



Carl D. Perkins Career and Technical Education Act of 2006

Implementation Guide  
(2009-2010 Edition)

Florida Department of Education



## **TABLE OF CONTENTS**

### **About this Guide**

#### **PART A: OVERVIEW OF THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006**

- I. Purpose of the Perkins Act
- II. Definitions
- III. Transition Provision
- IV. With-in-State Allotment
  - a. Perkins Act With-in-State Allocation
  - b. State Leadership/Corrections/Equity
  - c. State Administration
  - d. Basic Grant Funds and Formula
- V. Accountability
  - a. State Adjusted Levels of Performance
  - b. Local Adjusted Levels of Performance
  - c. State Reporting
  - d. Local Reporting
- VI. State Plan
- VII. Distribution Of Funds To Secondary Education Programs
  - a. Waiver
  - b. Minimal Allocation
  - c. Consortia
- VIII. Distribution Of Funds To Postsecondary Education Programs
  - a. Waiver
  - b. Minimal Allocation
  - c. Consortia
- IX. Special Rules For Career And Technical Education
  - a. Special Rule for Redistribution
  - b. Secondary/Postsecondary Consortia
  - c. Charter Schools
- X. Local Plan For Career And Technical Education Programs
- XI. Local Uses Of Funds
- XII. Consolidation Of Funds
- XIII. Fiscal Requirements
  - a. Supplement Not Supplant
  - b. Maintenance Effort
- XIV. Voluntary Selection And Participation
- XV. Limitation For Certain Students
- XVI. Federal Laws Guaranteeing Civil Rights
- XVII. Participation Of Private School Personnel and Children

**PART B: FLORIDA'S PERKINS IV STATE PLAN (2008-2013)  
INFORMATION AND PROGRAMATIC REQUIREMENTS**

- I. Spirit of the New Law
- II. Transition Provisions
- III. Florida's Funding Allocation
  - a. Florida's 2009-2010 Allocation Categories
  - b. Florida's Basic Grant Sector Distribution Formula
  - c. Florida's 2009-2010 Basic Grant Sector Distributions
- IV. Florida's Allocations to Secondary Programs
- V. Florida's Allocations to Postsecondary Programs
- VI. Accountability
  - a. Florida's Perkins IV Student Definitions
  - b. Florida's Perkins IV Performance Measures
  - c. Measurement of Non-Traditional Enrollment and Completion
  - d. Measurement of Technical Skill Attainment
- VII. 2009-2010 Local Adjusted Levels of Performance
  - a. Overview
  - b. Continuous Improvement Provision
  - c. Guidelines for Local Adjusted Levels of Performance Requests
  - d. Criteria for Negotiating Local Adjusted Levels of Performance
- VIII. Local Plan for Career and Technical Education Programs
  - a. Secondary: Size, Scope and Quality Programmatic Requirements
  - b. Postsecondary: Size, Scope and Quality Programmatic Requirements
- IX. Tech Prep
  - a. Florida's Consolidation of Funds
  - b. Florida's Program of Study Requirements

**Part A:**  
Overview of the  
Carl D. Perkins Career and Technical Education Act of 2006

## About This Guide

The Division of Workforce Education offers this implementation guide as a tool for agencies who plan to submit applications for funding under The 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV). The purpose of this implementation guide is to provide eligible recipients with an understanding of major changes in Perkins and new state requirements developed to complement the new direction for career and technical education as presented in Perkins IV. This guide will highlight specific sections of Perkins IV that are critical for understanding the requirements of the Act.

Perkins IV began on July 1, 2007 and it replaced the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III). Florida chose to prepare a one-year Transition Plan for 2007-2008 and a five-year State Plan covering 2008-2013. The United States Department of Education, Office of Vocational and Adult Education approved Florida's Perkins IV State Plan in June of 2008.

Perkins IV is the official regulatory guidance that will be used to implement career and technical education programs in the United States. Perkins IV envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions.

This guide is organized in two parts – Part A and Part B. Part A outlines some specific sections of the Act. Part A only provides highlights of the Act and in no way completely explains each important element of the Act. It is strongly recommended that you read the entire Act to understand all of the regulatory implementation requirements.

Part B of this guide provides information from Florida's Perkins IV State Plan (2008-2013) regarding the use of federal Perkins funds - between the State of Florida and the federal government - to assure that administration of career and technical education is consistent with the State's goals, policies, objectives, and with federal laws and regulations. Florida's Perkins IV State Plan (2008-2013) communicates the scope of Florida's commitment to the continuous improvement of career and technical education programs and providing equitable access to quality career and technical education programs to all students, including special populations. Florida's Perkins IV State (2008-2013) Plan may be accessed at <http://www.fldoe.org/workforce/dwdgrants> on the Division of Workforce Education's web site.

The timeline for the 2009-2010 program year is as follows:

<b>Timeline</b>	<b>Actions</b>
February - May 2009	USDOE/ Office of Vocational and Adult Education (OVAE) reviews and reaches agreement with States on performance levels for the core indicators of performance for program years 2009-2010 and 2010-2011.
March 2009	FLDOE will post Perkins IV Request for Applications (RFA) on the Division of Workforce Education's web site
See deadline posted on application	Perkins IV RFA/local plans are due to FLDOE
May and June 2009	FLDOE will review and approve RFAs/Plans
July 2009	Upon the receipt of OVAE's official grant award notification (July 1, 2009 – June 30, 2010) to Florida, FLDOE will distribute local eligible recipient award letters

### **Acknowledgements**

This Implementation Guide contains excerpts from the following:

Association for Career and Technical Education (ACTE), *Perkins Act of 2006, The Official Guide*. To order copies of the ACTE guide, call 1-800-826-9972 or visit [www.acteonline.org](http://www.acteonline.org).

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (ACT). The ACT may be accessed at URL: [http://www.fldoe.org/workforce/perkins/perkins\\_resources.asp](http://www.fldoe.org/workforce/perkins/perkins_resources.asp)

## Carl D. Perkins Career and Technical Education Act of 2006

### Overview

#### I. Purpose of the Act: (Section 2)

*The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by:*

- *building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;*
- *promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;*
- *increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;*
- *conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;*
- *providing technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and improves the quality of career and technical education teachers, faculty, administrators, and counselors;*
- *supporting partnerships among secondary schools, post secondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and*
- *providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.*

## II. Definitions (Section 3)

In this section of the Act there are 34 definitions of words and phrases which are critical to understanding the provisions of the Act in a consistent manner. Most of the definitions are maintained from the 1998 Perkins Act, and four new terms and definitions are added – for “Articulation Agreement,” “Scientifically Based Research,” “Secondary Education Tech Prep Student”, and “Postsecondary Education Tech Prep Student.”

## III. Transition Provisions (Section 4)

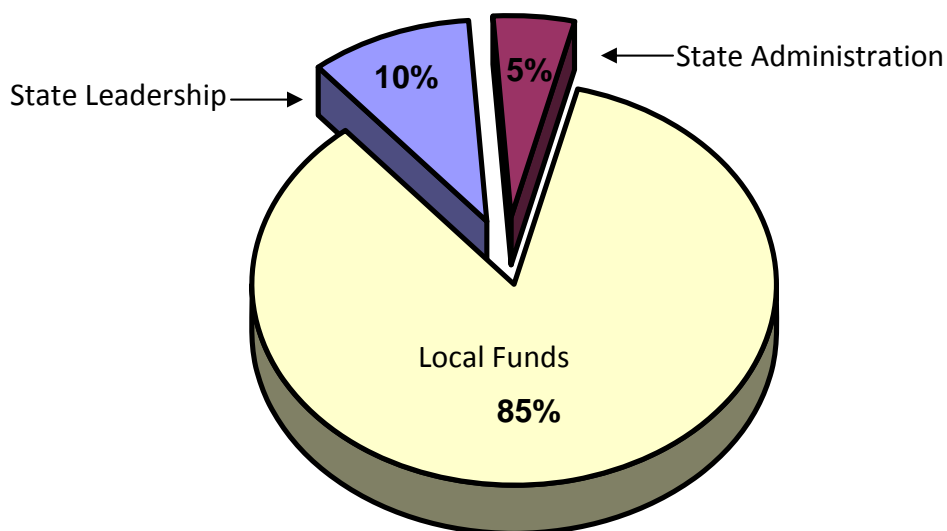
States were given the option beginning July 1, 2007, to prepare a one-year Transition Plan to operate during 2007-2008 and a five-year State Plan covering 2008-2013 to guide career and technical education activities in the State.

## Title I: Career and Technical Education Assistance to the States

### IV. With-in-State Allotment (Section 112)

The Act uses the same state allotment formula as the 1998 Perkins Act. The Act stipulates how a state will allocate its state allotment between state and local activities. The Act requires that at least 85% of the funds made available under the state allotment must flow to local eligible recipients (secondary and postsecondary career and technical education programs) and of the minimum 85% of funds that must flow to the local level, up to 10% may be distributed as a reserve option, up to 10% of the funds may be set aside to support state leadership activities and up to 5% may be set aside to support state administrative activities.

#### a. Perkins Act With-in-State Allocation



**b. State Leadership/Corrections/Equity**

No more than 10% of the Perkins Grant may be used to carry out state leadership activities. From this reserve for state leadership, the state shall determine “an amount equal to not more than one percent” to serve individuals in state correctional institutions. This leaves the discretion of the state to determine the amount, which can be less than but not more than one percent. It should be noted that the dollars earmarked for individuals in correctional institutions must be derived from the 10% set-a-side for state leadership activities.

In addition, the state must identify an amount not less than \$60,000, and not more than \$150,000 for services that prepare individuals for nontraditional training and employment. Again, this determination is made by the state and the funds are subtracted from the 10% set-a-side for state leadership activities. After earmarking an amount for corrections and nontraditional training, the balance of the 10% set-a-side is available for state leadership activities.

**c. State Administration**

The Florida Department of Education must also earmark no more than 5% or \$250,000 whichever is greater, for administration of the state plan. This 5% reserve for state administration may only be used for the following activities:

- Developing the state plan
- Reviewing a local plan
- Monitoring and evaluating program effectiveness
- Assuring compliance with all applicable federal laws
- Providing technical assistance
- Supporting and developing state data systems relevant to provisions to the 2006 Perkins Act

Any federal dollars earmarked for state administration MUST be matched dollar-for-dollar from nonfederal sources. The principal responsibilities of the state eligible agency include:

1. the coordination for the development, submission, and implementation of the state plan
2. the evaluation of the program services and activities assisted with federal funds, including preparation for nontraditional training and employment

**d. Basic Grant Funds and Formula**

From the 85% of the funds that must be earmarked for secondary and postsecondary career and technical education programs, the state may determine an amount not to exceed 10% (the reserve option) to be allocated to local secondary and postsecondary institutions outside of the statutory formula. The state may use this reserve option for career and technical education (CTE) programs in:

- Rural areas
- Areas with high percentages of CTE students
- Areas with high numbers of CTE students

The state however, must use the reserve funds to serve at least two of these three categories.

## **V. Accountability (Section 113)**

The Act supports a state and local performance accountability system designed to assess the effectiveness of the state and local funding recipients in achieving progress in CTE secondary and postsecondary student performance.

The state-developed performance measures must consist of core indicators, any additional indicators that the state determines, and the “state adjusted levels of performance” for all the indicators. They must be developed with input from local recipients. States are required to develop performance measures for the following required core indicators identified in section 113 of the Act:

### Secondary Indicators:

- Academic attainment in reading and language arts (as adopted by a state under the Elementary and Secondary Education Act (ESEA) and measured by the state determined proficient levels on the academic assessments under ESEA)
- Technical skill attainment, including achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
- Student graduation rates as described in the ESEA
- Student placement in postsecondary education or advanced learning, in military service, or in employment
- Student participation in and completion of CTE programs that lead to nontraditional fields

### Postsecondary Indicators:

- Technical skill attainment, including achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
- Student Completion of an industry-recognized credential, a certificate, or a degree
- Student retention in postsecondary education or transfer to a baccalaureate degree program
- Student placement in military service or apprenticeship programs or placement in high-skill, high-wage or high-demand occupations or professions
- Student participation in and completion of CTE programs that lead to nontraditional fields

**a. State Adjusted Levels of Performance**

The USDOE Secretary of Education and the state eligible agency will reach agreement on the levels of performance for each of the secondary and postsecondary indicators. With input from the eligible recipients, the state must establish and include in the state plan, levels of performance for each of the core indicators of performance above, as well as any additional indicators. These levels of performance must be expressed in percentage or numerical form, and must require continual improvement in the performance of CTE students.

The first set of levels will apply to the first two years of the state plan (2007-2008 and 2008 - 2009). The Secretary and the state must reach agreement on these levels, with the Secretary's role being limited to negotiating agreement on the numbers or percentages. The agreement must take into account how the state's levels of performance compare to those of other states, and the extent to which the levels of performance promote continuous improvement. Prior to the third and fifth program years, agreement must be reached on levels for the corresponding subsequent years of the state plan. Levels may be revised if unforeseen circumstances arise.

**b. Local Adjusted Levels of Performance**

In a manner almost identical to the adjusted performance level negotiations between the Secretary of Education and states, local recipients must also establish performance goals. Each local recipient must agree to accept the state adjusted levels of performance as their own local adjusted levels of performance, or negotiate with the state for new levels for each of the core indicators established by the state. Local levels must also be expressed in percentage or numerical form and require continuous improvement. Local levels must be identified in the local plan submitted under Section 134.

**c. State Reporting (Consolidated Annual Report)**

Each state **must** submit a report to the Secretary of Education each year regarding the state's progress in achieving its performance levels, including the performance of special populations. Data must be disaggregated for each indicator of performance by the subcategories of students described in the Elementary and Secondary Education Act (ESEA) and the categories of special populations identified in Perkins.

**d. Local Reporting**

Each local recipient **must** submit a report to the state each year regarding the progress the recipient has made in achieving its performance levels, including the performance of special populations. Data must be disaggregated for each indicator of performance by the subcategories of students described in the Elementary and Secondary Education Act (ESEA) and the categories of special populations identified in Perkins.

## **VI. State Plan (Section 122)**

Each state seeking funding under the Act, must submit a plan to the Secretary of Education. Florida's Perkins IV State Plan (2008-2013) may be accessed at <http://www.fldoe.org/workforce/dwdgrants>.

## **VII. Distribution of Funds to Secondary Education Programs (Section 131)**

The state-to-local formula for **secondary programs** remains the same as under the 1998 Act, the statute is updated to reflect how it was actually being implemented at the state level. The Act codified the practice of basing the formula on individuals age 5-17, which states were already receiving a waiver to use.

The formula includes the following:

- 30% allocated to local educational agencies (LEAs) based on the number of 5- to 17-year olds who reside in the school district.
- 70% allocated to LEAs based on the number of 5-to 17- year-olds in districts below the poverty line, based on data collected under ESEA.

### **a. Waiver**

A state is allowed to apply to the Secretary of Education for a waiver on the implementation of the prescribed formula. To qualify for a waiver an alternative formula must be submitted that more effectively targets funds on the basis of poverty.

### **b. Minimal Allocation**

An LEA must qualify for a grant of at least \$15,000 under the formula to receive an allocation, or it must enter into a consortium that meets the minimum allocation requirement. A state may waive this minimum allocation requirement in any case in which the LEA is in a rural, sparsely populated area or is a public charter school operating secondary CTE programs, and demonstrates that it is unable to enter a consortium to provide CTE activities.

### **c. Consortia**

Any LEA receiving an allocation that is not sufficient to meet the requirements of the Act is encouraged to form a consortium or enter into a cooperative agreement with an area CTE school or educational service agency, transfer its allocation to the area CTE school or educational agency, and operate programs that are of sufficient size, scope and quality to be effective. Funds allocated to consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium, and cannot be reallocated to individual members of the consortium.

## **VII. Distribution of Funds to Postsecondary Education Programs (Section 132)**

The state-to-local formula for **postsecondary** remains the same as the 1998 Act, basing the allocation on number of individuals receiving federal Pell grants and number of recipients receiving assistance from Bureau of Indian Affairs.

### **a. Waiver**

A state is allowed to apply to the Secretary of Education for a waiver on the implementation of the prescribed formula. To qualify for a waiver, the state must show that the prescribed formula does not send funds to institutions or consortia that have the higher numbers of economically disadvantaged individuals. An alternate formula must effectively target funds to these individuals.

### **b. Minimal Allocation**

An eligible institution must qualify for a grant of at least \$50,000 to receive an allocation, or they must join a consortium that qualifies for that amount.

### **c. Consortia**

Eligible institutions may enter into a consortium for the purpose of receiving funds. Such consortia must operate joint projects that:

- provide services to all postsecondary institutions participating in the consortium (unless the eligible institution is in a rural, sparsely populated area and waives this requirement), and
- are of sufficient size, scope, and quality to be effective.

Funds allocated to consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium, and cannot be reallocated to individual members of the consortium.

## **IX. Special Rules for Career and Technical Education**

### **a. Special Rule for Redistribution**

If any basic grant funds are not expended at the local level within the academic year for which they are provided, they must be returned to the state for redistribution in the same year. If the funds are returned late in the year, they may be retained by the state for distribution locally in the next program year.

### **b. Secondary/Postsecondary Consortia**

Secondary and postsecondary eligible recipients can work together to provide secondary and postsecondary CTE services to comply with the title. However, secondary schools or consortia must apply to the state for funds dedicated to secondary programs and postsecondary

institutions or consortia must apply to the state for funds dedicated to postsecondary programs.

### **c. Charter Schools**

A public charter school providing CTE is not required by the provisions in Section 131 and 132 to take any additional steps to establish its eligibility beyond the requirements already imposed by a state. Thus, a charter school that is considered an LEA by the state would be eligible if it provided CTE programs and otherwise meets the requirements of the Act, unless other provisions in state law would prohibit its participation. Charter schools providing CTE programs can receive funds just as any other qualifying school, as long as the programs offered are of sufficient size, scope, and quality to be effective.

## **X. Local Plan for Career and Technical Education Programs (Section 134)**

Just as in Perkins III, Section 134 of Perkins IV requires that each secondary and postsecondary eligible recipient submit a “local plan” (RFA/local application) to the Florida Department of Education in order to be considered eligible to receive Perkins IV funds. The local plan must correspond to the 5-year time period covered by Florida’s Perkins IV State Plan (2008-2013). The local plan must address a minimum of 12 requirements identified in Section 134(b) of the Act. While many of these requirements are the same as in the 1998 Perkins Act, several are much more prescriptive, requiring more detailed descriptions and assurances. Each requirement is part of the narrative section of the RFA/local application.

## **XI. Local uses of Funds (Section 135)**

Each local recipient receiving funds under Perkins IV may not use more than 5% for administrative purpose. The balance 95% of the funds must be used to improve CTE programs as described in the nine (9) required uses of funds and 20 permissive uses of funds.

## **Title II: Tech Prep Education**

## **XII. Consolidation of Funds (Section 202)**

The Tech Prep program is maintained as a separate title and federal funding stream under the Act. States will now have the flexibility to consolidate all or part of their Tech Prep grants with funds received under the Basic State Grant. States must make this choice in their state plan. If states use this flexibility, all combined funds must be distributed and used in accordance with Basic State grant funds, using the formulas described in Section 131 and 132 of the Act. Since these funds “shall be considered as funds” allotted under the Basic State Grant, the remainder of the requirements of Title II will not apply. If states do not use this flexibility, the provisions of the Title II will apply to funds received from the Tech Prep grant.

## **Title III: General Provisions**

### **XIII. Fiscal Requirements (Section 311)**

#### **a. Supplement Not Supplant**

As in the 1998 Act, provisions are included to prohibit states from using federal Perkins funds to replace state and local funds for CTE activities, including Tech Prep.

#### **b. Maintenance Effort**

The Act uses the same “maintenance of effort” language as the 1998 Act to ensure that states continue to provide funding for CTE programs at least the level of support as the previous year. The Secretary may grant a waiver of up to 5% of expenditures for exceptional or uncontrollable circumstances that affect the state’s ability to continue funding at the prior year’s levels. The waiver would not allow for decreases in required funding levels in subsequent years.

A state continues to be allowed to make reductions in state funding proportionate to any federal reduction in support.

### **XIV. Voluntary Selection and Participation (Section 314)**

No funds under this Act may be used to require secondary school students to choose or pursue a specific career path or major. Also prohibited is any mandate that any individual participate in a CTE program, including a program that requires the attainment of a federally-funded skill level, standard or certificate of mastery.

### **XV. Limitation for Certain Students (Section 315)**

No funds may be used to provide CTE programs to students prior to the seventh grade. However, students below grade seven are not prohibited from using equipment and facilities purchased with funds under the 2006 Perkins Act.

### **XVI. Federal Laws Guaranteeing Civil Rights (Section 316)**

This section states that nothing in the 2006 Perkins Act, will be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age or disability in the provision of federal programs or services.

### **XVII. Participation of Private School Personnel and Children (Section 317)**

This section is amended to make allowable the participation of private school personnel in professional development programs supported by the Act required to the extent practical and upon written request. A new sub-section also requires local school districts to consult with representatives of private non-profit schools, upon written request, regarding the meaningful participation of their students in CTE programs. Local school districts may then use Perkins

funds to provide for this participation. This provision is consistent with many agreements already in place around the country allowing private school students to participate in CTE programs.

**Part B**  
Florida's Perkins IV State Plan  
(2008-2013)

Information and Programmatic Requirements  
(2009-2010 Edition)

## **I. Spirit of the New Law (Sections 1- 3)**

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is authorized in legislation through fiscal Year 2012, for a total of six years. While much of the Perkins IV law is very similar to the 1998 Perkins Act, there are some significant changes in content and focus. Florida's Perkins IV State Plan (2008-2013) embodies this historic shift from a vocational education system that prepared a subset of students with narrow job skill preparation to a career and technical education delivery system that prepares all students for college and careers.

Florida's Perkins IV State Plan (2008-2010) places emphasis on preparation for postsecondary education and employment. It eliminates the focus on sub-baccalaureate careers as the expectation in Perkins IV is that students may achieve a degree, certificate or credential and transition from high school to postsecondary education seamlessly.

Major themes are evident throughout the State Plan:

- An integrated academic and career and technical education performance accountability system that requires continuous student and program improvement at all levels
- Increased coordination within the career and technical education systems
- Stronger academic and technical integration
- Connections between secondary and postsecondary education systems

## **II. Transition Provisions (Section 4)**

Florida submitted a transition plan for July 1, 2007 through June 30, 2008 to fulfill the State's obligation under Section 122 of the Act.

## **III. Florida's Funding Allocation (Section 112)**

During 2008-2009 Florida received the third largest allocation of federal Perkins funds behind California and Texas. The Division of Workforce Education receives its federal funding appropriations each year from the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). It is anticipated that Florida will receive a combined 2009-2010 Basic State Grant allocation totaling \$65,600,000 contingent upon approval of Florida's State Plan revisions, budget and state performance targets. (At the time of posting of this Implementation Guide, USDOE had not released state level allocations for 2009-2010.)

### **a. 2009-2010 Allocation Categories**

For the FY 2009-2010 program year the following allocations will be made in accordance with Section 112 of the Act.

- State Leadership – 9.14% of Basic State Grant funds
- State Administration – 2.51% of Basic State Grant Funds

- Aid to Districts – 88.34% of Basic State Grant Funds

Florida will exercise its right to reserve 4.9% of the 88.34% of the funds sent out to local programs to support uses described in section 135 of the Act. Through the reserve fund allocation, Florida will support Rural and Sparsely Populated Areas, Department of Juvenile Justice programs, the Florida School for the Deaf and Blind, and University Developmental Research Schools.

**b. Basic Grant Sector Distribution Formula**

Florida will allocate basic grant funds to career and technical education programs based on the relative need in each sector: district secondary programs, district postsecondary certificate programs, and community college certificate and degree programs. (Perkins IV provides states with the flexibility to determine the allocations among delivery systems.)

Basic grant funds will be distributed to three (3) career and technical delivery systems based on a proportionate share of total career and technical education full-time equivalents (FTE).

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

A three-year average FTE was calculated for the above categories. Annual sector allocations may change based on changes in reported FTE. The average FTE of 2005-2006, 2006-2007, and 2007-2008 was used to allocate basic grant funds for 2009-2010. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and CTE activity in each sector. It is important to note that adjustments may be made to this calculation based on the formula developed for distribution of any reserve funds. Additional information regarding the overall sector funding distribution model may be found in the 2008-2013 Perkins IV State Plan, Appendix J.4 located at <http://www.fldoe.org/workforce/dwdgrants>.

**c. Basic Grant Sector Distributions**

Florida will allocate the 2009-2010 basic grant in the following sector percentages:

- Secondary - 51.25%
- Postsecondary school district programs - 12.65%
- Postsecondary community college programs - 36.10%

**IV. Allocations to Secondary Programs (Section 131)**

As noted above, the secondary sector will receive 51.25% of the funds available to aid local eligible recipients (Section 112). Florida will distribute those funds according to the following prescribed formula found in section 131 of the Act.

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

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

Additional information regarding allocations to secondary programs may be found in the 2008-2013 Perkins IV State Plan, Appendix J.1 located at <http://www.fldoe.org/workforce/dwdgrants>.

#### **V. Allocations to Postsecondary Programs (Section 132)**

As noted above, community colleges will receive 36.10% of the funds available to aid local eligible recipients (Section 132) and district postsecondary programs will receive 12.65% of the funds available to aid local eligible recipients (Section 132).

Florida will distribute funds by an alternative formula as permitted in the Act. (Section 132 (4)(b)). Funds will be distributed based on each eligible agency’s proportion of students enrolled in career and technical education who are economically disadvantaged. The elements used to identify these students are as follows:

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

Postsecondary recipients with a qualifying amount of \$1,000 will be eligible to apply for postsecondary funds. Additional information regarding allocations to postsecondary programs may be found in the 2008-2013 Perkins IV State Plan, Appendix J.2 located at <http://www.fldoe.org/workforce/dwdgrants>.

#### **VI. Accountability (Section 113)**

Perkins IV requires that states develop valid and reliable definitions to identify appropriate CTE students. Florida’s definitions were developed in consultation with practitioners statewide. The definitions for “participant” and “concentrator” provide parameters for the population of students that will be included in the performance for a particular measure. Students that do not meet these population parameters will not be included in the performance for a particular measure. The definitions are as follows:

**a. Perkins IV Student Definitions**

**Secondary Level – Participants\***

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

\*Identification of Secondary “Participants” – Secondary students who achieve “participant” status will be included in the secondary performance cohort for the secondary core indicator of performance (see Florida’s Perkins IV Performance Measures) for 6S1. The methodology that will be utilized to identify secondary participant status will be student transcript course numbers matched against the Secondary Concentrator Course Identification Table. The Secondary Concentrator Course Identification List may be accessed at [http://www.fldoe.org/workforce/perkins/perkins\\_home](http://www.fldoe.org/workforce/perkins/perkins_home).

**Secondary Level – Concentrators\***

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

\*Identification of Secondary “Concentrators” – Secondary students who achieve “concentrator” status will be included in the secondary performance cohort for each of the secondary core indicators of performance (see Florida’s Perkins IV Performance Measures) for 1S1, 1S2, 2S1, 3S1, 4S1, 5S1 and 6S2.

In order to assist secondary local eligible recipients identify the courses/programs that will comprise the “concentrator” cohort, the Division of Workforce Education has developed a Secondary Concentrator Course Identification List based on a modified Florida Gold Seal Vocational Scholars Award table. This identification list consists of secondary job preparatory programs and courses, technology education programs and courses, and dual enrollment postsecondary course substitutions that will count toward concentrator status.

The methodology that will be utilized to identify secondary concentrator status will be student transcript course numbers matched against the Secondary Concentrator Course Identification Table. The Secondary Concentrator Course Identification List may be accessed at [http://www.fldoe.org/workforce/perkins/perkins\\_home](http://www.fldoe.org/workforce/perkins/perkins_home).

**Postsecondary Level (College Credit) – Participants\***

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

\*Identification of Postsecondary “Participants” – Postsecondary students enrolled in AS, AAS, ATD, and CCC programs who achieve “participant” status will be included in the postsecondary performance cohort for the postsecondary core indicator of performance (see Florida’s Perkins IV Performance Measures) for 5P1. Community colleges report these students in the Community College Database.

### **Postsecondary Level (College Credit) – Concentrators\***

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

**\*Identification of Postsecondary “Concentrators”** – Postsecondary students enrolled in AS, AAS, ATD, and CCC programs who achieve “concentrator” status (or a third of program framework threshold) will be included in the postsecondary performance cohort for each of the postsecondary core indicators of performance (see Florida’s Perkins IV Performance Measures) for 1P1, 2P1, 3P1, 4P1 and 5P2. Community colleges report these students in the Community College Database. For more information see the “2009-2010 Credit Hour Program Length Summary with CTE Concentrator Threshold” located at [http://www.fldoe.org/workforce/perkins/perkins\\_home](http://www.fldoe.org/workforce/perkins/perkins_home).

### **Adult Level (Clock Hour) – Participants\***

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

**\*Identification of Postsecondary “Participants”** – Postsecondary students enrolled in PSAV and ATD programs who achieve “participant” status will be included in the postsecondary performance cohort for the postsecondary core indicator of performance (see Florida’s Perkins IV Performance Measures) for 5A1. Technical Centers report these students in WDIS and Community colleges report these students in the Community College Database. CCTCMIS provides this information to the Division of Workforce Education.

### **Adult Level (Clock Hour) – Concentrators**

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

**\*Identification of Postsecondary “Concentrators”** – Postsecondary students enrolled in PSAV and ATD programs who achieve “concentrator” status (or a third of the framework program hours threshold) will be included in the postsecondary performance cohort for each of the postsecondary core indicators of performance (see Florida’s Perkins IV Performance Measures) for 1A1, 2A1, 3A1, 4A1 and 5A2. Districts report students in WDIS and Community Colleges report these students in the Community College Database. CCTCMIS provides this information to the Division of Workforce Education. For more information see the “2009-2010 Clock Hour Program Length Summary with CTE Concentrator Threshold” located at [http://www.fldoe.org/workforce/perkins/perkins\\_home](http://www.fldoe.org/workforce/perkins/perkins_home)

#### **b. Perkins IV Performance Measures**

Perkins IV requires that states develop valid and reliable measures for each core indicator of performance (numerators and denominators) in order to accurately measure the performance of Florida’s CTE students. States and local programs must report on separate core indicators of performance for secondary and postsecondary students.

Florida’s measures were developed in consultation with practitioners statewide. These numerators and denominators are used to calculate the student performance for each secondary and postsecondary core indicator of performance. The measures are as follows:

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

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hr)
	the reporting year.	the reporting year.
<p><b>3S1 Secondary School Completion</b>  <b>Numerator:</b> Number of senior concentrators who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.  <b>Denominator</b> Number of senior CTE concentrators who have left secondary education in the reporting year.</p>	<p><b>2P1 Completion</b>  <b>Numerator:</b> Number of CTE concentrators who left who received an industry-recognized credential, a certificate, or a degree during the reporting year.  <b>Denominator:</b> Number of CTE concentrators during the reporting year.</p>	<p><b>2A1 Completion</b>  <b>Numerator:</b> Number of CTE concentrators who left who received an industry-recognized credential or a certificate during the reporting year.  <b>Denominator:</b> Number of CTE concentrators during the reporting year.</p>
<p><b>4S1 Student Graduation Rates</b>  <b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate.  <b>Denominator</b> Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate (NCLB).</p>	<p><b>3P1 Student Retention or Transfer</b>  <b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year.  <b>Denominator:</b> Number of CTE concentrators who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p><b>3A1 Student Retention or Transfer</b>  <b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution and who were enrolled in postsecondary education in the previous reporting year.  <b>Denominator:</b> Number of CTE concentrators who did not earn an industry-recognized credential or a certificate in the previous reporting year.</p>
<p><b>5S1 Secondary Placement</b>  <b>Numerator:</b> Number of CTE concentrators from the prior year who completed secondary school and who were placed in postsecondary education, employment, and /or military service in the 2nd quarter (October-December) after leaving secondary</p>	<p><b>4P1 Placement</b>  <b>Numerator:</b> Number of CTE concentrators from the prior year who received a credential, degree or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter</p>	<p><b>4A1 Placement</b>  <b>Numerator:</b> Number of CTE concentrators from the prior year who received a credential or certificate who were placed in postsecondary education, employment and/or military service in the 2nd quarter</p>

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hr)
<p>education during the report year.  <b>Denominator</b> Number of CTE concentrators from the prior year who completed secondary school (only students in the prior year 3S1 numerator who have a valid social security number).</p>	<p>(October-December) after leaving postsecondary education.  <b>Denominator:</b> Number of CTE concentrators from the prior year who received a credential, degree or certificate. (Only students in the prior year 2P1 numerator who have a valid social security number.)</p>	<p>(October-December) after leaving postsecondary education.  <b>Denominator:</b> Number of CTE concentrators from the prior year who received a credential or certificate. (Only students in the prior year 2A1 numerator who have a valid social security number.)</p>
<p><b>6S1 Nontraditional Enrollments</b>  <b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.  <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>5P1 Nontraditional Enrollments</b>  <b>Numerator:</b> Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.  <b>Denominator:</b> Number of CTE participants in college credit programs that lead to employment in nontraditional fields during the reporting year.</p>	<p><b>5A1 Nontraditional Enrollments</b>  <b>Numerator:</b> Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.  <b>Denominator:</b> Number of CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p>
<p><b>6S2 Nontraditional Completion</b>  <b>Numerator:</b> Number of senior CTE concentrators in programs identified as non-traditional for their gender who 1) attained a standard high school diploma, 2) General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.  <b>Denominator:</b> Number of senior CTE concentrators in programs identified as non-traditional for their gender who have left secondary education in the reporting year.</p>	<p><b>5P2 Nontraditional Completion</b>  <b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender.  <b>Denominator:</b> Number of CTE concentrators in college credit programs identified as non-traditional for their gender.</p>	<p><b>5A2 Nontraditional Completion</b>  <b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender.  <b>Denominator:</b> Number of CTE concentrators in certificate(clock hour) programs identified as non-traditional for their gender.</p>

**c. IMPORTANT! Additional Information Regarding Measurement of Non-Traditional Enrollment and Completion (6S1, 6S2, 5P1, 5P2, 5A1, 5A2)**

Local Eligible Recipients must use “Florida’s Combined Secondary and Postsecondary Non-Traditional Program List” to identify eligible non-traditional programs and to ensure accurate reporting for secondary and postsecondary non-traditional enrollment and completion measures. “Florida’s Combined Secondary and Postsecondary Non-Traditional Program List” may be accessed at: [http://www.fldoe.org/workforce/perkins/perkins\\_home](http://www.fldoe.org/workforce/perkins/perkins_home).

**d. IMPORTANT! Additional Information Regarding Measurement of Technical Skill Attainment (2S1, 1P1, 1A1)**

Florida has developed an inventory of state-approved available and appropriate technical skill attainment instruments to be used by eligible recipients to assess the technical skill attainment of CTE students. The state-approved inventory contains industry certifications, third-party assessments and licensures that have been recommended by CTE practitioners to assess program/occupation specific learning outcomes of CTE students. All assessments appearing in the inventory have been categorized as meeting “Gold Standard” validity and reliability criteria. The Final 2008-2009 and 2009-2010 Perkins IV Technical Skill Attainment Inventories (secondary, college credit, clock hour) can be found at [http://www.fldoe.org/workforce/perkins/perkins\\_home](http://www.fldoe.org/workforce/perkins/perkins_home).

Local eligible recipients that wish to use assessment instruments not contained in the inventory for measuring technical skill attainment may request additions during specific request windows.

## VII. 2009-2010 Local Adjusted Levels of Performance

### a. Overview

Section 113 of the Perkins Act establishes and supports a state and local performance accountability system designed to assess the effectiveness of state and local funding recipients in achieving progress in CTE.

### b. Continuous Improvement Provision

State and local recipients of Perkins IV funds are expected to continually make progress toward improving the performance of CTE students as required by Section 113(b)(2)(A). Local performance indicator data will be displayed via a planned web-based Perkins IV Local Performance Accountability System. The data that will populate this planned system are derived from reports submitted by the eligible recipients for program year 2007-2008 on career and technical education students via the FLDOE statewide management information system.

This 2007-2008 actual local performance data can be compared in relation to the 2008-2009 state performance targets. If the 2007-2008 actual local performance for any indicator is less than 90% of the 2008-2009 state performance target, recipients will be required to develop and submit a program improvement plan for that indicator. The web-based system will provide instruction on how to develop and submit a program improvement plan for a particular indicator. In addition, (as illustrated below) the recipient will be required to accept the 2009-2010 state target as its own 2009-2010 locally agreed upon performance level, unless the recipient has compelling justification to request a negotiation for a lower local target.

Performance Indicators	2007-2008 Actual Local Performance	2008-2009 State Target	2009-2010 State Target	Recommended 2009-2010 Local Target
1S1 - Reading	40%	51%	55%	55%

For 2007-2008 actual local performance for any indicator that is between 90-99% of the 2008-2009 state target, recipients will be required to develop and submit program improvement strategies. The web-based system will provide instruction on how to develop and submit program improvement strategies for a particular indicator. In addition, (as illustrated below) the recipient will be required to accept the 2009-2010 state target as its own 2009-2010 locally agreed upon performance level, unless the recipient has compelling justification to request a negotiation for a lower local target.

Performance Indicators	2007-2008 Actual Local Performance	2008-2009 State Target	2009-2010 State Target	Recommended 2009-2010 Local Target
1S1 - Reading	50%	51%	55%	55%

For 2007-2008 actual local performance for any indicator which meets or exceeds the 2008-2009 state target, recipients will have their 2009-2010 locally agreed upon performance level increased by .5% of the 2009-2010 state target or .5% of actual local performance (if local performance is higher than the 2009-2010 state target).

Performance Indicators	2007-2008 Actual Local Performance	2008-2009 State Target	2009-2010 State Target	Recommended 2009-2010 Local Target
1S1 – Reading (scenario 1)	52%	51%	55%	55.5%
(scenario 2)	57%	51%	55%	57.5%

**c. Guidelines for Local Adjusted Levels of Performance Requests**

Local eligible recipients wishing to negotiate with the Division of Workforce Education to reach agreement on “new” local adjusted levels of performance (LALP Request) must propose performances which at a minimum:

- are “expressed in a percentage or numerical form, consistent with the state levels of performance established; and
- require the eligible recipient to “continually make progress toward improving the performance of career and technical education students.”

Local eligible recipients will receive instructions from the Division of Workforce Education for a planned comprehensive web-based local performance accountability system. It is planned that the web-based system will allow local eligible recipients to view local performance levels in relation to state negotiated targets, accept electronically state negotiated targets or negotiate local adjusted performance targets.

**d. Criteria for Negotiating Local Adjusted Levels of Performance**

The Division of Workforce Education will implement the following steps when considering negotiation requests made via the planned web-based local performance accountability system:

1. Assess the merit of each core indicator requested for consideration
2. If the request is approved, implement a 2% reduction factor up to 10% that may have adversely affected the eligible recipient’s ability to perform providing extensive documentation accompanying the request for latitude. The maximum point reduction shall not exceed 10% less than the assigned state performance level target for each core performance indicator.

Below are the five categories of factors the Division of Workforce Education shall utilize in analyzing, synthesizing, and rating the eligible recipients’ negotiation request for each indicator.

- A comparison of a local established level of performance with other eligible recipients that are similar in:
  - County or Service Area Population Size
  - Student Enrollment
  - Program Offerings
  - Dropout Rate
  - Local Economics
- A review of the eligible recipient’s unique characteristics:
  - Number of free and reduced lunch or financial assistance
  - Number of students with disabilities
  - Number of migrant students

- Percentage of students retained annually
- A review of the programs and services provided by the eligible recipient:
  - Number of career and technical education programs offered and enrollment information
  - Number of programs that are in critically high demand for a specific geographical region
  - The size, scope, quality of the program offerings
- A review of previous improvement strategy implementation:
  - Quantifiable evidence of increased relative performance resulting from the implementation of improvement strategies
- A review of the extent of progress toward achieving adjusted levels:
  - Evidence of percentage increases

Complete revisions of the local performance targets may be negotiated, if extreme unanticipated circumstances, such as natural disasters; i.e., hurricanes, tornadoes, flooding or other factors cause eligible recipients to close schools for extended periods. Changes in data definitions, collection or reporting technology resulting in statistically significant changes in student performance numbers and percentages is another reason for a requested revision. Other unanticipated circumstances may also include economic declines such as massive local and/or regional unemployment or similar events impeding student enrollment and/or progression.

**VIII. Local Plan for Career and Technical Education Programs (Section 134)**

During 2008-2009, eligible recipients were required to submit a five-year Perkins IV local plan/application in order to qualify for Perkins IV funds. Eligible recipients addressed the 12 content items identified in Section 134(b) of the Act. In addition, eligible recipients were required to address state requirements established by Florida in its State Plan.

The local plan/application requires eligible recipients provide assurances that programs are of such size, scope and quality to bring about improvement in the quality of career and technical education. (Section 134(b)(6)). For Perkins IV, Florida has developed programmatic requirements for size, scope, and quality, which must be met by secondary and postsecondary eligible recipients.

**a. SECONDARY: Size, Scope, and Quality Programmatic Requirements-**

Florida requires that secondary eligible recipients provide a certain number of career and technical education programs depending on the size of the school district. In addition, the required minimum number of programs offered must also meet the programmatic requirements under “scope” and “quality” detailed below. (It is important to note that secondary eligible recipients would still be permitted to support CTE programs with Perkins funds over and above the minimum number of programs required that may or may not meet the criteria below.)

**Division Criteria for Size:**

**Secondary eligible recipients must provide an opportunity for students to become CTE concentrators.** CTE concentrators are defined as a secondary student who has earned three (3) or more credits in a single career and technical education program...**AND**

**Secondary eligible recipients must offer a minimum number of programs based on the percentage of CTE enrollment.** A CTE program must consist of three (3) or more courses leading to fulfillment of the requirements of the Florida Gold Seal Vocational Scholars Award.

Size of Districts	# of Programs
Large Districts	Five (5) CTE Programs
Medium Districts	Three (3) CTE Programs
Small Districts	One (1) Program

The following chart categorizes the 67 districts into small, medium and large for eligible recipients. Districts with 3% or more of total state CTE “job preparatory” enrollment are considered “large.” Districts with 1% - 2.99% of the total state CTE “job preparatory” enrollment are considered “medium” and districts with less than 1% of the total state CTE “job preparatory” enrollment are considered “small.” University Developmental Research Schools and the Florida School for the Deaf and Blind are classified as “small” districts.

**2009-2010 Secondary Size Identification Table**

<b>District</b>	<b>2007-2008 Enrollment Count (total CTE job prep)</b>	<b>Size</b>	<b>Percentage of Total Enrollment</b>	<b>Minimum No. of CTE Programs that must be offered which meet Size, Scope, Quality Requirements</b>
Miami-Dade	46,933	large	13.96%	5
Hillsborough	29,356	large	8.73%	5
Broward	25,647	large	7.63%	5
Palm Beach	23,085	large	6.86%	5
Polk	14,020	large	4.17%	5
Pinellas	13,685	large	4.07%	5
Orange	13,566	large	4.03%	5
Duval	11,452	large	3.41%	5
Lee	9,473	medium	2.82%	3
Volusia	9,222	medium	2.74%	3
Brevard	7,948	medium	2.36%	3
Seminole	7,719	medium	2.30%	3
Osceola	7,127	medium	2.12%	3
Lake	6,963	medium	2.07%	3
Marion	6,662	medium	1.98%	3
Manatee	5,834	medium	1.73%	3
Sarasota	5,828	medium	1.73%	3
Pasco	5,422	medium	1.61%	3
Clay	4,961	medium	1.48%	3
St Lucie	4,915	medium	1.46%	3
Collier	4,645	medium	1.38%	3
Escambia	4,574	medium	1.36%	3
Okaloosa	3,996	medium	1.19%	3
Indian	3,975	medium	1.18%	3
Hernando	3,972	medium	1.18%	3
St Johns	3,666	medium	1.09%	3
Leon	3,618	medium	1.08%	3
Santa Rosa	3,374	medium	1.00%	3
Alachua	3,370	medium	1.00%	1
Bay	3,054	small	0.91%	1
Citrus	2,831	small	0.84%	1
Flagler	2,734	small	0.81%	1
Martin	2,474	small	0.74%	1
Charlotte	2,091	small	0.62%	1
Putnam	1,794	small	0.53%	1
Nassau	1,679	small	0.50%	1



**Division Criteria for Scope:**

**CTE programs must provide secondary students with opportunities for acceleration (dual enrollment/articulated credit)...AND**

**Secondary CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.**

**Division Criteria for Quality:**

**Secondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state...AND**

**Secondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High Skill, High Wage, and/or High Demand\* ...AND**

**Secondary eligible recipients must ensure that academics are an integral component of all Perkins-funded CTE programs.**

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

**Secondary Course Alignment to *Size, Scope, and Quality***- Perkins IV presents historic changes for how states deliver career and technical education. During the state planning process, Florida's career and technical frameworks were studied to determine if they were aligned with the new requirements of the Act; with the state's size, scope and quality requirements and if they were current with trends and future practices. Specific criteria were developed to determine if frameworks required revisions and/or change. The criteria used for framework analysis included the following questions:

- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?
- Are there actual skills developed in the course tied to an occupation(s)?

Upon extensive framework review it was determined that certain courses could no longer be supported with Perkins federal funding, although state funding may still be used for them. These decisions were made in accordance with the criteria presented above and which, in turn, are based on the intent and expected outcomes of the Perkins IV legislation. Consistent with previous years, no Perkins funding may be used to support programs/courses below grade seven (7).

**Courses No Longer Eligible to be Supported with Perkins Funds Effective 2009-2010**

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>Grades</b>
8000200	M/J Exploratory Career Wheel 1	7-8
8000210	M/J Exploratory Career Wheel 2	7-8
8000220	M/J Exploratory Career Wheel 3	7-8
8000230	M/J Exploratory Career Wheel 4	7-8
8000240	M/J Exploratory Career Wheel 5	7-8
8000250	M/J Exploratory Career Wheel 7	7-8
8200120	Business Leadership Skills	7-9
8300310	Workplace Essentials	9-12
8300320	Practical Arts General	9-12
8300330	Workplace Technology Applications	9-12
8301700	Work Experience	9-12
8500120	Personal and Family Finance	9-12
8500140	Career Discovery	7-8
8500230	Personal Development	7-9
8500430	Personal Development and Life Planning	7-9
8500300	Parenting Skills	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500375	Blueprint for Professional Success	9-12
8502000	Life Management Skills	9-12
8700010	Introduction to Technology	7-9
8800110	Orientation to Marketing Occupations	7-9
8800210	Exploration of Marketing Occupations	9-12
8800310	Practical Entrepreneurship	9-12
8900210	Exploration of Public Service Occupations	7-9
8900220	Exploration of Criminal Justice Occupations	7-9
9001820	Vocational Employability Skills Youth	7-12
9001810	Vocational Employability Skills for Students with Disabilities	7-12
9001910	Vocational Work Evaluation	7-12
9100110	Orientation to Career and Technical Occupations	7-9
9100210	Exploration of Career and Technical Occupations	7-9

**IMPORTANT! Additional Information Regarding Secondary Automotive Service Technology Education Programs**

Section 1004.925, Florida Statutes (F.S.), states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that program is in process of obtaining certification.

**b. POSTSECONDARY Size, Scope, and Quality Programmatic Requirements**

The postsecondary local application requires eligible recipients to demonstrate how they intend to meet the programmatic requirements for *size, scope and quality*.

**Division Criteria for Size:**

**Postsecondary eligible recipients must provide an opportunity for students to become CTE concentrators.** A CTE concentrator is a postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit/clock hour career and technical education program.

**Division Criteria for Scope:**

**Postsecondary CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.**

**Division Criteria for Quality:**

**Postsecondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state...And**

**Postsecondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High Skill, High Wage, and/or High Demand.** (The statewide Targeted Occupations Lists (TOL) and/or regional TOL must be used to identify High Skill, High Wage and/or High Demand careers that align with your programs. Information may be accessed at <http://www.labormarketinfo.com/wec/tol.htm>)...AND

**Postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.**

**IMPORTANT! Additional Information Regarding Postsecondary Automotive Service Technology Education Programs**

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

**IX. Tech Prep (Title II)**

**a. Florida's Consolidation of Funds (Section 202)**

During the 2007-2008 Perkins IV transition year, the State of Florida maintained a separate Title II Tech Prep delivery system and allocated funds based on the Perkins III Tech Prep distribution formula. Beginning July 1, 2008 Florida consolidated all Tech Prep Title II funds with Title I funds.

In order to leverage Tech Prep's initiatives and Florida's ongoing statewide articulation in a consolidated system, Florida funded career pathways consortia through a separate reserve allocation during 2008-2009. The core mission of the Career Pathways Consortia was to develop local and regional programs of study on behalf of its members with accompanying articulation in order to seamlessly transition students to postsecondary education and training.

Effective July 1, 2009, separate Career Pathways Consortia funding will no longer be available through the reserve allocation. Each eligible recipient will be required to implement the state's program of study requirements exclusively through the basic grant allocation.

Development and implementation of programs of study are not accomplished in isolation and necessitate the use of a partnership between secondary entities and postsecondary entities. The utilization of existing consortium to carry out the state's program of study requirements is encouraged and eligible recipients are permitted to "pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include- implementing career and technical programs of study described in section 122(c)(1)(A)." (Section 135 (c)(19)(C)). The state will not impose restrictions on the amount of basic grants funds used to develop and implement programs of study.

#### **b. Florida's Program of Study Requirements**

The 2009-2010 local plan/application must address (section 134(b)(3)(A)) how the eligible recipient *will offer the appropriate courses of not less than one (1) of the career and technical education program of study in section 122(c)(1)(A).*

Section 122(c)(1)(A)(i-iv) of the Act describes the core elements that comprise a program of study.

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

Florida's State Program of Study template incorporated the core elements identified in the Act and may be accessed at: [www.fldoe.org/workforce/dwdgrants](http://www.fldoe.org/workforce/dwdgrants).

Florida has developed additional state requirements for program of study implementation. These requirements must be met by secondary and postsecondary eligible recipients. In the previous year's application (2008-2009) eligible applicants were required to identify how the

eligible recipient would implement the state’s program of study requirements. Two options were presented for consideration:

Option 1: Join a career pathways consortium and allocate 1.5% of basic grant funds to support consortium activities and have the consortium carry out the state’s program of study requirements.

OR

Option 2: Utilize 3% minimum of Basic Grant Funds to individually carry-out the state’s program of study requirements.

Effective July 1, 2009, separate Career Pathways Consortia funding will no longer be available through the reserve allocation. Each eligible recipient will be required to implement the state’s program of study requirements exclusively through the basic grant allocation.

Development and implementation of programs of study are not accomplished in isolation and necessitate the use of a partnership between secondary entities and postsecondary entities. The utilization of existing consortium to carry out the state’s program of study requirements is encouraged and eligible recipients are permitted to “pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include- implementing career and technical programs of study described in section 122(c)(1)(A).” (Section 135 (c)(19)(C)). The state will not impose restrictions on the amount of basic grants funds used to develop and implement programs of study.

<b>Program of Study State Requirements</b>	
Convert a negotiated percentage of <b>existing</b> local level Programs of Study to the state template located at: <a href="http://www.fldoe.org/workforce/dwdgrants/">http://www.fldoe.org/workforce/dwdgrants/</a> ).	
<b>a.</b>	A written articulation agreement must be in place for each Program of Study that establishes and validates the career pathway. Articulation agreement is defined in Section 3(4) of the Act.
<b>b.</b>	All articulation agreements must be signed and approved by the agency head of each participating secondary and postsecondary LEA.
<b>c.</b>	A Program of Study must include a locally endorsed sequence of core academic and CTE courses from Grade 9 through the postsecondary component of the Program of Study.
<b>d.</b>	Career pathways must lead to a postsecondary credential. This may include a certificate, diploma, associate or baccalaureate degree, an industry certification or a licensure. In general, career pathways should offer students opportunities for continued education as well as access to

the skilled workforce.

- e. Each Program of Study is expected to be guided by the workforce and economic development needs of business / industry, the community and employment opportunities for students.

FLDOE Negotiation criteria may include the following:

1. High demand/enrolled programs
2. Local and regional workforce needs

Convert a negotiated percentage of **existing** local level CTE programs to the state template located at: <http://www.fldoe.org/workforce/dwdgrants/>.

- a. A written articulation agreement must be in place for each Program of Study that establishes and validates the career pathway. Articulation agreement is defined in Section 3(4) of the Act.
- b. All articulation agreements must be signed and approved by the agency head of each participating secondary and postsecondary LEA.
- c. A Program of Study must include a locally endorsed sequence of core academic and CTE courses from Grade 9 through the postsecondary component of the Program of Study.
- d. Career pathways must lead to a postsecondary credential. This may include a certificate, diploma, associate or baccalaureate degree, an industry certification or a licensure. In general, career pathways should offer students opportunities for continued education as well as access to the skilled workforce.
- e. Each Program of Study is expected to be guided by the workforce and economic development needs of business / industry, the community and employment opportunities for students.

### **2009-2010 Application Requirements:**

1. Submit copies of all of the local programs of study on that state program of study template that were developed (either through consortium or not) during the 2008-2009 program year.
2. For each of the programs of study submitted describe the following:
  - a. How these programs of study will be made available to career and technical education students beginning in the 2009-2010 school year.
  - b. Assure that the articulation agreement has been signed and approved by the agency head of the participating secondary and/or postsecondary

agency and describe how postsecondary education credits are awarded under the articulation agreement.

- c. The process used to identify the locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary component of the program of study.
- d. The postsecondary credentials (industry certification/licensure, certificate, associate or baccalaureate degree) available to students under this program of study.

For inquires regarding the 2009-2010 Perkins Request for Application (RFA), please contact your Grants Administration Program Manager listed below:

**Workforce Education Grants Administration Contacts**

Program Managers: Listed by county		
WEST TEAM		
<p><b>John Occhiuzzo</b>  <a href="mailto:John.Occhiuzzo@fldoe.org">John.Occhiuzzo@fldoe.org</a>            850/245-9042</p> <p>Bay Calhoun Escambia Franklin Gadsden Gulf Holmes Jackson Leon</p>	<p><b>Liberty</b> Okaloosa Santa Rosa Walton Wakulla Washington</p>	<p><b>Leslie Young</b>  <a href="mailto:Leslie.Young@fldoe.org">Leslie.Young@fldoe.org</a>            850/245-9040</p> <p>Charlotte Collier Miami-Dade Glades Hendry Hernando Hillsborough Lee</p>
EAST TEAM		
<p><b>Tiffany Davis</b>  <a href="mailto:Tiffany.Davis@fldoe.org">Tiffany.Davis@fldoe.org</a>            850/245-9044</p> <p>Alachua Baker Bradford Columbia Dixie Duval Gilchrist Hamilton Hardee Jefferson Lafayette</p>	<p><b>Madison</b> Manatee Nassau Suwannee Taylor Union</p>	<p><b>Doreen DuMond</b>  <a href="mailto:Doreen.DuMond@fldoe.org">Doreen.DuMond@fldoe.org</a>            850/245-9037</p> <p>Brevard Broward Highlands Indian River Martin Okeechobee Orange Osceola Palm Beach Polk Seminole St. Lucie</p>
		<p><b>Ted Lane</b>  <a href="mailto:Ted.Lane@fldoe.org">Ted.Lane@fldoe.org</a>            850/245-9041</p> <p>Citrus Clay Desoto Flagler Lake Levy Marion Putnam St. Johns Sarasota Sumter Volusia</p>

Please submit your questions and comments to Kathleen Taylor, Perkins IV Implementation Director at [kathleen.taylor@fldoe.org](mailto:kathleen.taylor@fldoe.org).

The Florida Department of Education looks forward to working with you on behalf of Florida's career and technical education students.