

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

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

STATE PLAN COVER PAGE

State Name: Florida

Eligible Agency Submitting Plan on Behalf of State:

State Board of Education

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

Signature: _____

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Type of State Plan Submission (check one):

5-Year Full Plan – FY 2008 – FY 2013

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

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

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

Title I and Title II

March 31, 2008

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

Dear Assistant Secretary Justesen:

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

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

Sincerely,

Dr. Eric J. Smith
Commissioner of Education

Table of Contents

PART A: STATE PLAN NARRATIVE

| | |
|---|----|
| Introduction..... | 6 |
| 1.0 PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION | |
| 1.1 Public Hearings..... | 8 |
| 1.2 Summary and Response to Recommendations..... | 8 |
| 1.3 Development of the State Plan | 9 |
| 1.4 Public and Private Participation in State Plan Development..... | 10 |
| 1.5 Agency Consultation | 10 |
| 2.0 PROGRAM ADMINISTRATION | |
| 2.1 Term of Plan | 11 |
| 2.2 State Adjusted Levels of Performance – Activities Designed to Meet or Exceed | 11 |
| 2.3 Professional Development | 24 |
| 2.4 Education Recruitment and Retention | 27 |
| 2.5 Transition to Institutions of Higher Education | 28 |
| 2.6 Planning, Development, Implementation, and Evaluation – Stakeholders | 28 |
| 2.7 Integration; All Aspects of Industry; Challenging Academics..... | 28 |
| 2.8 Technical Assistance | 30 |
| 2.9 State and Regional Occupational Opportunities..... | 31 |
| 2.10 Joint Planning and Coordination | 31 |
| 2.11 Program Coordination and Non-duplication – W.I.A. | 32 |
| 3.0 PROVISION OF SERVICES FOR SPECIAL POPULATIONS | |
| 3.1 Program Strategies..... | 33 |
| 3.2 Needs of Students in Alternative Education Programs..... | 35 |
| 3.3 Promotion of Non-Traditional Programs..... | 35 |
| 3.4 Individuals in State Correctional Institutions | 35 |
| 3.5 Equitable Access Assurances | 36 |
| 4.0 ACCOUNTABILITY AND EVALUATION | |
| 4.1 Establishing Measurement Definitions – Input from Eligible Recipients | 37 |
| 4.2 Establishing State Adjusted Level of Performance – Input from Eligible Recipients | 37 |
| 4.3 Identification of Valid and Reliable Measurement Definitions..... | 37 |
| 4.4 Alignment of Core Indicators with other State and Federal Programs..... | 54 |
| 4.5 Performance Levels for Each of the Core Indicators..... | 54 |
| 4.6 Process for Reaching Agreement on Local Adjusted Performance Levels | 54 |
| 4.7 Criteria and Methods – Revisions..... | 55 |
| 4.8 Reporting Data..... | 56 |
| 4.9 Consortiums Receiving Grant – Minimum Performance Levels | 57 |
| 4.10 Annual Evaluation of Effectiveness | 57 |
| 4.11 Technical Skill Attainment..... | 58 |

| | | |
|------|---|----|
| 5.0 | TECH PREP PROGRAMS | 60 |
| 6.0 | FINANCIAL REQUIREMENTS | |
| 6.1 | Allotment of Funds under Section 111 | 61 |
| 6.2 | Specific Dollar Allocations under Section 131(a)-(e) | 62 |
| 6.3 | Specific Dollar Allocations under Section 132(a) | 63 |
| 6.4 | Allotment of Funds among Consortia – Secondary Schools | 64 |
| 6.5 | Allotment of Funds among Consortia – Postsecondary Schools..... | 64 |
| 6.6 | Data Adjustments..... | 64 |
| 6.7 | Description of Proposed Alternative Allocation Formulas | 65 |
| 6.8 | Detailed Project Budget..... | 66 |
| 6.9 | Listing of Allocations made to Consortia..... | 66 |
| 6.10 | Description of Secondary and Postsecondary Formulas | 67 |
| 6.11 | Description of Competitive Basis of Formula | 68 |
| 6.12 | Description of Procedures Used to Rank and Determine Eligible Recipients..... | 68 |
| 6.13 | Description of Procedures Used to Determine Eligible Recipients – Rural | 69 |
| 7.0 | EDGAR CERTIFICATIONS | 71 |
| 8.0 | OTHER ASSURANCES | 72 |

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1

| | | |
|-----|--|----|
| I. | Title 1: Career and Technical Education Assistance to States | 75 |
| II. | Title II: Tech Prep Programs | 76 |

PART C: ACCOUNTABILITY FORMS

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

PART A: STATE PLAN NARRATIVE

Introduction

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

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

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

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

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

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

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

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

1.0 PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

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

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

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

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

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

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

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

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

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

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

- State Steering Committee (SSC) - comprised of the Commissioner of Education, the Division of K-12 Public Schools Chancellor, the Division of Workforce Education Chancellor and the Division of Community Colleges Chancellor. The SSC was responsible for helping formulate the career and technical education priorities to be contained in the plan and for giving final approval to the State Plan. The Chancellor of Workforce Education was integrally involved in the development of the State Plan.
- State Advisory Committee (SAC) - comprised of statewide leaders who had chaired each of the subcommittees and Division of Workforce Education staff. The SAC itself was chaired by three people, each a representative of one of Florida's educational sectors: community college, school district postsecondary, and school district secondary. The role of the SAC was to review the recommendations from all of the sub-committees and approve or modify these recommendations prior to their submission to the State Steering Committee.
- Sub-committees – comprised of over eighty (80) secondary and postsecondary career and technical education practitioners and administrators from across the state. The sub-committees formed were: Career and Technical Education Programs; Grants; Funding; Data and Accountability; Incentives and Sanctions; and Tech Prep. Each sub-committee was charged with studying the requirements of the legislation and making specific recommendations to the State Advisory Committee relative to the needs of Florida's students.
- Planning Committee - comprised of key staff members from the Division of Workforce Education. This internal working group was responsible for supporting the work of the State Advisory Committee and the various sub-committees. In addition to providing information to each of the sub-committees, DOE staff members were assigned to work with a specific sub-committee to assure that the project plan of that sub-committee was accomplished and timelines were met.

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

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

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

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

2.0 PROGRAM ADMINISTRATION

2.1 Term of Plan

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

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

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

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

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

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

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

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

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

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

(a) Career and Technical Education Programs of Study

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

(b) Development and Implementation of Programs of Study

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

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

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

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

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

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

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

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

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

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

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

Dual Enrollment

Dual enrollment enables secondary students to earn elective credits towards a high school diploma while completing requirements for a postsecondary certificate or degree offered at technical centers or community colleges. Acceleration mechanisms shorten the time needed to complete postsecondary certificate or degree requirements, broaden the scope of available options after high school, and increase the depth of content available to students in a particular subject. The Division of Workforce Education will initiate a process to develop statewide secondary to postsecondary articulation agreements based on the statewide model Programs of Study.

Inter-institutional Agreements

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

Statewide Articulation Agreements

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

Guaranteed Transfer of Courses

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

Articulation Coordinating Committee

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

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

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

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

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

Secondary Career and Technical Education Programs

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

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

Postsecondary Career and Technical Education Programs

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

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

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

Statewide Expansion Efforts to Access Appropriate Technology

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

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

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

- *Virtual School*- Florida Virtual School (FLVS) is an established leader in developing and providing virtual 6-12 education solutions to students nationwide. A nationally recognized e-Learning model, FLVS was founded in 1997 as the country's first statewide Internet-based public middle and high school

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

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

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

- (1) How the career and technical education programs required will be carried out with funds received under this Title
- (2) How the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of established performance
- (3) How the eligible recipient will:
 - Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic, and career and technical education subjects
 - Provide students with strong experience in and understanding of all aspects of an industry
 - Ensure that students who participate in such career and technical education programs are taught to the same challenging academic proficiencies as are taught to other students
- (4) How comprehensive professional development (including initial teacher preparation) that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development) will be provided for career and technical education, academic, guidance, and administrative personnel
- (5) How parents, students, teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education

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

- (6) How the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs
- (7) The process that will be used to evaluate and continuously improve the performance of the eligible recipient
- (8) How the eligible recipient will:
 - Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations
 - Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance
 - Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage or high demand occupations that will lead to self-sufficiency
- (9) How individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations
- (10) How funds will be used to promote preparation for non-traditional fields
- (11) How career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities
- (12) Efforts to improve:
 - The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under represented in the teaching profession
 - The transition to teaching from business and industry

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Integrated Courses

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

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

Career Academies

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

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

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

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

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

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

Programs of Study

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

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

Seamless Articulation

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

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

(I) Evaluation of the Integration of Coherent and Rigorous Content Aligned with Challenging Academic Standards in Career and Technical Education Programs

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

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

2.3 Comprehensive Professional Development for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors [Sec. 122(c)(2)(A)-(G)]

The State will provide leadership, technical assistance, and resources to support and advance professional development activities focused on improving the instructional skills of personnel working with career and technical education students. Florida's comprehensive professional

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

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

<http://www.fldoe.org/workforce/dwdgrants/2007/perkinsslaefl07.asp>

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

- The development of staff knowledge and skills is intimately related to, and a function of, the teaching and learning needs of the student groups served, and organizational performance as defined by various outcome measures
- Professional development is most effectively organized and delivered at the local level, with maximum participation in program design by those most affected
- Professional development will include all levels of cognitive and behavioral assimilation, including its organizational development aspects. Professional development is far too often an awareness level activity that relies on the professional to transfer a practice or activity into a live working situation and organizational context
- The best assessment of professional development is its impact on performance in a live working environment and on organizational performance
- Since major program elements are being more tightly integrated through unified planning, professional development must also be planned and delivered in a highly collaborative framework

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic and Career and Technical Integration

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

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

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

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

All Aspects of Industry

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

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

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

Challenging Academic Proficiencies

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

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

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

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

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

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

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

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

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

broad variety of procedural and policy issues

- Providing student data and tracking information to enhance student performance tracking
- Identifying career and technical education programs and courses to satisfy Bright Futures Gold Seal Vocational Scholarship eligibility
- Developing and distributing counseling and career preparation materials

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

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

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

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

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

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

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

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

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

3.0 PROVISION OF SERVICES FOR SPECIAL POPULATIONS

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

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

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

- Targeted community outreach and recruitment
- School and program orientation sessions
- Comprehensive career assessment and counseling
- Ongoing support counseling including referrals for agency assistance when needed
- Peer support groups
- Advisors and mentors from the business community
- Job placement services
- Availability of accommodations/modifications and support services
- Work-based learning opportunities
- Participation in Career and Technical Student Organizations
- Parental involvement in student support activities when appropriate

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

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

Equal Access to Activities Assisted Under the Act

The Division of Workforce Education provides eligible recipients with technical assistance, including training and publications, to meet the needs of special population students. Providing equal access ranges from diligent monitoring by Division of Workforce Education staff members of practitioner compliance with the 34 CFR *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs* to proactive implementation of customized strategies for special populations.

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

Non-Discrimination

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

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

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

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

Meeting or Exceeding State Adjusted Levels of Performance and Preparation for further Earning and for High Skill, High Wage or High Demand Occupations

Four specific strategies are in place to enable special populations to assure that this legislative requirement is met. (1) Florida State Board of Education Rule 6A-10.040 Federal Administration Code (FAC) requires LEAs to have a provision for exemptions from meeting the basic skills

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.0 ACCOUNTABILITY AND EVALUATION

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

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

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

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

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

Please refer to the Accountability forms in Part C.

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

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

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

Secondary Level Definitions and Measures

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

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

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

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

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

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

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

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

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

Postsecondary Level Definitions and Measures

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

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

Postsecondary Level Definitions and Measures for Credit Hour Programs

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

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

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

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

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

Postsecondary Level Definitions and Measures for Clock Hour Programs

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

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

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

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

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

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

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

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

Please refer to Accountability forms in Part C.

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

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

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

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

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

Promotion of Continuous Improvement

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

Program Improvement Plan

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

Technical Assistance

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

4.7 Criteria and Methods Utilized to Allow an Eligible Recipient to Request Revisions to its Local Adjusted Levels of Performance if Unanticipated Circumstances Arise with Respect to an Eligible Recipient [Sec. 113(b)(4)(A)(vi)]

Should unanticipated circumstances arise locally or regionally resulting in a significant change in the factors above, the local eligible recipient must contact the Division of Workforce Education to request that local adjusted performance levels be revised. Revisions may be made for natural

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

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

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

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

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

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

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

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

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

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

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

Annual Evaluation of Effectiveness and Coordination

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

Nonduplication Efforts

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

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

Other Requirements

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

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

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

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

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

1. federal or state regulatory agency-developed assessment instrument leading to licensure
2. industry-developed assessment instrument leading to industry certification
3. industry-developed end of program assessments
4. proprietary company-developed assessment instrument leading to certification of proficiency in one or more company product
5. third party-developed assessment instrument¹

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

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

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

Database of Approved Assessment Instruments

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

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

Technical Skill Assessment Phase-In

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

5.0 TECH PREP PROGRAMS

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

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

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

6.0 FINANCIAL REQUIREMENTS

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

Overall Distribution of Funds to LEAs

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

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

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

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

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

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

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

Secondary – District Percentage (%) =

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

Postsecondary – District Percentage (%) =

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

Postsecondary – Community College Percentage (%) =

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

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

Allocations to Secondary Programs

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

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

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

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

Allocations to Postsecondary Programs

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

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

Low level of participation in the Pell Grant program by area career and technical education centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in career and technical postsecondary and adult programs. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary career and technical education programs, thereby generating a more equitable distribution of funds.

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

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

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

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

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

Eligible institutions may enter into a consortium for the purposes of receiving funds for secondary programs. Eligible institutions or consortium must qualify for a grant of at least \$15,000 to receive an allocation. Such consortia must provide services to all secondary institutions participating in the consortium. The services provided must be of sufficient size, scope, and quality to be effective. Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purposes of programs benefiting only one member of the consortium. Secondary eligible applicants with an allocation of less than \$15,000 may request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium. Waiver requests must be submitted to the Division of Workforce Education.

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

Eligible institutions may enter into a consortium for the purposes of receiving funds for postsecondary programs. Eligible institutions or consortia must qualify for a grant of at least \$50,000 to receive an allocation. Such consortia must provide services to all postsecondary institutions participating in the consortium. The services provided must be of sufficient size, scope, and quality to be effective. Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purposes of programs benefiting only one member of the consortium. Postsecondary eligible applicants with an allocation of less than \$50,000 may request a waiver to waive the application of Section 132 (a)(3)(A)(i) (*provide services to all postsecondary institutions participating in the consortium*) in any case in which the eligible recipient is located in a rural, sparsely populated area. Waiver requests must be submitted to the Division of Workforce Education.

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

Data adjustments will not be necessary as Florida has 67 school districts, one for each county. These district boundaries do not change as they are constitutional boundaries. All charter schools in Florida are public schools and have been approved to use the term “charter” in its name. Public charter schools and Florida’s one K-12 Bureau of Indian Affairs school fall under the jurisdiction of the public school districts.

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

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

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

Low level of participation in the Pell Grant program by area career and technical education centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in career and technical postsecondary and adult programs. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary career and technical education programs, thereby generating a more equitable distribution of funds.

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

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

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

Other Requirements

6.8 Detailed Project Budget

See forms in Part B of State Plan.

6.9 Listing of Allocations Made to Consortia (Secondary and Postsecondary) from Funds Available Under Sections 112(a) and (c) of the Act.

See Appendix I for allocation listing.

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

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

Section 131 – Secondary Formula

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

Section 132 – Postsecondary Formula

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

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

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

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

Rural and Sparsely Populated Areas

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

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

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

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

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

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

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

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

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

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

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

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

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

Rural areas are defined by the State and documented by the Rural Economic Development Initiative (REDI) which recognizes those rural or economically distressed counties or communities designated pursuant to Sections 288.0656 and 288.06561, Florida Statutes, as REDI qualified. The REDI program is administered within the Executive Office of the Governor by the Office of Tourism, Trade and Economic Development.

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

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

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

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

7.0 EDGAR CERTIFICATIONS AND OTHER ASSURANCES

EDGAR CERTIFICATIONS

- 1 This plan is submitted by the State Board of Education.
- 2 The State Board of Education has authority under State Law to perform the functions of the State under the program.
- 3 The State Board of Education may carry out each provision of the plan.
- 4 All provisions of the plan are consistent with State law.
- 5 The State Board of Education has authority under the state of Florida law to receive, hold, and disburse Federal funds made available under this plan.
- 6 The Commissioner of Education has the authority to submit this plan.
- 7 The State Board of Education has adopted or otherwise formally approved the plan.
- 8 The plan is the basis for State operation and administration of the program.

BY: _____
Chair, State Board of Education (or designee)

DATE: _____

8.0 OTHER ASSURANCES

1. A copy of the State Plan was submitted into the State Intergovernmental Review process.
2. Florida certifies that it will comply with the Lobbying Certification [34 CFR 82, Appendix K].
3. Florida certifies that it will comply with Assurance for Non-Construction Programs [Appendix L].
4. Florida will assure compliance with the requirements of Title I and the provisions of the State Plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal State programs [Sec. 122(c)(11)].
5. Florida will assure that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization [Sec. 122(c)(12)].
6. Florida will assure that it will waive the minimum allocation in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act [Sec. 131(c)(2)].
7. Florida will assure that it will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year [Sec. 323(a)].
8. Florida will assure that all eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by the eligible agency or eligible recipient [Sec. 317(a)].
9. Florida will assure, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient [Sec. 317(b)(1)].
10. Florida will assure that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit

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

BY: _____
Chair, State Board of Education (or designee)

DATE: _____

PART B: BUDGET FORMS

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

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

| | |
|--|----------------------|
| A. Total Title I Allocation to the State | \$ <u>60,806,360</u> |
| B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | \$ <u>4,815,872</u> |
| C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>) | \$ <u>65,622,232</u> |
| D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x <u>88.34%</u></i>) | \$ <u>57,972,232</u> |
| 1. Reserve (<i>not more than 10% of Line D</i>) | \$ <u>5,166,894</u> |
| a. Secondary Programs (<i>57.41% of Line D</i>) | \$ <u>2,966,480</u> |
| b. Postsecondary Programs (<i>42.59% of Line D</i>) | \$ <u>2,200,414</u> |
| 2. Available for formula allocations (<i>Line D minus Line D.1</i>) | \$ <u>52,805,338</u> |
| a. Secondary Programs (<u>51.44%</u> of <i>Line D.2</i>) | \$ <u>27,163,066</u> |
| b. Postsecondary Programs (<u>48.56%</u> of <i>Line D.2</i>) | \$ <u>25,642,272</u> |
| E. State Leadership (<i>not more than 10%</i>) (<i>Line C x <u>10%</u></i>) | \$ <u>6,000,000</u> |
| 1. Nontraditional Training and Employment (<u>\$60,000</u>) | |
| 2. Corrections or Institutions (<u>\$500,000</u>) | |
| F. State Administration (<i>not more than 5%</i>) (<i>Line C x <u>2.51%</u></i>) | \$ <u>1,650,000</u> |
| G. State Match (<i>from non-federal funds</i>) ² | \$ <u>1,650,000</u> |

² The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

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

II. TITLE II: TECH PREP PROGRAMS

| | |
|--|--------------|
| A. Total Title II Allocation to the State | \$ 4,815,872 |
| B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | \$ 4,815,872 |
| C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>) | \$ <u>0</u> |
| D. Tech-Prep Funds Earmarked for Consortia | \$ <u>0</u> |
| 1. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>0</u> %] | |
| 2. Number of Consortia <u>0</u> | |
| 3. Method of Distribution (<i>check one</i>): | |
| a. _____ Formula | |
| b. _____ Competitive | |
| E. Tech-Prep Administration | \$ <u>0</u> |
| 1. Percent for Administration (<i>Line E divided by Line C</i>) [<u>0</u> %] | |

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants –

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

Concentrators –

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

B. Postsecondary Level

Participants –

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

Concentrators –

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

C. Adult Level

Participants –

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

Concentrators –

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

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

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

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

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|---|---|--|---|------------------------------------|--|
| <p style="text-align: center;">4S1 Student Graduation Rates 113(b)(2)(A)(iv)</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 as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p> | <p style="text-align: center;">State Administrative Records</p> | <p><u>N 25,146</u> D 27,529 or 91.34%</p> | <p>L: 70% A:</p> | <p>L: 71% A:</p> |
| <p style="text-align: center;">5S1 Secondary Placement 113(b)(2)(A)(v)</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 .</p> | <p style="text-align: center;">State Administrative Records</p> | <p><u>N 22,881</u> D 24,994 or 91.55%</p> | <p>L: A:</p> | <p>L: 84% (proposed) A:</p> |

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| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|---|--|--|-----------------------------------|---|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (2006-2007) | Year One 7/1/07- 6/30/08 | Year Two 7/1/08- 6/30/09 |
| <p>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p> | <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</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>State Administrative Records</p> | <p><u>N 23,798</u> D 153,676 or 15.49%</p> | <p>L:</p> <p>A:</p> | <p>L: 15% (proposed)</p> <p>A:</p> |
| <p>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</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>State Administrative Records</p> | <p><u>N 1,755</u> D 1,873 or 93.70%</p> | <p>L:</p> <p>A:</p> | <p>L: 87% (proposed)</p> <p>A:</p> |

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III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|--|-----------------------------------|---|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (2006-2007) | Year One 7/1/07- 6/30/08 | Year Two 7/1/08- 6/30/09 |
| 1P1 Technical Skill Attainment 113(b)(2)(B)(i) | <p>Numerator: Number of CTE concentrators who 1) earned an industry certified credential through a third party assessment or 2) earned 75 percent of the program hours required with a grade point average of 2.5 or higher.</p> <p>Denominator: Number of CTE concentrators in the reporting year.</p> | State Administrative Records | <p><u>N 18,168</u> D 52,064 or 34.90%</p> | <p>L:</p> <p>A:</p> | <p>L: 34% (proposed)</p> <p>A:</p> |
| 2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii) | <p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p> | State Administrative Records | <p><u>N 11,965</u> D 44,327 or 26.99%</p> | <p>L:</p> <p>A:</p> | <p>L: 23% (proposed)</p> <p>A:</p> |

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| | | | | | |
|---|---|--|--|--|--|
| <p style="text-align: center;">3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p> | <p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators from the prior who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p> | <p style="text-align: center;">State Administrative Records</p> | <p style="text-align: center;"><u>N 24,801</u> D 34,092 or 72.75%</p> | <p style="text-align: center;">L: A:</p> | <p style="text-align: center;">L: 72% (proposed) A:</p> |
| <p style="text-align: center;">4P1 Student Placement 113(b)(2)(B)(iv)</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.</p> | <p style="text-align: center;">State Administrative Records</p> | <p style="text-align: center;"><u>N 12,724</u> D 14,348 or 88.68%</p> | <p style="text-align: center;">L: A:</p> | <p style="text-align: center;">L: 86% (proposed) A:</p> |

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| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|---|-------------------------------------|--|-------------------------|-------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (2006-2007) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 5P1 Nontraditional Participation 113(b)(2)(B)(v) | <p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> in college credit programs that lead to employment in nontraditional fields during the reporting year.</p> | State Administrative Records | <p><u>N 2,070</u> D 14,943 or 13.85%</p> | <p>L:</p> <p>A:</p> | <p>L: 13% (proposed) A:</p> |
| 5P2 Nontraditional Completion 113(b)(2)(B)(v) | <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> | State Administrative Records | <p><u>N 664</u> D 1,396 or 47.56%</p> | <p>L:</p> <p>A:</p> | <p>L: 22% (proposed) A:</p> |

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IV. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

C. POSTSECONDARY ADULT LEVEL

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

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| | | | | | |
|---|--|--|--|--|--|
| <p style="text-align: center;">3A1 Student Retention or Transfer 113(b)(2)(B)(iii)</p> | <p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators from the prior year who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p> | <p style="text-align: center;">State Administrative Records</p> | <p style="text-align: center;"><u>N 14,231</u> D 26,440 or 53.82%</p> | <p style="text-align: center;">L: A:</p> | <p style="text-align: center;">L: 53% (proposed) A:</p> |
| <p style="text-align: center;">4A1 Student Placement 113(b)(2)(B)(iv)</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.</p> | <p style="text-align: center;">State Administrative Records</p> | <p style="text-align: center;"><u>N 13,824</u> D 16,597 or 83.29%</p> | <p style="text-align: center;">L: A:</p> | <p style="text-align: center;">L: 82% (proposed) A:</p> |

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