

**Appendix A**  
**Public Hearing Information**

**DEPARTMENT OF EDUCATION**

The Florida **Department of Education** will conduct public meetings throughout the state for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and recommendations regarding the state's plan for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The meetings will take place in five regions across the state and at two different times at each location. Please see information below.

**SOUTHEAST FLORIDA**

**DATES AND TIMES:** November 6, 2007, 1:00 p.m. – 3:00 p.m. (EDT); November 6, 2007, 6:00 p.m. – 8:00 p.m. (EDT)  
**PLACE:** Broward Community College, A. Hugh Adams Central Campus, Public Safety Institute Bldg., Building 22, Room 155, 3501 S.W. Davie Road, Davie, FL 33314

**WEST CENTRAL FLORIDA**

**DATES AND TIMES:** November 7, 2007, 6:00 p.m. – 8:00 p.m. (EDT); November 8, 2007, 9:00 a.m. – 11:00 a.m. (EDT)  
**PLACE:** Hillsborough Community College, Dale Mabry Campus, Library Building, Room 106, 4001 West Tampa Bay Boulevard, Tampa, FL 33614

**NORTH FLORIDA**

**DATES AND TIMES:** November 8, 2007, 6:00 p.m. – 8:00 p.m. (EDT); November 9, 2007, 10:00 a.m. – 12:00 Noon (EDT)  
**PLACE:** Tallahassee Community College, TCC Capitol Center (Located at the Mary Brogan Museum of Art and Science), 300 West Pensacola Street, Room 111, Tallahassee, FL 32301

**CENTRAL FLORIDA**

**DATES AND TIMES:** November 15, 2007, 6:00 p.m. – 8:00 p.m. (EDT); November 16, 2007, 10:00 a.m. – 12:00 Noon (EDT)  
**PLACE:** Valencia Community College, West Campus, Health Sciences Building (HSB), Room 105, 1800 South Kirkman Road, Orlando, FL 32811

**NORTHEAST FLORIDA**

**DATES AND TIMES:** November 19, 2007, 1:00 p.m. – 3:00 p.m. (EDT); November 19, 2007, 5:00 p.m. – 7:00 p.m. (EDT)  
**PLACE:** Florida Community College at Jacksonville (FCCJ), Deerwood Center, Room B1204, 9911 Old Baymeadows Road, Jacksonville, FL 32256

**GENERAL SUBJECT MATTER TO BE CONSIDERED:** The 2008-2013 state plan for administration of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The draft of the state plan along with a meeting registration site may be found on the Department's website at: [http://www.fldoe.org/workforce/perkins/perkins\\_home.asp](http://www.fldoe.org/workforce/perkins/perkins_home.asp).

Persons with disabilities who require assistance to participate in the meeting are requested to notify the Office of Equity and Access, (850)245-9531 (Voice), at least 7 days in advance, so that their needs can be accommodated.

The **Education Practices Commission** announces a hearing to which all persons are invited.

A Teacher Hearing Panel

**DATE AND TIME:** October 26, 2007, 8:30 a.m. or as soon thereafter as can be heard

**PLACE:** Wyndham Jacksonville Riverwalk, 1515 Prudential Drive, Jacksonville, Florida 32207, (904)396-5100

**GENERAL SUBJECT MATTER TO BE CONSIDERED:** The Hearing Panel of the Education Practices Commission will consider final agency action in matters dealing with the disciplining of certified educators.

If a person decides to appeal any decision made by the Commission with respect to any matter considered at this hearing, he or she will need to ensure that a verbatim record of the proceeding is made. The record will include the testimony and evidence upon which the appeal is to be based.

A copy of the agenda may be obtained by contacting: Education Practices Commission, 325 W. Gaines Street, 224 Turlington Building, Tallahassee, Florida 32399-0400.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least 5 days before the workshop/meeting by contacting Kathleen M. Richards. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1(800)955-8771 (TDD) or 1(800)955-8770 (Voice).

The **Florida Atlantic University** announces a public meeting to which all persons are invited.

**DATE AND TIME:** October 31, 2007, 1:00 p.m.

**PLACE:** Boca Raton Campus, Bldg. 69, Room 110, Boca Raton, FL

**GENERAL SUBJECT MATTER TO BE CONSIDERED:** To discuss the relocation of "Elements of Captures" art piece by Dre Devens.

A copy of the agenda may be obtained by contacting Corina Mavrodin at (561)297-0541.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least 48 hours before the workshop/meeting by contacting Corina Mavrodin at (561)297-0541. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1(800)955-8771 (TDD) or 1(800)955-8770 (Voice).

## **Appendix A.2- Summary and Responses to State Plan Recommendations made by Eligible Recipients**

The Division of Workforce Education conducted five public hearings with two sessions at each site in areas throughout the State. The locations and dates of those public hearings were:

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

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

The following narrative summarizes the major recommendations received during the public comment period.

### **Tech Prep**

**Recommendation-** The State of Florida should consider maintaining a separate Tech Prep delivery system under Perkins IV. Tech Prep will continue its history and established identity as an innovative force by retaining flexibility, continuing progressive momentum, and established provision of a greater level of accountability than required by the Basic Grant. A separate and proven Tech Prep delivery system can continue to enhance and innovate career and technical education in Florida with its proven commitment to relevance, rigor, and relationships.

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

The primary purpose of consolidating the two separate delivery systems is to infuse the recognized core Tech Prep elements into a statewide systematic framework. The Division of Workforce Education recognizes the critical role of a consortia infrastructure and intends to award reserve funds to eligible recipients, who would be required to utilize such funds to support a career pathways consortium.

## **Overall Sector Distribution Formula**

**Recommendation-** Maintain the Perkins III overall sector distribution formula with 53% of funds allocated for secondary programs and 47% allocated to postsecondary and adult institutions.

**State Position-** Perkins IV provides the state with the flexibility to determine the allocations among delivery systems. The State of Florida has determined that funding should be allocated to career and technical education programs based on the relative need in each sector: district secondary programs, district postsecondary certificate programs, and community college certificate and degree programs.

Basic Grant Funds will be distributed to three 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 will be calculated for the above categories. Annual sector allocations may change based on changes in reported FTE. The average of 2004-2005, 2005-2006, and 2006-2007 will be used to distribute basic grant funds for 2008-2009. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The new funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and 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.

**Recommendation-** The State should consider allocating postsecondary funds based only on students achieving concentrator status. The use of postsecondary FTE in the overall sector distribution formula is inconsistent with postsecondary accountability measures.

**State Position-** The Accountability subcommittee developed the overall sector distribution formula and determined use of FTE was the most valid, reliable, and consistent method to distribute funds to each sector. Use of “concentrator” definitions are different in the secondary and postsecondary sectors; therefore, it would not be appropriate to use the number of concentrators for this purpose. The State Advisory Committee supported this recommendation and agreed funding should be based on overall sector CTE activity.

**Recommendation** – The State should consider inclusion of secondary ESE FTE categories and secondary dual enrollment FTE categories in the calculation of the overall secondary sector distribution.

**State Position-** The State of Florida has accepted this recommendation and made changes in the Plan and the accompanying appendices to document this. The FTE categories used in the secondary sector distribution include the following: grades 7-8 (cost reporting code 102), 9-12 Basic (cost reporting code 300) and 9-12 ESE (cost reporting codes 113, 254 and 255), and dual enrollment FTE (cost reporting codes 103 B and 103 C). (Not all secondary level courses in the course code directory were included in the calculation.)

**Recommendation** –The State should consider inclusion of all 7-8 courses and 9-12 courses in the calculation of the overall secondary sector distribution. At present, not all secondary level courses in the course code directory were included.

**State Position-** Certain CTE middle school and high school practical arts courses were not included in the secondary sector calculation. Perkins IV historic shift from a vocational education system to a career and technical education system challenges states to “rethink” how to deliver career and technical education. The Division of Workforce Education undertook an extensive review and analysis of the curriculum frameworks to determine if they aligned with the new direction of career and technical education defined in Perkins IV. The following criteria were used in the review of the frameworks:

- 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)?

It was determined that many of the middle school and high school practical arts frameworks required extensive revision in order to stay current with trends and future practice. During 07-08, statewide practitioner review committees will be organized to rewrite and or/restructure specific frameworks to align with Perkins IV. Therefore, the following courses will not be included in the 08-09 secondary sector calculation:

<b>SBF AREA</b>	<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>Grades</b>
Career Wheel	8000200	M/J Exploratory Career Wheel 1	7-8
Career Wheel	8000210	M/J Exploratory Career Wheel 2	7-8
Career Wheel	8000220	M/J Exploratory Career Wheel 3	7-8
Career Wheel	8000230	M/J Exploratory Career Wheel 4	7-8
Career Wheel	8000240	M/J Exploratory Career Wheel 5	7-8
Career Wheel	8000250	M/J Exploratory Career Wheel 6	7-8
Business Technology Education	8200120	Business Leadership Skills	7-9
Diversified	8300310	Workplace Essentials	9-12
Diversified	8300320	Practical Arts General	9-12
Diversified	8300330	Workplace Technology Applications	9-12
Diversified	8301600	Work Experience	9-12
Family and Consumer Sciences	8500120	Personal and Family Finance	9-12
Family and Consumer Sciences	8500140	Career Discovery	7-8
Family and Consumer Sciences	8500430	Personal Development and Career Planning	7-9
Family and Consumer Sciences	8500230	Personal Development	7-9
Family and Consumer Sciences	8500300	Parenting Skills	9-12
Family and Consumer Sciences	8500345	Family Dynamics	9-12
Family and Consumer Sciences	8500375	Blueprint for Professional Success	9-12
Family and Consumer Sciences	8502000	Life Management Skills	9-12
Technology Studies	8600010	Introduction to Technology	7-9
Marketing	8800110	Orientation to Marketing Occupations	7-9
Marketing	8800210	Exploration of Marketing Occupations	7-9
Marketing	8800310	Practical Entrepreneurship	9-12
Public Service	8900210	Exploration of Public Service Occupations	7-9
Public Service	8900220	Exploration of Criminal Justice Occupations	7-9
Other	9001820	Vocational Employability Skills Youth	7-12
Other	9001810	Vocational Employability Skills for Students with Disabilities	7-12
Other	9001910	Vocational Work Evaluation	7-12
Diversified	9100110	Orientation to Career and Technical Occupations	7-9
Diversified	9100210	Exploration of Career and Technical Occupations	7-9

## Accountability and Evaluation

**Recommendation-** The State should consider inclusion of secondary dual enrolled students in its concentrator cohort for measuring secondary performance. This was not the practice in Perkins III.

**State Position-** The State of Florida has accepted this recommendation and secondary dual enrolled students will be included in the concentrator cohort for measuring secondary performance. Perkins IV, as well as state legislation, encourages the use of accelerated mechanisms including dual enrollment to assist students with seamless transition to postsecondary education or training.

The Division of Workforce Education will release a *Secondary Concentrator Course Identification List* based on a modified Florida Gold Seal Vocational Scholars Award table. This identification list will consist of secondary job preparatory 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*.

## Program Administration

**Recommendation-** The State should permit the use of Perkins funds to support all CTE courses identified in the Course Code Directory.

**State Position-** Perkins IV funds will not be permitted to support certain CTE grades 7 and 8 courses and 9-12 courses. (State funds are permitted to support any course in the course code directory.)

Perkins IV requires that 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. The Division of Workforce Education has now developed guidelines for *size, scope and quality* in order to provide guidance to eligible recipients. These three elements of *size, scope, and quality* are new programmatic requirements which must be met by secondary and postsecondary eligible recipients and determines the eligibility of courses for Perkins funding support.

Perkins IV historic shift from a vocational education system to a career and technical education system challenges states to “rethink” how to deliver career and technical education. The Division of Workforce Education undertook an extensive review and analysis of the curriculum frameworks to determine if they aligned with the new direction of career and technical education defined in Perkins IV. The following criteria were used in the review of the frameworks:

- 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)?

It was determined that many of the middle school and high school practical arts frameworks did not align with the Division’s programmatic requirements for *size, scope, and quality* and did not align with Perkins IV. These frameworks required extensive revision in order to stay current with trends and future practice. During 07-08, statewide practitioner review committees will be organized to rewrite and or/restructure specific frameworks to align with Perkins IV. Therefore, the following courses will not be permitted to be supported with Perkins funds:

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

# Carl D. Perkins Career & Technical Education Act of 2006 Statewide Public Meetings on the 2008-2013 State Plan

November 6, 2007

1:00 PM to 3:00 PM

Broward Community College

A. Hugh Adams Central Campus

Public Safety Institute Building 22 Room 155

## ----- Agenda Topics -----

Welcome/ Introductions	Dr. Bonnie Marmor
Opening Remarks	Dr. Bonnie Marmor
Presentation of Perkins IV Highlights	Kathleen Taylor
Questions/Comments	Guests
Closing	Dr. Bonnie Marmor

For more information, please visit our website: [www.fldoe.org](http://www.fldoe.org)

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Dr. Bonnie Marmor	Vice-Chancellor, Workforce Education	<a href="mailto:bonnie.marmor@fldoe.org">bonnie.marmor@fldoe.org</a>
Kathleen Taylor	Perkins IV Implementation Coordinator	<a href="mailto:kathleen.taylor@fldoe.org">kathleen.taylor@fldoe.org</a>
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Gloria Spradley-Brown	Bureau Chief, Grants Administration and Compliance	<a href="mailto:Gloria.spradley@fldoe.org">Gloria.spradley@fldoe.org</a>
Tara Goodman	Educational Policy Director, Budget, Research and Accountability	<a href="mailto:tara.goodman@fldoe.org">tara.goodman@fldoe.org</a>

Appendix A.4 – Copy of Public Hearing Comment Card

***Carl D. Perkins Career and Technical Education Act of 2006  
Statewide Public Meeting on the 2008-2013 State Plan***

**Record of Public Comment  
November 6, 2007, Broward Community College  
Davie, Florida**

Are you:    \_\_\_ Parent/Guardian    \_\_\_ Student    \_\_\_ Educator    \_\_\_ Business/Industry

Name \_\_\_\_\_

Title \_\_\_\_\_ Organization \_\_\_\_\_

Comment or question(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*NOTE: There is a two (2) minute time limit for comments or questions.*


**Appendix A.5 – Copy of Public Hearing Sign-In Sheet**

**Carl D. Perkins Career and Technical Education Act of 2006 Statewide Public Meeting on the 2008-2013 State Plan**

<b>Print Name</b>	<b>Signature</b>	<b>Organization Representing</b>	<b>Address, Phone, Email</b>

**November 19, 2007 – Florida Community College at Jacksonville – 1:00 p.m. – 3:00 p.m.**

# Appendix A.6 – Copy of State Plan Web-based Comment Submission Tool



Tuesday, January 08, 2008 Enter Keywords

### Carl D. Perkins Career and Technical Education Improvement Act 2008-13 State Plan

**Workforce Education - Carl Perkins**

**Web-Based Comment Form for the DRAFT Carl D. Perkins Career and Technical Education Improvement Act 2008-13 State Plan**

**Name:**  
First  Last

**District/School or Postsecondary Institution:**

**E-Mail:**

Please provide us with your comments regarding the specified sections of the State Plan.

**Program Administration:** (max length 2000 characters)

**Programs of Study:** (max length 2000 characters)

Done Internet

**Slide 1**

Florida’s 2008-2013 State Plan for the Administration of the  
Carl D. Perkins Career and Technical Education Act of 2006  
Florida Department of Education  
Division of Workforce Education  
November 2007

**Slide 2**

STATEWIDE PUBLIC MEETINGS

Purpose:

The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested groups and organizations an opportunity to present their views and make recommendations regarding the State plan. Sec. 122, (3)

**Slide 3**

Perkins IV:

Florida’s Commitment to Career and Technical Education

**Slide 4**

NEW DIRECTION FOR CAREER AND TECHNICAL EDUCATION

<b>Vocational Education</b>	<b>Career and Technical Education</b>
For a Few Students	For all Students
For a Few “Jobs”	For all “Careers”
6 to 7 “Program Areas”	16 Clusters- 81 Pathways
In Lieu of Academics	Aligns/Supports Academics
High School Focused	High School and College Partnerships

**Slide 5**

SPIRIT OF THE NEW LAW

Leading Career and Technical Education (CTE) into the 21st century

- Global competition
- Program improvement
- Ensuring modern, durable and rigorous CTE programs

## **Slide 6**

### NEW DIRECTION FOR CTE

- Change in definition to eliminate the focus on sub-baccalaureate careers
- Emphasis on preparation for postsecondary education AND employment
- Preparation not on “job” preparation, but on “academic and technical” preparation
- Increased emphasis on achievement of a degree, certificate or credential

## **Slide 7**

### STATE LEVEL FUNDING

Florida Funding Allocation \$63,435,918

Funding for state level activities is maintained as in current law

- **85%** for local programs
- **10%** for state leadership activities
- **5%** for state administrative activities

## **Slide 8**

Perkins IV

### STATE PLANNING PROCESS

## **Slide 9**

### STATEWIDE PLANNING

The Florida Department of Education requested volunteers from career and technical education (CTE) throughout the state to assist with state plan development. There are over 80 volunteer participants representing secondary institutions, career and technical centers and community colleges involved in the planning process that comprise Florida’s Reauthorization Committee. Committees were formed as follows:

Steering Committee

Planning Committee and State Advisory committee

Incentive Sanctions

CTE Programs Committee, Grants Committee, Accountability Data Committee, and Tech Prep Committee

## **Slide 10**

Highlights from the Draft 2008-2013 State Plan for the Administration of the Carl D. Perkins Career and Technical Education Act of 2006

## **Slide 11**

### 2.0 PROGRAM ADMINISTRATION—PROFESSIONAL DEVELOPMENT

Perkins IV requires that Professional Development be high-quality, sustained and intensive.

One day workshops or conferences are not considered professional development but rather technical assistance.

## **Slide 12**

### 2.0 PROGRAM ADMINISTRATION—PROGRAMS OF STUDY

## What is a Program of Study?

A planning tool for students to “map” out their future coursework. It contains a sequenced listing of academic and CTE courses that connects student’s high school and postsecondary educational experiences.

### Program of Study Elements:

- Aligns secondary and post-secondary education
- Includes academic & CTE content in a coordinated, non-duplicative progression of courses
- May include the opportunity for secondary students to acquire post-secondary credits
- Leads to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree

## Slide 13

CTE Program requirement illustration

## Slide 14

### 2.0 PROGRAM ADMINISTRATION—PROGRAMS OF STUDY

#### Vision/2013 Goal

All students in Florida, including special populations, will have an opportunity to participate in a program of study that will facilitate seamless transition from high school to college and careers.

## Slide 15

### 2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

- Eligible recipients must provide assurances that programs are of such *size, scope and quality* to bring about improvement in the quality of career and technical education
- The specific definitions of “size, scope, and quality” being developed by the Division of Workforce Education will determine the eligibility of courses/programs for Perkins funding support.

## Slide 16

### 2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “size” mean?

- Secondary Eligible Recipients must offer a minimum number of programs\* based on the percentage of CTE enrollment

“large districts” = 5 CTE programs

“medium districts” = 3 CTE programs

“small districts” = 1 program

\* A CTE program must consist of 3 or more courses leading to fulfillment of the requirements of the Florida Gold Seal Vocational Scholars Award

## Slide 17

### 2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “size” mean?

- The secondary and postsecondary eligible recipient must provide an opportunity for students to become CTE concentrators in all programs funded by Perkins.

- Use of Perkins IV funding by secondary eligible recipients are restricted to state-approved CTE courses that are aligned with high school programs of study.

## Slide 18

### 2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

Criteria used for determining state-approved secondary CTE courses:

- 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)?

## Slide 19

### 2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “scope” mean?

- Perkins-funded CTE programs must provide secondary students with opportunities for acceleration (dual enrollment/articulated credit).
- Secondary and Postsecondary Perkins-funded CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.

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## Slide 20

### 2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “quality” mean?

- Secondary and postsecondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state.
- Secondary and postsecondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High Skill, High Wage, or High Demand.

## Slide 21

### 2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “quality” mean?

- Secondary and postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.

## Slide 22

### 4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

#### Secondary Level

- **Participants** –A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program.
- **Concentrators** –A secondary student who has earned three (3) or more credits in a single career and technical education program, or two (2) credits in a single CTE program, but only in those programs where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

## Slide 23

### 4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

#### Postsecondary Level- Community College

- **Participants** –A postsecondary/adult student who has earned one (1) or more credits in any college credit career and technical education program.
- **Concentrators** –A postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.

## Slide 24

### 4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

#### Adult Level-Technical Centers

- **Participants** –A postsecondary/adult student who has earned one (1) or more credits in any clock hour career and technical education program.
- **Concentrators** –A postsecondary student who completes at least one-third of the academic and/or technical hours in a clock hour career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.

## Slide 25

### 4.0 ACCOUNTABILITY AND EVALUATION

- Secondary and postsecondary definitions and measures may be found in Part C “Accountability Forms.”
- Performance levels for Academic Achievement (1S1, 1S2) and Graduation Rate (4S1) are Florida’s AMO’s (Annual Measurable Objectives) as approved under No Child Left Behind (NCLB) as performance measures for these indicators.
- Remaining secondary and postsecondary indicators performance levels will be finalized with USDOE just prior to State Plan submission in March 2008.

## Slide 26

### 4.0 ACCOUNTABILITY AND EVALUATION—NON-TRAD ENROLLMENT AND COMPLETION

‘Non-traditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work. (Section 3, (20))

Coming Soon! The newly revised 2007 Florida Non-Traditional Occupations List

## Slide 27

### 4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

- Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate. (Section 113)

### Phase-in technical skill assessments for all CTE programs

## Slide 28

### 4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

#### USDOE Categories for Assessment—Final Desired Approaches

- **Gold** – An external 3rd party (eg. ASE) assessment of state/industry/postsecondary agreed upon standards (clusters/pathways)
- **Silver** – Teacher/Instructor developed assessment of state/industry/postsecondary agreed upon standards (clusters/pathways) meeting state established validity and reliability guidelines
- *Interim Approach*
- **Bronze** – No longer available after phase-in period includes other indicators of technical skill attainment such as GPA, course completion, program completion, etc.

## Slide 29

### 4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

#### Final Desired Approaches-Gold Standard

- Federal or state regulatory agency-developed assessment instrument leading to licensure;
- Industry-developed assessment instrument leading to industry certification;
- Proprietary company-developed assessment instrument leading to certification of proficiency in one or more company product; and
- Third-party-developed assessment instrument leading to award of state certification of proficiency in the area of study (*May only be used if none of the first three types of Gold Standard assessments are available*).

**Interim Approach** (No longer acceptable after phase-in period)

**Bronze Standard** –

- Student completion of an occupational completion point

## Slide 30

### 4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

- Soon to be released! The 2007 state-approved inventory\* of “Gold Standard” assessments for Perkins Reporting
- Under Construction! *Procedures/Guidelines for adding Industry Certifications to State-Approved Inventory*
- In Progress! Technical Assistance related to collecting and reporting data for measuring technical skill attainment

*\* The state-approved inventory contains industry certifications 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.*

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### 4.0 ACCOUNTABILITY AND EVALUATION—LOCAL ACCOUNTABILITY

- LEAs held accountable for meeting state targets unless LEA initiates negotiations on new performance levels based on defined criteria
- In future program years, the Chancellor may impose fiscal sanctions on LEAs for low performance, no improvement plan or no increase in performance after improvement plan and technical assistance

- In future program years, the Chancellor (with Commissioner approval) may award incentive dollars to LEAs

### **Slide 32**

#### 5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

- Currently, the Tech Prep program is maintained as a separate Title within the bill with its own federal funding stream (\$4,865,867)
- Under Perkins IV, states had the option to combine all or a portion of the Tech Prep grant with funds received from the basic state grant
- Florida has chosen to combine the Tech Prep funds with those of the basic grant
- Using dollars from the Reserve Fund, a formula driven allocation will be available to each eligible recipients to form Career Pathways Consortia

### **Slide 33**

#### 5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

- Each member of the consortium must agree to contribute 1.5% of their basic grant to consortium activities
- Eligible recipients must apply for their specific allocation through the fiscal agent agreed upon by the consortium; each consortium will file a single plan/application (RFA)
- Consortia must include at a minimum one Community College and one School District
- The membership in a Career Pathways consortium may contain new partners

### **Slide 34**

#### 5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

##### **Outcome Objectives**

- Develop a statewide model program of study
- Build and maintain quality articulation agreements
- Enroll every CTE student in a Program of Study
- Provide Professional Development
- Provide comprehensive career guidance and academic counseling to all CTE students including special populations

### **Slide 35**

#### 6.0 FINANCIAL REQUIREMENTS—OVERALL SECTOR DISTRIBUTION FORMULA

Distribute basic grant funds to the three delivery systems based on proportionate share of total career and technical education full-time equivalents (FTE)

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

A three-year average FTE has been calculated for above categories. The average of 2004-05, 2005-06 and 2006-07 FTE is being used to distribute basic grant funds for 2008-09.

## Slide 36

### 6.0 FINANCIAL REQUIREMENTS—SECONDARY AND POSTSECONDARY ALLOCATION FORMULAS

#### **Allocations to Secondary Programs-**

Based on population counts (Census) as prescribed in the law. (<http://www.census.gov/hhes/www/saipe/saipe.html>).

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

## Slide 37

### 6.0 FINANCIAL REQUIREMENTS—SECONDARY AND POSTSECONDARY ALLOCATION FORMULAS

#### **Allocations to Postsecondary Programs-**

Florida uses a federally approved formula based on financial need.

Formula elements:

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

## Slide 38

### RESOURCES

#### **Web Resources**

Office of Vocational and Adult Education - <http://www.ed.gov/about/offices/list/ovae/pi/memoperkinsiv.html>

Peer Collaborative Resource Network – <http://www.edcountability.net/index.cfm>

Florida Department of Education - [http://www.fldoe.org/workforce/perkins/perkins\\_home.asp](http://www.fldoe.org/workforce/perkins/perkins_home.asp)

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