

Florida Department of Education

2008-2009 *Consolidated Annual Report* Narrative
for the Carl D. Perkins Career and Technical
Education Act of 2006

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 Career and Technical Education Act of 2006 funding. This responsibility for career and technical education program management, performance accountability and fiscal oversight is housed within the Division of Career and Adult Education (the Division), under the direction of the Interim Chancellor, Loretta Costin. (Prior to July 1, 2009, the Division was known as the Division of Workforce Education.)

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 the 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 careers. Programs that provide career and technical education for specific careers are the subject of this report. Information is provided in three categories: secondary career and technical education, postsecondary career certificates (adult level), and postsecondary degrees (college level).

Florida has organized all career and technical education programs into career clusters and has developed a statewide template for programs of study. The template identifies career and technical programs combined with academic courses that complement the technical content, offering a clear and articulated pathway for postsecondary education and employment.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

- **Assessment of Career and Technical Education Programs Funded Under Perkins IV**
Assessment for career and technical education programs (CTE) is data-driven. The Division uses the local adjusted levels of performance described in section 113(b)(4) of the Act to assess the CTE programs and activities of each eligible recipient receiving funds under Title I of the Act. During 2007-2008, the Division revamped its compliance and monitoring system to assure program quality, financial accountability, and regulatory compliance. Annually, the Division's Quality Assurance team conducts data analysis as part of the Division's overall assessment of current program offerings of local eligible recipients.

In addition, assessment of funded programs is conducted to determine if program offerings are aligned with industry needs through a statewide process that identifies targeted occupations meeting high skill, high wage and/or high demand criteria. As a result of Perkins IV legislation, Florida is taking specific measures to assure that federal funding is being invested in improving or developing secondary and postsecondary CTE programs leading to employment in high skill, high wage and/or high demand fields.

The Next Generation Occupational Standards process, launched in 2008, is a three-year CTE curriculum review process. The goals are two-fold: 1) to ensure that rigorous academic skills are infused in existing and future program offerings and that those skills are aligned with Florida's Next Generation Standards (formerly known as Sunshine State Standards) and that 2) the CTE program offerings in Florida are aligned with the skill requirements of Florida's new economy.

Ongoing studies were conducted during 2008-2009 to analyze the performance of Florida's students enrolled in CTE programs compared to students who did not participate in such programs. Additionally, career academies were evaluated and a study on Florida's nationally board certified career and technical teachers was conducted. A dedicated staff member within the Division conducts analytical studies of Florida's CTE system.

- ***Developing, Improving, or Expanding the Use of Technology in Career and Technical Education***

As Florida implements Perkins IV requirements, the Division is engaged in identifying gaps in technology and designing strategies to fill those gaps. New programs to prepare students for careers related to emerging technology were developed including Digital Imprinting; Audio and Visual Production; Construction Management Technology; Engineering Technology Specialties; Industrial Biotechnology; Geospatial/Geographic Information System Technology; Game, Simulation and Animation Visual Design; Game, Simulation and Animation Programming; and Game, Simulation and Animation Advanced Applications. In addition, Criminal Justice and Crime Scene Technology programs were updated. These programs were available to students beginning with the 2008-2009 school year.

In all, a total of 15 new district programs and 28 new community college programs were added for 2008-2009, all of which embrace current technologies specific to the careers for which they prepare.

During 2008-2009, the following initiatives at the state level served to motivate students, schools, and districts to embrace and integrate technology into their curriculum, and in some cases, reduce the overall cost of acquiring, maintaining, and training on technologies used to improve student performance and contribute to student access to emerging technologies.

Discount pricing for certification exams - Florida has negotiated with two national organizations offering industry-recognized certifications to provide exams at a significant discount, thus improving the accessibility by students.

Reduced and uniform software pricing - Florida has successfully negotiated with providers of computer software, hardware, and peripheral equipment to reduce the financial burden experienced by districts statewide. This essentially permits districts to expand their curriculum and technology offerings to schools and ultimately their students.

Professional Development Institute - Florida has set aside funds to defray the cost for teacher professional development related to technology. This initiative achieves two goals: 1) teachers acquire skills using the appropriate technologies and subsequently integrate the technologies into their curriculum materials, with the ultimate benefactor being their students; 2) districts are able to extend the value of their existing funding levels due to the reduction of travel expenditures.

Curriculum Resources - In an effort to encourage student and teacher expanded opportunities for using appropriate technologies, the Florida Department of Education is promoting adoption of online reference materials and e-books for CTE programs statewide. In addition to providing greater student access to newer technologies, districts and schools should also realize a cost savings in textbook expenditures.

- ***Offering Professional Development Programs for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors at the Secondary and Postsecondary Levels***

During the 2008-2009 program year, the Professional Development Institute (PDI) continued to be supported with leadership funds. The goals of the PDI were to develop, administer and implement statewide professional development activities. All of the goals were fully executed. A statewide comprehensive needs assessment of secondary and postsecondary educators to determine the areas that required the most training and professional development was completed. A five-year professional development plan based on results of the needs assessment was built. Goals for the PDI were substantially achieved. Nearly 700 CTE teachers were reached through mini-grants and industry certification workshops. Close to 500 CTE teachers achieved industry certifications. There were 29 workshops completed reaching over 450 CTE educators. A series of four consecutive weekly workshops was offered to all new postsecondary administrators via conference call as well as a six-week e-learning course for new postsecondary teachers.

The Division, in partnership with the Just Read, Florida! Office, provided CTE teachers the opportunity to complete an online training for incorporating reading integration strategies in CTE courses. Plans are in place to expand and continue this program in 2009-2010.

The Division's Standards, Benchmarks and Frameworks Unit and Career Distribution and Planning Unit provided teachers, counselors and administrators with professional development opportunities in the areas of curriculum standards, and counseling and advisement. Division staff also provided technical assistance workshops for teachers and administrators during the annual Florida Association for Career and Technical Educators Conference.

- ***Providing Support for Career and Technical Education Programs That Improve the Academic and Career and Technical Skills of Students Through the Integration of Academics with Career and Technical Education***

A major emphasis for the Division is to support activities that integrate higher level academic skills and rigor into Florida's CTE program offerings. During the 2008-2009 program year, local eligible secondary and postsecondary recipients were required to offer local programs of study. Two hundred eighty-nine local programs of study were developed that incorporated the following key elements identified in the Carl D. Perkins Career and Technical Education Act of 2006:

- incorporate secondary education and postsecondary education elements.
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.
- include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Recent state legislation supports the development of applied, integrated and combined courses (www.fldoe.org/APlusPlus) to encourage the development of CTE programs that integrate challenging academic standards with relevant technical content. An alternative

credit pilot program provides CTE students the opportunity to earn academic credit in addition to CTE elective credit. Students must be enrolled in CTE programs that result in the earning of a nationally or state-recognized industry certification to be awarded core credit for courses in which a student is not enrolled, but for which the student may earn academic credit in addition to career course credit. One district participated in the inaugural pilot for 2008-2009 with a submission of the Introduction to Engineering Design Course (8600551) which showed a crosswalk of 50 percent or more of the new Algebra 1 benchmarks. Additionally, the Engineering Technology 1 (8600571) course was submitted and approved for the pilot.

During 2008-2009, an integrated secondary biotechnology program was available which allows students to receive both academic credit towards their high school graduation requirement for science and career and technical education credit. Five schools offered the biotechnology program serving approximately 230 students.

- ***Providing Preparation for Non-traditional Fields in Current and Emerging Professions, and Other Activities That Expose Students, Including Special Populations, to High Skill, High Wage Occupations***

The Division, with the assistance of local practitioners, continued efforts to improve gender-specific participation in CTE programs designated as non-traditional. Funding was provided for the GIRLS Tri IT Project, a pilot program giving high school girls the opportunity to experience Science, Technology, Engineering, Mathematics (STEM) and Information Technology (IT) curriculum during the summer. The Division has agreed to work with the project again in 2009-2010 to develop materials to be disseminated in the 2010-2011 school year.

A specific example of work being done in the area of information technology is the Division's participation in the *Girls Get IT* project. This project is a partnership between Cisco Systems, Inc., the Florida 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 2007-2008, will be ongoing during the program years of Perkins IV.

- ***Supporting Partnerships Among Local Educational Agencies, Institutions of Higher Education, Adult Education Providers, and as Appropriate, Other Entities, to Enable Students to Achieve State Academic Standards, and Career and Technical Skills, or Complete Career and Technical Programs of Study***

Partnerships are promoted by the Division at state and local levels. A key partnership between the Florida Department of Education, the Agency for Workforce Innovation, Workforce Florida, Inc., Enterprise Florida, the Florida Chamber of Commerce, the (Florida) Office of Tourism, Trade and Economic Development, the Florida Association for Career and Technical Educators (FACTE) and the Florida Banner Center for Career Academies was launched in 2008. Representatives of these organizations along with key secondary and postsecondary representatives are charged with the oversight of the Next Generation Occupational Standards process, a three-year career and technical education curriculum review process. The goals are two-fold: 1) to ensure that rigorous academic skills are infused in existing and future program offerings and that those skills are aligned with Florida's Next Generation Standards (formerly known as Sunshine State Standards) and that 2) the career and technical program offerings in Florida are aligned with the skill requirements of Florida's new economy.

In addition, approximately 30 career pathways partnerships supported the development and promotion of local programs of study culminating in a certificate, credential or degree. These partnerships were comprised of secondary, postsecondary, apprenticeship, business and industry and other intermediary representation.

Other Division activities included continued involvement with the automobile industry through AYES, the Automotive Youth Educational Systems, to assist programs to obtain industry certification; and participation in the annual Ford/AAA Automotive Skills Competition.

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 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. These partnerships will continue to be supported during the program years of Perkins IV.

- ***Serving Individuals in State Institutions***

The Florida Department of Education has designated the Florida Department of Corrections to administer postsecondary CTE programs for adult criminals in state correctional institutions. The Department of Corrections, the Florida Department of Juvenile Justice, and the Florida School for the Deaf and the Blind collectively received approximately \$1.2 million of Florida's Perkins allocation. CTE 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 the Blind provides classroom training and work experience in the community for students with hearing and/or visual disabilities.

- ***Providing Support for Programs for Special Populations That Lead to High Skill, High Wage and High Demand Occupations***

In addition to the support and leadership provided by the state career cluster program supervisors, the Division 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 skill, high wage, and/or high demand occupations. Several conferences, workshops and presentations providing specific professional development activities addressing effective instructional strategies, accommodations and modifications, assessment, career counseling, and activities for special populations were offered to CTE 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. Many of the documents that address services for special populations are in the process of being updated and should be available within the upcoming school year.

Florida offered six courses in 2008-2009 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 Work Evaluation

- **Offering Technical Assistance for Eligible Recipients**

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

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

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

- publishing technical assistance papers which provide guidance and clarification on a broad variety of procedural and policy issues. A CTE dual enrollment technical assistance paper is updated yearly as well as a career academy implementation technical assistance paper.
- providing student data and tracking information to enhance student performance tracking. Reports are produced based on data reported from districts and colleges.
- identifying CTE programs and courses to satisfy Bright Futures Gold Seal Vocational Scholarship eligibility.
- developing and distributing counseling and career preparation materials.

A. Permissible Activities [Section 124]

- **Improving Career Guidance and Academic Counseling Programs**

Career exploration and planning tools such as *Career Cruiser*, *Florida CHOICES (Planner and Explorer)*, *Educator's Toolkit for Career and Education Planning Course*, and *Parent Primer for Career Exploration* were used throughout the state and supported through the Division during 2008-2009. CHOICES Planner is provided free of charge to all Florida schools in addition to all Floridians. Over 1,800 sites (middle and high schools, postsecondary schools, and agencies) were established with each receiving administrative codes to generate a variety of usage reports. Some 350,459 new career portfolios were created in Florida CHOICES during 2008-2009 school year.

Career development workshops and CHOICES trainings for counselors and teachers were conducted throughout the year. Training CD's were provided to each of the 1,553 participants. Some 34,450 bookmarks were distributed to students. Parent and outreach events were held for 1,495 individuals. An online registration and evaluation were developed and posted on the Florida Department of Education Web site. 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 groups targeted for high school. In addition, 14 career & technical stand-alone and 37 integrated courses were identified at the 8th grade level to integrate CTE planning

competencies. The goal is to ensure that all students complete career exploration and develop a high school program of study before entering the 9th grade.

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's Guide* to the Framework continues to be distributed to administrators. The goals and activities of Section 118 of the Perkins Act, while no longer funded, continue to be supported by the Division.

- ***Establishing Agreements, Including Articulation Agreements, Between Secondary School and Postsecondary Career and Technical Programs to Provide Postsecondary Education and Training Opportunities for Students***

The development of articulation agreements between secondary and postsecondary institutions was another initiative that was supported during 2008-2009. 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. Through Florida's model career pathways system, over 6,000 local articulation agreements (2+2) exist between all of Florida's 67 school districts and 28 state colleges as well as other public and private postsecondary providers.

Special emphasis was placed on the development of statewide articulation agreements during 2008-2009. Three agreements based on successful attainment of an industry certification were developed and may be viewed at http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp. A minimum number of credits toward AS (Associate in Science)/AAS (Associate in Applied Science) degree were delineated in the statewide agreements based on industry certification.

- ***Supporting 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 CTOS using a formula based on membership numbers. Funds were used to sponsor career and technical events, including national, state and local competitions as part of the learning process and other leadership activities.

III. Progress in Developing and Implementing Technical Skill Assessments [Section 113 (b) (2) (A) (ii)]

State Implementation of Technical Skill Attainment

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

Secondary Technical Skill Attainment (2S1) is designed to measure the extent to which CTE students are leaving secondary education with validated technical skills. The denominator consists of senior concentrators who left secondary education in the reporting year. The numerator consists of students in the denominator who have earned either an occupational completion point (OCP) or passed a valid and reliable evaluation instrument applicable to their program concentration. The use of occupational completion points (Bronze Standard) as a

validation of technical skill attainment will be phased out as the state moves toward Gold Standard third-party assessments, particularly industry certifications, as more valid and reliable measures of technical skill attainment become available. 2010-2011 will be the last year Bronze Standard will be accepted for reporting technical skill attainment.

Postsecondary Technical Skill Attainment (1P1) (1A1) is designed to measure the extent to which CTE students are leaving postsecondary education with validated technical skills. 1P1 measures the percentage of CTE credit hour concentrators who earned at least 75% of required program hours with a GPA of 2.5 or higher or passed a valid and reliable evaluation instrument applicable to their program area. The clock hour version of this measure, 1A1, is the percentage of CTE clock hour concentrators who achieved at least one OCP in a career certificate or Applied Technology Diploma (ATD) program or passed a valid and reliable evaluation instrument applicable to their program area. The use of OCPs, credit accumulation, and GPA as a validation of technical skill attainment will be gradually phased out as the state moves toward third-party assessments, particularly industry certifications, as more valid and reliable measures of technical skill attainment. 2010-2011 will be the last year Bronze Standard will be accepted for reporting technical skill attainment.

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

1. Federal or state regulatory agency-developed assessment instrument leading to licensure;
2. Industry-developed assessment instrument leading to industry certification;
3. Industry-developed end of program assessments;
4. Proprietary company-developed assessment instrument leading to certification of proficiency in one or more company product; and
5. Third-party developed assessment instrument.

Evaluation Instrument Selection Criteria

The criteria for adoption of an evaluation instrument are that it be a valid and reliable measurement directly related to the learning outcomes of a CTE program and considered occupationally specific¹. In addition, to ensure the rigor of the evaluation instruments, the following validation thresholds were established:

1. A secondary evaluation instrument must require students to complete a minimum of 150 hours of instruction.
2. A postsecondary adult-level (clock hour programs) evaluation instrument must require students to complete a minimum of 150 hours of instruction.
3. A postsecondary level (college credit programs) evaluation instrument must require students to complete the equivalent of three credit hours.

Phase-In Progress

An industry certification identifier (data element) was developed to allow secondary and postsecondary institutions to report technical skill attainment performance indicators for 2008-2009. Those data elements were reported in August-October of 2009 and are included in this December 2009 CAR submission. Florida estimates that during 2008-2009, approximately

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

20% of secondary and postsecondary students will be reported in the state's calculation of CTE concentrators who took and earned industry certifications, state or federal licensure or passed another form of assessment aligned to specific CTE secondary and postsecondary programs. At this time, it is difficult to determine the exact number of students reported for 2008-2009 as data is currently being processed.

As delineated in Florida's Five-year Perkins IV State Plan, Florida anticipates using only Gold Standard assessments to report technical skill attainment beginning 2011-2012 but anticipates increasing numbers of students reported each year prior to 2012. Approximately 70% of Florida's secondary and postsecondary CTE programs have been aligned with some form of technical skill assessment (certification, licensure, third party assessment) in order to measure technical skill attainment of Florida's CTE students. Florida's 2008-2009 Technical Skill Attainment Inventories which detail the programs the state has identified as valid and reliable technical skill assessments may be viewed at http://www.fldoe.org/workforce/perkins/perkins_resources.asp.

IV. Implementation of State Program Improvement Plans

Florida met at least 90 percent of all 2008-2009 agreed upon state adjusted levels of performance for all secondary measures and is not required to develop and implement a state program improvement plan.

Secondary	2008-2009 State Target	2008-2009 Actual State Performance
1S1 - Academic Attainment in Reading	51%	60.17%
1S2 - Academic Attainment in Math	50%	84.84%
2S1 - Technical Skill Attainment	70%	87.08%
3S1 - Secondary School Completion	85%	95.16%
4S1 - Graduation Rate	71%	95.01%
5S1 - Student Placement	84%	83.24%
6S1 - Nontraditional Participation	15%	15.31%
6S2 - Nontraditional Completion	87%	97.38%

As detailed below, Florida met at least 90 percent of all 2008-2009 agreed upon state adjusted levels of performance for all postsecondary college credit “P” measures and is not required to develop and implement a state program improvement plan.

Postsecondary – College Level	2008-2009 State Target	2008-2009 Actual State Performance
1P1 - Technical Skill Attainment	37%	41.16%
2P1 - Completion	28%	46.50%
3P1 - Student Retention or Transfer	72%	69.98%
4P1 - Student Placement	86%	87.23%
5P1 - Nontraditional Participation	13%	13.40%
5P2 - Nontraditional Completion	22%	31.89%

As detailed below, Florida met at least 90 percent of 2008-2009 agreed upon state adjusted levels of performance for the following postsecondary adult level “A” measures: 1A1, 2A1, 4A1, 5A1, and 5A2. Florida is not required to develop and implement a state program improvement plan for these core indicators of performance.

However in the area of Student Retention or Transfer (3A1), Florida did not meet at least 90 percent of the 2008-2009 agreed upon state adjusted level for performance. In accordance with Section 123(a)(1) of the Perkins Act, Florida will develop and implement a state program improvement plan for 3A1-Student Retention or Transfer. This plan will be developed in consultation with appropriate agencies, individuals and organizations.

2008-2009 state level performance data for all secondary and postsecondary performance indicators became available on December 16, 2009. Florida's school districts and community college system will close for winter holiday break on December 18, 2009 and will not reopen until Monday, January 4, 2010. The Division of Career and Adult Education will be unable to convene a state program improvement plan advisory committee until mid-January 2010. The Division of Career and Adult Education will submit a state program improvement plan under separate cover to the Office of Vocational and Adult Education no later than February 5, 2010.

Postsecondary – Adult Level	2008-2009 State Target	2008-2009 Actual State Performance
1A1 - Technical Skill Attainment	73.25%	76.37%
2A1 - Completion	51%	47.97%
3A1 - Student Retention or Transfer	55%	48.94%
4A1 - Student Placement	82%	78.12%
5A1 - Nontraditional Participation	8%	9.46%
5A2 - Nontraditional Completion	12%	42.86%

V. Implementation of Local Program Improvement Plans

2008-2009 local level performance data for all secondary and postsecondary performance indicators became available on December 16, 2009. The following charts identify the number of local eligible recipients that failed to meet at least 90 percent of the agreed upon local adjusted level of performance. As noted in the State Plan, these local eligible recipients will be required to implement a local program improvement plan in consultation with the Florida Department of Education.

Florida’s 67 public school districts, the Florida School for the Deaf and the Blind and four university laboratory schools comprise Florida’s local eligible recipients of secondary basic grant funds and report “S” measures. 28 state colleges receive postsecondary basic grant funds and all report “P” measures but only 26 report “A” measures. Thirty-two public school districts receive postsecondary basic grant funds and report “A” measures.

Secondary	2008-2009 State Target	Number of recipients that failed to meet at least 90% of an agreed upon local target.
1S1 - Academic Attainment in Reading	51%	8
1S2 - Academic Attainment in Math	50%	2
2S1 - Technical Skill Attainment	70%	10
3S1 - Secondary School Completion	85%	3
4S1 - Graduation Rate	71%	2
5S1 - Student Placement	84%	11
6S1 - Nontraditional Participation	15%	32
6S2 - Nontraditional Completion	87%	13
Postsecondary – College Level	2008-2009 State Target	Number of recipients that failed to meet at least 90% of an agreed upon local target.
1P1 - Technical Skill Attainment	37%	5
2P1 - Completion	28%	2

3P1 - Student Retention or Transfer	72%	8
4P1 - Student Placement	86%	0
5P1 - Nontraditional Participation	13%	8
5P2 - Nontraditional Completion	22%	1
Postsecondary – Adult Level	2008-2009 State Target	Number of recipients that failed to meet at least 90% of an agreed upon local target.
1A1 - Technical Skill Attainment	73.25%	11
2A1 - Completion	51%	17
3A1 - Student Retention or Transfer	55%	28
4A1 - Student Placement	82%	15
5A1 - Nontraditional Participation	8%	12
5A2 - Nontraditional Completion	12%	4

VI. Tech Prep Grant Award Information

Effective July 1, 2008, Florida no longer maintains a separate Tech Prep system.

Attachments:

**Attachment A – 2008-2009 Secondary Request for Application
(including secondary allocation charts)**

**Attachment B - 2008-2009 Postsecondary Request for Application
(including postsecondary local allocation charts)**



FLORIDA DEPARTMENT OF EDUCATION
Request for Application (RFA Discretionary)

Bureau / Office

Division of Workforce Education

Program Name

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

Specific Funding Authority (ies)

Carl D. Perkins Career and Technical Education Act of 2006 (**Perkins IV**), Title I; Workforce Investment Act, Section 503, CFDA #84.048

Funding Purpose/Priorities

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

For more information, see the **Perkins IV Implementation Guide** on the web site:

<http://www.fldoe.org/workforce/dwdgrants/>.

Type of Award

Discretionary

Total Funding Amount

\$27,163,066 - see **Allocations by District for 2008-09** in the **Attachments** section

Budget Period

July 1, 2008 to June 30, 2009

Applications received after June 30, 2008, 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 Public School Districts

Application Due Date

June 30, 2008

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: Listed by county

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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 <http://fldoe.org/comptroller/doc/gbsectiond.doc>.

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.

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.

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.

Compliance Monitoring

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff 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 guidelines published in the Florida Department of Education's *Green Book*.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided on the SERVICE DELIVERY FORM – to be included in the application as is. This form is located in the Attachments section.

NEW PERKINS IV REQUIREMENTS

The Florida Department of Education has submitted a new **State Plan for 2008-2013** to the United States Department of Education (USDOE). Submission of a new State Plan is required by the Carl D. Perkins Career and Technical Education Act of 2006, herein known as the “Act”.

All eligible recipients using funds under this Act must adhere to all of the provisions included in the **Act, Florida’s Perkins IV State Plan (2008-2013)**, the Florida Department of Education (FLDOE) **Perkins IV Implementation Guide** and those listed below. For the documents listed above see URL: <http://www.fldoe.org/workforce/dwdgrants/>.

- Funding for Perkins projects in fiscal year 2008-09 is contingent upon USDOE approval of **Florida’s Perkins IV State Plan (2008-2013)**.
- Eligible recipients under this Act must adhere to the purpose of the Act as described. [Perkins IV, Section 2]
- Eligible recipients must fully understand the critical 34 definitions of words and phrases in the Act. [Perkins IV, Section 3]
- Funds made available under this Act for career and technical education activities shall supplement and shall not supplant, non-federal funds expended to carry out career and technical education activities. [Perkins IV, Section 311 (a)]
- Documentation of the maintenance of effort must be kept at the local level and must be auditable. [Perkins IV, Section 311]
- No funds under this Act may be used to require secondary school students to choose or pursue a specific career path or major. Also prohibited is any mandate that any individual participate in a career and technical education (CTE) program. [Perkins IV, Section 314]
- No funds may be used to provide CTE programs to students prior to the seventh grade. However, students below grade seven are not prohibited from using equipment and facilities purchased with these funds. [Perkins IV, Section 315]

- The descriptions in the applications submitted by each eligible recipient stating how each requirement will be achieved will serve as the major basis for the state monitoring process to determine the extent to which each requirement was achieved. In addition to this documentation, eligible recipients must locally retain and make available other documentation of method and extent of achievement.
- The **Act** requires that all eligible recipients must submit a comprehensive, **new five-year plan** in order to qualify to receive Perkins funds. [Perkins IV, Section 134]
- Each eligible recipient receiving funds under the **Act** shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted for the proposed project. [Perkins IV, Section 135 (d)]
 - The Act states that the term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities. [Perkins IV, Section 3 (1)]
 - Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. **Indirect costs are considered administrative costs.**
- Eligible recipients must use the Perkins funds to improve CTE programs as described in the 9 required uses of funds and 20 permissive uses of funds listed in the **Required and Permissive Use of Funds Chart** found in the **Attachments** section. [Perkins IV, Section 135]
- Florida distributes the secondary local allocation in accordance with Section 131 of the Act, which states that the funds must be allocated on the basis of the most recent satisfactory data from the National Center for Education Statistics or have been provided by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) as follows:
 - The formula to allocate funds to secondary school programs uses the number of low-income and total population ages 5 through 17 who reside in school districts served by local educational agencies (LEAs) within the state.
 - The formula includes the following:
 - 30% allocated to local educational agencies (LEAs) based on the number of 5 to 17 year-olds who reside in the school district
 - 70% allocated to LEAs based on the number of 5 to 17 year-olds in families below the poverty line

For more information regarding the distribution of funds to secondary career and technical education programs, see **Section VI: Fiscal Requirements, Florida's Perkins IV State Plan (2008-2013)** at: http://www.fldoe.org/workforce/perkins/perkins_home.asp.

Application Narrative Section

To receive funds under the **Act**, eligible recipients must complete the new **Five-Year Plan / Application** as outlined in this RFA document. To assist with preparing the Application Narrative Section, eligible recipients **MUST** read the accompanying **Perkins IV Implementation Guide**, which can be accessed at: <http://www.fldoe.org/workforce/dwdgrants/>. This guide details federal and state requirements and **must** be used as a resource to prepare the narrative section of the application for funding.

Instructions for Completing the Narrative Information / Charts

- **Before** inserting any text or information into the Application Narrative Section, forms and charts, **save** a blank template in Word on your computer or on a disk.
 - Use size 12-point font.
 - Responses should be brief, clear and concise.
1. **Part A:** For the fiscal years 2008-2013, briefly describe how the career and technical education programs' 9 requirements under Local Use of Funds, Section 135 (a - b) will be carried out with funds received under this title. Complete this response in the chart below.
 - After the "Required Uses of Funds" are met, Perkins funds may be used to fund items on the list called "Permissive Use of Funds". The **Required and Permissive Use of Funds Chart** is located in the **Attachments** section.

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study to ensure learning in -
 - A. Core academic subjects; and
 - B. Career and technical education subjects;
2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study;
3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. develop, improve, or expand the use of technology in career and technical education, which may include-
 - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B. providing career and technical education students with the

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

5. provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

A. in-service and pre-service training on-

- i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
- ii. effective teaching skills based on research that includes promising practices;
- iii. effective practices to improve parental and community involvement; and
- iv. effective use of scientifically-based research and data to improve instruction;

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

- 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 career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide relevant business experience; and
 - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. 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;
7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
(Refer to the **Perkins IV Implementation Guide** for new state requirements on size, scope, and quality.)

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

1. **Part B:** For the fiscal years 2008-2013, briefly describe how the career and technical education programs' 20 Permissive Uses of Funds, Section 135 (c), may be carried out with funds received under this title. Provide the following information in your written response:

- the number (and letter if applicable) of the permissive use of funds
- short title
- briefly describe the activities that will be carried out

Note: See **Required and Permissive Use of Funds Chart** in the **Attachments** section and see the example below:

Example Response – Permissive Use of Funds

Permissive Use of Funds #18 – Support training in Automotive Service Technology: during this five year plan funds will be used to support automotive service technology training by providing professional development and recruitment of certified faculty, up-grade automotive technologies equipment to ensure program improvement.

2. For the fiscal years 2008-2013, briefly describe how the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Section 113 [Perkins IV, Section 134 (b)(2)];

Eligible recipient's **response to #2 is forthcoming under separate cover (as soon as the data is available)** and will address the following:

Provide the following information for the person authorized to negotiate your agency's Local Adjusted Performance Levels with the FLDOE:

Name _____
Title _____
Office Phone Number _____ Fax Phone Number _____
Email Address _____

State level Secondary Performance targets are pending approval from the Office of Vocational and Adult Education (OVAE). Secondary Performance Indicators will be based on Florida's definitions of "participant" and concentrator. Refer to the **Perkins IV Implementation Guide**.

Local Education Agencies (LEA), eligible recipients, will receive, **under separate cover (not included in this RFA document)**, from the Division of Workforce Education, individualized Perkins IV performance core indicator 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 USDOE for receiving Perkins funds. The state is required to report annually on progress toward meeting federally-approved student performance targets. Statewide progress is an aggregation of local program improvements made by local 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 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.

See **Attachments** section for **Florida’s Perkins IV Performance Measures**.

3. For the fiscal years 2008-2013, briefly describe how the program will [Perkins IV, Section 134 (b) (3)]:

(In order to respond to this section the eligible recipient **must** refer to the **Perkins IV Implementation Guide**, Part B (VII) (B).)

3A. offer the appropriate courses of not less than one of the career and technical programs of study described in Section 122(c)(1)(A); To accomplish this requirement, eligible recipients **must choose ONLY option 1 or option 2** from the chart below.

OPTION 1 : Yes _____	OPTION 2: Yes _____
Eligible recipient elects to join a Career Pathways Consortium and will allocate 1.5% minimum of Basic Grant Funds to support consortium activities and have the consortium carry out the Program of Study requirements identified in the Perkins IV Implementation Guide .	Eligible recipient elects not to join a Career Pathways Consortium and will allocate 3% minimum of Basic Grant Funds to individually carry-out the Program of Study requirements identified in the Perkins IV Implementation Guide .

Now that you have selected either Option 1 **or** Option 2, complete the appropriate information below as it pertains to the option selected.

If **Option 1** is selected, eligible recipient **must** complete the following information:

Basic Grant amount allocated to support Career Pathway Consortium: \$_____ Percent of Support: _____%

Name of Consortium: _____

List Consortium Members: _____

Consortium Staff Contact: _____ Email: _____ Phone: (____)_____

No further information is required of the eligible recipient that selected option one. All Programs of Study Requirements identified in the **Perkins IV Implementation Guide** will be accomplished through the consortium. Proceed to 3B and continue responding to the narrative section.

If **Option 2** was selected, eligible recipient **must** complete the following requirements 1 and 2:

Requirement 1: Convert a negotiated percentage of existing local level Programs of Study to the state template as detailed in the **Perkins IV Implementation Guide** and use the state template located at: <http://www.fl DOE.org/workforce/dwdgrants/>.

Attach a list of ALL existing local Programs of Study that the eligible recipient proposes to convert to the state template in 2008-2009.

Requirement 2: Convert a negotiated percentage of local CTE programs offered by the eligible recipient into a Program of Study using the state template as detailed in the **Perkins IV Implementation Guide** and use the state template located at: <http://www.fl DOE.org/workforce/dwdgrants/>.

Please respond to the following questions. FLDOE will use the responses to determine the negotiated percentage required of the eligible recipient.

How many CTE programs (3 credits or more) are currently offered by the eligible recipient? # _____

Of the existing programs, how many are offered via a comprehensive Program of Study that incorporates the core elements identified in Section 122(c)(1)(A)(i-iv)?

Of the existing programs, how many are not offered via a comprehensive Program of Study that incorporates the core elements identified in Section 122(c)(1)(A)(i-iv)?

How many CTE programs does the eligible recipient propose for conversion to a Program of Study using the State Template during the 2008-2009 program year? # _____

Identify existing CTE programs the eligible recipient has prioritized for conversion to Programs of Study State Required Template during the 2008-2009 program year. FLDOE staff will review this information to negotiate the percentage of programs to be converted during the 2008-2009 program year.

Program Name	Program Number	2008-09 Projected Student Enrollment	Is the Program identified as High Skill, High Wage or High Demand? *		Is this program part of a local articulation agreement?	
			Yes	No	Yes	No

Add rows as required

* The statewide Targeted Occupations Lists (TOL) and/or regional TOL **must** be used to identify High-Skill/High-Wage or High-Demand careers that align with designated programs. Information may be accessed at URL: <http://www.labormarketinfo.com/wec/TargetOccupationList.htm>.

3B. improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—

- i. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
- ii. career and technical education subjects;

3C. provide students with strong experience in, and understanding of, all aspects of an industry;

3D. ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

3E. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965);

4. Professional Development / Curriculum Development

For the fiscal years 2008-2013, briefly describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development) [Perkins IV, Section 134 (b) (4)];

5. Stakeholder Involvement

For the fiscal years 2008-2013, briefly describe how parents, students, academic, and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study [Perkins IV, Section 134 (b) (5)];

6. For the fiscal years 2008-2013, provide assurances that the eligible recipient will provide a career and technical education program that is of such **size, scope, and quality** to bring about improvement in the quality of career and technical education programs [Perkins IV, Section 134 (b) (6)];

Respond to this requirement by completing the **Size, Scope & Quality Programmatic Requirements Chart** in the **Attachments** section. The eligible recipient **must** review the **Perkins IV Implementation Guide** Part B (VII) (A).

7. For the fiscal years 2008-2013, briefly describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient [Perkins IV, Section 134 (b) (7)];
8. For the fiscal years 2008-2013, briefly describe how the eligible recipient will [Perkins IV, Section 134 (b) (8)]; —
 - A. review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations;
 - B. provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - C. provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency;
9. For the fiscal years 2008-2013, briefly 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 IV, Section 134 (b) (9)];
10. For the fiscal years 2008-2013, briefly describe how funds will be used to promote preparation for non-traditional fields [Perkins IV, Section 134 (b) (10)];
11. For the fiscal years 2008-2013, briefly describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities [Perkins IV, Section 134 (b) (11)]; and
12. For the fiscal years 2008-2013, briefly describe efforts to improve [Perkins IV, Section 134 (b) (12)];—
 - A. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - B. the transition to teaching from business and industry.
13. For the fiscal years 2008-2013, briefly describe your partnership with local charter schools that offer career and technical education programs. [Perkins IV, Section 133(C)(3) and (D)]

14. For Consortium Projects Only
For the fiscal years 2008-2009, describe the process used by the consortium to ensure that funds are utilized for the purposes and programs that are mutually beneficial for all members of the consortium. [Perkins IV, Section 131 (F) (2)]
15. For the fiscal years 2008-2009, **provide a list** of names and addresses of the site(s) where programs, services, and activities will be offered. **Provide a list** of the Classification of Instructional Programs (CIP) number and title of the programs under which these activities or services will be provided. Include this information in the application package.
16. Support for Reading/Strategic Imperatives
For the fiscal years 2008-2009, briefly describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives. URL:
http://www.fldoe.org/strategic_plan/pdfs/2005-07_StratPlan.pdf.
17. Dissemination/Marketing
For the fiscal years 2008-2009, describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.
18. Notice Regarding Automotive Service Technology Education Programs
Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that the program is in process of obtaining certification.
19. Federal Programs - General Education Provisions Act (GEPA)
For the fiscal years 2008-2009, provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.
20. Equitable Services for Private School Participation
For the fiscal years 2008-2009, in accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the local education agency(ies) service area. For details, refer to URL:
<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

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 Measure(s) Number” and the “Required” and, if applicable, the number of the specific “Permissive Use of Funds” addressed by budgetary expenditures such as salaries, equipment and supplies. Expenditures should focus on performance improvement, as noted on the agency’s negotiated and approved Local Perkins Performance Improvement Plan. Also, delineate whether the minimum 1.5% or 3.0% will be expended to support state programs of study requirements via a career pathways consortium or individually.

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 and special student services supporting the Culinary Arts program. (Performance Measures addressed: 1S1, 2S1) (Required Use of Funds addressed: 6)	100%	\$13,000
#####	#####	Partial salary for one counselor to provide career guidance and academic counseling (Permissive Use of Funds addressed: 2)	50%	\$20,000
#####	#####	An MOU has been established by (Insert Name) Consortium to meet the state program of study requirement. LEA will contract at a value of 1.5% of Basic Grant Funds. 1.5% -- (Or more if determined by eligible recipient) Or		

#####	#####	Eligible recipient will expend 3.0% of Basic Grant Funds to carry out the state program of study requirements. Eligible recipient <u>will not</u> be part of a consortium. 3.0% -- (Or more if determined by eligible recipient)		
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Detailed Projected and Purchased Equipment Form

The Education Department General Administrative Regulation (EDGAR) requires that property records be maintained that provide an accurate accounting of equipment purchased with grant funds. The Detailed Projected and Purchased Equipment Form contains all of the required information specified in EDGAR, Section 80.32, Equipment. A physical inventory of the property must be taken and the results reconciled with the property records at least once every 2 years.

The Detailed Project and Purchased Equipment form **must** be completed as directed and submitted with the application.

Project Disbursement Report, DOE 399

All awarded Perkins projects **must** submit a DOE 399, Project Disbursement Report and the Detailed Projected and Purchased Equipment Form to the Florida Department of Education, Comptroller’s Office, by August 20, 2009.

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.

Submit:

- One application with original signatures
- Three copies of the application
- **Note: It is the submitting agency's responsibility to ensure that three complete copies of the application are included in the application package.**

Method of Review

- All eligible recipients' comprehensive, new five-year plans will be reviewed for approval by FLDOE staff using the criteria specified in the **Perkins IV Act, Florida's Perkins IV State Plan (2008-2013)** and **Perkins IV Implementation Guide**.
- Eligible recipients may be asked to revise and/or change content stated in their comprehensive, new five-year plan in order to be approved for funding.
- In addition, fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
- The **Application Review Criteria and Checklist** found in the **Attachments** section will also be used by FLDOE staff to review applications.

Attachments

- **Service Delivery Form**
- **Required and Permissive Use of Funds**
- **Size, Scope & Quality Programmatic Requirements Chart and Example**
- **Florida's Perkins IV Performance Measures**
- **Allocation Chart**
- **DOE 100 A, Project Application Form**
- **DOE 101, Budget Narrative Form**
- **Detailed Projected and Purchased Equipment Form**
- **Application Review Criteria and Checklist**

SERVICE DELIVERY FORM – (Include this form in the Application Package – do not change or modify the form)

Service Delivery: Delivery of intended services to target population; e.g., career and technical education students.

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery
<p>Carl D. Perkins – Career, Technical Education to develop academic, career, and technical skills of students who elect to enroll in career and technical education programs. (Performance measures as determined, approved by, and on file with the Division of Workforce Education.)</p>	<p>Units of Service Meet Established Minimums (As approved by FLDOE)</p>	<p>Data Collected (Performance data as collected by the FLDOE)</p>	<p>Post Project Performance (July 1, 2008 – June 30, 2009)</p>

REQUIRED and PERMISSIVE USE OF FUNDS

SEC. 135. LOCAL USES OF FUNDS

REQUIRED Use of Funds	PERMISSIVE Use of Funds
<p>“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—</p> <p>“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in Section 122(c)(1)(A), to ensure learning in—</p> <p style="padding-left: 40px;">“(A) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and</p> <p style="padding-left: 40px;">“(B) career and technical education subjects;</p> <p>“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);</p> <p>“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</p> <p>“(4) develop, improve, or expand the use of technology in career and technical education, which may include—</p> <p style="padding-left: 40px;">“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;</p> <p style="padding-left: 40px;">“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or</p> <p style="padding-left: 40px;">“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;</p>	<p>“(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—</p> <p>“(1) to 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;</p> <p>“(2) to provide career guidance and academic counseling, which may include information described in Section 118, for students participating in career and technical education programs, that—</p> <p style="padding-left: 40px;">“(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and</p> <p style="padding-left: 40px;">“(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;</p> <p>“(3) for local education and business (including small business) partnerships, including for—</p> <p style="padding-left: 40px;">“(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;</p> <p style="padding-left: 40px;">“(B) adjunct faculty arrangements for qualified industry professionals; and</p> <p style="padding-left: 40px;">“(C) industry experience for teachers and faculty;</p> <p>“(4) to provide programs for special populations;</p> <p>“(5) to assist career and technical student organizations;</p> <p>“(6) for mentoring and support services;</p> <p>“(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;</p>

<p style="text-align: center;">REQUIRED Use of Funds</p>	<p style="text-align: center;">PERMISSIVE Use of Funds</p>
<p>“(5) provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—</p> <p style="padding-left: 40px;">“(A) in-service and pre-service training on—</p> <p style="padding-left: 80px;">“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;</p> <p style="padding-left: 80px;">“(ii) effective teaching skills based on research that includes promising practices;</p> <p style="padding-left: 80px;">“(iii) effective practices to improve parental and community involvement; and</p> <p style="padding-left: 80px;">“(iv) effective use of scientifically based research and data to improve instruction;</p> <p>“(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 career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;</p> <p>“(C) internship programs that provide relevant business experience; and</p> <p>“(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;</p> <p>“(6) 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;</p> <p>“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;</p>	<p>“(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;</p> <p>“(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;</p> <p>“(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including—</p> <p style="padding-left: 40px;">“(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;</p> <p style="padding-left: 40px;">“(B) postsecondary dual and concurrent enrollment programs;</p> <p style="padding-left: 40px;">“(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and</p> <p style="padding-left: 40px;">“(D) other initiatives—</p> <p style="padding-left: 80px;">“(i) to encourage the pursuit of a baccalaureate degree; and</p> <p style="padding-left: 80px;">“(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p> <p>“(11) to provide activities to support entrepreneurship education and training;</p> <p>“(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate</p>

<p style="text-align: center;">REQUIRED Use of Funds</p>	<p style="text-align: center;">PERMISSIVE Use of Funds</p>
<p>“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and</p> <p>“(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</p>	<p>or baccalaureate degree;</p> <p>“(13) to develop and support small, personalized career-themed learning communities;</p> <p>“(14) to provide support for family and consumer sciences programs;</p> <p>“(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;</p> <p>“(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);</p> <p>“(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;</p> <p>“(18) to provide support for training programs in automotive technologies;</p> <p>“(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—</p> <ul style="list-style-type: none"> “(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; “(B) establishing, enhancing, or supporting systems for— <ul style="list-style-type: none"> “(i) accountability data collection under this Act; or “(ii) reporting data under this Act; “(C) implementing career and technical programs of study described in Section 122(c)(1)(A); or “(D) implementing technical assessments; and <p>“(20) to support other career and technical education activities that are consistent with the purpose of this Act.</p>

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART

This chart, to be completed by the eligible recipient, may be duplicated for the appropriate required number of programs (from 1-5) based on information listed by district in the **Perkins IV Implementation Guide** at: <http://www.fldoe.org/workforce/dwdgrants/>.

An **EXAMPLE** chart follows for eligible recipient guidance.

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART			
SIZE (Items 1- 4 below)			
1. Identify Program Name(s)	2. Identify Program #(s)	3. Identify CIP Code(s)	4. Identify Courses Offered to Reach Concentrator Status for Each Program
SCOPE (Items 5 & 6 below)			
5. Describe How Program(s) (listed under “Size”) Align with Business and/or Industry			
6. Describe How Program(s) (listed under “Size”) Offer Dual Enrollment and/or Articulated Credit Opportunities			
QUALITY (Items 7 & 8 below)			
7. Identify Industry Certification and/or Licensure Available for the Program(s) Identified Under “Size”			
8. Describe if Program(s) Identified under “Size” are High Skill, High Wage or High Demand and Document Source			
List identification source for determining High Wage, High Skill or High Demand. The statewide Targeted Occupations Lists (TOL) and/or regional TOL may be used to identify High-Skill/High-Wage or High-Demand careers that align with your programs. Information may be accessed at: http://www.labormarketinfo.com/wec/TargetOccupationList.htm .			
9. Describe how the eligible recipient ensures that academics are an integral component of all the CTE Programs identified under “Size”.			

EXAMPLE for a Small District

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART

SIZE (Items 1- 4 below)

1. Identify Program Name(s)	2. Identify Program #(s)	3. Identify CIP Code(s)	4. Identify Courses Offered to Reach Concentrator Status for Each Program
Network Administration	8207440	0507030405	8207020-Networking 1 8207441-Networking 2 8207442-Networking 3

SCOPE (Items 5 & 6 below)

5. Describe How Program(s) (listed under “Size”) Align with Business and/or Industry

Program has business advisory board and members offer students internships

6. Describe How Program(s) (listed under “Size”) Offer Dual Enrollment and/or Articulated Credit Opportunities

Students may earn up to 6 articulated credits through local articulation agreement at community college

QUALITY (Items 7 & 8 below)

7. Identify Industry Certification and/or Licensure Available for the Program(s) Identified Under “Size”

Server +
Network +

8. Describe if Program(s) Identified under “Size” are High Skill, High Wage or High Demand and Document Source

Identified as HSHW under SOC code 151071-07/08 Statewide TOL

9. Describe how the eligible recipient ensures that academics are an integral component of all the CTE Programs identified under “Size”.

Common lesson planning time allows teachers to develop integrated lessons. In addition, we utilize the CTE/FCAT connections lesson repository for innovative, integrated lessons.

Florida's Perkins IV Performance Measures

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates (Clock Hr)
<p style="text-align: center;">1S1 Academic Attainment - Reading</p> <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment and who left secondary education..</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts (included in AYP) and who left secondary education.</p>	<p>No Measure in Perkins IV for Academic Attainment</p>	<p>No Measure in Perkins IV for Academic Attainment</p>
<p style="text-align: center;">1S2 Academic Attainment - Math</p> <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school math assessment and who left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in math (included in AYP) and who left secondary education.</p>	<p>No Measure in Perkins IV for Academic Attainment</p>	<p>No Measure in Perkins IV for Academic Attainment</p>
<p style="text-align: center;">2S1 Secondary Technical Skills</p> <p>Numerator: Number of senior CTE concentrators who 1) earned an industry certified credential through a third party assessment, or 2) successfully passed a state-approved end-of-course or end-of-program assessment as demonstrated by Occupational Completion Point (OCP).</p> <p>Denominator: Number of senior CTE concentrators who have left secondary education in the reporting year.</p>	<p style="text-align: center;">1P1 Technical Skill Attainment</p> <p>Numerator: Number of CTE concentrators who 1) earned 75 percent of the program hours required with a grade point average of 2.5 or higher or 2) earned an industry certified credential through a third party assessment.</p> <p>Denominator: Number of CTE concentrators during the reporting year.</p>	<p style="text-align: center;">1A1 Technical Skill Attainment</p> <p>Numerator: Number of CTE concentrators who 1) achieved at least one Occupational Completion Point OCP in a Vocational Certificate (PSAV) program or 2) earned an industry certified credential through a third party assessment.</p> <p>Denominator: Number of CTE concentrators during the reporting year.</p>
<p style="text-align: center;">3S1 Secondary School Completion</p> <p>Numerator: Number of senior concentrators who 1) attained a standard high</p>	<p style="text-align: center;">2P1 Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p>	<p style="text-align: center;">2A1 Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential or a certificate during the reporting year.</p>

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates (Clock Hr)
<p>school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.</p> <p>Denominator Number of senior CTE concentrators who have left secondary education in the reporting year.</p>	<p>Denominator: Number of CTE concentrators who left during the reporting year.</p>	<p>Denominator: Number of CTE concentrators who left during the reporting year.</p>

<p>4S1 Student Graduation Rates</p> <p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate (NCLB).</p>	<p>3P1 Student Retention or Transfer</p> <p>Numerator: Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>3A1 Student Retention or Transfer</p> <p>Numerator: Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who did not earn an industry-recognized credential or a certificate in the previous reporting year.</p>
<p>5S1 Secondary Placement</p> <p>Numerator: Number of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, and /or military service in the 2nd quarter (October-December) after leaving secondary education during the report year.</p> <p>Denominator: Number of CTE concentrators from the prior year who completed secondary school (only students in the prior year 3S1 numerator who have a valid social security number).</p>	<p>4P1 Placement</p> <p>Numerator: Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.</p> <p>Denominator: Number of CTE concentrators from the prior year who received a credential, degree or certificate. (Only students in the prior year 2P1 numerator who have a valid social security number.)</p>	<p>4A1 Placement</p> <p>Numerator: Number of CTE concentrators from the prior year who received a credential or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.</p> <p>Denominator: Number of CTE concentrators from the prior year who received a credential or certificate. (Only students in the prior year 2A1 numerator who have a valid social security number.)</p>
<p>6S1 Nontraditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during</p>	<p>5P1 Nontraditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE</p>	<p>54A1 Nontraditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p>

<p>the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>participants in college credit programs that lead to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p>
<p>6S2 Nontraditional Completion</p> <p>Numerator: Number of senior CTE concentrators in programs identified as non-traditional for their gender who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.</p> <p>Denominator: Number of senior CTE concentrators in programs identified as non-traditional for their gender who have left secondary education in the reporting year.</p>	<p>5P2 Nontraditional Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender.</p> <p>Denominator: Number of CTE concentrators in college credit programs identified as non-traditional for their gender.</p>	<p>5A2 Nontraditional Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender.</p> <p>Denominator: Number of CTE concentrators in certificate (clock hour) programs identified as non-traditional for their gender.</p>

Allocation Chart

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006	
Secondary Allocations FY 2008-2009 (2005 ESEA Data)	
The allocations below are based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act.	
DISTRICT	ALLOCATION
ALACHUA	\$ 320,993
BAKER	\$ 44,785
BAY	\$ 272,200
BRADFORD	\$ 45,112
BREVARD	\$ 640,326
BROWARD	\$ 2,560,953
CALHOUN	\$ 26,730
CHARLOTTE	\$ 154,406
CITRUS	\$ 187,463
CLAY	\$ 215,489
COLLIER	\$ 362,715
COLUMBIA	\$ 135,005
DADE	\$ 4,722,420
DESOTO	\$ 79,317
DIXIE	\$ 33,502
DUVAL	\$ 1,340,820
ESCAMBIA	\$ 562,528
FLAGLER	\$ 83,247
FRANKLIN	\$ 18,848
GADSDEN	\$ 105,674
GILCHRIST	\$ 29,797
GLADES	\$ 17,736
GULF	\$ 23,419
HAMILTON	\$ 32,703
HARDEE	\$ 81,735

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION
ACT OF 2006**

**Secondary Allocations
FY 2008-2009
(2005 ESEA Data)**

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

DISTRICT	ALLOCATION
HENDRY	\$ 113,028
HERNANDO	\$ 220,917
HIGHLANDS	\$ 180,561
HILLSBOROUGH	\$ 1,907,135
HOLMES	\$ 44,147
INDIAN RIVER	\$ 161,037
JACKSON	\$ 86,467
JEFFERSON	\$ 23,960
LAFAYETTE	\$ 15,979
LAKE	\$ 350,822
LEE	\$ 649,299
LEON	\$ 333,478
LEVY	\$ 87,521
LIBERTY *	\$ 14,026
MADISON	\$ 45,889
MANATEE	\$ 390,332
MARION	\$ 504,887
MARTIN	\$ 152,094
MONROE	\$ 75,369
NASSAU	\$ 81,813
OKALOOSA	\$ 261,897
OKEECHOBEE	\$ 81,562
ORANGE	\$ 1,724,261
OSCEOLA	\$ 438,116
PALM BEACH	\$ 1,688,637
PASCO	\$ 555,010
PINELLAS	\$ 1,181,215
POLK	\$ 954,261
PUTNAM	\$ 191,223
SANTA ROSA	\$ 191,193
SARASOTA	\$ 340,183

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006	
Secondary Allocations FY 2008-2009 (2005 ESEA Data)	
<small>The allocations below are based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act.</small>	
DISTRICT	ALLOCATION
SEMINOLE	\$ 473,103
ST. JOHNS	\$ 153,109
ST. LUCIE	\$ 397,186
SUMTER	\$ 94,272
SUWANNEE	\$ 76,826
TAYLOR	\$ 40,368
UNION	\$ 21,697
VOLUSIA	\$ 594,957
WAKULLA	\$ 40,875
WALTON	\$ 82,213
WASHINGTON	\$ 44,218
TOTAL	\$ 27,163,066

*** Waiver or Consortium Eligible Districts**

Waivers for Allocations Under \$15,000 to Secondary Education Programs

[Section 131(c) (2) (A) (B)]

The FLDOE may waive the application of eligible recipients in any case in which the local educational agency –

- (A) (i) is located in a rural, sparsely populated area; or
(ii) is a public charter school operating secondary school career and technical education program; and
- (B) Demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

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

Gloria Spradley, Chief, Bureau of Grants Administration and Compliance
Division of Workforce Education
Florida Department of Education
325 West Gaines Street, Room 730
Tallahassee, FL 32399-0400

Consortium Requirements

[Section 131 (f) (1) (2)]

(1) **Alliance.** – Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of Section 135 is encouraged to –

(A) form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of Section 135;

(B) transfer such allocation to the area career and technical education school or educational service agency; and

(C) operate programs that are of sufficient size, scope, and quality to be effective.

(2) **Funds to Consortium.** – Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium.

FLORIDA DEPARTMENT OF EDUCATION

Project Application

TAPS Number
09B003

Please return to: Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	Program Name: Carl D. Perkins Secondary, Section 131 Discretionary Fiscal Year 2008-2009	<u>DOE USE ONLY</u> Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="width: 200px; margin-left: 0;"/> <div style="background-color: #e0e0e0; padding: 2px; text-align: center; font-weight: bold;">DOE USE ONLY</div> Total Approved Project:	D) Applicant Contact Information	
Contact Name: _____		Mailing Address: _____
Telephone Number: _____		SunCom Number: _____
Fax Number: _____		E-mail Address: _____
CERTIFICATION I, _____, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E) _____ <div style="text-align: center;">Signature of Agency Head</div>		

DOE 100A
Revised 08/04



Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name of the program for which funds are requested.
 - B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
 - C.** Enter the total amount of funds requested for this project.
 - D.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
 - E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.



Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2

OBJECT: SCHOOL DISTRICTS:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:

Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

AMOUNT - Provide the budget amount requested for each object code.

C. **TOTAL** - Provide the total for Column (5) on the last page. Must be the same amount as requested on the DOE-100A or B.



**Florida Department of Education
Division of Workforce Education**

Detailed Projected and Purchased Equipment Form
(Purchasing/Tracking/Disposition of Equipment)

A) _____
Name of Eligible Recipient

B) _____
Project Number (**DOE USE ONLY**)

TAPS Number 09B003

Projected Equipment Purchases

	Item 1	Item 2	Item 3
1) Function Code			
2) Object Code			
3) Account Title			
4) Detailed Description			
5) School/Program			
6) Number of Items			
7) Unit Cost			
8) Total Amount			

Actual Equipment Purchases

9) Purchase Order Number and Date			
10) Date Invoice Paid			
11) Brand/Model/Make			
12) Serial Number			
13) Property/Decal Number			
14) Inventory/Location			
15) Disposal Date			
16) Method of Disposal			
17) Sale Price of Property (if sold)			

Person completing form: _____ Title: _____ Date: _____
 Management review: _____ Title: _____ Date: _____

**Florida Department of Education
Division of Workforce Education**

**Instructions for Completion
Detailed Projected and Purchased Equipment Form**

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA). Use multiple forms as needed.

- A. Enter Name of Eligible Recipient.
- B. Project Number (**DOE USE ONLY**)

Row 1 - FUNCTION CODE: **SCHOOL DISTRICTS ONLY:** Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Row 2 - OBJECT CODE: **SCHOOL DISTRICTS:**
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:
Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:
Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES: Use the object codes as required in the agency's expenditure chart of accounts.

Row 3 - ACCOUNT TITLE: Use the account title that applies to the object code listed in the accordance with the agency's accounting system.

Row 4 - DETAILED DESCRIPTION: Provide detailed descriptions/specifications of all equipment items to be purchased having a unit value of \$1000 or more with a useful life of one year or more.

Row 5 - SCHOOL/PROGRAM: Provide the name of the school and the name of the program for which the equipment is being purchased.

Row 6 - NUMBER OF ITEMS: Provide the total number of these items that are to be purchased.

Row 7 - UNIT COST: Provide the cost for each of these items.

Row 8 - TOTAL COST: Provide the total cost of these items.

***NOTE:** Rows 9 – 17 are to be completed following the purchase and/or disposal of equipment, fixtures and other tangible personal property of a non-consumable and non-expendable nature purchased by the grant.

Row 9 - PURCHASE ORDER NUMBER AND DATE: Provide the purchase order number and date for this item.

Row 10 - DATE INVOICE PAID: Provide the date that the invoice was paid.

Row 11 - BRAND/MODEL/MAKE: Provide the brand, model, and/or make of the item purchased.

Row 12 - SERIAL NUMBER: Provide the serial number of the item.

Row 13 - PROPERTY/DECAL NUMBER: Provide the property number or decal (sticker) number that has been placed on the item.

Row 14 - INVENTORY/LOCATION: Provide the location (from the current inventory) where this item can be found.

Row 15 - DISPOSAL/DATE: Provide the disposal date if you have disposed of the item.

Row 16 - METHOD OF DISPOSAL: Provide the method of disposal.

Row 17 - SALE PRICE OF PROPERTY: Provide the sale price of the item (if it has been sold).

Carl D. Perkins, Secondary, Section 131

APPLICATION REVIEW CRITERIA AND CHECKLIST

- Include this form in the application package.
- Place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Staple upper left corner of the complete application package (no spiral bindings, notebooks or cover pages, please).

Place in the following order	Item	Applicant Indicate Page Numbers Below	DOE Staff	
			✓ Check appropriate box below	
			Complete	Incomplete
1	DOE 100A, Project Application – with original signature			
2	DOE 101, Budget Narrative Form If consortium, include an individual form for each of the <u>agencies</u> in the consortium.			
3	Detailed Projected and Purchased Equipment Form			
4	Service Delivery Form (include as is)			
5	Narrative Section			
	1. Part A and Part B Use of Funds			
	2. Local Performance Accountability Chart			
	3. A – E Program of Study (include applicable lists)			
	4. Professional / Curriculum Development			
	5. Stakeholders Involvement			
	6. Size, Scope & Quality			
	7. Evaluate and Improve			
	8. A - C Barriers, Special Pops Levels, Self-sufficiency			
	9. Special Populations Non-Discrimination			
	10. Non-traditional Fields			
	11. Career Guidance and Counseling			
	12. A – B Teacher Recruitment, Retention, Transition			
	13. Charter School Support			
	14. Consortium Projects - ONLY			
	15. Sites and CIPs Lists			
	16. Reading / Strategic Imperatives			
	17. Dissemination / Marketing			
	18. Automotive Service Technology			
	19. GEPA			
	20. Private School Participation			
6	Application Review Criteria and Checklist			



FLORIDA DEPARTMENT OF EDUCATION
Request for Application (RFA Discretionary)

Bureau / Office

Division of Workforce Education

Program Name

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

Specific Funding Authority (ies)

Carl D. Perkins Career and Technical Education Act of 2006 (**Perkins IV**), Title I; Workforce Investment Act, Section 503, CFDA #84.048

Funding Purpose/Priorities

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

For more information, see the **Perkins IV Implementation Guide** on the web site:

<http://www.fldoe.org/workforce/dwdgrants/>.

Type of Award

Discretionary

Total Funding Amount

\$ 6,605,948 - see **Allocations for School District for 2008-09** in the **Attachments** section

\$19,036,324 - see **Allocations for Community College for 2008-09** in the **Attachments** section

\$25,642,272 - **Total** for Perkins IV Postsecondary Funding

Budget Period

July 1, 2008 to June 30, 2009

Applications received after June 30, 2008, 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 Public School Districts and Community Colleges

Application Due Date

June 30, 2008

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: Listed by county

West Team	West Team	West Team
John Occhiuzzo John.Occhiuzzo@fldoe.org 850/254-9042 Bay Calhoun Escambia Franklin Gadsden Gulf Holmes Jackson Leon	Leslie Young Leslie.Young@fldoe.org 850/245-9040 Charlotte Collier Miami-Dade Glades Hendry Lee Monroe	Lyle Richmond Lyle.Richmond@fldoe.org 850/245-9045 De Soto Hardee Hernando Highlands Hillsborough Manatee Pasco Pinellas Polk Sarasota
East Team	East Team	East Team
Tiffany Davis Tiffany.Davis@fldoe.org 850/245-9044 Alachua Baker Bradford Columbia Dixie Duval Gilchrist Hamilton Jefferson Lafayette	Tashi Williams Tashi.Williams@fldoe.org 850/245-9051 Brevard Broward Indian River Martin Okeechobee Orange Osceola Palm Beach Seminole St. Lucie	Ted Lane Ted.Lane@fldoe.org 850/245-9041 Citrus Clay Flagler Lake Levy Marion Putman St. Johns Sumter Volusia

- 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 <http://fldoe.org/comptroller/doc/gbsectiond.doc>.

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.

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.

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.

Compliance Monitoring

The state will evaluate the effectiveness of project activities based on established and approved performance goals. Department staff 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 guidelines published in the Florida Department of Education's *Green Book*.

Project Performance Accountability and Reporting Requirements

The Department's program managers will track each project's performance based on the information provided on the SERVICE DELIVERY FORM – to be included in the application as is. This form is located in the Attachments section.

NEW PERKINS IV REQUIREMENTS

The Florida Department of Education has submitted a new **State Plan for 2008-2013** to the United States Department of Education (USDOE). Submission of a new State Plan is required by the Carl D. Perkins Career and Technical Education Act of 2006, herein known as the “Act”.

All eligible recipients using funds under this Act must adhere to all of the provisions included in the **Act, Florida’s Perkins IV State Plan (2008-2013)**, the Florida Department of Education (FLDOE) **Perkins IV Implementation Guide** and those listed below. For the documents listed above see URL: <http://www.fldoe.org/workforce/dwdgrants/>.

- Funding for Perkins projects in fiscal year 2008-09 is contingent upon USDOE approval of **Florida’s Perkins IV State Plan (2008-2013)**.
- Eligible recipients under this Act must adhere to the purpose of the Act as described. [Perkins IV, Section 2]
- Eligible recipients must fully understand the critical 34 definitions of words and phrases in the Act. [Perkins IV, Section 3]
- Funds made available under this Act for career and technical education activities shall supplement and shall not supplant, non-federal funds expended to carry out career and technical education activities. [Perkins IV, Section 311 (a)]
- Documentation of the maintenance of effort must be kept at the local level and must be auditable. [Perkins IV, Section 311]
- No funds under this Act may be used to require postsecondary school students to choose or pursue a specific career path or major. Also prohibited is any mandate that any individual participate in a career and technical education (CTE) program. [Perkins IV, Section 314]

- The descriptions in the applications submitted by each eligible recipient stating how each requirement will be achieved will serve as the major basis for the state monitoring process to determine the extent to which each requirement was achieved. In addition to this documentation, eligible recipients must locally retain and make available other documentation of method and extent of achievement.
- The **Act** requires that all eligible recipients must submit a comprehensive, **new five-year plan** in order to qualify to receive Perkins funds. [Perkins IV, Section 134]
- Each eligible recipient receiving funds under the **Act** shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted for the proposed project. [Perkins IV, Section 135 (d)]
 - The Act states that the term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities. [Perkins IV, Section 3 (1)]
 - Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. **Indirect costs are considered administrative costs.**
- Eligible recipients must use the Perkins funds to improve CTE programs as described in the 9 required uses of funds and 20 permissive uses of funds listed in the **Required and Permissive Use of Funds Chart** found in the **Attachments** section. [Perkins IV, Section 135]
- Florida distributes the postsecondary 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 132 (a) (2) of the Act 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 career and technical educational programs.

An alternate approved formula for the State of Florida for distribution of postsecondary career and technical education programs was submitted in **Florida’s Perkins IV State Plan (2008-2013)** and was 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 career and technical education programs within the State of Florida who received need-based postsecondary financial aid provided from public funds as specified under the Act.

Only those eligible postsecondary institutions who meet the \$50,000 minimum funding requirement, and who provide career and technical 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 the 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 career and technical education work-study program
- Recipients of Temporary Aid to Needy Families (TANF)
- Recipients of Welfare Wages

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

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

The data used to calculate the 2008-2009 postsecondary funding distribution was retrieved from 2006-2007 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).

For more information regarding the distribution of funds to postsecondary career and technical education programs, see **Section VI: Fiscal Requirements, Florida's Perkins IV State Plan (2008-2013)** at: http://www.fl DOE.org/workforce/perkins/perkins_home.asp.

Application Narrative Section

To receive funds under the **Act**, eligible recipients must complete the new **Five-Year Plan / Application** as outlined in this RFA document. To assist with preparing the Application Narrative Section, eligible recipients **MUST** read the accompanying **Perkins IV Implementation Guide**, which can be accessed at: <http://www.fldoe.org/workforce/dwdgrants/>. This guide details federal and state requirements and **must** be used as a resource to prepare the narrative section of the application for funding.

Instructions for Completing the Narrative Information / Charts

- **Before** inserting any text or information into the Application Narrative Section, forms and charts, **save** a blank template in Word on your computer or on a disk.
 - Use size 12-point font.
 - Responses should be brief, clear and concise.
2. **Part A:** For the fiscal years 2008-2013, briefly describe how the career and technical education programs' 9 requirements under Local Use of Funds, Section 135 (a - b) will be carried out with funds received under this title. Complete this response in the chart below.
- After the "Required Uses of Funds" are met, Perkins funds may be used to fund items on the list called "Permissive Use of Funds". The **Required and Permissive Use of Funds Chart** is located in the **Attachments** section.

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as
C. Core academic subjects; and
D. Career and technical education subjects;
2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study;
3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. develop, improve, or expand the use of technology in career and technical education, which may include-
 - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B. providing career and technical education students with the

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

5. provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

A. in-service and pre-service training on-

v. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

vi. effective teaching skills based on research that includes promising practices;

vii. effective practices to improve parental and community involvement; and

viii. effective use of scientifically-based research and data to improve instruction;

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

- 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 career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide relevant business experience; and
 - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. 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;
 7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
(Refer to the **Perkins IV Implementation Guide** for new state requirements on size, scope, and quality.)

REQUIRED LOCAL USES OF FUNDS
(Perkins IV, SECTION 135)

Nine Required Activities

Describe how the career and technical education programs will be carried out.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

10. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

1. **Part B:** For the Fiscal years 2008-2013, briefly describe how the career and technical education programs' 20 Permissive Uses of Funds, Section 135 (c), may be carried out with funds received under this title. Provide the following information in your written response:

- the number (and letter if applicable) of the permissive use of funds
- short title
- briefly describe the activities that will be carried out

Note: See **Required and Permissive Use of Funds Chart** in the **Attachments** section and see the example below:

Example Response – Permissive Use of Funds

Permissive Use of Funds #18 – Support training in Automotive Service Technology: during this five year plan funds will be used to support automotive service technology training by providing professional development and recruitment of certified faculty, up-grade automotive technologies equipment to ensure program improvement.

2. For the fiscal years 2008-2013, briefly describe how the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Section 113 [Perkins IV, Section 134 (b)(2)];

Eligible recipient's **response to #2 is forthcoming under separate cover (as soon as the data is available)** and will address the following:

Provide the following information for the person authorized to negotiate your agency's Local Adjusted Performance Levels with the FLDOE:

Name _____
Title _____
Office Phone Number _____ Fax Phone Number _____
Email Address _____

State level Postsecondary Performance targets are pending approval from the Office of Vocational and Adult Education (OVAE). Postsecondary Performance Indicators will be based on Florida's definitions of "participant" and concentrator. Refer to the **Perkins IV Implementation Guide**.

Local Education Agencies (LEAs), eligible recipients, will receive, **under separate cover (not included in this RFA document)**, from the Division of Workforce Education, individualized Perkins IV performance core indicator 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 USDOE for receiving Perkins funds. The state is required to report annually on progress toward meeting federally-approved student performance targets. Statewide progress is an aggregation of local program improvements made by local 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 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.

See **Attachments** section for **Florida’s Perkins IV Performance Measures**.

3. For the fiscal years 2008-2013, briefly describe how the program will [Perkins IV, Section 134 (b) (3)]:

(In order to respond to this section the eligible recipient **must** refer to the **Perkins IV Implementation Guide**, Part B (VII) (B).)

3A. offer the appropriate courses of not less than one of the career and technical programs of study described in Section 122(c)(1)(A); To accomplish this requirement, eligible recipients **must choose ONLY option 1 or option 2** from the chart below.

OPTION 1 : Yes _____	OPTION 2: Yes _____
Eligible recipient elects to join a Career Pathways Consortium and will allocate 1.5% minimum of Basic Grant Funds to support consortium activities and have the consortium carry out the Program of Study requirements identified in the Perkins IV Implementation Guide .	Eligible recipient elects not to join a Career Pathways Consortium and will allocate 3% minimum of Basic Grant Funds to individually carry-out the Program of Study requirements identified in the Perkins IV Implementation Guide .

Now that you have selected either option 1 or option 2, complete the appropriate information below as it pertains to the option selected.

If **Option 1** is selected, eligible recipient **must** complete the following information:

Basic Grant amount allocated to support Career Pathway Consortium: \$_____ Percent of Support: _____%
Name of Consortium: _____
List Consortium Members: _____
Consortium Staff Contact: _____ Email: _____ Phone: (____)_____

No further information is required of the eligible recipient that selected option one. All Programs of Study Requirements identified in the **Perkins IV Implementation Guide** will be accomplished through the consortium. Proceed to 3B and continue responding to the narrative section.

If **Option 2** was selected, eligible recipient **must** complete the following requirements 1 and 2:

Requirement 1: Convert a negotiated percentage of existing local level Programs of Study to the state template as detailed in the **Perkins IV Implementation Guide** and use the state template located at: <http://www.fl DOE .org/workforce/dwdgrants/>.

Attach a list of ALL existing local Programs of Study that the eligible recipient proposes to convert to the state template in 2008-2009.

Requirement 2: Convert a negotiated percentage of local CTE programs offered by the eligible recipient into a Program of Study using the state template as detailed in the **Perkins IV Implementation Guide** and use the state template located at: <http://www.fl DOE .org/workforce/dwdgrants/>.

Please respond to the following questions. FLDOE will use the responses to determine the negotiated percentage required of the eligible recipient.

How many CTE programs (3 credits or more) are currently offered by the eligible recipient? # _____

Of the existing programs, how many are offered via a comprehensive Program of Study that incorporates the core elements identified in Section 122(c)(1)(A)(i-iv)?

Of the existing programs, how many are not offered via a comprehensive Program of Study that incorporates the core elements identified in Section 122(c)(1)(A)(i-iv)?

How many CTE programs does the eligible recipient propose for conversion to a Program of Study using the state template during the 2008-2009 program year? # _____

Identify existing CTE programs the eligible recipient has prioritized for conversion to Programs of Study State Required Template during the 2008-2009 program year. FLDOE staff will review this information to negotiate the percentage of programs to be converted during the 2008-2009 program year.

Program Name	Program Number	2008-09 Projected Student Enrollment	Is the Program identified as High Skill, High Wage or High Demand? *		Is this program part of a local articulation agreement?	
			Yes	No	Yes	No

Add rows as required

The statewide Targeted Occupations Lists (TOL) and/or regional TOL **must** be used to identify High-Skill/High-Wage or High-Demand careers that align with designated programs. Information may be accessed at URL: <http://www.labormarketinfo.com/wec/TargetOccupationList.htm>.

3B. improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—

- iii. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
- iv. career and technical education subjects;

3C. provide students with strong experience in, and understanding of, all aspects of an industry;

3D. ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

3E. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965);

4. Professional Development / Curriculum Development

For the fiscal years 2008-2013, briefly describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development) [Perkins IV, Section 134 (b) (4)];

5. Stakeholder Involvement

For the fiscal years 2008-2013, briefly describe how parents, students, academic, and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study [Perkins IV, Section 134 (b) (5)];

6. For the fiscal years 2008-2013, provide assurances that the eligible recipient will provide a career and technical education program that is of such **size, scope, and quality** to bring about improvement in the quality of career and technical education programs [Perkins IV, Section 134 (b) (6)];

Respond to this requirement by completing the **Size, Scope & Quality Programmatic Requirements Chart** in the **Attachments** section. The eligible recipient **must** review the **Perkins IV Implementation Guide** Part B (VII) (A).

7. For the fiscal years 2008-2013, briefly describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient [Perkins IV, Section 134 (b) (7)];
10. For the fiscal years 2008-2013, briefly describe how the eligible recipient will [Perkins IV, Section 134 (b) (8)]; —
 - A. review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations;
 - B. provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - C. provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency;
11. For the fiscal years 2008-2013, briefly 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 IV, Section 134 (b) (9)];
10. For the fiscal years 2008-2013, briefly describe how funds will be used to promote preparation for non-traditional fields [Perkins IV, Section 134 (b) (10)];
11. For the fiscal years 2008-2013, briefly describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities [Perkins IV, Section 134 (b) (11)]; and
21. For the fiscal years 2008-2013, briefly describe efforts to improve [Perkins IV, Section 134 (b) (12)];—

- A. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - B. the transition to teaching from business and industry.
22. For the fiscal years 2008-2013, briefly describe your partnership with local charter schools that offer career and technical education programs. [Perkins IV, Section 133(C)(3) and (D)]
14. For the fiscal years 2008-2013, briefly describe how the eligible recipient will meet the requirements of Workforce Investment Act (WIA) Sections 112 (b) (8) and 121 (C) regarding coordination of services for postsecondary students and school dropouts, including providing information to the one-stop delivery system established under WIA.
15. Support for State Correctional Institutions
For the fiscal years 2008-2009, describe how the eligible recipient will collaborate with state correctional institutions, who provide PSAV (postsecondary adult vocational) programs to incarcerated adults.
(An example of collaboration may include: development of local articulation agreements awarding articulated credit and/or advanced placement; organizing professional development activities to include CTE instructors at state correctional institutions, etc.)
16. For Consortium Projects Only
For the fiscal years 2008-2009, describe the process used by the consortium to ensure that funds are utilized for the purposes and programs that are mutually beneficial for all members of the consortium. [Perkins IV, Section 131 (F) (2)]
17. For the fiscal years 2008-2009, **provide a list** of names and addresses of the site(s) where programs, services, and activities will be offered. **Provide a list** of the Classification of Instructional Programs (CIP) number and title of the programs under which these activities or services will be provided. Include this information in the application package.
18. Support for Reading/Strategic Imperatives
For the fiscal years 2008-2009, briefly describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives. URL:
http://www.fldoe.org/strategic_plan/pdfs/2005-07_StratPlan.pdf

19. Dissemination/Marketing
For the fiscal years 2008-2009, describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

20. Notice Regarding Automotive Service Technology Education Programs
Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that the program is in process of obtaining certification.

21. For Federal Programs - General Education Provisions Act (GEPA)
For the fiscal years 2008-2009, provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

22. Equitable Services for Private School Participation
For the fiscal years 2008-2009, in accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the local education agency(ies) service area. For details, refer to URL:
<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

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 Measure(s) Number" and the "Required" and, if applicable, the number of the specific "Permissive Use of Funds" addressed by budgetary expenditures such as salaries, equipment and supplies. Expenditures should focus on performance improvement, as noted on the agency's negotiated and approved Local Perkins Performance Improvement Plan. Also, delineate whether the minimum 1.5% or 3.0% will be expended to support state programs of study requirements via a career pathways consortium or individually.

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 and special student services supporting the Culinary Arts program. (Performance Measures addressed: 1S1, 2S1) (Required Use of Funds addressed: 6)	100%	\$13,000
#####	#####	Partial salary for one counselor to provide career guidance and academic counseling (Permissive Use of Funds addressed: 2)	50%	\$20,000
#####	#####	An MOU has been established by (Insert Name) Consortium to meet the state program of study requirement. LEA will contract at a value of 1.5% of Basic Grant Funds. 1.5% -- (Or more if determined by eligible recipient) Or		
#####	#####	Eligible recipient will expend 3.0% of Basic Grant Funds to carry out the state program of study requirements. Eligible recipient <u>will not</u> be part of a consortium. 3.0% -- (Or more if determined by eligible recipient)		

Detailed Projected and Purchased Equipment Form

The Education Department General Administrative Regulation (EDGAR) requires that property records be maintained that provide an accurate accounting of equipment purchased with grant funds. The Detailed Projected and Purchased Equipment Form contains all of the required information specified in EDGAR, Section 80.32, Equipment. A physical inventory of the property must be taken and the results reconciled with the property records at least once every 2 years.

The Detailed Project and Purchased Equipment form **must** be completed as directed and submitted with the application.

Project Disbursement Report, DOE 399

All awarded Perkins projects **must** submit a DOE 399, Project Disbursement Report and the Detailed Projected and Purchased Equipment Form to the Florida Department of Education, Comptroller's Office, by August 20, 2009.

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.

Submit:

- One application with original signatures
- Three copies of the application
- **Note: It is the submitting agency's responsibility to ensure that three complete copies of the application are included in the application package.**

Method of Review

- All eligible recipients' comprehensive, new five-year plans will be reviewed for approval by FLDOE staff using the criteria specified in the **Perkins IV Act, Florida's Perkins IV State Plan (2008-2013)** and **Perkins IV Implementation Guide**.
- Eligible recipients may be asked to revise and/or change content stated in their comprehensive, new five-year plan in order to be approved for funding.
- In addition, fiscal information will be reviewed by the Bureau of Contracts, Grants and Procurement, and Office of Grants Management staff.
- The **Application Review Criteria and Checklist** found in the **Attachments** section will also be used by FLDOE staff to review applications.

Attachments

- **Service Delivery Form**
- **Required and Permissive Use of Funds**
- **Regional Workforce Board Coordination Assurance Form**
- **Size, Scope & Quality Programmatic Requirements Chart**
- **Florida's Perkins IV Performance Measures**
- **Allocation Charts – Districts / Community Colleges**
- **DOE 100 A, Project Application Form**
- **DOE 101, Budget Narrative Form**
- **Detailed Projected and Purchased Equipment Form**
- **Application Review Criteria and Checklist**

SERVICE DELIVERY FORM – (Include this form in the Application Package – do not change or modify the form)

Service Delivery: Delivery of intended services to target population; e.g., career and technical education students.

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery
<p>Carl D. Perkins – Career, Technical Education to develop academic, career, and technical skills of students who elect to enroll in career and technical education programs. (Performance measures as determined, approved by, and on file with the Division of Workforce Education.)</p>	<p>Units of Service Meet Established Minimums (As approved by FLDOE)</p>	<p>Data Collected (Performance data as collected by the FLDOE)</p>	<p>Post Project Performance (July 1, 2008 – June 30, 2009)</p>

REQUIRED and PERMISSIVE USE OF FUNDS

SEC. 135. LOCAL USES OF FUNDS

REQUIRED Use of Funds	PERMISSIVE Use of Funds
<p>“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—</p> <p>“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in Section 122(c)(1)(A), to ensure learning in—</p> <p style="padding-left: 40px;">“(A) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and</p> <p style="padding-left: 40px;">“(B) career and technical education subjects;</p> <p>“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in Section 122(c)(1)(A);</p> <p>“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</p> <p>“(4) develop, improve, or expand the use of technology in career and technical education, which may include—</p> <p style="padding-left: 40px;">“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;</p> <p style="padding-left: 40px;">“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or</p> <p style="padding-left: 40px;">“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;</p>	<p>“(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—</p> <p>“(1) to 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;</p> <p>“(2) to provide career guidance and academic counseling, which may include information described in Section 118, for students participating in career and technical education programs, that—</p> <p style="padding-left: 40px;">“(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and</p> <p style="padding-left: 40px;">“(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;</p> <p>“(3) for local education and business (including small business) partnerships, including for—</p> <p style="padding-left: 40px;">“(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;</p> <p style="padding-left: 40px;">“(B) adjunct faculty arrangements for qualified industry professionals; and</p> <p style="padding-left: 40px;">“(C) industry experience for teachers and faculty;</p> <p>“(4) to provide programs for special populations;</p> <p>“(5) to assist career and technical student organizations;</p> <p>“(6) for mentoring and support services;</p> <p>“(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;</p>

<p style="text-align: center;">REQUIRED Use of Funds</p>	<p style="text-align: center;">PERMISSIVE Use of Funds</p>
<p>“(5) provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—</p> <p style="padding-left: 40px;">“(A) in-service and pre-service training on—</p> <p style="padding-left: 80px;">“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;</p> <p style="padding-left: 80px;">“(ii) effective teaching skills based on research that includes promising practices;</p> <p style="padding-left: 80px;">“(iii) effective practices to improve parental and community involvement; and</p> <p style="padding-left: 80px;">“(iv) effective use of scientifically based research and data to improve instruction;</p> <p>“(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 career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;</p> <p>“(C) internship programs that provide relevant business experience; and</p> <p>“(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;</p> <p>“(6) 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;</p> <p>“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;</p>	<p>“(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;</p> <p>“(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;</p> <p>“(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including—</p> <p style="padding-left: 40px;">“(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;</p> <p style="padding-left: 40px;">“(B) postsecondary dual and concurrent enrollment programs;</p> <p style="padding-left: 40px;">“(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and</p> <p style="padding-left: 40px;">“(D) other initiatives—</p> <p style="padding-left: 80px;">“(i) to encourage the pursuit of a baccalaureate degree; and</p> <p style="padding-left: 80px;">“(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p> <p>“(11) to provide activities to support entrepreneurship education and training;</p> <p>“(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate</p>

<p style="text-align: center;">REQUIRED Use of Funds</p>	<p style="text-align: center;">PERMISSIVE Use of Funds</p>
<p>“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and</p> <p>“(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</p>	<p>or baccalaureate degree;</p> <p>“(13) to develop and support small, personalized career-themed learning communities;</p> <p>“(14) to provide support for family and consumer sciences programs;</p> <p>“(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;</p> <p>“(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);</p> <p>“(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;</p> <p>“(18) to provide support for training programs in automotive technologies;</p> <p>“(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—</p> <ul style="list-style-type: none"> “(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; “(B) establishing, enhancing, or supporting systems for— <ul style="list-style-type: none"> “(i) accountability data collection under this Act; or “(ii) reporting data under this Act; “(C) implementing career and technical programs of study described in Section 122(c)(1)(A); or “(D) implementing technical assessments; and <p>“(20) to support other career and technical education activities that are consistent with the purpose of this Act.</p>

**POSTSECONDARY
REGIONAL WORKFORCE BOARD
COORDINATION ASSURANCE FORM**

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

-----Section A

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

Signature of Superintendent/Agency Head

Date Submitted to Regional
Workforce Board

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

Note: Section 112 (b) (8) and 121 (c), Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

-----Section B

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

Signature of Superintendent/Agency Head

Date

Note: Section 112 (b) (8) and 121 (c), Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART

This chart, to be completed by the eligible recipient, is based on information in the **Perkins IV Implementation Guide** at: <http://www.fldoe.org/workforce/dwdgrants/>.

SIZE, SCOPE & QUALITY PROGRAMMATIC REQUIREMENTS CHART
SIZE (Items 1 below)
1. Describe how the eligible recipient will provide an opportunity for students to become CTE concentrators.
SCOPE (Item 2 below)
2. Describe how postsecondary CTE program(s) align with business and/or industry.
QUALITY (Items 3 - 5 below)
3. Describe how the eligible recipient will provide opportunities for students to earn an industry certification and/or licensure.
4. Describe how the eligible recipient will provide students with the opportunity to participate in a CTE program classified as high skill, high wage or high demand and document source. List identification source for determining High Wage, High Skill or High Demand. The statewide Targeted Occupations Lists (TOL) and/or regional TOL may be used to identify High-Skill/High-Wage or High-Demand careers that align with the agency's programs. Information may be accessed at: http://www.labormarketinfo.com/wec/TargetOccupationList.htm .
5. Describe how the eligible recipient ensures that academics are an integral component of all Perkins funded CTE programs.

Florida's Perkins IV Performance Measures

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates (Clock Hr)
<p style="text-align: center;">1S1 Academic Attainment - Reading</p> <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment and who left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts (included in AYP) and who left secondary education.</p>	<p>No Measure in Perkins IV for Academic Attainment</p>	<p>No Measure in Perkins IV for Academic Attainment</p>
<p style="text-align: center;">1S2 Academic Attainment - Math</p> <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school math assessment and who left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in math (included in AYP) and who left secondary education.</p>	<p>No Measure in Perkins IV for Academic Attainment</p>	<p>No Measure in Perkins IV for Academic Attainment</p>
<p style="text-align: center;">2S1 Secondary Technical Skills</p> <p>Numerator: Number of senior CTE concentrators who 1) earned an industry certified credential through a third party assessment, or 2) successfully passed a state-approved end-of-course or end-of-program assessment as demonstrated by Occupational Completion Point (OCP).</p> <p>Denominator: Number of senior CTE concentrators who have left secondary education in the reporting year.</p>	<p style="text-align: center;">1P1 Technical Skill Attainment</p> <p>Numerator: Number of CTE concentrators who 1) earned 75 percent of the program hours required with a grade point average of 2.5 or higher or 2) earned an industry certified credential through a third party assessment.</p> <p>Denominator: Number of CTE concentrators during the reporting year.</p>	<p style="text-align: center;">1A1 Technical Skill Attainment</p> <p>Numerator: Number of CTE concentrators who 1) achieved at least one Occupational Completion Point (OCP) in a Vocational Certificate (PSAV) program or 2) earned an industry certified credential through a third party assessment.</p> <p>Denominator: Number of CTE concentrators during the reporting year.</p>
<p style="text-align: center;">3S1 Secondary School Completion</p> <p>Numerator: Number of senior concentrators who 1)</p>	<p>2P1 Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during</p>	<p>2A1 Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential or a certificate</p>

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates (Clock Hr)
<p>attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.</p> <p>Denominator: Number of senior CTE concentrators who have left secondary education in the reporting year.</p>	<p>the reporting year.</p> <p>Denominator: Number of CTE concentrators who left during the reporting year.</p>	<p>during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left during the reporting year.</p>

<p>4S1 Student Graduation Rates</p> <p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate (NCLB).</p>	<p>3P1 Student Retention or Transfer</p> <p>Numerator: Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>3A1 Student Retention or Transfer</p> <p>Numerator: Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who did not earn an industry-recognized credential or a certificate in the previous reporting year.</p>
<p>5S1 Secondary Placement</p> <p>Numerator: Number of CTE concentrators from the prior year who completed secondary school and who was placed in postsecondary education, employment, and /or military service in the 2nd quarter (October-December) after leaving secondary education during the report year.</p> <p>Denominator: Number of CTE concentrators from the prior year who completed secondary school (only students in the prior year 3S1 numerator who have a valid social security number).</p>	<p>4P1 Placement</p> <p>Numerator: Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.</p> <p>Denominator: Number of CTE concentrators from the prior year who received a credential, degree or certificate. (Only students in the prior year 2P1 numerator who have a valid social security number.)</p>	<p>4A1 Placement</p> <p>Numerator: Number of CTE concentrators from the prior year who received a credential or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter (October-December) after leaving postsecondary education.</p> <p>Denominator: Number of CTE concentrators from the prior year who received a credential or certificate. (Only students in the prior year 2A1 numerator who have a valid social security number.)</p>
<p>6S1 Nontraditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during</p>	<p>5P1 Nontraditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants in college credit programs that</p>	<p>54A1 Nontraditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of</p>

<p>the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>lead to employment in nontraditional fields during the reporting year.</p>	<p>CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p>
<p>6S2 Nontraditional Completion</p> <p>Numerator: Number of senior CTE concentrators in programs identified as non-traditional for their gender who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.</p> <p>Denominator: Number of senior CTE concentrators in programs identified as non-traditional for their gender who have left secondary education in the reporting year.</p>	<p>5P2 Nontraditional Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender.</p> <p>Denominator: Number of CTE concentrators in college credit programs identified as non-traditional for their gender.</p>	<p>5A2 Nontraditional Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender.</p> <p>Denominator: Number of CTE concentrators in certificate (clock hour) programs identified as non-traditional for their gender.</p>

Allocation Chart

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006	
Postsecondary Allocations School Districts FY 2008-2009	
<small>The allocations below are based on USDOE estimated FY 2008-09 State Allocations under the Carl D. Perkins Career and Technical Education Act.</small>	
AGENCY	ALLOCATION
BAY	\$ 84,019
BRADFORD *	\$ 39,351
BROWARD	\$ 936,617
CHARLOTTE	\$ 114,507
CITRUS	\$ 75,156
COLLIER	\$ 103,872
DADE	\$ 1,393,579
DESOTO *	\$ 11,344
ESCAMBIA	\$ 104,226
FLAGLER	\$ 57,431
GADSDEN *	\$ 15,244
HILLSBOROUGH	\$ 854,370
INDIAN RIVER *	\$ 23,398
LAKE	\$ 124,079
LEE	\$ 172,292
LEON	\$ 204,907
MANATEE	\$ 96,781
MARION	\$ 160,593
OKALOOSA	\$ 52,113
ORANGE	\$ 517,231
OSCEOLA	\$ 86,855
PASCO *	\$ 26,234
PINELLAS	\$ 507,304
POLK	\$ 195,690
SANTA ROSA	\$ 69,484

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION
ACT OF 2006**

**Postsecondary Allocations
School Districts
FY 2008-2009**

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

AGENCY	ALLOCATION
SARASOTA	\$ 59,558
ST JOHNS	\$ 214,833
SUMTER *	\$ 8,154
SUWANNEE	\$ 76,220
TAYLOR	\$ 70,548
WALTON *	\$ 18,789
WASHINGTON	\$ 131,169
TOTAL	\$ 6,605,948

* Waiver or Consortium Eligible Districts

See information below the Community Colleges Allocation Chart regarding Waiver and Consortium.

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT
OF 2006**

**Postsecondary Allocations
Community Colleges
FY 2008-2009**

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

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

Consortium Requirements

Section 132(a)(3)(A), eligible institutions may enter into consortium to operate joint projects that:

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

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

Waivers for Allocations Under \$50,000

Section 132 (b) (c), Postsecondary Career and Technical Education Programs may waive providing services to all institutions participating in the consortium in the case where the eligible institution is located in a rural, sparsely populated area (see **Consortium Requirements** section above).

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

Gloria Spradley, Chief, Bureau of Grants Administration and Compliance
Division of Workforce Education
Florida Department of Education
325 West Gaines Street, Room 730
Tallahassee, FL 32399-0400

FLORIDA DEPARTMENT OF EDUCATION

Project Application

TAPS Number
09B004

Please return to: Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	Program Name: Carl D. Perkins Postsecondary, Section 132 Discretionary Fiscal Year 2008-2009	<u>DOE USE ONLY</u> Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="border: 1px solid black;"/> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> DOE USE ONLY </div> Total Approved Project:	D) Applicant Contact Information	
	Contact Name: _____	Mailing Address: _____
	Telephone Number: _____	SunCom Number: _____
	Fax Number: _____	E-mail Address: _____
CERTIFICATION I, _____, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E) _____ Signature of Agency Head		

DOE 100A
Revised 08/04



Instructions for Completion of DOE 100A

- F.** If not pre-printed, enter name of the program for which funds are requested.
 - G.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
 - H.** Enter the total amount of funds requested for this project.
 - I.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
 - J. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.



Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2

OBJECT: SCHOOL DISTRICTS:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:

Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

AMOUNT - Provide the budget amount requested for each object code.

C. **TOTAL** - Provide the total for Column (5) on the last page. Must be the same amount as requested on the DOE-100A or B.



**Florida Department of Education
Division of Workforce Education**

Detailed Projected and Purchased Equipment Form
(Purchasing/Tracking/Disposition of Equipment)

A) _____
Name of Eligible Recipient

B) _____
Project Number (**DOE USE ONLY**)

TAPS Number 09B004

Projected Equipment Purchases

	Item 1	Item 2	Item 3
1) Function Code			
2) Object Code			
3) Account Title			
4) Detailed Description			
5) School/Program			
6) Number of Items			
7) Unit Cost			
8) Total Amount			

Actual Equipment Purchases

9) Purchase Order Number and Date			
10) Date Invoice Paid			
11) Brand/Model/Make			
12) Serial Number			
13) Property/Decal Number			
14) Inventory/Location			
15) Disposal Date			
16) Method of Disposal			
17) Sale Price of Property (if sold)			

Person completing form: _____ Title: _____ Date: _____
 Management review: _____ Title: _____ Date: _____

**Florida Department of Education
Division of Workforce Education**

**Instructions for Completion
Detailed Projected and Purchased Equipment Form**

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA). Use multiple forms as needed.

- C. Enter Name of Eligible Recipient.
- D. Project Number **(DOE USE ONLY)**

Row 1 - FUNCTION CODE: **SCHOOL DISTRICTS ONLY:** Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Row 2 - OBJECT CODE: **SCHOOL DISTRICTS:**
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:
Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:
Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES: Use the object codes as required in the agency's expenditure chart of accounts.

Row 3 - ACCOUNT TITLE: Use the account title that applies to the object code listed in the accordance with the agency's accounting system.

Row 4 - DETAILED DESCRIPTION: Provide detailed descriptions/specifications of all equipment items to be purchased having a unit value of \$1000 or more with a useful life of one year or more.

Row 5 - SCHOOL/PROGRAM: Provide the name of the school and the name of the program for which the equipment is being purchased.

Row 6 - NUMBER OF ITEMS: Provide the total number of these items that are to be purchased.

Row 7 - UNIT COST: Provide the cost for each of these items.

Row 8 - TOTAL COST: Provide the total cost of these items.

***NOTE:** Rows 9 – 17 are to be completed following the purchase and/or disposal of equipment, fixtures and other tangible personal property of a non-consumable and non-expendable nature purchased by the grant.

Row 9 - PURCHASE ORDER NUMBER AND DATE: Provide the purchase order number and date for this item.

Row 10 - DATE INVOICE PAID: Provide the date that the invoice was paid.

Row 11 - BRAND/MODEL/MAKE: Provide the brand, model, and/or make of the item purchased.

Row 12 - SERIAL NUMBER: Provide the serial number of the item.

Row 13 - PROPERTY/DECAL NUMBER: Provide the property number or decal (sticker) number that has been placed on the item.

Row 14 - INVENTORY/LOCATION: Provide the location (from the current inventory) where this item can be found.

Row 15 - DISPOSAL/DATE: Provide the disposal date if you have disposed of the item.

Row 16 - METHOD OF DISPOSAL: Provide the method of disposal.

Row 17 - SALE PRICE OF PROPERTY: Provide the sale price of the item (if it has been sold).

Carl D. Perkins, Postsecondary, Section 132 APPLICATION REVIEW CRITERIA AND CHECKLIST

- Include this form in the application package.
- Place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Staple upper left corner of the complete application package (no spiral bindings, notebooks or cover pages, please).

Place in the following order	Item	Applicant Indicate Page Numbers Below	DOE Staff	
			✓ Check appropriate box below	
			Complete	Incomplete
1	DOE 100A, Project Application – with original signature			
2	DOE 101, Budget Narrative Form <u>If consortium, include an individual form for each of the agencies in the consortium.</u>			
3	Detailed Projected and Purchased Equipment Form			
4	Service Delivery Form (include as is)			
5	Regional Workforce Board Coord. Assurance Form			
6	Narrative Section			
	1. Part A and Part B Use of Funds			
	2. Local Performance Accountability Levels			
	3. A – E Program of Study (include applicable lists)			
	4. Professional / Curriculum Development			
	5. Stakeholders Involvement			
	6. Size, Scope & Quality			
	7. Evaluate and Improve			
	8. A - C Barriers, Special Pops Levels, Self-sufficiency			
	9. Special Populations Non-Discrimination			
	10. Non-traditional Fields			
	11. Career Guidance and Counseling			
	12. A – B Teacher Recruitment, Retention, Transition			
	13. Charter School Support			
	14. Postsecondary/School Dropouts/One Stops			
	15. Support for State Correctional Institutions			
	16. Consortium Projects - ONLY			
	17. Sites and CIPs Lists			
	18. Reading / Strategic Imperatives			
	19. Dissemination / Marketing			
	20. Automotive Service Technology			
	21. GEPA			

	22. Private School Participation			
7	Application Review Criteria and Checklist			

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URL Update 4/30/2008 1:27 PM

Update 5/15/08 10:42 AM