

**CARL D. PERKINS ACT
SECONDARY VOCATIONAL PROGRAMS
SECTION 131
AND
POSTSECONDARY AND
ADULT VOCATIONAL PROGRAMS
SECTION 132**

BACKGROUND

Application Due Date

Applications must be received by the Division of Workforce Development by May 31, 2000, 5:00 PM, Eastern Standard Time.

Contact Information

Please contact the regional team staff listed in the **INTRODUCTION** of this guide for technical assistance.

Authorization

The funds are authorized by the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law (P. L.105-332). General regulations are from the Education Department General Administrative Regulations (EDGAR).

Use of Funds

Applicants must follow all provisions included in the Overview section as well as the ones listed below:

- Each eligible recipient receiving funds under this part shall not use more than 5% of the funds for administrative costs associated with the administration of activities assisted under this section. [Perkins III, Section 135(d)]
- All the funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (STWOA) (20 U.S.C.

6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act. [Perkins III, Section 6] At the same time, activities that are allowable under the Perkins Act and also happen to be similar to STWOA activities are not affected.

- None of the functions and activities assisted under this section shall duplicate the functions and activities carried out under The Workforce Investment Act (P. L. 105-220). [Perkins III, Section 118(c)(2)]
- Funds made available under this Act for vocational and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out vocational and technical education activities and Tech-Prep activities. [Perkins III, Section 311(a)]
- Funds supplement, not supplant.
- Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized educational plan developed pursuant to section 1414(d) of the Individuals with Disabilities Act (IDEA) and services necessary to meet the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education. [Perkins III, Section 325(c)]
- Direct assistance to students such as tuition, books, transportation, dependent care and supplies as previously provided under the set asides for sex equity and single parents, displaced homemakers and single pregnant women are allowable expenditures of local funds under the following conditions:
 1. Recipients of the assistance must be individuals who are members of special populations who are participating in vocational and technical education activities that are consistent with the goals and purposes of Perkins III;
 2. Assistance is provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in vocational and technical education;
 3. Direct financial assistance to individuals is one element in a larger set of strategies or programs to address the needs of special populations, not considered as a program in itself, and
 4. In determining the amount of the local budget to use for direct assistance or supplemental services, the recipient should consider whether the services are a reasonable and necessary cost of providing programs for special populations. Also,

the amount of the grant to be used for these services [both on an item-by-item and in the aggregate compared to the total grant] would be consistent with former authority to fund this type of support service under Perkins II.

- The descriptions in the applications submitted by LEAs stating how each assurance will be achieved, will serve as the major basis for the state monitoring process to determine the extent to which each assurance was achieved. In addition to this documentation, eligible recipients must locally retain and make available other documentation of method and extent of achievement.
- Documentation of this maintenance of effort must be kept at the local level and must be audible.
- Perkins Section 132 programs must support local one-step centers.

<i>Use of Funds-Required</i>	<i>Use of Funds-Permissible</i>
<ol style="list-style-type: none"> 1. strengthen the academic and vocational and technical skills of students participating in vocational and technical education and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects; 2. provide students with strong experience in and understanding of all aspects of an industry; 3. develop, improve, or expand the use of technology in vocational and technical education, which may include: <ul style="list-style-type: none"> • training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; • providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or • encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs; 4. provide professional development programs to teachers, counselors, and administrators, including- 	<ol style="list-style-type: none"> 1. involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs; 2. provide career guidance and academic counseling for students participating in vocational and technical education programs; 3. provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs; 4. provide programs for special populations; 5. for local education and business partnerships; 6. assist vocational and technical student organizations; 7. for mentoring and support services; 8. for leasing, purchasing, upgrading, or adapting equipment, including instructional aides; 9. for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry; 10. for improving or developing new vocational and technical education courses;

<i>Use of Funds-Required</i>	<i>Use of Funds-Permissible</i>
<ul style="list-style-type: none"> • in-service and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement; • support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services that such teachers and personnel stay current with all aspects of the industry; • internship programs that provide business experience to teachers; and • programs designed to train teachers specifically in the use and application of technology; <ol style="list-style-type: none"> 5. develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met; 6. initiate, improve, expand, and modernize quality vocational and technical education programs; 7. provide services and activities that are of sufficient size, scope and quality to be effective; and 8. link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech-Prep Programs. 	<ol style="list-style-type: none"> 11. provide support for family and consumer sciences programs; 12. provide vocational and technical education programs for adults and school dropouts to complete their secondary school education; 13. provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education; 14. support nontraditional training and employment activities; and 15. support other vocational and technical education activities that are consistent with the purpose of this Act.

Funding Amounts

The project awards for Perkins are based on the appropriations by Congress. For planning purposes, eligible recipients may use the amount funded from the previous year.

Section 131 projects may not receive grants of less than \$15,000. Recipients **may** enter into a consortium with other recipients to meet this requirement, or a **waiver may** be granted by the state. Total estimated funding available for Florida's section 131 projects is \$20,159,535. Section 132 projects will not be granted allocations for amounts less than \$50,000. Recipients **must** enter into a consortium with other recipients to meet this requirement. Total estimated funding available for Florida's section 132 projects is **\$17,877,324**.

Funding Methods

All section 131 and 132 funds are formula based.

Funding Formula

The formulas are either mandated by federal law or developed based on approved waivers by USDOE. (See Section E)

Eligible Recipients

Eligible recipients include school districts, community colleges, public universities, and the Florida School for the Deaf and the Blind.

Target Population

Perkins funds are to be used for all secondary and postsecondary vocational students.

Effective Dates

July 1, 2000 to June 30, 2001

Application Narrative

To receive funds, LEAs must submit a four-year application.

Describe how items 1-6 listed below will be achieved during Fiscal Year 2000-2004. Type descriptions in the order as they appear in the following list, double spaced, and 12-point font. If the assurance is not applicable, indicate with "N/A".

Carl Perkins funds and other funding sources will be used to carry out the eight required assurances. After the required assurances are met, Perkins funds may be used to fund items on the list called "Use of Funds-Permissible."

1. For the four-year period, FY 2000-2004, describe how vocational and technical education will be carried out with respect to meeting state core indicators/performance measures. For FY 2000/2001 LEAs will negotiate levels of performance for each goal. Since the targeted performance levels for each indicator have not yet been negotiated with the U S Department of Education, LEAs are to address the Goal statements in the chart below in order to receive Perkins funds for FY 2000/2001. For each goal, establish an objective and a list of activities and record them on the chart provided. A sample is included on the next page. After the State has negotiated targeted performance levels with the U S Secretary of Education, the State will negotiate performance levels with each LEA receiving funds. It is extremely important for the LEA to address each Core Indicator. Some Indicators may be addressed by using state or local funds instead of Perkins funds. If this is so, indicate in the "Objective" block. Please keep responses brief. The chart "Secondary Vocational Measures" is a sample. This chart is contained in Appendix II of the guide. The focus areas are:
 - Student attainment of challenging state-established academic, vocational and technical skill proficiencies;
 - Student attainment of a secondary school diploma or its recognized equivalent or a proficiency credential in conjunction with a secondary school diploma or a postsecondary degree or credential;
 - Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
 - Student participation in and completion of vocational and technical education programs that lead to targeted nontraditional training and employment. See appendix III for the state adopted targeted programs.

SAMPLE

SECONDARY VOCATIONAL MEASURES

Core Measures	Goal Statement	Objectives (FY 2000-2004)	List Programs, Services and Activities (FY 2000-2004)
Core Measure 1: Student attainment of challenging State established academic, and vocational and technical skill proficiencies			
<i>IS1. Secondary Academic Attainment</i> All students who reach a state-defined level of vocational education will master academic knowledge and skills that meet challenging state academic standards.	<ul style="list-style-type: none"> Increase the proportion of vocational OCP completers demonstrating acceptable academic achievement. 	<i>All OCP completers will achieve the minimum required score on the FCAT</i>	<ol style="list-style-type: none"> <i>Identify OCP completers and assess academic performance</i> <i>Identify “weak” academic performers and develop improvement curriculum</i> <i>Identified weak academic performers will complete curriculum</i>
<i>IS2. Secondary Vocational and Technical Skill Attainment</i> All students who reach a state-defined level of vocational education will master the knowledge and skills that meet state-established, industry-validated career and technical skill standards.	<ul style="list-style-type: none"> Increase the number of vocational students attaining at least one occupational completion point (OCP) in a program identified in Florida’s state adopted Program Courses Standards. 		

2. For FY 2000-2004, briefly describe how the vocational and technical education programs required under section 135(b) will be carried out with funds received under this title.

Eight Required Activities	Describe how the vocational and technical education programs will be carried out
<p>a. strengthen the academic and vocational and technical skills of students participating in vocational and technical education and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;</p> <p>b. provide students with strong experience in and understanding of all aspects of an industry;</p> <p>c. develop, improve, or expand the use of technology in vocational and technical education, which may include:</p> <ul style="list-style-type: none"> • training of vocational and technical education personnel to use state-of- 	

<p>the-art technology, which may include distance learning;</p> <ul style="list-style-type: none"> • providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field, or • encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs; 	
<p>d. provide professional development programs to teachers, counselors, and administrators, including:</p> <ul style="list-style-type: none"> • in-service and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research and in effective practices to improve 	

<p>parental and community involvement;</p> <ul style="list-style-type: none"> • support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services that such teachers and personnel stay current with all aspects of the industry; • internship programs that provide business experience to teachers; • programs designed to train teachers specifically in the use and application of technology; <p>e. develop and implement independent evaluations of the vocational and technical education programs, which continuously improve the performance of the activities within the proposed project, including an assessment of how the needs of special populations</p>	
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<p>are being met;</p> <p>f. initiate, improve, expand and modernize quality vocational and technical education programs;</p>	
<p>g. provide services and activities that are of sufficient size, scope and quality to be effective; and</p> <p>h. link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech-Prep Programs.</p>	

3. For FY 2000-2004 briefly describe how the eligible recipient will:

- a. review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations;
- b. provide programs that are designed to enable the special populations to meet the state adjusted levels of performance [Perkins III, Section 134(b)(7)];
- c. describe how individuals who are members of special populations will not be discriminated against on the basis of their status [Perkins III, Section 134 (b)(8)]; and
- d. ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to other students.

4. For FY 2000-2004, briefly describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title. [Perkins III Section 134(b)(4)]
5. For FY 2000-2004, briefly describe how funds will be used to promote preparation for nontraditional training and employment. [Perkins III, Section 134(b)(9)]
6. For FY 2000-2004, briefly describe how postsecondary programs will link with one-stop centers.
7. For FY 2000-2001, provide a brief (one page) description of the project, including a description of the programs, services and activities to be offered.
8. FY 2000-2001, provide names and addresses of the site(s) where programs, services, and activities will be offered. Please list the Classification of Instructional Programs (CIP) number and title of the program under which these activities or services will be provided, if applicable.

Assurances Sign-off Form

Complete for each section of funds and return in the application package.

Signing this document ensures that the LEA has the responsibility for compliance in carrying out the assurances listed below.

Eligible Recipient: _____

Section: Secondary _____ Postsecondary _____

The assurances indicated below represent collective assurances across all students, programs, services, and activities as they are defined and served by each appropriate section of 131 and 132 funds. Please read the following and sign above indicating that your local educational agency will comply with these assurances.

The eligible agency will:

- comply with the requirements of Perkins III, Section 122(c)(10) 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 or state programs.
- provide assurances that none of the funds expended under this title 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 interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [Perkins III, Section 122(c)(11)]
- provide postsecondary vocational and technical education in not fewer than five different occupational fields to individuals who are available for study in preparation for entering the labor market. [Perkins III, Section 3 (3)(B)]
- provide vocational education programs for individuals with disabilities in the least restrictive environment in accordance with IDEA and, whenever appropriate, as a component of the IEP.
- assure that individuals with disabilities who have IEPs under IDEA will be afforded all the rights and protections established by IDEA.
- assure that individuals with disabilities who do not have IEPs will be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including by making such programs accessible through supplementary services.

- assure that members of special populations are encouraged to enter programs leading to high-skill, high-wage careers.
- report data relating to students participating in vocational and technical education in order to adequately measure the progress of the students, including special populations. [Perkins III, Section 122 (c)(12)]
- The funds made available under this Act will be used to:
 - provide services that are of such size, scope and quality to be effective;
 - strengthen the academic, vocational and technical skills of students through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, vocational and technical subjects;
 - provide students with strong experience in and understanding of all aspects of an industry;
 - develop, improve, or expand the use of technology in vocational and technical education;
 - provide professional development programs;
 - develop and implement evaluations, including an assessment of how the needs of special populations are being met;
 - initiate, improve, expand, and modernize quality vocational and technical education programs;
 - link secondary and postsecondary education [Section 135(b)]; and
 - Support one-stop centers.

Signature-Superintendent/President

Date

Reports Required

Sections 131 and 132 data necessary for completing the annual Perkins Federal Performance Report - DWD, must be submitted to DOE upon request. The final FA-399 is also required.

Budget Forms

Please see **APPLICATION FORMS** section for the necessary forms for an application package.

Required budget forms for Sections 131 and 132 applications must include:

- DOE 100A
- DOE 101

APPLICATION EVALUATION

Application Evaluation Criteria

In compliance with Perkins III, Section 122(c)(1)(B) this form will be used to review Sections 131 and 132 applications for compliance with Perkins requirements.

2000-2004 Narrative

LEA: _____

Section 131 _____ Section 132 _____

Key/Section of Local Application	Section Complete	Section Incomplete	Comment(s)
1. Meet core indicators/performance measures (objectives) (b) Programs, services, and activities			
2. How programs will be carried out (eight required use of funds)			
(a) Integration/coherent sequence of courses			
(b) All aspects of an industry			
(c) Technology			
(d) Professional development			
(e) Evaluation			
(f) Improve and modernize programs			
(g) Size, scope and quality to be effective			
(h) Linkage			
3. Overcome barriers (a)			
(b) State adjusted levels of performance for special population			
(c) Nondiscrimination			
(d) Same challenging standard			
4. Parents and Industry Involvement			
5. Nontraditional training and employment			
6. Postsecondary only - linkage with one-stop centers			
7. Brief description			
8. Sites/Classification of Instructional Programs number			

Does LEA need to be contacted? ____yes ____no

Person contacted: _____

Date: _____

Signature of reviewer(s): _____

Date: _____