FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office
Division of Community Colleges and Workforce Education

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

Specific Funding Authority (ies)
Carl D. Perkins Vocational and Technical Education Act of 1998, Title I, Workforce Investment Act, Section 503, CFDA #84.048
Web site: http://12.46.245.173/pls/portal30/CATALOG.PROGRAM_TEXT_RPT.show

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

Type of Award
Discretionary

Total Funding Amount
$26,784,139 -- see the **Allocation Chart** in the **Attachments** section

Budget Period
July 1, 2005 to June 30, 2006
Applications received after the due date will be effective on the date of receipt in Grants Management or award of federal funds, whichever is later.

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

Target Population
Secondary Career and Technical Education students

Eligible Applicant(s)
Florida School Districts

Application Due Date
June 28, 2005. The due date refers to the date of receipt in Grants Management. Facsimile and e-mail submissions will not be accepted.

Contact Persons

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

Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

NARRATIVE SECTION

Narrative responses must be typed in 12-point font and double spaced. There is a 10 page maximum for the narrative response portion of the application package – this does not include any requested forms. Be sure to respond to all information requested and follow the items listed below when writing narrative responses.

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

For Federal Programs General Education Provisions Act (GEPA)

Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to web site: http://www.ed.gov/policy/fund/guid/gposbul/gpos10.html

Project Design-Narrative

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

Review the information below with regards to your proposed program for fiscal year 2005-06. <u>If there are any planned changes or modifications in any of the items listed below for the 2005-06 program year, you must describe those changes or modifications. If there are no planned changes or modification, state so.</u>

1. Provide the names and addresses of the site(s) where programs, services, and activities will be offered. Please list the Classification of Instructional Programs (CIP) number and title of the program under which these activities or services will be provided, if applicable.
2. Provide a brief summary of the planned programs, services, and activities. Please identify various uses of funds such as child care, transportation, personnel, etc.
3. Describe how the vocational and technical education programs required under Perkins Act, Section 135(b) will be carried out with these funds.
4. Describe how the vocational and technical education activities will be carried out with respect to meeting state core indicators/performance measures.
5. Describe how the following will be achieved:
   A. improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
   B. provide students with strong experience in and understanding of all aspects of an industry; and
   C. ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to other students.
6. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title. Perkins Act, Section 134(b)(4)
7. Describe the process that will be used to independently evaluate and continuously improve the performance of the activities within the proposed project. Perkins Act, Section 134(b)(6)
8. Describe how the following will be achieved:
   A. will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations; and
   Perkins Act, Section 134(b)(7)(A)
   B. will provide programs that are designed to enable the special populations to meet the state adjusted levels of performance. Perkins Act, Section 134(b)(7)(B)
9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. Perkins Act, Section 134(b)(8)
10. Describe how funds will be used to promote preparation for nontraditional training and employment. Perkins Act, Section 134(b)(9)
11. Describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. Perkins Act, Section 134(B)(10)

In addition, the following requirement was added to Perkins Secondary applications in fiscal year 2003-04.

In an effort to align with the President's proposal for secondary and technical education excellence, indicate an approach that your district will implement or enhance for each of the following:

A. Increase the number of students taking a rigorous academic curriculum so that they are fully prepared for postsecondary education without needing remediation and high-skilled entry-level employment.
Perkins Act, Section 134(b)(7)(A)

B. Increase student choice among rigorous high school programs or accelerations to postsecondary education.

C. Reduce the need for postsecondary remediation among recent high school graduates.

D. Increase the number of students participating in dual enrollment or continuing into postsecondary technical programs directly from high school.

Budget Narrative Form, DOE 101

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

EXAMPLE

Budget Narrative Form

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

Support for Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives.
Web site: http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf

Dissemination/Marketing

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

Program Information

Florida's State Plan for Carl D. Perkins Vocational and Technical Education
Web site: http://www.firn.edu/doe/workforce/stateplan.htm

Program Purpose – Perkins Act, Section 2
The purpose will be achieved by:

(1) Building on the efforts of states and localities to develop challenging academic standards for students in career and technical education programs;

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

Required Use of Funds – Perkins Act, Section 135(b)
(1) Strengthen the academic, career and technical skills of students participating in career and technical education through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects;
(2) Provide students with strong experience in and understanding of all aspects of an industry;
(3) Develop, improve, or expand the use of technology in career and technical education, which may include:
   a) Training of career and technical education personnel to use state-of-the-art technology, including distance learning;
   b) Providing career and technical education students with the academic, and career and technical skills that lead to entry into the high technology and telecommunications field; or
   c) Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
(4) Provide professional development programs to teachers, counselors, and administrators, including:
   a) In-service and pre-service training in state-of-the-art career and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
   b) Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to ensure that such teachers and personnel stay current with all aspects of the industry;
   c) Internship programs that provide business experience to teachers; and
   d) Programs designed to train teachers specifically in the use and application of technology;
(5) Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
(6) Initiate, improve, expand, and modernize quality career and technical education programs;
(7) Provide services and activities that are of sufficient size, scope and quality to be effective; and
(8) Link secondary career and technical education and postsecondary career and technical education.

Permissive Use of Funds – Perkins Act, Section 135(c)
(1) Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
(2) Provide career guidance and academic counseling for students participating in career and technical education programs;
(3) Provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

(4) Provide programs for special populations;
(5) Build local education and business partnerships;
(6) Assist career and technical student organizations;
(7) Provide mentoring and support services;
(8) Provide leasing, purchasing, upgrading, or adapting equipment, including instructional aides;
(9) Provide teacher preparation programs that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry;
(10) Improve or develop new career and technical education courses;
(11) Provide support for Family and Consumer Sciences programs;
(12) Provide career and technical education programs for adults and school dropouts to complete their secondary school education;
(13) Provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
(14) Support nontraditional training and employment activities; and
(15) Support other career and technical education activities that are consistent with the purpose of this Act.

Compliance Monitoring

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

Reporting Outcomes

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

Local Perkins Performance Improvement Plan Approvals

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

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

Local Perkins Performance Improvement Plans submitted by LEAs will be reviewed and approved by the Division of Community Colleges and Workforce Education, and, in some cases,

Accountability, Research, and Measurement (ARM) staff prior to release of funding. The use of Perkins funds for improving performance on these measures will be monitored.

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

Funding Method

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

Fiscal Requirements

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

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

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

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

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

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

Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel

development directly related to program and/or students, and direct assistance to career and technical education students. **Indirect costs are considered administrative costs.**

Allocation Formula

Currently funded Perkins projects will be extended one year (fiscal year 2005-06) under the existing federal authorization, pending reauthorization.

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

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

U.S. Department of Education (USDOE) has recommended the use of substitute data until the data elements specified by the statute are available, see web site: http://www.ed.gov/fund/data/award/cte/memo62001.html?exp=0. Florida will continue to use the substitute data elements as identified by the USDOE.

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

Consortium Requirements

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

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

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

Consortium information required in the application must include the following:

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

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

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

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

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

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

Project Disbursement Report, DOE 399
All awarded Perkins projects must submit a DOE 399, Project Disbursement Report, to the Florida Department of Education, Comptroller's office, by August 20, 2006.

Conditions for Acceptance

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

1) Application is received in DOE within the timeframe specified by the RFA
2) Application includes required forms: DOE 101-Budget Narrative and DOE 100A-Application
3) All required forms have original signatures by an authorized entity
4) Application must be submitted to:

Bureau of Grants Management
Florida Department of Education
325 West Gaines Street, Room 325
Tallahassee, FL 32399-0400

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

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

- Written responses to the **Narrative Requirements** section
- Consortium information and additional budgets - if applicable
- Application Review Criteria and Checklist

Submit:

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

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

Method of Review

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

In addition, fiscal information will also be reviewed by Division of Finance and Operations, Bureau of Grants Management staff.

DOE 900
Revised 03/2005

ATTACHMENTS

- Florida's Perkins Performance Measures Chart
- Allocations Chart
- DOE 100A, Project Application
- DOE 101, Budget Narrative Form
- Grants Administration Contacts
- Application Review Criteria and Checklist

Florida's Perkins III Performance Measures

This chart defines the numerators and denominators for calculating percentages of performance for each Perkins Measure.

Secondary Measures	Postsecondary College Credit	Postsecondary Certificates
1S1 Secondary Academic Attainment **Numerator:** Number of secondary vocational job prep. students with an OCP who earned a high school diploma or its recognized state equivalent. **Denominator:** Number of secondary vocational job prep. students with an OCP who left secondary education in the reporting year.	***1P1 Academic Attainment*** **Numerator:** Number of students who meet the criteria in the denominator and who have attained a GPA of 2.5 or higher. **Denominator:** Number of students who have declared a career degree program of study or a college credit certificate program of study and who have completed at least 11 college credits.	***1A1 Academic Skills*** **Numerator:** Number of students in Vocational Certificate (PSAV) programs who achieved an OCP and who have met the prescribed Basic Skills requirement. **Denominator:** All students enrolled in a vocational certificate (PSAV) program.
1S2 Secondary Technical Skills **Numerator:** Number of secondary vocational job prep. students with an OCP who earned a high school diploma or its recognized state equivalent. **Denominator:** Number of secondary graduates in the reporting year.	***1P2 Technical Skills*** **Numerator:** Number of students who have declared a career degree program of study or a college credit certificate program of study and who have completed at least 11 college credits. **Denominator:** Number of students who have declared a career degree program of study or a college credit certificate program of study and who are enrolled in the reporting year.	***1A2 Technical Skills*** **Numerator:** Number of students who achieved at least one OCP in a Vocational Certificate (PSAV) program. **Denominator:** All students enrolled in a Vocational Certificate (PSAV) program.
2S1 Secondary Completion *Same measure as 1S1*	***2P1 Completions*** **Numerator:** Number of students who have completed a career degree or college credit certificate. **Denominator:** Number of students who have declared a career degree program of study or a college credit certificate program of study and who have completed at least 11 college credits.	***2A1 Completion*** **Numerator:** Number of students who achieved a Vocational Certificate (PSAV). **Denominator:** All students who achieved at least one OCP in a Vocational Certificate (PSAV) program.
3S1 Secondary Placement **Numerator:** Completers who graduated or exited high school and were located by FETPIP working, continuing education, or in the military. **Denominator:** *(Completers)*=Only students in the prior-year 1S1 denominator who have a valid social security number.	***3P1 Placement*** **Numerator:** Completers who exited the program and were located by FETPIP working, continuing education, or in the military. **Denominator:** *(Completers)*=Students in the prior-year 2P1 numerator with a valid social security number.	***3A1 Placement*** **Numerator:** Number of OCP completers who exited the program and were located by FETPIP working, continuing education, or in the military. **Denominator:** (*Completers*)=Students in the prior-year 2A1 denominator with a valid social security number.
	3P2 Retention **Numerator:** Last year's placements found still working, continuing education, or in the military. **Denominator:** Students found placed in the previous year *(Prior-year 3P1 numerator).*	***3A2 Retention*** **Numerator:** Last year's placements found still working, continuing education, or in the military. **Denominator:** Students found placed in the previous year *(Prior-year 3A1 numerator).*
4S1 Nontraditional Enrollments **Numerator:** The number of students enrolled in programs non-traditional for their gender. **Denominator:** All students enrolled in nontraditional programs.	***4P1 Nontraditional Enrollments*** **Numerator:** The number of students enrolled in career degree or college credit certificate programs non-traditional for their gender. **Denominator:** All students enrolled in nontraditional programs.	***4A1 Nontraditional Enrollments*** **Numerator:** The number of students enrolled in programs non-traditional for their gender. **Denominator:** All students enrolled in nontraditional programs.
4S2 Nontraditional Completion **Numerator:** The number of students who completed at least one OCP in a program identified as non-traditional for their gender. **Denominator:** All students who completed at least one OCP in a non-traditional program.	***4P2 Nontraditional Completion*** **Numerator:** The number of students who completed a degree or college credit certificate identified as non-traditional for their gender. **Denominator:** All students who completed nontraditional programs.	***4A2 Nontraditional Completion*** **Numerator:** The number of students who completed at least one OCP in a program identified as non-traditional for their gender. **Denominator**: All students who completed at least one OCP in a non-traditional program.

Allocation Chart
Carl D. Perkins Act of 1998
Secondary Career and Technical Education – Section 131
Fiscal Year: 2005-2006

All amounts are estimated and are dependent on the final award and final action of the U.S. Department of Education.

District	Allocation FY 2005-06
ALACHUA	$ 294,952
BAKER	$ 40,131
BAY	$ 265,616
BRADFORD	$ 43,506
BREVARD	$ 624,930
BROWARD	$ 2,598,427
CALHOUN	$ 25,003
CHARLOTTE	$ 156,516
CITRUS	$ 175,940
CLAY	$ 191,656
COLLIER	$ 340,586
COLUMBIA	$ 127,304
DADE	$ 5,062,751
DESOTO	$ 75,215
DIXIE	$ 29,935
DUVAL	$ 1,341,196
ESCAMBIA	$ 549,090
FLAGLER	$ 69,343
FRANKLIN	$ 16,833
GADSDEN	$ 104,655
GILCHRIST	$ 29,567
GLADES	$ 16,947
GULF	$ 21,747
HAMILTON	$ 29,367
HARDEE	$ 76,438
HENDRY	$ 101,939
HERNANDO	$ 207,219
HIGHLANDS	$ 145,159
HILLSBOROUGH	$ 1,867,169
HOLMES	$ 40,705
INDIAN RIVER	$ 143,531
JACKSON	$ 78,173
JEFFERSON	$ 23,510
LAFAYETTE*	$ 13,676
LAKE	$ 333,012
LEE	$ 617,337

LEON	$	299,725
LEVY	$	75,579
LIBERTY*	$	12,644
MADISON	$	39,608
MANATEE	$	381,916
MARION	$	502,634
MARTIN	$	141,044
MONROE	$	78,816
NASSAU	$	77,941
OKALOOSA	$	258,242
OKEECHOBEE	$	77,279
ORANGE	$	1,665,166
OSCEOLA	$	405,720
PALM BEACH	$	1,557,906
PASCO	$	555,633
PINELLAS	$	1,167,276
POLK	$	924,294
PUTNAM	$	169,756
SANTA ROSA	$	195,595
SARASOTA	$	304,638
SEMINOLE	$	479,406
ST. JOHNS	$	147,645
ST. LUCIE	$	348,344
SUMTER	$	83,074
SUWANNEE	$	73,817
TAYLOR	$	38,892
UNION	$	20,625
VOLUSIA	$	651,937
WAKULLA	$	39,148
WALTON	$	87,170
WASHINGTON	$	43,588
TOTAL	$	26,784,139

NOTE:
*****See information in the section titled **Waivers for Allocations Under $15,000** in this RFA document.

FLORIDA DEPARTMENT OF EDUCATION
Project Application

TAPS Number
06B011

Please return to:	**Program Name:**	***DOE USE ONLY***
Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	**Carl D. Perkins** **Secondary, Section 131** **(Continuation)** **Discretionary** **Fiscal Year 2005-2006**	Date Received
B) Name and Address of Eligible Applicant:		**Project Number (DOE Assigned)**

C) Total Funds Requested:	**D)** *Applicant Contact Information*	
$	Contact Name:	Mailing Address:
DOE USE ONLY	Telephone Number:	SunCom Number:
Total Approved Project:	Fax Number:	E-mail Address:

CERTIFICATION

I, _____, (*Please Type Name)* do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

DOE 100A
Revised 08/04

John L. Winn, Commissioner

Instructions for Completion of DOE 100A

A. If not pre-printed, enter name of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.

E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.

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

A) _____

Name of Eligible Recipient:

B) _____

Project Number: **(DOE USE ONLY)**

TAPS Number
06B011

FLORIDA DEPARTMENT OF EDUCATION
Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
			C) TOTAL	**$**

Instructions
Budget Narrative Form

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

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

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

Column 2

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

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

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

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

COLUMN 3 - ALL APPLICANTS:

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

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

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

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

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

COLUMN 5

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

C. TOTAL - Provide the total for Column (4) on the last page**.** Must be the same amount as requested on the DOE-100A or B.

Grants Administration Contacts

Grants Administration Director	West Team Director	East Team Director
Gloria Spradley-Brown Gloria.Spradley@fldoe.org 850/245-9053	**Teresa Bestor** Teresa.Bestor@fldoe.org 850/245-9047	**Ike Gibson** Ike.Gibson@fldoe.org 850/245-9026
Special Projects	**Grants and Contracts**	**Administrative Secretaries**
Leatricia Williams Leatricia.Williams@fldoe.org 850/245-9902	**Linda Meadows** Linda.Meadows@fldoe.org 850/245-9043	**Renae Kelly** 850/245-9901 **Locester Presha** 850/245-9046 **Connie Rowan** 850/245-9048

Program Managers/Counties

West Team	West Team	West Team	West Team
Ken Plummer Ken.Plummer@fldoe.org 850/245-9042 Bay Calhoun Escambia Gulf Holmes Jackson Okaloosa Santa Rosa Walton Washington Franklin Gadsden Leon Liberty Wakulla	**Leslie Young** Leslie.Young@fldoe.org 850/245-9040 Charlotte Collier De Soto Glades Hardee Hendry Highlands Lee Manatee Sarasota	**Lyle Richmond** Lyle.Richmond@fldoe.org 850/245-9045 Hernando Hillsborough Pasco Pinellas Polk	**Lani Lingo** Lani.Lingo@fldoe.org 850/245-9044 Alachua Baker Bradford Columbia Dixie Duval Gilchrist Hamilton Jefferson Lafayette Madison Nassau Suwannee Taylor Union
East Team	**East Team**	**East Team**	
Ila Waite-Burns Ila.Waite-Burns@fldoe.org 850/245-9066 Broward Miami-Dade Monroe Palm Beach	**Bev Kilmer** Bev.Kilmer@fldoe.org 850/245-9037 Brevard Indian River Martin Okeechobee Orange Osceola Seminole St. Lucie	**Ted Lane** Ted.Lane@fldoe.org 850/245-9041 Citrus Clay Flagler Lake Levy Marion Putman St. Johns Sumter Volusia	

Perkins Secondary Career and Technical Programs - Section 131
Fiscal Year 2005-2006

APPLICATION REVIEW CRITERIA AND CHECKLIST

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

Place in the following order	Item	Applicant Indicate Page Numbers Below	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
1	DOE 100A, Project Application – with original signature			
2	DOE 101, Budget Narrative Form			
3	**Narrative** - 10 page maximum			
	GEPA Requirements			
	Project Design-Narrative			
	SBE Strategic Imperatives Must include reading and one or more of the other initiatives			
	Dissemination and Marketing			
4	Consortium information and additional budgets If applicable			
5	Application Review Criteria and Checklist			

DOE Grants Administration staff use ONLY

Perkins Performance Measures have been approved and attached to this application. _____ yes _____no

Does the DOE 101, Budget Narrative Form, correlate with the approved Performance Measures Improvement Strategies/Activities? _____ yes _____no

Does the agency need to be contacted? _____ yes _____no

Agency person contacted: _____ Date: _____
If contact is necessary, explain:

Signature of DOE Program Manager: _____ Date: _____

Signature of DOE Supervisor: _____ Date: _____

Comments: