

Florida Department of Education

Narrative for the *Consolidated Annual
Report* for 2006 – 2007

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

The Florida Department of Education is the sole state agency responsible for the administration of Carl D. Perkins funding. This responsibility for program management and fiscal oversight is housed within the Division of Workforce Education, under the direction of the Chancellor for Workforce Education, Lucy Hadi. An organizational chart follows which illustrates the working functions within Workforce Education (see Attachment A).

B. Organization of Career 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: secondary career and technical education, postsecondary technical certificates (adult), and postsecondary degrees.

Florida has organized all career and technical education programs into Career Clusters and has developed a statewide template for programs of study. The template will identify career and technical programs combined with academic courses that complement the technical content, offering a clear and articulated pathway for postsecondary training and employment. A Career Clusters web site has been developed and was deployed in early 2007. At the local level, many districts, career and technical centers and community colleges have organized career and technical education programs by Career Cluster and developed marketing materials related to Career Clusters.

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 were conducted in 06-07, and the completion and placement data was reviewed to determine if programs should be added, deleted, or enhanced; whether non-traditional and other special population memberships were at acceptable levels; whether students were leaving programs prepared for the workplace and self-sufficiency; whether employers were satisfied with the student levels of education, work ethics, and technical abilities. Student competencies were evaluated to determine if revisions were required to reflect new industry or educational requirements.
- ***Technology***

The use of technology is stressed throughout Florida. State and regional workshops were conducted in 06-07 to ensure that career and technical instructors and administrators were aware of the latest technology including techniques for curriculum implementation. Statewide Technical Advisory Committees supporting each program area were convened to review curriculum to ensure that industry-standard technology was incorporated to reflect latest industry requirements. New programs to prepare students for occupations related to emerging technology were developed in 06-07, including Game Simulation and Animation Programs and Geospatial Systems Technology. These programs will be offered to students beginning with the 07-08 school year.
- ***Professional Development***

During program year 06-07, professional development was handled through a variety of ways, particularly through the Regional Training Councils. These councils consisting of five volunteer boards of administrators and teachers conducted a survey of needs to identify regional staff development needs and provided training to meet those needs. Districts and colleges could request individual training sessions specific to their needs, as well as attend regional offerings. State program area supervisors also provided updates, newsletters, and electronic communication to provide current and pertinent information. The Workforce Education's web site provided access to a broad range of information, including manuals, reports, Perkins grant applications and guidelines, and curriculum frameworks for all career

and technical education programs. All teachers and administrators had access to a wide range of career development opportunities, particularly valuable for student counseling and advisement. Division staff also provided annual workshops for teachers and administrators during the Florida Association for Career and Technical Education Conference.

In addition, the Chancellor for the Division of Workforce Education hosted a leadership seminar for career and technical educators in the state. The purpose of the seminar was to provide leadership development for mid-level CTE educators and administrators who may transition into senior-level CTE administrative roles in school districts, community colleges and technical centers. Approximately 40 individuals participated in the Chancellor's seminar in 2007.

Finally, Technical Advisory Committees, representing business and industry, identified and suggested recommendations for certification requirement revisions and changes in teacher preparation in the discipline areas.

- ***Integration of Academics with Career and Technical Education***
A major emphasis for the Florida Department of Education is to support activities that bring the integration of higher level academic skills and the increased rigor of technical programs. During program year 06-07 career and technical and academic program staff consulted with key business and industry contacts in the state for review of newly proposed courses and programs to ensure industry relevance. Staff reviewed current and proposed frameworks and developed 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). Studies have been planned during 06-07 to analyze the performance of students enrolled in career and technical education programs compared to students who do not participate in such programs. In addition, a dedicated staff person was hired to conduct analytical studies of Florida's career and technical education system.

Three hundred 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.

- ***Preparation for Nontraditional Training and Improvement***

The Division of Workforce Education with the assistance of local practitioners began developing strategies to improve gender-specific participation in career and technical education programs designated as non-traditional. Statewide publications, web sites, and communications were developed and distributed to eligible recipients for adaptation and use to encourage increased non-traditional participation. In addition, the Division's program supervisors engaged 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). This project, which started in 06-07, will be ongoing during the program years of Perkins IV.

- ***Supporting 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 Systems, 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 Aeronautics and Space Administration (NASA) partnered with the Florida Department of Education to provide funds for curriculum and distance learning opportunities, tools and scholarships for students, and served on the

statewide program advisory team. Florida's model Agriscience Education Leadership Project was jointly funded by the Department of Education, the Department of Agriculture, and the agriculture industry. The project provided teacher training, curriculum development, marketing products and plans, and leadership training. The Florida Department of Education also partnered with other agencies for such programs as Homeland Security training, and consistently coordinated with the Agency for Workforce Innovation, the local workforce development boards, and the Departments of Corrections and Juvenile Justice for the provision of educational services and other local and statewide agencies. These partnerships will continue to be supported during the program years of Perkins IV.

- ***Supporting Individuals in State Institutions***

The Florida Department of Education has designated the Florida Department of Corrections to administer career and technical programs for adult 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 funded a full-time staff position with specific responsibility to ensure the delivery of appropriate services to students with special needs, providing programs that lead to opportunities in high wage, high skill occupations. Specific professional development activities addressing effective instructional strategies, accommodations and modifications, assessment, career counseling, and activities for special populations were offered to career and technical education teachers, exceptional education teachers, juvenile justice staff and others.

Course and program guides were produced and distributed to share innovative curriculum with the relevant population.

Florida offered nine program courses in 06-07 that encompassed all grades between middle and high school. These courses will continue to be offered during the program years of Perkins IV. The course titles are:

- Vocational Employability Skills for Adults
- Vocational Employability Skills for Youths
- Supported Competitive Employment
- Vocational Education for Students with Disabilities
- Supported Competitive Employment for Adults with Disabilities
- Vocational Preparatory Instruction
- Workforce Readiness Skills
- Vocational Work Evaluation

Permissible Activities [Section 124]

- ***Technical Assistance***

Florida used funds to provide technical assistance via the state supervisors in each program area. These supervisors were available to provide assistance as needed. Staff in the Office of Grants Administration provided technical information related to funding; and meetings and workshops were 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 was also available via newsletters, list serves, web sites, electronic communication, and the Department's Paperless Communication System. Program memoranda were issued, covering late-breaking information of relevance to local program administrators. Regularly scheduled meetings with local program directors and state program staff were held for program updates.

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

The development of agreements between secondary and postsecondary institutions was another initiative that was supported in program year 06-07. 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 were also 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.

- ***Support for Career and Technical Student Organizations***

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

- ***Improvement of Career Guidance Programs***

Career exploration and planning tools such as *NEXT*, *Career Cruiser*, *Florida CHOICES*, *CHOICES PLANNER*, and *Parent Primer for Career Exploration* were supported and used throughout the state and supported through the Division of Workforce Education. Over 1,600 sites including middle and high schools, postsecondary schools, and agencies were established for *Florida CHOICES* along with access for all Florida residents. Over 2,000,000 page views were reported and 330,000 portfolios were created in *Florida CHOICES* during the 2006-2007 school year.

A section promoting career and technical education was developed and included in the *NEXT* magazine. Distribution of *NEXT* magazine included 750,000 students in grades 9-12.

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 continued to provide 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. The goals and activities of Section 118, Carl D. Perkins, while no longer funded, continue to be supported by the Division of Workforce Development.

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 (see Attachment B). Copies of the instruments used to fund local agencies are also attached, and includes the instruments used for secondary and postsecondary agencies, and Tech Prep consortia (see Attachment C).

IV. Accountability [Section 113]

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

Overall performance result was 45.94 in 2006-07. The state will now refocus its efforts on evaluation performance and baseline data for the new Perkins accountability for secondary in 2007-08 and secondary and postsecondary in 2008-09. Additional efforts are underway to continue improvements in performance by 1) aligning student definitions and measure approaches with program structure, 2) developing additional professional development opportunities according to new requirements and 3) development and dissemination of state-endorsed programs of study to help guide student CTE involvement from high school through postsecondary, and on to careers.

Secondary	Baseline	Target 06-07	Actual 06-07	Over/Under	Explanation
1S1	88.57	87.66%	85.45%	-2.21%	Difference represents the effect of increased high school graduation requirements as well as the Perkins III practice of not including secondary dual enrolled students* in secondary performance indicators. This practice will be changed in Perkins IV as secondary dual enrolled students will be included in the secondary performance measures.
1S2	30.91	45.33%	55.47%	10.14%	In the past, students who did not score proficiency levels on FCAT Reading/Language Arts State Assessments were required to enroll in reading remediation courses in lieu of CTE elective courses. Starting in the 06-07 school year, CTE teachers were eligible to deliver remediation through the "Content Area Reading" endorsement which allowed students to remain in elective CTE courses, earn OCPs and earn diplomas.
2S1	88.57	87.66%	85.45%	-2.21%	Same explanation as 1S1
3S1	76.90	81.16%	82.45%	1.29%	Florida exceeds performance due to the close alignment between secondary programs offered in the state and the Statewide Targeted Occupations List. Completers are able to obtain high skill, high wage or high demand employment in Florida.
4S1	26.67	31.71%	34.56%	2.85%	Florida continues to make incremental gains related to

					<p>non-traditional participation. State Leadership funds are used to provide technical assistance in this area and the equity coordinator developed new strategies addressing this issue. In addition, the coordinator was responsible for facilitating numerous professional development activities focused on non-traditional participation and completion.</p> <p>Finally, an intensive awareness campaign of STEM careers to middle school students has seen enrollments rise in the IT area as well participation in the Technology Student Association.</p>
4S2	26.43	32.37%	35.80%	3.43%	<p>Exceeding performance related to non-traditional completion is directly correlated with non-traditional employment opportunities in the state, which may have been depressed in prior years due to slow job growth but are on the rise resulting in better completion rates.</p>

**Note: Current measurement approach does not include performance outcomes associated with dual enrollment.*

Degree	Baseline	Target 06-07	Actual 06-07	Over/Under	Explanation
1P1	74.99	81.89%	81.66%	-0.23%	Due to Florida's emphasis on rigorous and relevant academic expectations in both secondary and postsecondary sectors, many students must complete remediation requirements before moving into PSV, AS or AAS coursework.
1P2	66.27	72.31%	74.71%	2.40%	Florida's employment opportunities in high wage, high skill or high demand occupations encourage students to earn OCPs and move into the workforce.
2P1	25.38	22.34%	21.76%	-0.58%	The 2006-07 performance level is very close to the 2005-06. Due to some extremely lengthy postsecondary programs, some students do not intend to be full program completers but rather obtain an occupational completion point (OCP) and exit the program in order to enter the workforce with a specific skill set. During the course of Perkins IV, Florida will reconfigure some programs into smaller programs in order to improve performance related to completion.
3P1	84.27	86.18%	87.92%	1.74%	Florida exceeds performance due to the close alignment between postsecondary programs offered in the state and the Statewide Targeted Occupations List. Completers are able to obtain high skill, high wage or high demand employment in Florida.
3P2	90.33	88.26%	91.95%	3.69%	Same explanation as 3P1
4P1	28.04	24.17%	23.12%	-1.05%	Although actual performance is down from 2005-06, Florida is seeing gains on the secondary

					side due to intense awareness and outreach. In future program years, Florida expects to see an increased trend of secondary students continuing non-trad. studies at the postsecondary level.
4P2	22.69	22.15%	21.19%	-0.96%	Florida continues to make incremental gains in closing the performance gap related to non-traditional completion and expects to see continued progress due to expanded outreach and awareness identified in Florida's 2008-2012 State Plan for Perkins IV.

Adult	Baseline	Target 06-07	Actual 06-07	Over/Under	Explanation
1A1	34.66	39.71%	48.96%	9.25%	PSAV programs are comprised of multiple terminal OCPs so Florida continues to exceed this performance indicator as students are able to obtain at least one OCP
1A2	47.31	54.17%	62.33%	8.16%	Same as 1A1
2A1	28.31	50.47%	52.34%	1.87%	Florida is continuing to make incremental gains related to completion performance. During the course of Perkins IV, Florida will reconfigure some large programs into smaller programs in order to continue to improve performance related to completion.
3A1	78.05	77.24%	82.51%	5.27%	Despite to economic constraints, Florida exceeds placement performance due to the close alignment between postsecondary programs offered in the state and the Statewide Targeted Occupations List. Completers are able to obtain high skill, high wage or high demand employment in Florida.
3A2	85.77	86.84%	88.02%	1.18%	Same as 3A1

4A1	11.45	10.81%	11.30%	0.49%	Florida continues to make incremental gains in closing the performance gap related to non-traditional enrollment. In addition, Florida is seeing gains on the secondary side due to intense awareness and outreach. In future program years, Florida expects to see an increased trend of secondary students continuing non-trad. studies at the postsecondary level.
4A2	10.92	10.50%	11.78%	1.28%	Florida continues to make incremental gains in closing the performance gap related to non-traditional completion and expects to see continued progress due to expanded outreach and awareness identified in Florida's 2008-2012 State Plan for Perkins IV.

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

As identified in the performance reports for each special population category, the State *exceeds* or *does not meet* the adjusted performance target depending on the disaggregated category. Florida will continue to focus on professional development for instruction of special populations and delivery of instruction that leads to high skill, high wage or high demand occupations.

In addition, four specific strategies are in place to enable special population to meet or exceed state adjusted performance levels: (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) Florida assists special populations reach their potential through 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.

C. Definitions

- *Career and technical education program participant* is defined as a student who enrolls in a career and technical education program.
- *Career and technical education program concentrator* for secondary programs is defined as a student who completes at least one Occupational Completion Point within a career and technical education program. An Occupational Completion Point is defined as an exit point in a career and technical education program, which is linked to a labor market entry point.
- *Career and technical education program concentrator* for postsecondary certificate programs is a student who completes at least one Occupational Completion Point within the reporting year, and a *concentrator* for a postsecondary degree is a student who earns 11 or more credits toward the declared degree or certificate.
- *A Tech Prep student* is defined as a student enrolled in an 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. The program includes 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 by 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 of Education (DOE) with 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 administrators, and this has assisted in improving data quality. Florida continues to focus on 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 data.

In addition, a web-based data tool has been developed to ensure the accuracy and reliability of state and local-level data prior to submission of the Consolidated Annual Report (CAR). Local recipients were encouraged to review and compare their 2004-2005 and 2005-2006 performance data to detect possible problems with calculations or computer programming. This validation check has been incorporated into the process to reduce re-submissions of CAR data.

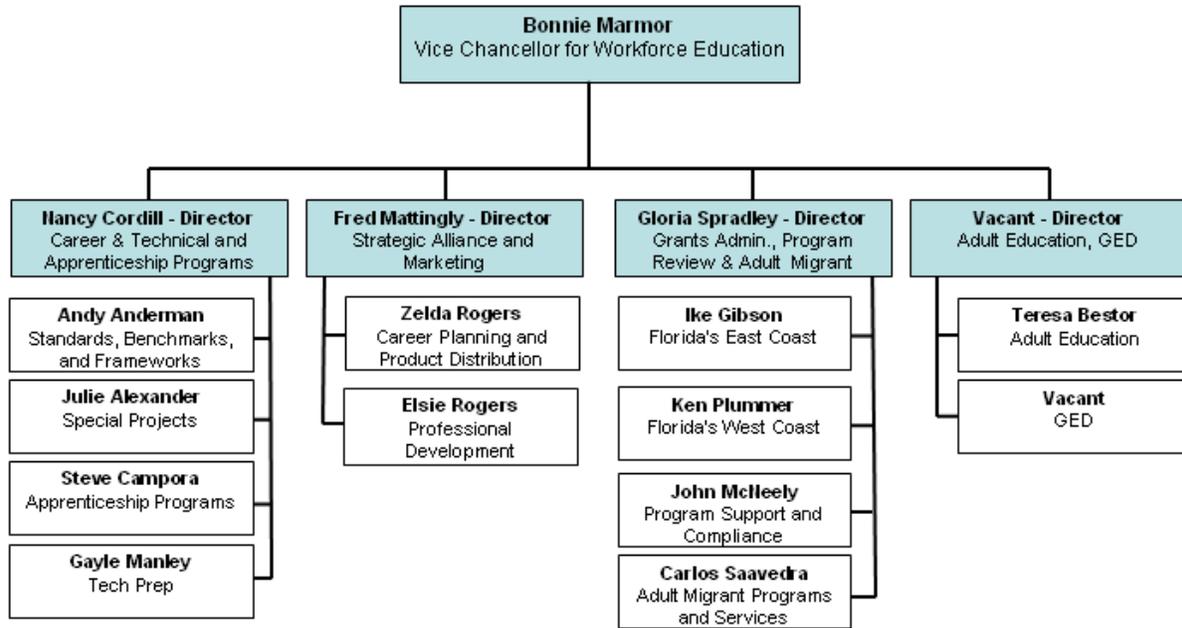
V. Monitoring Follow-up

Florida received an audit finding that cited failure to meet match and maintenance of effort requirements that is still pending. Florida currently has responded and is awaiting final resolution.

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

Florida was not the recipient of WIA Incentive Grant funds for 2005-06.

Office of Workforce Education



Allocation Chart
Carl D. Perkins Vocational and Technical Education Act of 1998
Secondary Career and Technical Education – Section 131
Fiscal Year: 2006-2007

AGENCY	FINAL ALLOCATION FY: 2006-2007
ALACHUA	\$ 301,139
BAKER	\$ 43,836
BAY	\$ 259,211
BRADFORD	\$ 44,220
BREVARD	\$ 620,523
BROWARD	\$ 2,707,622
CALHOUN	\$ 24,312
CHARLOTTE	\$ 152,974
CITRUS	\$ 167,308
CLAY	\$ 195,046
COLLIER	\$ 343,967
COLUMBIA	\$ 120,644
DADE	\$ 4,973,703
DESOTO	\$ 69,872
DIXIE	\$ 28,460
DUVAL	\$ 1,383,172
ESCAMBIA	\$ 518,593
FLAGLER	\$ 70,680
FRANKLIN	\$ 16,028
GADSDEN	\$ 102,328
GILCHRIST	\$ 28,203
GLADES	\$ 16,460
GULF	\$ 22,249
HAMILTON	\$ 28,927
HARDEE	\$ 71,033
HENDRY	\$ 95,653
HERNANDO	\$ 207,413
HIGHLANDS	\$ 144,825
HILLSBOROUGH	\$ 1,908,278
HOLMES	\$ 38,790
INDIAN RIVER	\$ 143,396
JACKSON	\$ 79,142
JEFFERSON	\$ 23,743
LAFAYETTE*	\$ 13,299
LAKE	\$ 326,614
LEE	\$ 616,213
LEON	\$ 313,986
LEVY	\$ 74,512

LIBERTY*	\$	12,134
MADISON	\$	39,103
MANATEE	\$	380,409
MARION	\$	483,095
MARTIN	\$	144,602
MONROE	\$	80,043
NASSAU	\$	79,755
OKALOOSA	\$	255,263
OKEECHOBEE	\$	72,184
ORANGE	\$	1,633,143
OSCEOLA	\$	413,440
PALM BEACH	\$	1,588,907
PASCO	\$	565,599
PINELLAS	\$	1,194,896
POLK	\$	929,792
PUTNAM	\$	168,582
SANTA ROSA	\$	191,894
SARASOTA	\$	315,571
SEMINOLE	\$	499,274
ST. JOHNS	\$	160,834
ST. LUCIE	\$	360,870
SUMTER	\$	81,170
SUWANNEE	\$	71,830
TAYLOR	\$	37,489
UNION	\$	20,775
VOLUSIA	\$	652,434
WAKULLA	\$	38,137
WALTON	\$	80,437
WASHINGTON	\$	42,069
TOTAL	\$	26,890,105

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

Perkins Act, Section 131(d)(2), Secondary Career and Technical Education Programs, eligible institutions with an allocation of less than \$15,000 must either:

- enter into a consortium (see Consortium Requirements section above), or;
- request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium.

Allocation Chart
Carl D. Perkins Vocational and Technical Education Act of 1998
Postsecondary Career and Technical Education – Section 132
Fiscal Year: 2006-2007

AGENCY	FINAL ALLOCATION FY: 2006-2007
BAY	\$ 73,569
BRADFORD*	\$ 35,384
BROWARD	\$ 663,646
CHARLOTTE	\$ 74,842
CITRUS	\$ 61,095
COLLIER	\$ 76,369
DADE	\$ 1,131,278
DESOTO*	\$ 10,692
ESCAMBIA	\$ 95,716
FLAGLER*	\$ 46,585
GADSDEN*	\$ 14,765
HILLSBOROUGH	\$ 803,401
INDIAN RIVER*	\$ 14,510
LAKE	\$ 111,499
LEE	\$ 175,394
LEON	\$ 159,611
MANATEE	\$ 145,101
MARION	\$ 157,065
MONROE*	\$ 1,782
OKALOOSA	\$ 61,604
ORANGE	\$ 377,772
OSCEOLA	\$ 113,535
PASCO*	\$ 44,803
PINELLAS	\$ 308,530
POLK	\$ 176,921
SANTA ROSA	\$ 41,748
SARASOTA	\$ 82,988
ST JOHNS	\$ 128,809
SUMTER*	\$ 4,328
SUWANNEE	\$ 65,168
TAYLOR	\$ 59,822
WALTON*	\$ 15,274
WASHINGTON	\$ 125,500

DISTRICT TOTALS	\$	5,459,105
BREVARD C.C.	\$	465,087
BROWARD C.C.	\$	1,505,741
CENTRAL FLORIDA C.C.	\$	338,569
CHIPOLA COLLEGE	\$	90,370
DAYTONA BEACH C.C.	\$	966,067
EDISON C.C.	\$	397,628
FLORIDA C.C. AT JAX	\$	1,506,504
FLORIDA KEYS C.C.*	\$	76,623
GULF COAST C.C.	\$	331,950
HILLSBOROUGH C.C.	\$	471,451
INDIAN RIVER C.C.	\$	563,094
LAKE CITY C.C.	\$	222,488
LAKE SUMTER C.C.	\$	130,336
MANATEE C.C.	\$	412,901
MIAMI-DADE COLLEGE	\$	4,651,377
NORTH FLORIDA C.C.	\$	61,604
Okaloosa WALTON C.C	\$	206,960
PALM BEACH C.C.	\$	672,810
PASCO-HERNANDO C.C.	\$	497,162
PENSACOLA JR. C.C	\$	547,056
POLK C.C.	\$	343,151
ST. JOHNS C.C.	\$	261,436
ST. PETERSBURG COLLEGE	\$	858,387
SANTA FE C.C.	\$	456,686
SEMINOLE C.C.	\$	546,801
SOUTH FLORIDA C.C.	\$	223,252
TALLAHASSEE C.C.	\$	482,142
VALENCIA C.C.	\$	1,099,203
COMMUNITY COLLEGES TOTALS	\$	18,386,837
Total for Both Districts and C.C.s	\$	23,845,942

*** Waivers for Allocations Under \$50,000**

Perkins Act, Section 132(4)(b), Postsecondary Career and Technical Education Programs, eligible institutions with an allocation of less than \$50,000 must either:

- enter into a consortium (see Consortium Requirements section above), or;
- request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium.

Allocation Chart
Carl D. Perkins Vocational and Technical Education Act of 1998
Title II – Tech Prep Education
Fiscal Year: 2006-2007

Eligible Recipients	06-07 Final Approved Allocations
Bay County Schools	\$ 93,006
Big Bend/TCC	\$ 90,168
Brevard/BrevardCC	\$ 275,689
Broward County Schools	\$ 284,766
Chipola/Chipola Jr. College	\$ 155,457
Crown/Lake City CC	\$ 62,080
Miami-Dade County Schools	\$ 352,462
Escarosa/PensacolaJC	\$ 117,151
First Coast/Duval County Schools- FCCJ	\$ 122,213
Florida Keys/Monroe County Schools	\$ 43,367
Heartland/SFCC	\$ 73,738
Hillsborough County Schools	\$ 250,120
Lake Sumter/Lake County Schools	\$ 211,873
MidFlorida/CFCC	\$ 151,990
North Florida/Madison County Schools	\$ 94,027
Okaloosa-Walton CC	\$ 65,578
Palm Beach County Schools	\$ 201,665
Pasco-Hernando/ Pasco-Hernando CC	\$ 142,355
Pinellas/SPJC	\$ 250,073
Polk County Schools	\$ 109,524
Quad/IRCC	\$ 243,619
St. Johns County Schools	\$ 230,883
Santa Fe/SFCC	\$ 198,744
Seminole/SeminoleCC	\$ 149,902
Southwest/Lee County Schools	\$ 273,904
Suncoast/Manatee County Schools	\$ 146,640
Valencia/ValenciaCC	\$ 370,488
Volusia/Volusia County Schools	\$ 360,483
Total	\$ 5,121,965



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Division of Community Colleges and Workforce Education

Program Name

Carl D. Perkins, Secondary Career and Technical Education Programs, Section 131

Specific Funding Authority (ies)

Carl D. Perkins Vocational and Technical Education Act of 1998, Title I; Workforce Investment Act, Section 503, CFDA #84.048

Web site: http://12.46.245.173/pls/portal30/CATALOG.PROGRAM_TEXT_RPT.show

Funding Purpose/Priorities

To develop more fully the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs.

Type of Award

Discretionary

Total Funding Amount

\$26,890,105 -- see the **Allocation Chart** in the **Attachments** section

Budget Period

July 1, 2006 to June 30, 2007

Applications received after June 30, 2006, will be effective on the date of receipt in Grants Management or award of federal funds, whichever is later.

Program Performance Period

Same as **Budget Period**, see above.

Target Population

Secondary Career and Technical Education students

Eligible Applicant(s)

Florida School Districts

Application Due Date

June 1, 2006

The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso.

Contact Persons

Grants Administration Contacts: see **Attachments** section for contact information listed by county
Grants Management Contact: Carol Hubbard, 850/245-0723, Carol.Hubbard@fldoe.org

Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
 - applicable regulations of other Federal agencies; and
 - State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at web site: <http://www.firm.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

Funding Method

Federal Cash Advance – On-Line Reporting required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Although there is flexibility for the expenditure of funds at the local level, there is a focus on accountability for all Career Technical Education students, including the performance measures for all of the categories of nontraditional and special populations.

Records Retention

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for five years from the last day of the program or longer if there is an ongoing investigation or audit.

Funding Shall Supplement, Not Supplant

In general, the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant other state or local public funds expended for Career and Technical Education programs.

Local Administrative Cost

Perkins Act, Section 135(d), contains the requirements pertaining to local administrative costs. Not less than 95% of the funds shall be expended for carrying out Career and Technical Education activities. The remaining amount, not to exceed 5%, may be used for:

- Planning
- Personnel development
- Interagency coordination
- Administration
- Indirect costs

Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel development directly related to program and/or students, and direct assistance to career and technical education students. **Indirect costs are considered administrative costs.**

Allocation Formula

Currently funded Perkins projects will be extended one year (fiscal year 2006-07) under the existing federal authorization, pending reauthorization.

The Department will allocate funds utilizing an equitable geographic formula for awarding projects. This funding model does not mean that the funds will automatically be awarded to any particular agency.

Section 131(b) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) requires that states allocate funds to secondary school programs using the number of low-income and total population ages 15 through 19 who reside in school districts served by local educational agencies (LEAs) within the state. Thirty percent (30%) of the funds are allocated on the basis of the total number of individuals ages 15 through 19 [Section 131(b)(1)]. The remaining 70 percent (70%) is allocated on the basis of the number of individuals ages 15 through 19 with incomes below the poverty line [Section 131(b)(2)].

U.S. Department of Education (USDOE) has recommended the use of substitute data until the data elements specified by the statute are available, see web site:

<http://www.ed.gov/fund/data/award/cte/memo62001.html?exp=0>. Florida will continue to use the substitute data elements as identified by the USDOE.

The most recent substitute data elements can be retrieved from the 2000 Census Bureau. Data from the 2000 Census Bureau estimates the numbers of children in poverty and total number of children ages 5 through 17 in each Florida school district. The data is available at the following web site: <http://www.census.gov/housing/saipe/sd00/>.

Consortium Requirements

For Perkins Act, Section 131(d)(1), eligible institutions may enter into consortium to operate joint projects that:

- provide services to all postsecondary institutions participating in the consortium, and;
- are of sufficient size, scope, and quality to be effective.

Funds allocated to a consortium to meet the requirements of Perkins Act, Section 131, shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of the consortium.

Consortium information required in the application must include the following:

- Describe the process utilized by the consortium to ensure funds are utilized for the purposes and programs that are mutually beneficial for all members of the consortium -- Perkins Act, Section 131(g)(2).
- DOE 101, Budget Narrative Form, an individual form for each of the agencies included in the consortium.

NOTE: Consortium funds may not be used as a fiscal pass-through from one agency to another.

Waivers for Allocations Under \$15,000

Perkins Act, Section 131(d)(2), Secondary Career and Technical Education Programs, eligible institutions with an allocation of less than \$15,000 must either:

- enter into a consortium (see Consortium Requirements section above), or;
- request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium.

Submit waiver requests for approval before the application due date to:

Gloria Spradley, Grants Administration Director
Division of Community Colleges and Workforce Education
Florida Department of Education
325 West Gaines Street, Room 730
Tallahassee, FL 32399-0400

Project Disbursement Report, DOE 399

All awarded Perkins projects must submit a DOE 399, Project Disbursement Report, to the

Florida Department of Education, Comptroller's Office, by August 20, 2007.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided in the **Service Delivery Form** located in the **Attachments** section.

NARRATIVE SECTION

For a list of all items to be included in the application package, please see the **Application Review Criteria and Checklist** in the **Attachments** section.

Narrative responses must be typed in 12-point font and double spaced. There is a five page maximum for the narrative response portion of the application package – this does not include any requested forms. Be sure to respond to all information requested and follow the items listed below when writing narrative responses.

Project Design-Narrative

Below is information addressed in the four-year work plan originally submitted by your agency for this program for fiscal years 2000-04 and the 04-05, 05-06 extension plan regarding the delivery of career and technical education.

Review the information below with regards to your proposed program for fiscal year 2006-07. If there are any planned changes or modifications in any of the items listed below for the 2006-07 program year, you must describe those changes or modifications. If there are no planned changes or modification, state so.

1. Provide the names and addresses of the site(s) where programs, services, and activities will be offered. Please list the Classification of Instructional Programs (CIP) number and title of the program under which these activities or services will be provided, if applicable.
2. Provide a brief summary of the planned programs, services, and activities. Please identify various uses of funds such as child care, transportation, personnel, etc.
3. Describe how the vocational and technical education programs required under Perkins Act, Section 135(b) will be carried out with these funds.
4. Describe how the vocational and technical education activities will be carried out with respect to meeting state core indicators/performance measures.
5. Describe how the following will be achieved:
 - A. improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
 - B. provide students with strong experience in and understanding of all aspects of an industry; and
 - C. ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to other students.
6. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational 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. Perkins Act, Section 134(b)(4)

7. Describe the process that will be used to independently evaluate and continuously improve the performance of the activities within the proposed project. Perkins Act, Section 134(b)(6)
8. Describe how the following will be achieved:
 - A. will review vocational 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; and Perkins Act, Section 134(b)(7)(A)
 - B. will provide programs that are designed to enable the special populations to meet the state adjusted levels of performance. Perkins Act, Section 134(b)(7)(B)
9. Describe 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. Perkins Act, Section 134(b)(8)
10. Describe how funds will be used to promote preparation for nontraditional training and employment. Perkins Act, Section 134(b)(9)
11. Describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. Perkins Act, Section 134(B)(10)

In addition, the following requirement was added to Perkins Secondary applications in fiscal year 2003-04. In an effort to align with the President's proposal for secondary and technical education excellence, indicate an approach that your district will implement or enhance for each of the following:

- A. Increase the number of students taking a rigorous academic curriculum so that they are fully prepared for postsecondary education without needing remediation and fully prepared for high-skilled entry-level employment. Perkins Act, Section 134(b)(7)(A)
- B. Increase student choice among rigorous high school programs or their acceleration to postsecondary education.
- C. Reduce the need for postsecondary remediation among recent high school graduates.
- D. Increase the number of students participating in dual enrollment or continuing into postsecondary technical programs directly from high school.

Support for Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives **AND** one or more of the Florida State Board of Education (SBE) strategic imperatives.

Web site: http://www.fldoe.org/Strategic_Plan/pdfs/StratPres2006.pdf#page=2

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

Reporting Outcomes

Federal requirements include annual reports on specific performance measures. Local data must be reported on all career and technical students through the student database systems in place at the school districts and community colleges.

Local Perkins Performance Improvement Plan Approvals

Local Education Agencies (LEA) will receive, **under separate cover (not included in this RFA document)**, from the Division of Community Colleges and Workforce Education, individualized

Perkins performance data for their LEA with local improvement targets identified. Instructions for completing the Local Perkins Performance Improvement Plan will accompany the local data.

Data reporting is part of Florida’s contract with the U.S. Department of Education for receiving Perkins funds. The state is required to report annually on progress toward meeting federally-approved student/program performance improvement targets. Statewide progress is an aggregation of local program improvements made by local recipients of Perkins funds. Local recipients are therefore required to work toward meeting local improvement targets that are established by the Florida Department of Education.

Local Perkins Performance Improvement Plans submitted by LEAs will be reviewed and approved by the Division of Community Colleges and Workforce Education, and, in some cases, Accountability, Research, and Measurement (ARM) staff prior to release of funding. The use of Perkins funds for improving performance on these measures will be monitored.

NOTE: Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

For Federal Programs General Education Provisions Act (GEPA)

A current fiscal year General Education Provisions Act (GEPA) plan is required; applicant must submit a copy of their plan with this application. In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a one-page description of the steps proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs must be submitted.

See: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Budget Narrative Form, DOE 101

When completing this form, located in the **Attachments** section, under Column (3), **Account Title and Narrative**, for each line item specify the performance measures addressed by budgetary expenditures such as salaries, equipment and supplies. Expenditures should focus on performance improvement, as noted on your agency’s negotiated and approved Local Perkins Performance Improvement Plan.

EXAMPLE

Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
#####	#####	Salary for one full time teacher aid for assessment, remediation and special student services supporting the Culinary Arts program. (Performance Measure addressed: 1S1, 2S1.....)	100%	\$13,000

Program Information

Florida's State Plan for Carl D. Perkins Vocational and Technical Education

Web site: <http://www.firn.edu/doe/workforce/stateplan.htm>

Program Purpose – Perkins Act, Section 2

The purpose will be achieved by:

- (1) Building on the efforts of states and localities to develop challenging academic standards for students in career and technical education programs;
- (2) Promoting the development of services and activities that integrate academic, career and technical instruction, and that link postsecondary and secondary education to participating career and technical education students;
- (3) Increasing state and local flexibility and providing services and activities designed to develop, implement, and improve career and technical education, including Tech Prep education; and
- (4) Disseminating national research, and providing professional development and technical assistance that will improve career and technical education programs, services and activities.

Required Use of Funds – Perkins Act, Section 135(b)

- (1) Strengthen the academic, career and technical skills of students participating in career and technical education through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects;
- (2) Provide students with strong experience in and understanding of all aspects of an industry;
- (3) Develop, improve, or expand the use of technology in career and technical education, which may include:
 - a) Training of career and technical education personnel to use state-of-the-art technology, including distance learning;
 - b) Providing career and technical education students with the academic, and career and technical skills that lead to entry into the high technology and telecommunications field; or
 - c) Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
- (4) Provide professional development programs to teachers, counselors, and administrators, including:
 - a) In-service and pre-service training in state-of-the-art career and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - b) Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to ensure that such teachers and personnel stay current with all aspects of the industry;
 - c) Internship programs that provide business experience to teachers; and
 - d) Programs designed to train teachers specifically in the use and application of technology;
- (5) Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (6) Initiate, improve, expand, and modernize quality career and technical education programs;
- (7) Provide services and activities that are of sufficient size, scope and quality to be effective; and
- (8) Link secondary career and technical education and postsecondary career and technical education.

Permissive Use of Funds – Perkins Act, Section 135(c)

- (1) Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- (2) Provide career guidance and academic counseling for students participating in career and technical education programs;
- (3) Provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
- (4) Provide programs for special populations;
- (5) Build local education and business partnerships;
- (6) Assist career and technical student organizations;
- (7) Provide mentoring and support services;
- (8) Provide leasing, purchasing, upgrading, or adapting equipment, including instructional aides;
- (9) Provide teacher preparation programs that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry;
- (10) Improve or develop new career and technical education courses;
- (11) Provide support for Family and Consumer Sciences programs;
- (12) Provide career and technical education programs for adults and school dropouts to complete their secondary school education;
- (13) Provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
- (14) Support nontraditional training and employment activities; and
- (15) Support other career and technical education activities that are consistent with the purpose of this Act.

Compliance Monitoring

Florida's State Plan for Carl D. Perkins Vocational and Technical Education includes the provision that the state will evaluate the effectiveness of project activities based on established and approved performance goals. The Program Support Team monitors recipients' compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars, and Florida Department of Financial Services *Reference Guide for State Expenditures* and, in addition, guidelines published in the Florida Department of Education's *Green Book*. These compliance references are available at the following web site:

<http://www.firn.edu/doe/workforce/compliance.htm>

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

- 1) Application is received in DOE within the timeframe specified by the RFA
- 2) Application includes required forms: DOE 100A or 100B Project Application Form and DOE 101 - Budget Narrative Form
- 3) All required forms must have the assigned TAPS Number included on the form
- 4) All required forms have original signatures by an authorized entity
- 5) Application must be submitted to:

Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 325
Tallahassee, Florida 32399-0400

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Other Requirements

In addition to the DOE 101-Budget Narrative and DOE 100A-Application, also include:

- Service Delivery Form
- Written responses to the **Narrative Requirements** section
- Letter(s) of Agreement – if applicable
- Application Review Criteria and Checklist

Submit:

- One application with original signatures
- Three copies of the application

Be sure to review and adhere to the application guidelines to ensure that all sections of the application have been addressed.

Method of Review

All applications will be reviewed by Florida Department of Education, Division of Community Colleges and Workforce Education staff using the **Application Review Criteria and Checklist** in the **Attachments** section.

In addition, fiscal information will also be reviewed by Division of Contracts, Grants and Procurement, Office of Grants Management staff.



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Division of Community Colleges and Workforce Education

Program Name

Carl D. Perkins, **Postsecondary Career and Technical Education Programs, Section 132**

Specific Funding Authority (ies)

Carl D. Perkins Vocational and Technical Education Act of 1998, Title I; Workforce Investment Act, Section 503, CFDA #84.048

Web site: http://12.46.245.173/pls/portal30/CATALOG.PROGRAM_TEXT_RPT.show

Funding Purpose/Priorities

To develop more fully the academic, career, and technical skills of postsecondary students who elect to enroll in career and technical education programs.

Type of Award

Discretionary

Total Funding Amount

\$23,845,942 -- see the **Allocation Chart** in the **Attachments** section

Budget Period

July 1, 2006 to June 30, 2007

Applications received after June 30, 2006, will be effective on the date of receipt in Grants Management or award of federal funds, whichever is later.

Program Performance Period

Same as **Budget Period**, see above.

Target Population

Postsecondary Career and Technical Education students

Eligible Applicant(s)

Florida School Districts and Community Colleges

Application Due Date

June 1, 2006

The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso.

Contact Persons

Grants Administration Contacts: see **Attachments** section for contact information listed by county
Grants Management Contact: Carol Hubbard, 850/245-0723, Carol.Hubbard@fldoe.org

Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at web site: <http://www.firm.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

Funding Method

Federal Cash Advance – On-Line Reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Although there is flexibility for the expenditure of funds at the local level, there is a focus on accountability for all Career Technical Education students, including the performance measures for all of the categories of nontraditional and special populations.

Records Retention

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for five years from the last day of the program or longer if there is an ongoing investigation or audit.

Funding Shall Supplement, Not Supplant

In general, the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant other state or local public funds expended for Career and Technical Education programs.

Local Administrative Cost

Perkins Act, Section 135(d), contains the requirements pertaining to local administrative costs. Not less than 95% of the funds shall be expended for carrying out Career and Technical Education activities. The remaining amount, not to exceed 5%, may be used for:

- Planning
- Personnel development
- Interagency coordination
- Administration
- Indirect costs

Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel development directly related to program and/or students, and direct assistance to career and technical education students. **Indirect costs are considered administrative costs.**

Allocation Formula

Currently funded Perkins projects will be extended one year (fiscal year 2006-07) under the existing federal authorization, pending reauthorization.

The Department will allocate funds utilizing an equitable geographic formula for awarding projects. This funding model does not mean that the funds will automatically be awarded to any particular agency.

Perkins Act, Section 132(a)(2), requires that states use the sum of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in vocational educational programs.

An alternate approved formula for the State of Florida for distribution of postsecondary vocational and technical education programs as approved in our current State Plan is used to calculate the funding distribution.

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

Only those eligible postsecondary institutions who meet the \$50,000 minimum funding requirement, and who provide vocational education in not less than five different occupational areas, and which are of sufficient size, scope, and quality to be effective will receive funding. Florida's alternate criteria for need-based financial aid for Perkins Act, Section 132, for individuals meeting the requirements listed below:

- Recipients of food stamps
- Recipients of Pell Grants
- Participants in the Job Training Partnership Act Program/Welfare Transition
- Recipients of Student Education Opportunity Grants (SEOG)
- Participants in a federal vocational work-study program
- Recipients of Temporary Aid to Needy Families (TANF)

The alternate formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in the postsecondary vocational education, thereby generating a more equitable distribution of the funds.

Because of the low level of participation in the Pell Grant program by area vocational-technical centers, it is necessary to continue to use an alternate formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in vocational postsecondary and adult programs.

The data used to calculate the 2006-2007 postsecondary funding distribution was retrieved from 2004-2005 student data files from the Community Colleges Perkins Data File derived from the FETPIP Economically Disadvantaged Targeted Student file and the Perkins Economic Disadvantaged Counts by District Data File derived from Workforce Education and Outcome Information Services (WEOIS).

Consortium Requirements

For Perkins Act, Section 132(3)(A)(B), eligible institutions may enter into consortium to operate joint projects that:

- provide services to all postsecondary institutions participating in the consortium, and;
- are of sufficient size, scope, and quality to be effective.

Funds allocated to a consortium to meet the requirements of Perkins Act, Section 132, shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of the consortium.

Consortium information required in the application must include the following:

- Describe the process utilized by the consortium to ensure funds are utilized for the purposes and programs that are mutually beneficial for all members of the consortium -- Perkins Act, Part C, Section 131(g)(2).
- DOE 101, Budget Narrative Form, an individual form for each of the agencies included in the consortium.

NOTE: Consortium funds may not be used as a fiscal pass-through from one agency to another.

Waivers for Allocations Under \$50,000

Perkins Act, Section 132(4)(b), Postsecondary Career and Technical Education Programs, eligible institutions with an allocation of less than \$50,000 must either:

- enter into a consortium (see Consortium Requirements section above), or;
- request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium.

Submit waiver requests for approval before the application due date to:

Gloria Spradley, Director Grants Administration
 Division of Community Colleges and Workforce Education
 Florida Department of Education
 325 West Gaines Street, Room 730
 Tallahassee, FL 32399-0400

Project Disbursement Report, DOE 399

All awarded Perkins projects must submit a DOE 399, Project Disbursement Report, to the

Florida Department of Education, Comptroller's Office, by August 20, 2007.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided in the **Service Delivery Form** located in the **Attachments** section.

NARRATIVE SECTION

For a list of all items to be included in the application package, please see the **Application Review Criteria and Checklist** in the **Attachments** section.

Narrative responses must be typed in 12-point font and double spaced. There is a five page maximum for the narrative response portion of the application package – this does not include any requested forms. Be sure to respond to all information requested and follow the items listed below when writing narrative responses.

Project Design-Narrative

Below is information addressed in the four-year work plan originally submitted by your agency for this program for fiscal years 2000-04 and the 04-05, 05-06 extension plan regarding the delivery of career and technical education.

Review the information below with regards to your proposed program for fiscal year 2006-07. If there are any planned changes or modifications in any of the items listed below for the 2006-07 program year, you must describe those changes or modifications. If there are no planned changes or modification, state so.

12. Provide the names and addresses of the site(s) where programs, services, and activities will be offered. Please list the Classification of Instructional Programs (CIP) number and title of the program under which these activities or services will be provided, if applicable.
13. Provide a brief summary of the planned programs, services, and activities. Please identify various uses of funds such as child care, transportation, personnel, etc.
14. Describe how the vocational and technical education programs required under Perkins Act, Section 135(b) will be carried out with these funds.
15. Describe how the vocational and technical education activities will be carried out with respect to meeting state core indicators/performance measures.
16. Describe how the following will be achieved:
 - A. improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
 - B. provide students with strong experience in and understanding of all aspects of an industry; and
 - C. ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to other students.
17. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational 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. Perkins Act, Section 134(b)(4)

18. Describe the process that will be used to independently evaluate and continuously improve the performance of the activities within the proposed project. Perkins Act, Section 134(b)(6)
19. Describe how the following will be achieved:
 - A. review of vocational 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; and Perkins Act, Section 134(b)(7)(A)
 - B. provide programs that are designed to enable the special populations to meet the state adjusted levels of performance. Perkins Act, Section 134(b)(7)(B)
20. Describe 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. Perkins Act, Section 134(b)(8)
21. Describe how funds will be used to promote preparation for nontraditional training and employment. Perkins Act, Section 134(b)(9)
22. Describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. Perkins Act, Section 134(B)(10)

Support for Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives **AND** one or more of the Florida State Board of Education (SBE) strategic imperatives.

Web site: http://www.fldoe.org/Strategic_Plan/pdfs/StratPres2006.pdf#page=2

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

Reporting Outcomes

Federal requirements include annual reports on specific performance measures. Local data must be reported on all career and technical students through the student database systems in place at the school districts and community colleges.

Local Perkins Performance Improvement Plan Approvals

Local Education Agencies (LEA) will receive, **under separate cover (not included in this RFA document)**, from the Division of Community Colleges and Workforce Education, individualized Perkins performance data for their LEA with local improvement targets identified. Instructions for completing the Local Perkins Performance Improvement Plan will accompany the local data.

Data reporting is part of Florida's contract with the U.S. Department of Education for receiving Perkins funds. The state is required to report annually on progress toward meeting federally-approved student/program performance improvement targets. Statewide progress is an aggregation of local program improvements made by local recipients of Perkins funds. Local recipients are therefore required to work toward meeting local improvement targets that are established by the Florida Department of Education.

Local Perkins Performance Improvement Plans submitted by LEAs will be reviewed and approved by the Division of Community Colleges and Workforce Education, and, in some cases, Accountability, Research, and Measurement (ARM) staff prior to release of funding. The use of Perkins funds for improving performance on these measures will be monitored.

NOTE: Instances where an LEA shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

For Federal Programs General Education Provisions Act (GEPA)

A current fiscal year General Education Provisions Act (GEPA) plan is required; applicant must submit a copy of their plan with this application. In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a one-page description of the steps proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs must be submitted.

See: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Budget Narrative Form, DOE 101

When completing this form, located in the **Attachments** section, under Column (3), **Account Title and Narrative**, for each line item specify the performance measures addressed by budgetary expenditures such as salaries, equipment and supplies. Expenditures should focus on performance improvement, as noted on your agency’s negotiated and approved Local Perkins Performance Improvement Plan.

EXAMPLE

Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
#####	#####	Salary for one full time teacher aid for assessment, remediation and special student services supporting the Culinary Arts program. (Performance Measure addressed: 1S1, 2S1.....)	100%	\$13,000

Program Information

Florida’s State Plan for Carl D. Perkins Vocational and Technical Education

Web site: <http://www.firn.edu/doe/workforce/stateplan.htm>

Program Purpose – Perkins Act, Section 2

The purpose will be achieved by:

- (5) Building on the efforts of states and localities to develop challenging academic standards for students in career and technical education programs;
- (6) Promoting the development of services and activities that integrate academic, career and technical instruction, and that link postsecondary and secondary education to participating career and technical education students;
- (7) Increasing state and local flexibility and providing services and activities designed to develop, implement, and improve career and technical education, including Tech Prep education; and
- (8) Disseminating national research, and providing professional development and technical assistance that will improve career and technical education programs, services and activities.

Required Use of Funds – Perkins Act, Section 135(b)

- (9) Strengthen the academic, career and technical skills of students participating in career and technical education through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects;
- (10) Provide students with strong experience in and understanding of all aspects of an industry;
- (11) Develop, improve, or expand the use of technology in career and technical education, which may include:
 - d) Training of career and technical education personnel to use state-of-the-art technology, including distance learning;
 - e) Providing career and technical education students with the academic, and career and technical skills that lead to entry into the high technology and telecommunications field; or
 - f) Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
- (12) Provide professional development programs to teachers, counselors, and administrators, including:
 - e) In-service and pre-service training in state-of-the-art career and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - f) Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to ensure that such teachers and personnel stay current with all aspects of the industry;
 - g) Internship programs that provide business experience to teachers; and
 - h) Programs designed to train teachers specifically in the use and application of technology;
- (13) Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (14) Initiate, improve, expand, and modernize quality career and technical education programs;
- (15) Provide services and activities that are of sufficient size, scope and quality to be effective; and
- (16) Link secondary career and technical education and postsecondary career and technical education.

Permissive Use of Funds – Perkins Act, Section 135(c)

- (16) Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- (17) Provide career guidance and academic counseling for students participating in career and technical education programs;
- (18) Provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
- (19) Provide programs for special populations;
- (20) Build local education and business partnerships;
- (21) Assist career and technical student organizations;
- (22) Provide mentoring and support services;

- (23) Provide leasing, purchasing, upgrading, or adapting equipment, including instructional aides;
- (24) Provide teacher preparation programs that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry;
- (25) Improve or develop new career and technical education courses;
- (26) Provide support for Family and Consumer Sciences programs;
- (27) Provide career and technical education programs for adults and school dropouts to complete their secondary school education;
- (28) Provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
- (29) Support nontraditional training and employment activities; and
- (30) Support other career and technical education activities that are consistent with the purpose of this Act.

Compliance Monitoring

Florida's State Plan for Carl D. Perkins Vocational and Technical Education includes the provision that the state will evaluate the effectiveness of project activities based on established and approved performance goals. The Program Support Team monitors recipients' compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars, and Florida Department of Financial Services *Reference Guide for State Expenditures* and, in addition, guidelines published in the Florida Department of Education's *Green Book*. These compliance references are available at the following web site: <http://www.firn.edu/doe/workforce/compliance.htm>

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

- 6) Application is received in DOE within the timeframe specified by the RFA
- 7) Application includes required forms: DOE 100A or 100B Project Application Form and DOE 101 - Budget Narrative Form
- 8) All required forms must have the assigned TAPS Number included on the form
- 9) All required forms have original signatures by an authorized entity
- 10) Application must be submitted to:

Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 325
Tallahassee, Florida 32399-0400

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Other Requirements

In addition to the DOE 101-Budget Narrative and DOE 100A-Application, also include:

- Service Delivery Form
- Regional Workforce Board Coordination Assurance Form
- Written responses to the **Narrative Requirements** section
- Letter(s) of Agreement – if applicable
- Application Review Criteria and Checklist

Submit:

- One application with original signatures
- Three copies of the application

Be sure to review and adhere to the application guidelines to ensure that all sections of the application have been addressed.

Method of Review

All applications will be reviewed by Florida Department of Education, Division of Community Colleges and Workforce Education staff using the **Application Review Criteria and Checklist** in the **Attachments** section.

In addition, fiscal information will also be reviewed by Division of Contracts, Grants and Procurement, Office of Grants Management staff.



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Division of Community Colleges and Workforce Education

Program Name

Carl D. Perkins, **Tech Prep Education**

Specific Funding Authority (ies)

Carl D. Perkins Vocational and Technical Education Act of 1998, Title I; Workforce Investment Act, CFDA #84.234A

Web site: http://12.46.245.173/pls/portal30/CATALOG.PROGRAM_TEXT_RPT.show

Funding Purpose/Priorities

To promote a seamless transition between secondary and postsecondary career and technical education and to change the way participating schools and colleges improve teaching and learning for students enrolled in Tech Prep programs.

Type of Award

Discretionary

Total Funding Amount

\$ 5,121,965 -- see the **Allocation Chart** in the **Attachments** section

Budget Period

July 1, 2006 to June 30, 2007

Applications received after June 30, 2006, will be effective on the date of receipt in Grants Management or award of federal funds, whichever is later.

Program Performance Period

Same as **Budget Period**, see above.

Target Population

Students enrolled in secondary and postsecondary articulated programs of study

Eligible Applicant(s)

Current consortia that are in compliance with federal and state regulations as listed on the **Allocation Chart** in the **Attachments** section.

Application Due Date

June 1, 2006

The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso.

Contact Persons

- Program Contact: Gayle Manley, 850.245.9057, Gayle.Manley@fldoe.org
- Grants Administration Contacts: see **Attachments** section for contact information listed by county
- Grants Management Contact: Carol Hubbard, 850/245-0723, Carol.Hubbard@fldoe.org

Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at web site: <http://www.firm.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

Funding Method

Federal Cash Advance – On-Line Reporting required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Although there is flexibility for the expenditure of funds at the local level, there is a focus on accountability for all Career Technical Education students, including the performance measures for all of the categories of nontraditional and special populations.

Records Retention

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Florida Department of Education or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for five years from the last day of the program or longer if there is an ongoing investigation or audit.

Funding Shall Supplement, Not Supplant

In general, the Act states that the funds made available for Career and Technical Education activities shall supplement and not supplant other state or local public funds expended for Career and Technical Education programs.

Local Administrative Cost

Perkins Act, Section 135(d), contains the requirements pertaining to local administrative costs. Not less than 95% of the funds shall be expended for carrying out Career and Technical Education activities. The remaining amount, not to exceed 5%, may be used for:

- Planning
- Personnel development
- Interagency coordination
- Administration
- Indirect costs

Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel development directly related to program and/or students, and direct assistance to career and technical education students. **Indirect costs are considered administrative costs.**

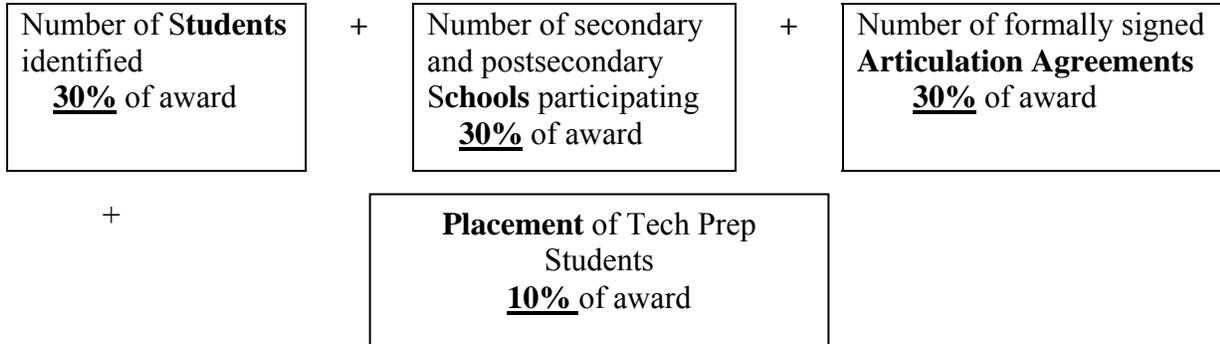
Allocation Formula

Currently funded Perkins projects will be extended one year (fiscal year 2006-07) under the existing federal authorization, pending reauthorization.

The Department will allocate funds utilizing an equitable geographic formula for awarding projects. This funding model does not mean that the funds will automatically be awarded to any particular agency.

Funding amounts for Tech Prep education are based on appropriations by Congress. Funds shall be allocated consistent with federal laws on a formula basis as identified by the Division of Community Colleges and Workforce Education. Applicants should apply for the amount listed on the **Allocation Chart** in the **Attachments** section. All applications must provide a detailed budget description of the type of expenditures on the DOE 101, Budget Narrative Form.

Funding levels are calculated on the following funding formula for all continuing applications:



Consortium Requirements

For Perkins Act, Section 132(3)(A)(B), eligible institutions may enter into consortium to operate joint projects that:

- provide services to all postsecondary institutions participating in the consortium, and;
- are of sufficient size, scope, and quality to be effective.

Funds allocated to a consortium to meet the requirements of Perkins Act, Section 132, shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of the consortium.

Consortium information required in the application must include the following:

- List of consortium partners
- Describe the process utilized by the consortium to ensure funds are utilized for the purposes and programs that are mutually beneficial for all members of the consortium -- Perkins Act, Part C, Section 131(g)(2).
- DOE 101, Budget Narrative Form, an individual form for each of the agencies included in the consortium.

NOTE: Consortium funds may not be used as a fiscal pass-through from one agency to another, unless there is evidence of related programmatic involvement with consortium partners.

Project Disbursement Report, DOE 399

All awarded Perkins projects must submit a DOE 399, Project Disbursement Report, to the

Florida Department of Education, Comptroller’s Office, by August 20, 2007.

Project Performance Accountability and Reporting Requirements

The Department’s program managers will track each project’s performance based on the information provided in the **Service Delivery Form** located in the **Attachments** section.

NARRATIVE SECTION

For a list of all items to be included in the application package, please see the **Application Review Criteria and Checklist** in the **Attachments** section.

Narrative responses must be typed in 12-point font and double spaced. There is a 15 page maximum for the narrative response portion of the application package – this does not include any requested forms. Be sure to respond to all information requested and follow the items listed below when writing narrative responses.

Project Design-Narrative

1. Provide an abstract addressing:
 - a. Success of Tech Prep implementation to date.
 - b. Summary of activities planned for fiscal year 2006-2007.

2. Below is information addressed in the four-year work plan originally submitted by your agency for this program for fiscal years 2000-04 and the 05-06 extension plan regarding the delivery of Tech Prep education. In each of the eight Tech Prep program components, identify modifications, changes, or revisions to your previously submitted plan, and describe how those changes will address local needs and improve the delivery of services to the target population. The eight program components addressed in the previous plans are:
 - a. Administration and organization
 - b. Articulation agreements
 - c. Business, industry, and community involvement
 - d. Evaluation
 - e. Curriculum development/programs of study
 - f. Impact on students
 - g. Program promotions/marketing
 - h. Staff development

3. In an effort to align with the President's proposal for secondary and technical excellence, address each of the following goals of Tech Prep education that demonstrate program success in secondary and postsecondary education that indicate students are both college and career ready. *Assuming that some legislation passes that will incorporate these goals, each application must describe activities and anticipated results that will support continuous improvement and have a positive impact on student outcomes.*
 - a. For program success in secondary education identify activities that:
 - Ensure Tech Prep students participate in a rigorous academic and technical curriculum
 - Increase the number of Tech Prep students participating in dual enrollment
 - Increase the number of Tech Prep high school graduates
 - Increase the number of Gold Seal recipients
 - b. For program success in postsecondary education identify activities that:
 - Increase the number of Tech Prep students that continue their education/program without the need for remediation

- Increase the number of Tech Prep students that complete a postsecondary program
- c. For success in all Tech Prep programs identify activities that:
- Improve methods of identifying and reporting Tech Prep students at the secondary and postsecondary levels based upon the state's definition
 - Update or implement written agreements designed to provide students with a non-duplicative course of study and develop a process to ensure articulation agreements are updated in a timely manner
 - Ensure that counselors are aware of the transition opportunities available through Tech Prep articulated programs of study
 - Provide Tech Prep students with work-based and worksite learning and strong experience in and understanding of all aspects of an industry
 - Provide equal access to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations
 - Use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of the programs
 - Provide comprehensive professional development for vocational and technical, academic, guidance and administrative personnel
4. Provide the following information for the four data elements:
- **Data Element 1:** List by grade level the number of students (in grades 9-14 for school year 2005-2006) identified as Tech Prep education students in all of the consortium's secondary and postsecondary schools. This count must be valid and documented by student record and/or local MIS reporting, and based on the statewide definition or comparable local definition of a Tech Prep education student.
Note: Describe the method for determining this number.
 - **Data Element 2:** List the number of secondary and postsecondary schools participating in the Tech Prep education initiative for school year 2005-2006. Participation is defined as having a significant enrollment of Tech Prep education students and offering articulated, secondary to postsecondary programs of study (4+2+2, 4+2, 4+1+1, etc.). **Note:** Provide a list of schools.
 - **Data Element 3:** Identify the number of signed articulation agreements as of June 1, 2006, for enrolled Tech Prep Education students (unduplicated within a district –an articulation agreement can be counted only once for each school district, even if articulated for more than one school).
Note: Provide a list of the formally signed articulation agreements. Provide the number of programs of study that have been developed and supported by these articulation agreements; and provide a listing of the program of study titles that have been developed.
 - **Data Element 4:** Outcomes of Tech Prep students. Data will be generated by the DOE from the state student reporting systems on the postsecondary placement of identified Tech Prep students.

Note: Numbers submitted are subject to audit. Any misrepresentation may impact future funding.

Support for Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives **AND** one or more of the Florida State Board of Education (SBE) strategic imperatives.

Web site: http://www.fldoe.org/Strategic_Plan/pdfs/StratPres2006.pdf#page=2

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

Reporting Outcomes

Federal requirements include annual reports for Tech Prep students. Local data must be reported on all career and technical students through the student database systems in place at the school districts and community colleges. Data reporting is part of Florida’s contract with the U.S. Department of Education for receiving Perkins funds.

NOTE: Instances where an LEA shows a consistent pattern of failure to submit student data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

For Federal Programs General Education Provisions Act (GEPA)

A current fiscal year General Education Provisions Act (GEPA) plan is required; applicant must submit a copy of their plan with this application. In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a one-page description of the steps proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs must be submitted.

See: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Budget Narrative Form, DOE 101

When completing this form, located in the **Attachments** section, under Column (3), **Account Title and Narrative**, for each line item specify the performance measures addressed by budgetary expenditures such as salaries, equipment and supplies.

EXAMPLE

Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
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#####	#	One full time Tech Prep coordinator to work with articulation, serve as a liaison with consortium members and provide day-to-day support for Tech Prep students and program services (Align with goals addressed in Project Design-Narrative #2a. and 2e. and 3c.)	100% \$40,	000

Program Information

Florida’s State Plan for Carl D. Perkins Vocational and Technical Education

Web site: <http://www.firn.edu/doe/workforce/stateplan.htm>

Definition of a Tech Prep Student

The statewide **definition** of a Tech Prep Student is used to establish funding formulas, statewide reporting and evaluation activities. The statewide definition adopted by Florida’s 28 local Tech Prep coordinators is:

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

Title II of the 1998 Perkins Act creates a Tech Prep program of study that combines, at a minimum, two years of secondary education, with a minimum two years of postsecondary education. The Tech Prep program constitutes a non-duplicative sequence or course of study that integrates academic and vocational and technical instruction, and utilizes work-based and worksite learning. The technical preparation must be in a career field such as engineering technology, applied science, mechanical, industrial, practical arts or trade, agriculture, health occupations, business, or applied economics. A Tech Prep program leads to related meaningful employment and is developed by all partners (secondary, postsecondary and private sector). It may articulate from a community college to a four-year college/university, or four-year apprenticeship.

Additional components in the 1998 Act encourage work-based or worksite learning in conjunction with business and all aspects of an industry. Tech Prep programs may use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of the program.

Required Use of Funds – Perkins Act, Section 204

The purposes are to fund consortia for the development of Tech Prep Education programs designed to offer students a focused, sequential course of study. Each Tech Prep program shall:

1. be carried out under an articulation agreement between the participants in the consortium;
2. consist of at least two years of secondary school preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field;
3. include the development of Tech Prep programs for both secondary and postsecondary, including consortium, participants in the consortium that:

- a. meets academic standards developed by the State;
 - b. links secondary schools and two-year postsecondary institutions, and if possible and practicable, four-year institutions of higher education through non-duplicative sequences of courses in career fields, including the investigation of opportunities for Tech Prep secondary students to enroll concurrently in secondary and postsecondary coursework;
 - c. uses, if appropriate and available, work-based or worksite learning, in conjunction with business and all aspects of an industry; and
 - d. uses educational technology and distance learning as appropriate, to involve all the consortium partners more fully in the development and operation of programs;
4. include in-service training for teachers that:
 - a. is designed to train vocational and technical teachers to effectively implement Tech Prep programs;
 - b. provides for joint training for teachers in the Tech Prep consortium;
 - c. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
 - d. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and
 - e. provides training in the use and application of technology;
 5. include training programs for counselors designed to enable counselors to more effectively:
 - a. provide information to students regarding Tech Prep education programs;
 - b. support student progress in completing Tech Prep programs;
 - c. provide information on related employment opportunities;
 - d. ensure that such students are placed in appropriate employment; and
 - e. stay current with the needs, expectations, and methods of business and all aspects of an industry;
 6. provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations; and
 7. provide for preparatory services that assist participants in Tech Prep programs.

Permissive Use of Funds – Perkins Act, Section 204

1. provide for the acquisition of Tech Prep program equipment;
2. acquire technical assistance from State or local entities that have designed, established, and operated Tech Prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process; and
3. establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

Compliance Monitoring

Florida's State Plan for Carl D. Perkins Vocational and Technical Education includes the provision that the state will evaluate the effectiveness of project activities based on established and approved performance goals. The Program Support Team monitors recipients' compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars, and Florida Department of Financial Services *Reference Guide for State Expenditures* and, in addition, guidelines published in the Florida Department of Education's *Green Book*. These compliance references are available at the following web site: <http://www.firn.edu/doe/workforce/compliance.htm>

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

- 11) Application is received in DOE within the timeframe specified by the RFA
- 12) Application includes required forms: DOE 100A or 100B Project Application Form and DOE 101 - Budget Narrative Form
- 13) All required forms must have the assigned TAPS Number included on the form
- 14) All required forms have original signatures by an authorized entity
- 15) Application must be submitted to:

Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 325
Tallahassee, Florida 32399-0400

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Other Requirements

In addition to the DOE 101-Budget Narrative and DOE 100A-Application, also include:

- Service Delivery Form
- Regional Workforce Board Coordination Assurance Form
- Written responses to the **Narrative Requirements** section
- Consortium information and additional budgets – if applicable
- Application Review Criteria and Checklist

Submit:

- One application with original signatures
- Three copies of the application

Be sure to review and adhere to the application guidelines to ensure that all sections of the application have been addressed.

Method of Review

All applications will be reviewed by Florida Department of Education, Division of Community Colleges and Workforce Education staff using the **Application Review Criteria and Checklist** in the **Attachments** section.

In addition, fiscal information will also be reviewed by Division of Contracts, Grants and Procurement, Office of Grants Management staff.

Florida’s Perkins III Performance Measures

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates
<p>1S1 Secondary Academic Attainment</p> <p>Numerator: Number of secondary vocational job prep. students with an OCP who earned a high school diploma or its recognized state equivalent .</p> <p>Denominator: Number of secondary vocational job prep. students who earned an OCP at any time during high school who left secondary education in the reporting year.</p>	<p>1P1 Academic Attainment</p> <p>Numerator: Number of students who meet the criteria in the denominator and who have attained a GPA of 2.5 or higher.</p> <p>Denominator: Number of students who have declared a career degree program of study or a college credit certificate program of study and who have completed at least 11 college credits.</p>	<p>1A1 Academic Skills</p> <p>Numerator: Number of students in Vocational Certificate (PSAV) programs who achieved an OCP and who have met the prescribed Basic Skills requirement.</p> <p>Denominator: All students enrolled in a Vocational Certificate (PSAV) program.</p>
<p>1S2 Secondary Technical Skills</p> <p>Numerator: Number of secondary vocational job prep. students who earned an OCP at any time during high school who earned a high school diploma or its recognized state equivalent.</p> <p>Denominator: Number of secondary graduates in the reporting year.</p>	<p>1P2 Technical Skills</p> <p>Numerator: Number of students who have declared a career degree program of study or a college credit certificate program of study and who have completed at least 11 college credits</p> <p>Denominator: Number of students who have declared a career degree program of study or a college credit certificate program of study and who are enrolled in the reporting year.</p>	<p>1A2 Technical Skills</p> <p>Numerator: Number of students who achieved at least one OCP in a Vocational Certificate (PSAV) program</p> <p>Denominator: All students enrolled in a Vocational Certificate (PSAV) program</p>
<p>2S1 Secondary Completion</p> <p>Same measure as 1S1</p>	<p>2P1 Completions</p> <p>Numerator: Number of students who have completed a career degree or college credit certificate.</p> <p>Denominator: Number of students who have declared a career degree program of study or a college credit certificate program of study and who have completed at least 11 college credits.</p>	<p>2A1 Completion</p> <p>Numerator: Number of students who achieved a Vocational Certificate (PSAV)</p> <p>Denominator: All students who achieved at least one OCP in a Vocational Certificate (PSAV) program for which terminal OCPs have been identified (excludes apprenticeship).</p>
<p>3S1 Secondary Placement</p> <p>Numerator: Completers who graduated or exited high school and were located by FETPIP working, continuing education, or in the military.</p> <p>Denominator: (Completers)=Only students in the prior-year <u>1S1</u> denominator who have a valid social security number.</p>	<p>3P1 Placement</p> <p>Numerator: Completers who exited the program and were located by FETPIP working, continuing education, or in the military.</p> <p>Denominator: (Completers)=Students in the prior-year <u>2P1</u> numerator with a valid social security number.</p>	<p>3A1 Placement</p> <p>Numerator: Number of PSAV certificate-earners who were located by FETPIP working, continuing education, or in the military.</p> <p>Denominator: (Completers)=Students in the prior-year <u>2A1</u> numerator with a valid social security number.</p>

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	<p data-bbox="716 138 862 165">3P2 Retention</p> <p data-bbox="573 203 1016 291">Numerator: Last year’s placements found still working, continuing education, or in the military.</p> <p data-bbox="573 310 1016 371">Denominator: Students found placed in the previous year (Prior-year <u>3P1</u> numerator).</p>	<p data-bbox="1192 138 1338 165">3A2 Retention</p> <p data-bbox="1050 203 1429 291">Numerator: Last year’s placements found still working, continuing education, or in the military.</p> <p data-bbox="1050 310 1477 371">Denominator: Students found placed in the previous year (Prior-year <u>3A1</u> numerator).</p>
<p data-bbox="193 422 519 449">4S1 Nontraditional Enrollments</p> <p data-bbox="154 487 553 575">Numerator: The number of students enrolled in programs non-traditional for their gender.</p> <p data-bbox="154 613 537 674">Denominator: All students enrolled in nontraditional programs.</p>	<p data-bbox="643 422 964 449">4P1 Nontraditional Enrollments</p> <p data-bbox="573 487 1016 604">Numerator: The number of students enrolled in career degree or college credit certificate programs non-traditional for their gender.</p> <p data-bbox="573 613 979 667">Denominator: All students enrolled in nontraditional programs.</p>	<p data-bbox="1105 422 1430 449">4A1 Nontraditional Enrollments</p> <p data-bbox="1050 487 1477 575">Numerator: The number of students enrolled in programs non-traditional for their gender.</p> <p data-bbox="1050 594 1430 655">Denominator: All students enrolled in nontraditional programs.</p>
<p data-bbox="196 726 516 753">4S2 Nontraditional Completion</p> <p data-bbox="154 791 548 909">Numerator: The number of students who completed at least one OCP in a program identified as non-traditional for their gender.</p> <p data-bbox="154 959 529 1050">Denominator: All students who completed at least one OCP in a non-traditional program</p>	<p data-bbox="667 726 987 753">4P2 Nontraditional Completion</p> <p data-bbox="573 791 1016 909">Numerator: The number of students who completed a degree or college credit certificate identified as non-traditional for their gender.</p> <p data-bbox="573 959 1000 1020">Denominator: All students who completed nontraditional programs.</p>	<p data-bbox="1105 726 1430 753">4A2 Nontraditional Completion</p> <p data-bbox="1050 791 1477 909">Numerator: The number of students who completed at least one OCP in a program identified as non-traditional for their gender.</p> <p data-bbox="1050 959 1477 1050">Denominator: All students who completed at least one OCP in a non-traditional program.</p>