



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Division of Community Colleges and Workforce Education

Program Name

Carl D. Perkins, Tech Prep Education

Specific Funding Authority (ies)

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

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

Funding Purpose/Priorities

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

Type of Award

Discretionary

Total Funding Amount

\$5,265,386 -- 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

Students enrolled in secondary and postsecondary articulated programs of study

Eligible Applicant(s)

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

Application Due Date

July 8, 2005. The due date refers to the date of receipt in Grants Management. Facsimile and e-mail submissions will not be accepted.

Contact Persons

Program Support: Gayle Manley, 850/245-9057, Gayle.Manley@fldoe.org

Grants Administration Contacts: see **Attachments** section for contact information listed by county

Grants Management Contact: Carol Hubbard, 850/245-0723, Carol.Hubbard@fldoe.org

Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

NARRATIVE SECTION

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

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

1. Provide an abstract addressing:

- a. Success of Tech Prep implementation to date.
- b. Summary of activities planned for fiscal year 2005-2006.

2. Below is information addressed in the four-year work plan originally submitted by your agency for this program for fiscal years 2000-04 and the 04-05 extension plan regarding the delivery of Tech Prep education. In each of the eight Tech Prep program components, identify modifications, changes, or revisions to your previously submitted plan, and describe how those changes will address local needs and improve the delivery of services to the target population. The eight program components addressed in the previous plans are:

- a. Administration and organization
- b. Articulation agreements
- c. Business, industry, and community involvement
- d. Evaluation
- e. Curriculum development/programs of study
- f. Impact on students
- g. Program promotions/marketing
- h. Staff development

3. In an effort to align with the President's proposal for secondary and technical excellence, address each of the following goals of Tech Prep education that demonstrate program success in secondary and postsecondary education that indicate students are both college and career ready. *Assuming that some legislation passes that will incorporate these goals, each application must describe activities and anticipated results that will support continuous improvement and have a positive impact on student outcomes.*

- a. For program success in secondary education identify activities that:
 - Ensure Tech Prep students participate in a rigorous academic and technical curriculum
 - Increase the number of Tech Prep students participating in dual enrollment
 - Increase the number of Tech Prep high school graduates
 - Increase the number of Gold Seal recipients
- b. For program success in postsecondary education identify activities that:
 - Increase the number of Tech Prep students that continue their education/program without the need for remediation
 - Increase the number of Tech Prep students that complete a postsecondary program
- c. For success in all Tech Prep programs identify activities that:
 - Improve methods of identifying and reporting Tech Prep students at the secondary and postsecondary levels based upon the state's definition
 - Update or implement written agreements designed to provide students with a non-duplicative course of study and develop a process to ensure articulation agreements are updated in a timely manner
 - Ensure that counselors are aware of the transition opportunities available through Tech Prep articulated programs of study
 - Provide Tech Prep students with work-based and worksite learning and strong experience in and understanding of all aspects of an industry

- Provide equal access to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations
 - Use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of the programs
 - Provide comprehensive professional development for vocational and technical, academic, guidance and administrative personnel
4. Provide the following information for the four data elements:
- **Data Element 1:** List by grade level the number of students (in grades 9-14 for school year 2004-2005) identified as Tech Prep education students in all of the consortium's secondary and postsecondary schools. This count must be valid and documented by student record and/or local MIS reporting, and based on the statewide definition or comparable local definition of a Tech Prep education student.
Note: Describe the method for determining this number.
 - **Data Element 2:** List the number of secondary and postsecondary schools participating in the Tech Prep education initiative for school year 2004-2005. Participation is defined as having a significant enrollment of Tech Prep education students and offering articulated, secondary to postsecondary programs of study (4+2+2, 4+2, 4+1+1, etc.). **Note:** Provide a list of schools.
 - **Data Element 3:** Identify the number of signed articulation agreements as of June 21, 2005, for enrolled Tech Prep Education students (unduplicated within a district –an articulation agreement can be counted only once for each school district, even if articulated for more than one school).
Note: Provide a list of the formally signed articulation agreements. Provide the number of programs of study that have been developed and supported by these articulation agreements; and provide a listing of the program of study titles that have been developed.
 - **Data Element 4:** Outcomes of Tech Prep students. Data will be generated by the DOE from the state student reporting systems on the postsecondary placement of identified Tech Prep students.

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

Budget Narrative Form, DOE 101

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

EXAMPLE

Budget Narrative Form

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

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>

Definition of a Tech Prep Student

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

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

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

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

Required Use of Funds – Perkins Act, Section 204

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

1. be carried out under an articulation agreement between the participants in the consortium;
2. consist of at least two years of secondary school preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field;
3. include the development of Tech Prep programs for both secondary and postsecondary, including consortium, participants in the consortium that:
 - a. meets academic standards developed by the State;
 - b. links secondary schools and two-year postsecondary institutions, and if possible and practicable, four-year institutions of higher education through non-duplicative sequences of courses in career fields, including the investigation of opportunities for Tech Prep secondary students to enroll concurrently in secondary and postsecondary coursework;
 - c. uses, if appropriate and available, work-based or worksite learning, in conjunction with business and all aspects of an industry; and
 - d. uses educational technology and distance learning as appropriate, to involve all the consortium partners more fully in the development and operation of programs;
4. include in-service training for teachers that:
 - a. is designed to train vocational and technical teachers to effectively implement Tech Prep programs;
 - b. provides for joint training for teachers in the Tech Prep consortium;
 - c. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
 - d. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and
 - e. provides training in the use and application of technology;
5. include training programs for counselors designed to enable counselors to more effectively:
 - a. provide information to students regarding Tech Prep education programs;
 - b. support student progress in completing Tech Prep programs;
 - c. provide information on related employment opportunities;
 - d. ensure that such students are placed in appropriate employment; and
 - e. stay current with the needs, expectations, and methods of business and all aspects of an industry;
6. provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations; and
7. provide for preparatory services that assist participants in Tech Prep programs.

Permissive Use of Funds – Perkins Act, Section 204

1. provide for the acquisition of Tech Prep program equipment;
2. acquire technical assistance from State or local entities that have designed, established, and operated Tech Prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process; and

3. establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

Compliance Monitoring

Florida's State Plan for Carl D. Perkins Vocational and Technical Education includes the provision that the state will evaluate the effectiveness of project activities based on established and approved performance goals. The Program Support 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 for Tech Prep students. Local data must be reported on all career and technical students through the student database systems in place at the school districts and community colleges. Data reporting is part of Florida's contract with the U.S. Department of Education for receiving Perkins funds.

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

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.

Projected goals **must be increased from the previous year's goals** for continued funding. **Note:** If deliverables are reduced, a corresponding reduction in funding will occur.

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.**

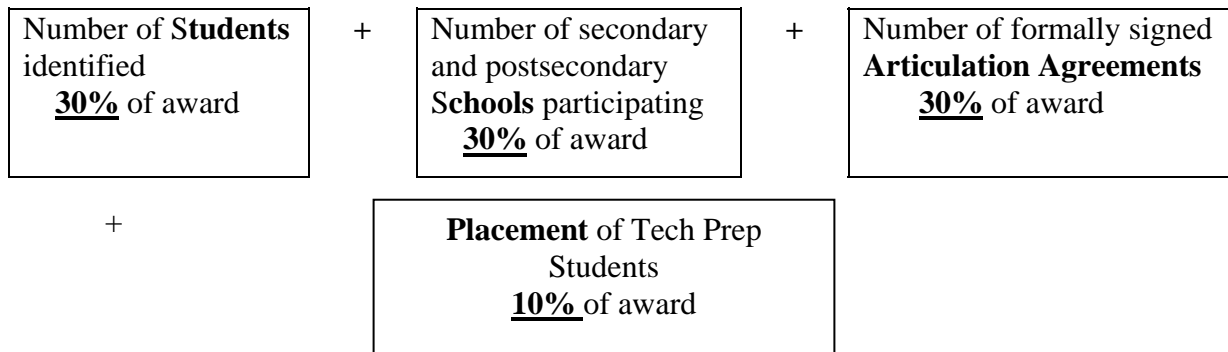
Allocation Formula

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.

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

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



Consortium Requirements

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

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

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

Consortium information required in the application must include the following:

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

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

Project Disbursement Report, DOE 399

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

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

Submit:

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

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

Method of Review

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

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

DOE 900
Revised 03/2005

ATTACHMENTS

- Allocations Chart
- DOE 100A, Project Application
- DOE 101, Budget Narrative Form
- Regional Workforce Board Coordination Assurance Form
- Grants Administration Contacts
- Application Review Criteria and Checklist

**Revised Allocation Chart
Carl D. Perkins
Tech Prep Education**

Eligible Recipients	Revised Allocations FY 05-06
Bay County Schools	\$ 99,726
Big Bend/Tallahassee CC	\$ 99,877
Brevard/BrevardCC	\$ 273,029
Broward County Schools	\$ 269,838
Chipola/Chipola College	\$ 143,704
Crown/Lake City CC	\$ 62,217
Miami-Dade County Schools	\$ 351,843
Escarosa/PensacolaJC	\$ 119,890
First Coast/FCCJ	\$ 132,987
Florida Keys/Monroe County Schools	\$ 43,112
Heartland/SFCC	\$ 80,158
Hillsborough County Schools	\$ 249,220
Lake Sumter/Lake County Schools	\$ 224,787
Mid-Florida/CFCC	\$ 165,394
North Florida/Madison County Schools	\$ 101,287
Okaloosa-Walton/OWCC	\$ 72,535
Palm Beach County Schools	\$ 213,337
Pasco-Hernando/ Pasco-Hernando CC	\$ 147,075
Pinellas/St. Petersburg College	\$ 249,689
Polk County Schools	\$ 123,211
Quad/IRCC	\$ 250,268
St. Johns County Schools	\$ 238,403
Santa Fe/SFCC	\$ 201,886
Seminole/SeminoleCC	\$ 160,427
Southwest/Lee County Schools	\$ 274,067
Suncoast/Manatee County Schools	\$ 142,588
Valencia/ValenciaCC	\$ 392,828
Volusia/Volusia County Schools	\$ 382,004
Total	\$ 5,265,385

FLORIDA DEPARTMENT OF EDUCATION

Project Application

TAPS Number 06B026

Please return to: Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	Program Name: Carl D. Perkins Tech Prep (Continuation) Discretionary Fiscal Year 2005-2006	<u>DOE USE ONLY</u> Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <hr style="width: 20%; margin-left: 0;"/> <div style="background-color: #e0e0e0; padding: 2px; text-align: center; font-weight: bold;">DOE USE ONLY</div> Total Approved Project:	D) Applicant Contact Information	
	Contact Name:	Mailing Address:
	Telephone Number:	SunCom Number:
	Fax Number:	E-mail Address:
CERTIFICATION I, _____, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E) _____ <div style="text-align: center; margin-left: 100px;">Signature of Agency Head</div>		



Instructions for Completion of DOE 100A

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



Instructions

Budget Narrative Form

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

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

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

Column 2

OBJECT: SCHOOL DISTRICTS:

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

COMMUNITY COLLEGES:

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

UNIVERSITIES AND STATE AGENCIES:

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

OTHER AGENCIES:

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

COLUMN 3 - ALL APPLICANTS:

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

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

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

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

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

COLUMN 5

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

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

DOE 101

Rev. 01/05

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John L. Winn, Commissioner



**REGIONAL WORKFORCE BOARD
COORDINATION
ASSURANCE FORM**

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

-----Section A

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

Signature of Superintendent/Agency Head

Date Submitted to Regional
Workforce Board

Regional Workforce Boards are invited to submit comments regarding the application to the Division of Community Colleges and Workforce Education, Grants Administration office by **June 24, 2005.**

Note: 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.

-----Section B

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

Signature of Superintendent/Agency Head

Date

Note: Section 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.

Grants Administration Contacts

Grants Administration Director Gloria Spradley-Brown Gloria.Spradley@fldoe.org 850/245-9053	West Team Director Teresa Bestor Teresa.Bestor@fldoe.org 850/245-9047	East Team Director Ike Gibson Ike.Gibson@fldoe.org 850/245-9026
Special Projects Leatrice Williams Leatrice.Williams@fldoe.org 850/245-9902	Grants and Contracts Linda Meadows Linda.Meadows@fldoe.org 850/245-9043	Administrative Secretaries Renaee 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	

**Tech Prep
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 - 15 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	Regional Workforce Board Coordination Assurance Form			
5	Consortium Information and additional Budgets			
6	Application Review Criteria and Checklist			

DOE Grants Administration staff use ONLY

Does the DOE 101, Budget Narrative Form, correlate with Tech Prep goals? ____ yes ____ no

Does the agency need to be contacted? ____ yes ____ no

Agency person contacted: _____ Date: _____

If contact is necessary, explain:

Signature of Tech Prep Manager: _____ Date: _____

Signature of DOE Program Manager: _____ Date: _____

Signature of DOE Supervisor: _____ Date: _____

Comments: