local competitions and other leadership activities.

- **Support of Family and Consumer Science Programs**

Amendment Eight of section 1(b) and (c), Article IX of the State constitution requires the creation of a voluntary, free, pre-kindergarten education program for the four-year old children of Florida. Early Childhood Education is the Family and Consumer Sciences program used to train child-care workers who will work in the Universal Pre-Kindergarten classrooms. Florida uses Perkins funds to provide staff development and the creation and implementation of a web-based early childhood education required training program for this important initiative.

- **Improvement of Career Guidance Programs**

Career exploration and planning tools such as *NEXT*, *Career Cruiser*, *Florida CHOICES*, *CHOICES PLANNER* and other career education software are used throughout the state and supported through the Division of Community Colleges and Workforce Education. Over 1100 sites have been established for *Florida CHOICES* along with access to *CHOICES PLANNER* (Internet version) for all Florida residents. Over 600,000 individuals accessed *Florida CHOICES* and *CHOICES PLANNER* during SY 2004-2005. A section promoting career and technical education was developed through the Division of Community Colleges and Workforce Education to be included in *NEXT* magazine. Distribution of *NEXT* magazine included 750,000 students in grades 9-12. A spring edition of *NEXT* magazine was published and distributed to 150,000 juniors. Career development workshops and product trainings were

conducted throughout the year. The *Career Cruiser*, a career and education tabloid, was distributed to middle schools. Some 250,000 copies were used in classrooms and group settings with eighth graders and additional age groups. *Florida's School Counseling and Guidance Framework* provides a structure for schools to use as they develop or improve their school counseling programs. The Framework helps to promote career guidance as an integral component of the school counseling curriculum. An *Administrator Guide* to the Framework continues to be distributed to administrators. These activities are also supported by Section 118, Carl Perkins. Ten Career Resource Network workshops were conducted statewide to promote career development, career resources, and accountability strategies for counseling programs. Approximately 49 CHOICES workshops were conducted throughout the state to train over 757 counselors and career specialists on the use of *CHOICES* and labor market information. Ten districts were awarded \$5,000 mini-grants to develop or improve their written district guidance plans.).

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

A. A list of all funded agencies, showing all secondary eligible agencies, area vocational and technical centers, postsecondary agencies and consortia is attached. Please see Attachment B. Copies of the instrument used to fund local agencies are also attached, and includes the instruments used for secondary and postsecondary agencies, and Tech Prep consortia. Please see attachment C.

IV. Accountability [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies.

B. State's Performance Results for Special Populations and Program improvement Strategies

Secondary	Baseline	Target 04-05	Actual 04-05	Over/Under	Explanation of Decline
1S1	88.57	88.95%	87.50%	-1.45%	Represents the effect of increased high school

					graduation requirements, but percent has increased since 2003-04
1S2	30.91	45.83%	45.06%	-0.77%	Increased graduation requirements have resulted in an increasing emphasis on basic skills in high school with less emphasis on job preparatory classes at the secondary level.
2S1	88.57	88.95%	87.50%	-1.45%	Increased graduation requirements have resulted in an increased emphasis on basic skills in high school with less emphasis on job preparatory classes at the secondary level.
3S1	76.90	82.54%	82.65%	0.11%	
4S1	26.67	31.19%	32.87%	1.68%	
4S2	26.43	31.96%	33.11%	1.15%	

Degree	Baseline	Target 04-05	Actual 04-05	Over/Under	Explanation of Decline
1P1	74.99	81.38%	82.43%	1.05%	
1P2	66.27	69.27%	75.15%	5.88%	
2P1	25.38	25.36%	22.62%	-2.74%	Interrupted enrollments occurred for many students in their programs as a result of catastrophic hurricanes, but the percent has increased since 2003-04.
3P1	84.27	86.55%	86.74%	0.19%	
3P2	90.33	83.06%	91.32%	8.26%	
4P1	28.04	25.16%	23.90%	-1.26%	Overall enrollments in career-technical have declined as a result a robust economy and significant declines are evident in the limited English proficient population, but percent has remained stable since 2003-04.
4P2	22.69	24.49%	21.01%	-3.48%	Overall enrollments have declined and a robust economy

					provides many employment opportunities currently.
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Adult	Baseline	Target 04-05	Actual 04-05	Over/Under	Explanation of Decline
1A1	34.66	40.21%	38.34%	-1.87%	Audit recommended changes in the data methodology.
1A2	47.31	53.90%	54.17%	0.27%	
2A1	28.31	38.41%	45.77%	7.36%	
3A1	78.05	79.44%	81.23%	1.79%	
3A2	85.77	89.40%	88.82%	-0.58%	Performance on this measure is improving with a considerable percent increase from the 2003-04 level.
4A1	11.45	11.26%	10.78%	-0.48%	Overall enrollments in career-technical have declined as a result a robust economy and significant declines are evident in the limited English proficient population, but percent has remained stable since 2003-04.
4A2	10.92	11.03%	10.99%	-0.04%	Overall enrollments have declined and a robust economy provides many employment opportunities currently.

C. Definitions

- *Vocational participant* is defined as a student who enrolls in a vocational program.
- *Vocational concentrator* for secondary is defined as a student who completes at least one Occupational Completion Point within a vocational program. An Occupational Completion Point is defined as an exit point in a vocational program, which is linked to a labor market entry point.
- *Vocational concentrator* for postsecondary certificate is a student who completes at least one Occupational Completion Point within the reporting year, and a *vocational concentrator* postsecondary degree is a

student who has earned 11 or more credits toward the declared degree or certificate.

- *A Tech Prep* student is defined as a student enrolled in articulated sequential program of study (enrolled at level two or above courses) at grade level or above by grade 11 in math, science and communications and including a technical component which leads to a minimum of a two-year postsecondary degree or certificate and/or an apprenticeship program.

These definitions have not changed from previous program years.

D. Measurement Approaches

Florida's Perkins III Performance Measures definitions are available in Attachment D. None of the definitions have been revised or changed from previous program years.

E. Improvement Strategies

Florida continues to improve data quality by providing disaggregated performance data to each local educational agency and developing targets for local program improvement. To be eligible for funding, each agency is required to identify actions to improve performance in any core measure in which underperformance occurs. This provides the Department information about which agencies need assistance to improve data reporting, attention to student performance in both academic and technical skills, and other areas of concern. An approved (by DOE staff) performance improvement plan is a required part of the application for Perkins funds. In the fall of 2005, a Program Support Unit was established to provide continual technical assistance and support to career and technical administrator, and this will assist in data quality for the next year. Florida continues to focus on data reflecting academic skill attainment; technical skill attainment; graduation, certificate and degree attainment; placement; and nontraditional/gender equity issues which will all assist in obtaining the highest quality student and program outcome achievement.

V. Monitoring Follow-up

Florida benefited from a monitoring visit from the US DOE in February of 2005. The visit was positive, and the outcomes valuable. There were two findings required to be addressed. The first was that, for secondary allocations of less than \$15,000 and postsecondary allocations of less than \$50,000, a true consortium for program benefit

and not merely pass-through of funds must be negotiated. The language in the application for Perkins funds was revised to reflect this requirement, and staff will insure that this requirement is met. The application included in this package shows that language and meets the requirements of US DOE. The second finding was that Florida failed to meet maintenance of effort requirements. For a variety of reasons, the Florida Legislature reduced state funding for that year. The Florida Department of Education responded to this funding to explain the reasons. A copy of the response is included. Please see Attachment E.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Florida was the recipient of WIA Incentive Grant funds for 2004-05. The funds were used to expand distance learning in a project called Florida Virtual Adult Learning System (FVALS), and for Twelfth Grade Options, a program designed to assist students who were unable to pass the Florida Comprehensive Assessment Test (FCAT) any of the six times they were eligible to take this examination. The Twelfth Grade Options program provided remediation and assistance to retake the FCAT or instruction and assistance to obtain the Florida High School Diploma via the GED. Both of these programs were successful and provided assistance to Florida's students, but not specifically in Perkins-related activities.

**Special Note: Florida has nine program course offerings that cross all grades between middle and high school, or are support services for students with special needs. The course titles are:*

Vocational Employability Skills for Adults

Vocational Employability Skills for Youths

Job Preparatory Education

Supported Competitive Employment

Vocational Education for Students with Disabilities

Supported Competitive Employment for Adults with Disabilities

Diversified Career Technology

Workplace Essentials

Diversified Education

Over 500 students were enrolled in these courses, but they are not represented in the data tables as they could not be reported due to table format.