

# Implementation Guide

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

Florida Department of Education

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

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## 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 Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The purpose of this implementation guide is to provide eligible recipients with an understanding of major changes in Perkins IV 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.

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 Perkins IV 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 the Florida Perkins IV State Plan regarding the use of federal Perkins IV 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. The Florida Perkins IV State Plan (2008-2013) may be accessed at <http://www.fldoe.org/workforce/dwdgrants> on the Division of Workforce Education's website.

The Division of Workforce Education is in the process of negotiating the Florida Perkins IV State Plan (2008-2013) with the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). Once finalized, the State Plan will reflect agreed upon state level performance targets.

The timeline to submit the new Florida State Plan and the Florida Department of Education to issue grant awards for the 2008 - 2009 program year (July 1, 2008 – June 30, 2009) is as follows:

Timeline	Actions
February 19, 2008	State Board of Education will review and approve the Florida's Perkins IV State Plan (2008-2013)
February – March 2008	OVAE reviews and reaches agreement with States on performance levels for the core indicators of performance
On or before April 1, 2008	FLDOE will submit Florida's Perkins IV State Plan (2008-2013) to OVAE
March 2008	FLDOE will post Perkins IV Request for Applications (RFA) on the Division of Workforce Education's website
March/April 2008	FLDOE will offer a Telecast Funding Workshop on the new Perkins IV and RFA requirements.
May 30, 2008	Perkins IV RFA/Local Plans are due to FLDOE
June 2008	FLDOE will review and approve RFAs/Plans
July 2008	Upon the receipt of OVAE's official grant award notification (July 1, 2008 – June 30, 2009) to State, 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.

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, postsecondary 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 – “Articulation Agreement,” “Scientifically Based Research,” “Secondary Education Tech Prep Student”, and “Postsecondary Education Tech Prep Student.”

## III. Transition Provisions (Section 4)

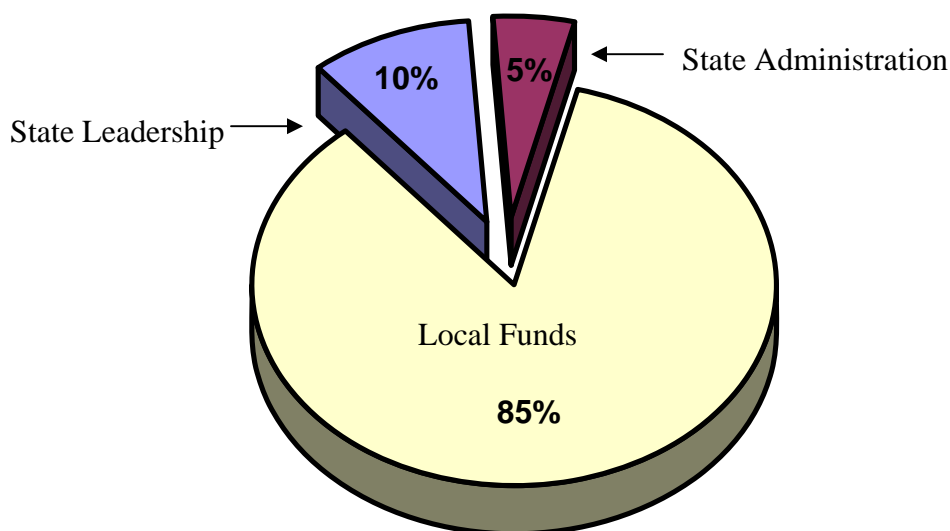
States were given the option beginning July 1, 2007, to prepare a one-year Transition Plan to operate during 2007-2008 and a five-year State Plan covering 2008-2013 to guide Career and Technical Education activities in the State.

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

## IV. In-State Allocation (Section 112)

The Act uses the same state allocation formula as the Perkins III. 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). 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 IV Act 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 to 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 of this Act

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

1. the coordination for the development, submission, and implementation of the State Plan, and
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 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. For the FY 2008-2009, Florida will allocate these dollars to rural areas and areas with high percentages of CTE students.

## **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:

- Career and technical skill attainment, including achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
- Student attainment 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 (2008 and 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**

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 ESEA and the categories of special populations identified in Perkins IV. These reports must be made available to the public.

#### **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 ESEA and the categories of special populations identified in Perkins IV. These reports must be made available to the public.

## **VI. Florida Perkins IV State Plan (Section 122)**

Each state seeking funding under the Act, must submit a plan to the Secretary of Education. The Florida 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 Perkins III, 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 ages 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- to17-year olds who reside in the school district
- 70% allocated to LEAs based on the number of 5-to17- 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 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 Perkins IV uses the same **postsecondary** in-state distribution formula as the Perkins III, basing the allocation on the number of individuals receiving federal Pell grants and the number of recipients receiving assistance from the 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 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 Perkins III, 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 purposes. The balance of 95% of the funds must be used to improve CTE programs as described in the nine (9) required uses of funds and twenty (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 Perkins III, 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 of Effort**

The Act uses the same “maintenance of effort” language as the Perkins III to ensure that states continue to provide funding for CTE programs at least at 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 Perkins IV.

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

This Section states that nothing in the Perkins IV 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 IV 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 Perkins IV State Plan  
(2008-2013)  
Information and Programmatic  
Requirements

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

The new 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV) is authorized in legislation through Fiscal Year (FY) 2012, for a total of six years. While much of the Perkins IV law is very similar to the Perkins III, there are some significant changes in content and focus. The Florida Perkins IV State Plan (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.

The State Plan places emphasis on preparation for postsecondary education and employment. It eliminates the focus on sub-baccalaureate careers since 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. Funding Allocation (Section 112)**

Florida receives 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 Basic State Grant allocation totaling \$65,622,232 for FY 2008-2009 upon approval of the State Plan. (Florida's Tech Prep allocation will be consolidated with the Basic State Grant on July 1, 2008.)

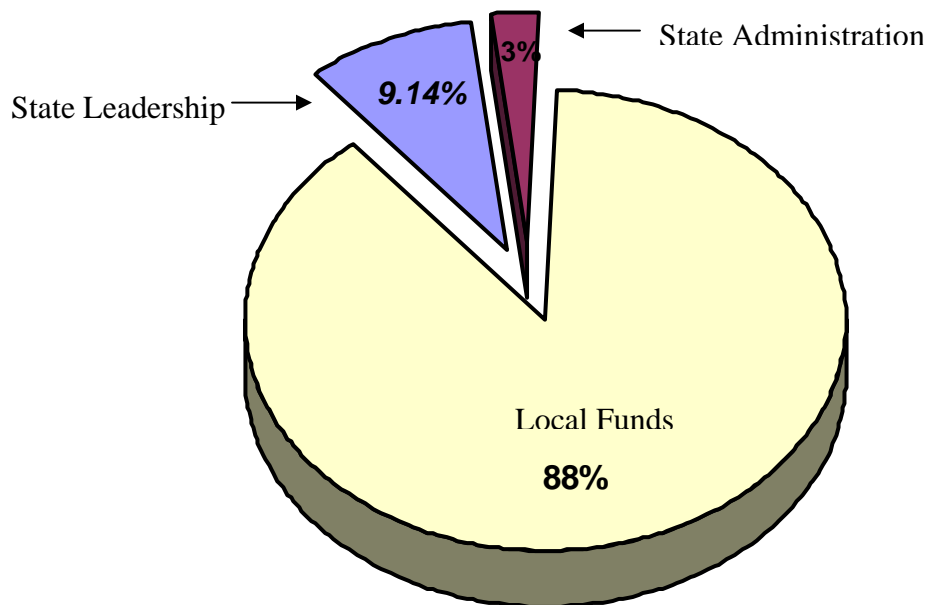
### **a. 2008-2009 Allocation Categories**

For the FY2008-2009, the following allocations will be made pursuant to 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
- Reserve Option – 9% of the 88.34% of Basic Grant Funds

Florida will exercise its right to reserve 9% of the 88.34% of the funds sent out to local programs to support uses described in Section 135 of the Perkins IV 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 the Blind, University Developmental Research Schools, and Career Pathways Consortia.



#### **a. 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 2004-2005, 2005-2006, and 2006-2007 was used to allocate 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. 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>.

**b. Basic Grant Sector Distribution Formula**

Florida will allocate the 2008-2009 Basic Grant in the following sector percentages:

- Secondary - 51.44%
- Postsecondary technical centers - 12.51%
- Postsecondary community colleges - 36.05%

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

As noted above, the secondary sector will receive 51.44% 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.

- 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)

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, postsecondary community colleges will receive 36.05% of the funds available to aid local eligible recipients (Section 112) and postsecondary technical centers will receive 12.51% of the funds available to aid local eligible recipients (Section 112).

Florida will distribute funds by an alternate 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

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 new valid and reliable definitions to identify appropriate CTE students. Florida's new 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 new 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.  
(See below.)

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)

##### **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 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, 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 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 each of the postsecondary core indicators of performance (see Florida’s Perkins IV Performance Measures) for 5P1. Community Colleges and Colleges report these students in the Community College and Colleges Database.

### 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 and Colleges report these students in the Community College and Colleges Database.

## 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 each of the postsecondary core indicators 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 and Colleges Database. CCTCMIS provides this information to the Division of Workforce Education.

### 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. Technical Centers report these students in WDIS and Community Colleges and Colleges report these students in the Community College and Colleges Database. CCTCMIS provides this information to the Division of Workforce Education.

**b. Perkins IV Performance Measures**

Perkins IV requires that states develop new 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 new 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 new measures are as follows:

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hr)
<p><b>IS1 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>IS2 Academic Attainment - Math</b>  <b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level 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 the reporting year.</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 the reporting year.</p>
<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</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</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>

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hr)
concentrators who have left secondary education in the reporting year.	year.	
<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 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 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><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 (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><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 (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.</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</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</p>

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hr)
<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.	concentrators in college credit programs identified as non-traditional for their gender.	concentrators in certificate (clock hour) programs identified as non-traditional for their gender.

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

Florida has developed a new secondary and postsecondary non-traditional identification list using the 2006-2007 program enrollments to determine the non-traditional status for each of the programs available in the state. Florida has determined that the best predictor of non-traditional CTE programs is past enrollment data. This list will be reviewed and updated every two years based on enrollments from the previous year.

Local eligible recipients must use this revised list in order 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/dwdgrants>

**d. IMPORTANT! Additional Information Regarding Measurement of Technical Skill Attainment (3S1, 1P1, 1A1)**

Florida has developed an inventory of state-approved available and appropriate technical skill assessment instruments to be used by eligible recipients to assess the technical skill attainment of their Career and Technical Education students. The state-approved inventory contains industry certifications, 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.

Local eligible recipients must use this inventory in order to identify the approved certifications, assessments, licensures that may be used to measure technical skill attainment, and to ensure accurate reporting for secondary and postsecondary technical skill attainment. The Perkins IV Technical Skill Attainment Inventory will be posted in late spring 2008 at <http://www.fldoe.org/workforce/dwdgrants>.

Local eligible recipients that wish to use assessment instruments not contained in the inventory for measuring technical skill attainment may request an instrument evaluation by the Division of Workforce Education for inclusion in the inventory. Formal documentation of the instrument's reliability and validity will be required before the recommended instrument will be considered for inclusion in the inventory. The specific procedures related to the addition of industry certifications may be found in the 2008-2013 Perkins IV State Plan, Appendix F located at: <http://www.fldoe.org/workforce/dwdgrants>.

Additional information regarding state and local accountability may be found in Section 4.0 of the 2008-2013 Perkins IV State Plan located at <http://www.fldoe.org/workforce/dwdgrants>.

## VII. Adjusted Levels of Performance

The Division of Workforce Education will negotiate state adjusted Levels of Performance for each core indicator with the OVAE for the first, third and fifth years. The Sample Secondary Accountability Chart that follows provides each core indicator of performance for CTE students at the secondary level that FLDOE deems valid and reliable. In column six (6) of the Secondary Accountability Chart are the agreed performance percents between FLDOE and OVAE. **It is expected that these state adjusted levels will be adopted by eligible recipients** as their agreed-upon local level of performance for each of the core indicators of performance during 2008-2009.

### a. Local Levels of Performance

During 2008-2009, eligible recipients will be expected to continually make progress toward improving the performance of career and technical education students as required by Section 113(b)(2)(A) of Perkins IV.

Local eligible recipients are expected to meet the state adjusted levels of performance.

The Division of Workforce Education will provide eligible recipients with Perkins IV local level of performance core indicator data under separate cover. These local level data reports will identify improvement targets. These data are derived from reports submitted by the eligible recipients for program year 2006-2007 on career and technical education students via the FLDOE statewide management information system. Eligible recipient's individual performance level for each indicator will be expressed in percentages. Eligible recipient's individual performance level of each indicator is expressed in percentages by taking the local total population as the denominator and dividing into the lesser number of more prescriptive successes as the sample or the numerator.

Subsequently, the eligible recipient's performance level percentage for each indicator is then compared to the state performance target for each indicator. Eligible recipients with performance percentage on an indicator from the 2006-07 reports that is equivalent to or exceeds the state assigned local target will be displayed in the color green. Local performances that reflect a performance achievement in the range of 90-99.99 percent are displayed in the color yellow. Local achievements that are less than 90 percent of the state assigned target are expressed in the color red.

Using the aforementioned color coding (green, yellow, red), the following is how the continuous performance model shall be implemented:

- **GREEN:** Using preceding year data, those eligible recipients that successfully achieve or exceeded accepted target levels shall have their level increased the following year by a nominal rate of only .5%.
- **YELLOW:** Whereas eligible recipients achieving between 90-99% of the previous years' expected target shall be required to render **formal strategies for improvement** and will have their target reset at the state standard.
- **RED:** Whereas eligible recipients achieving below 90% of the previous years' expected target shall be required to develop and **submit an improvement plan** for that core indicator plus have their target reset at the state standard.

## Sample Secondary Accountability Chart

Name of Eligible Recipient						
Type of Program	SECONDARY EDUCATION PROGRAMS					
Project Number						
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Core Sub-Indicator	Measurement Definition	Measurement Approach	Baseline (2006-2007)	Year One	Year Two	Year Three
				7/01/07 -6/30/08	7/01/08 – 6/30/09	7/01/09 – 6/30/10
1S1 <i>Academic Attainment – Reading/ Language Arts</i> 113(b)(2)(A)(i)	<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.	State Administrative Records	SB: ____%	SL: <u>44.00%</u> SA: ____%	SL: <u>51.00%</u> <b>Agreed</b>	SL: ____%
			LB: ____%	LL: <u>44.00%</u> LA:49.00%	LL: <u>51.00%</u> <b>Agreed</b>	LL: ____%
1S2 <i>Academic Attainment – Mathematics</i> 113(b)(2)(A)(i)	<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.	State Administrative Records	B: ____%	L: <u>50.00%</u> A: ____%	L: <u>56.00%</u> <b>Agreed</b>	L: ____%
2S1 <i>Secondary Technical Skills</i> 113(b)(2)(A)(ii)	<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	State Administrative Records	B: ____%	Not required	L: ____% <b>Agreed</b>	L: ____%

	in the reporting year.					
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<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.	State Administrative Records	B: ____%	Not required	L: ____% Agreed	L: ____%
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<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).	State Administrative Records	B: ____%	L: <u>70.00%</u> A: ____%	L: <u>71.00%</u> Agreed	L: ____%
5S1 Secondary Placement 113(b)(2)(A)(v)	<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 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).	State Administrative Records	B: ____%	Not required	L: ____% Agreed	L: ____%
6S1 Nontraditional Enrollments 113(b)(2)(A)(vi)	<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.	State Administrative Records	B: ____%	Not required	L: ____% Agreed	L: ____%
6S2 Nontraditional Completion	<b>Numerator:</b> Number of senior CTE concentrators in programs identified as non-traditional for their	State Administrative Records	B: ____%	Not required	L: ____% Agreed	L: ____%

113(b)(2)(A)(vi)	<p>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.</p> <p><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>					
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Note: SB = State Baseline, LB = Local Baseline, SL = State Negotiated Performance Level, LL = Local Negotiated Performance Level, SA = Actual Performance LA = Local Actual Performance.

## **b. Requests for Negotiation**

During the 2008-2009 program year, should local eligible recipients determine they are unable to accept the state performance targets for secondary academic attainment in reading and math (1S1, 1S2) and graduation rate (4S1), they may negotiate “new” lower local levels of performance targets with the Division of Workforce Education by requesting a negotiation.

The remaining secondary performance indicators (2S1, 3S1, 5S1, 6S1, 6S2) and all postsecondary performance indicators may be negotiated beginning with the 2009-2010 program year, once one full year of actual data is available.

Steps to negotiate the local adjusted level of performance are prescribed as follows:

1. Eligible recipients interested in negotiating a local level of performance must have their agency head or authorized designee submit a signed, written request to the Division of Workforce Education offering a compelling appeal for an adjusted level of performance.
2. Local eligible recipients must submit a request for negotiation to the address below, not more than ten (10) business days from the date of the memorandum entitled: “Perkins Accountability: 2008-2009 Performance Measures.

Name of Program Manager  
Division of Workforce Education  
Florida Department of Education  
325 West Gaines Street, Room 700  
Tallahassee, FL 32399-0400

Requests for local adjusted levels of performance received by the aforementioned office beyond ten (10) business days shall be disregarded; the state performance indicator level shall apply.

3. The local eligible recipient must propose levels of 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.”

4. Eligible recipients are expected to provide a compelling rationale in quantitative terms explaining justification for latitude on the expected local performance indicator. The rationale shall address the following:
  - i. What unique characteristics of your agency prohibit the agency from meeting the state established levels of performance?
  - ii. Explain the agency's efforts to implement continuous improvement strategies.
5. The format for the request and accompanying documentation is as follows:
  - Arial font
  - size 12-point
  - double spaced
  - does not exceed 1 page per indicator for the rationale
  - all pages numbered, including cover
  - page number at the bottom right of each page
  - no more than a total of three (3) additional pages for relevant supporting documentation
  -
6. All LALP requests must contain, at a minimum the following information:
  - Name of the eligible recipient / agency
  - Name and contact information for designated negotiator
  - Eligible recipient mailing address
  - Agency head and/or authorized project designee
  - Telephone number
  - Fax number
  - E-mail address
7. Extraordinary circumstances: Complete revisions of the state adjusted levels of performance 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 of time. 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.

**All local levels of performance must be agreed upon before FLDOE can issue any eligible recipient a 2008-2009 award letter.** The final decision and/or approval of any negotiated local adjusted level of performance rests with the Chancellor of Workforce Education.

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

Florida requires eligible recipients to submit a five year Perkins IV Local Plan/Application in order to qualify for Perkins IV funds. Eligible recipients must address the 12 content items identified in Section 134(b) of the Act. In addition, eligible recipients will be required to address new state requirements established by Florida in its State Plan.

The Local Plan/Application requires eligible recipients to 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 new 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	5 CTE Programs
Medium Districts	3 CTE Programs
Small Districts	1 Program**

The following Secondary Size Identification Table 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 the Blind are classified as “small” districts.

**Secondary Size Identification Table**

District	2006-2007 Enrollment Count	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
Miami-Dade	41,962	large	13.04%	5
Hillsborough	26,500	large	8.24%	5
Broward	25,767	large	8.01%	5
Palm Beach	23,192	large	7.21%	5
Orange	14,151	large	4.40%	5
Pinellas	13,819	large	4.30%	5
Polk	13,328	large	4.14%	5
Duval	10,559	large	3.28%	5
Lee	9,338	medium	2.90%	3
Volusia	9,160	medium	2.85%	3
Seminole	7,926	medium	2.46%	3
Brevard	7,089	medium	2.20%	3
Osceola	7,041	medium	2.19%	3
Lake	6,975	medium	2.17%	3
Marion	6,909	medium	2.15%	3
Manatee	5,518	medium	1.72%	3
Escambia	5,476	medium	1.70%	3
St Lucie	5,352	medium	1.66%	3
Pasco	5,180	medium	1.61%	3
Clay	4,777	medium	1.48%	3
Collier	4,733	medium	1.47%	3
Sarasota	4,648	medium	1.44%	3
Okaloosa	4,050	medium	1.26%	3
Indian	3,837	medium	1.19%	3
Hernando	3,639	medium	1.13%	3
Leon	3,603	medium	1.12%	3
Bay	3,320	medium	1.03%	3
St Johns	3,183	medium	0.99%	3
Santa Rosa	2,916	small	0.91%	1
Alachua	2,909	small	0.90%	1
Martin	2,278	small	0.71%	1
Flagler	2,260	small	0.70%	1
Charlotte	2,044	small	0.64%	1
Citrus	2,034	small	0.63%	1
Monroe	1,702	small	0.53%	1
Putnam	1,698	small	0.53%	1
Okeechobee	1,615	small	0.50%	1
Nassau	1,546	small	0.48%	1
Sumter	1,501	small	0.47%	1
Highlands	1,388	small	0.43%	1
Columbia	1,275	small	0.40%	1
Jackson	1,237	small	0.38%	1

District	2006-2007 Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
Hendry	1,124	small	0.35%	1
Walton	1,090	small	0.34%	1
Levy	1,020	small	0.32%	1
Baker	993	small	0.31%	1
Suwannee	924	small	0.29%	1
Wakulla	872	small	0.27%	1
Holmes	840	small	0.26%	1
Madison	828	small	0.26%	1
Hardee	756	small	0.23%	1
Bradford	645	small	0.20%	1
DeSoto	540	small	0.17%	1
Gilchrist	505	small	0.16%	1
Gadsden	501	small	0.16%	1
Dixie	476	small	0.15%	1
Union	459	small	0.14%	1
Calhoun	411	small	0.13%	1
Hamilton	384	small	0.12%	1
Liberty	317	small	0.10%	1
Gulf	304	small	0.09%	1
Washington	297	small	0.09%	1
Franklin	238	small	0.07%	1
Taylor	201	small	0.06%	1
Glades	193	small	0.06%	1
Jefferson	190	small	0.06%	1
Lafayette	180	small	0.06%	1
<b>State Total</b>	<b>321,723</b>		<b>100.00%</b>	

**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, 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 may be used to identify High-Skill, High-Wage 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.

Upon extensive framework review it was determined that the following 26 courses are no longer eligible to be supported with Perkins federal funding as of 2008-09, although state funding may still be used for them. The second is a list of nine (9) courses that will only be eligible for federal funding for one more year. During 2008-2009, practitioners from the field will be revising these courses to meet *size, scope, and quality* criteria. 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 below grade 7.

**Chart I: Courses No Longer Eligible 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	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	8500230	Personal Development	7-9
Family and Consumer Sciences	8500430	Personal Development and Life 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	8600010	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

**Chart II: Courses eligible to be supported with Perkins IV funds only through 2008-09**

Health Education	8400110	Orientation to Health Occupations	7-9
Health Education	8417106	Orientation to Nursing	7-9
Family and Consumer Sciences	8500330	Life Choices	7-8
Family and Consumer Science	8500130	Life Choices and Career Planning	7-8
Family and Consumer Sciences	8500240	Teen Challenges	7-8
Family and Consumer Sciences	8500310	Child Development	9-12
Business Technology Education	8200120	Business Leadership Skills	7-9
Marketing	8800310	Practical Entrepreneurship	9-12
Marketing	8800210	Exploration of Marketing Occupations	7-9

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

F.S. 1004.925 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 IV 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 meet the new 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, or High-Demand. \* ...AND**

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

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

**IMPORTANT! Additional Information Regarding 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 IV funds, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that the program is in process of obtaining certification.

**c. Program of Study Requirements**

The 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 programs of study in Section 122(c)(1)(A).

During the 2007-2008 transition year, the FLDOE required local eligible recipients to submit one planned or implemented Program of Study with details about implementation and marketing strategies. To assist with this requirement, the FLDOE

developed a template and statewide samples for each Career Cluster Pathway where programs existed.

Florida has developed additional state requirements for Program of Study implementation. These requirements must be met by secondary and postsecondary eligible recipients. As detailed below, the requirements may be met individually by the local eligible recipient or may be assigned to a Career Pathways Consortium, whose core mission is to develop local, regional and statewide programs of study on behalf of its members.

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).

<b>Program of Study State Requirements</b>	<b>Year 1 (08-09)</b>	<b>Year 2 (09-10)</b>	<b>Years 3-5 (10-13)</b>
<p>Eligible recipients must transfer a negotiated percentage of existing local level Programs of Study to the State Program of Study Template that incorporates the elements listed above and in Section 122(c)(1)(A)(i-iv)</p> <p>Eligible recipients must:</p> <ol style="list-style-type: none"> <li>1. submit list of eligible recipient’s already existing Programs of Study application</li> <li>2. obtain agency head (school district superintendent and community college president or their designees) verification on existing programs of study offered by the eligible recipient.</li> </ol>	<b>X</b>	<b>X</b>	<b>X</b>
<p>Convert a minimum negotiated percentage of CTE programs offered an eligible recipient into a Program of Study using the state template. The conversion percentage will be negotiated with FLDOE staff in the Division of Workforce Education.</p> <ol style="list-style-type: none"> <li>1. The Programs of Study must incorporate the elements listed above and in Section 122(c)(1)(A)(i-iv) and must be available to CTE students in the following school year.</li> </ol>	<b>X</b>	<b>X</b>	<b>X</b>

<p>2. These Programs of Study must be submitted with the local application the following year.</p> <p>3. Must include agency head (school district superintendent and community college president or their designees) verification on newly converted programs of study offered by the eligible recipient.</p> <p>FLDOE Negotiation criteria may include the following:</p> <ol style="list-style-type: none"> <li>1. High demand/enrolled programs</li> <li>2. Local and regional workforce needs</li> </ol>			
<p>Select an already existing local Program of Study and work with FLDOE Division of Workforce Education staff to develop a statewide model Program of Study and secondary and postsecondary statewide articulation for that Program of Study.</p>		<b>X</b>	<b>X</b>

**Options for Eligible Recipients**

Florida will require eligible recipients select an option as to how they will meet the new state Program of Study implementation requirements. This option will be provided in the Local Plan/Application.

Option Features	Option 1	Option 2
<b>Basic Grant Funding</b>	Eligible Recipient elects to join a Career Pathways Consortium and commits a minimum 1.5% of Basic Grant funds to support the consortium.	Eligible recipient elects not to join Career Pathways Consortium and must expend a minimum 3% of Basic Grant Funds to carry out Program of Study requirements individually.
<b>Program of Study Requirements</b>	Consortium carries out Program of Study requirement on behalf of eligible recipient.	Eligible recipient responsible for Program of Study Requirements.

**IX. Tech Prep and Career Pathways Consortia (Title II)**

During the 2006-2007 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.

**a. Consolidation of Funds (Section 202)**

Florida will consolidate all Tech Prep Title II funds with Title I funds beginning July 1, 2008. Eligible recipients shall file a Local Plan/Application for funding according 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.

**b. Career Pathways Consortia**

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.

The core mission of the Career Pathways Consortia will be to develop local, regional and statewide programs of study on behalf of its members.

**Consortia Structure and Funding**

Eligible members of a Career Pathways Consortium may be school districts, district technical centers, and community colleges. Consortia may be comprised of the same membership as under Tech Prep but it is not a requirement. At a minimum, a consortium must be comprised of at least one secondary partner and one postsecondary partner. Consortium membership is a local decision based on the needs and priorities

of the service delivery area. Determination of consortium fiscal agent will be a local decision based on the needs and priorities of the consortium members.

Consortia members are required to allocate a minimum of 1.5% of their Basic Grant Funds to support the Consortia in order to carry-out its mandated requirements. It is important to note that participation in a Career Pathways Consortium is considered voluntary. Eligible recipients that do not choose to participate in a consortium will not be eligible to apply for Reserve Fund allocations. In addition, non-participating eligible recipients will be required to carry-out the identical requirements as the Career Pathways Consortium with 3% of their Basic Grant funds.

Each eligible sector (secondary school districts, technical centers, and community colleges) will receive an allocation. For more information on the distribution of funds to Career Pathways Consortia, please refer to the *Guidelines and Operational Procedures for the Distribution of Reserve Funds to Support Career Pathways Consortia* found in the 2008-2013 Perkins IV State Plan, Appendix J.5 located at <http://www.fldoe.org/workforce/dwdgrants>.

**Career Pathways Consortia Implementation Requirements-**

Program of Study State Requirements	Year 1 (08-09)	Year 2 (09-10)	Years 3-5 (10-13)
<p>Career Pathways Consortium must transfer a negotiated percentage of existing local level programs of study to the State Program of Study Template that incorporates the elements listed above and in Section 122(c)(1)(A)(i-iv)</p> <p>Eligible recipients must:</p> <ol style="list-style-type: none"> <li>1. submit list of consortium’s already existing programs of study to be converted to the state template with the Career Pathways Consortia application</li> <li>2. obtain agency head (school district superintendent and community college president or their designees) verification on existing programs of study offered by the eligible recipient.</li> </ol>	<b>X</b>	<b>X</b>	<b>X</b>
<p>Convert a minimum negotiated percentage of CTE programs offered by members of a consortium into a Program of Study using the state template. The conversion percentage will be negotiated with FLDOE staff in the Division of Workforce Education.</p> <ol style="list-style-type: none"> <li>1. The programs of study must incorporate the elements listed above and in Section 122(c)(1)(A)(i-iv) and must be available to CTE students in the following school year</li> <li>2. These programs of study must be submitted with the Career Pathways Consortium application the following year.</li> <li>3. Must include agency head (school district superintendent and community college president or their designees) verification on newly converted programs of study offered by the consortium.</li> </ol> <p>FLDOE Negotiation criteria may include the following:</p> <ol style="list-style-type: none"> <li>1. High demand/enrolled programs</li> <li>2. Local and regional workforce needs</li> <li>3. Final decision and/or approval determined by the Chancellor of Workforce Education.</li> </ol>	<b>X</b>	<b>X</b>	<b>X</b>
<p>Select an already existing local/regional consortium Program of Study and work with FLDOE Division of Workforce Education staff to develop a statewide model Program of Study and secondary and postsecondary statewide articulation for that Program of Study.</p>		<b>X</b>	<b>X</b>

For inquires regarding the Carl D. Perkins Career and Technical Education Act of 2006 or this Implementation Guide, please contact your Grants Administration Program Manager listed below:

<b>West Team</b>	<b>West Team</b>	<b>West Team</b>
<p><b>John Occhiuzzo</b>  <a href="mailto:John.Occhiuzzo@fldoe.org">John.Occhiuzzo@fldoe.org</a>            850/254-9042</p> <p>Bay            Calhoun            Escambia            Franklin            Gadsden            Gulf            Holmes            Jackson            Leon</p> <p>Liberty            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            Lee            Monroe</p>	<p><b>Lyle Richmond</b>  <a href="mailto:Lyle.Richmond@fldoe.org">Lyle.Richmond@fldoe.org</a>            850/245-9045</p> <p>De Soto            Hardee            Hernando            Highlands            Hillsborough            Manatee            Pasco            Pinellas            Polk            Sarasota</p>
<b>East Team</b>	<b>East Team</b>	<b>East Team</b>
<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            Jefferson            Lafayette</p> <p>Madison            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            Indian River            Martin            Okeechobee            Orange            Osceola            Palm Beach            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            Flagler            Lake            Levy            Marion            Putman            St. Johns            Sumter            Volusia</p>

If you have additional inquires please submit your questions and comments to this e-mail address [Perkins2008@fldoe.org](mailto:Perkins2008@fldoe.org).

The Florida Department of Education looks forward to working with you on behalf of Florida's Career and Technical Education students.