

6.0 FINANCIAL REQUIREMENTS

6.1 Allotment of Funds Made Under Section 111 Among Secondary Level Career and Technical Education, or Postsecondary and Adult Level Career and Technical Education, or Both, Including the Rationale for Such Allocation [Sec. 122(c)(6)(A); Sec. 202(c)].

Overall Distribution of Funds to LEAs

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. Florida will continue to use student participation in career and technical programs at each level, measured by contact hours and converted to full-time equivalent (FTE) students, for the State allocation formula. The full-time equivalent student enrollment in career and technical education is used for developing a formula for distributing the funds.

The amounts of funds appropriated for each level will be derived by using the following FTE categories to determine each sector's percentage of basic grant funds:

1. District Secondary FTE (7-12): the number of grades 9-12 Career Education FTE reported by local educational agencies and calculated grades 7-8 Career Education FTE based on course enrollments of 7th and 8th graders reported by local educational agencies; the number of grades 9-12 ESE FTE reported by local educational agencies; and Dual Enrollment FTE reported by local educational agencies
2. District Postsecondary FTE: the number of Vocational Certificate (PSAV) and Applied Technology Diploma (ATD) FTE reported by local educational agencies
3. Community College Certificate and Degree FTE: The number of postsecondary vocational (PSV) FTE and postsecondary adult vocational (PSAV) FTE reported by community colleges

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. Basic Grant Funds will be distributed to three career and technical 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 will be calculated for categories listed above. 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 career and technical education 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. Please see Appendix G.1 for the 2008-2009 percentage allocation per sector and Appendix J.4 for the *Guidelines and Operational Procedures for the Overall Sector Distribution of Funds*.

The percentage of basic grant funds for each delivery system will be calculated using a three-year average FTE as follows:

Secondary – District Percentage (%) =

$$\frac{\text{District Secondary FTE (7-12)}}{\text{District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE}}$$

Postsecondary – District Percentage (%) =

$$\frac{\text{District Postsecondary FTE}}{\text{District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE}}$$

Postsecondary – Community College Percentage (%) =

$$\frac{\text{Community College Certificate and Degree FTE}}{\text{District Secondary FTE (7-12) + District Postsecondary FTE + Community College Certificate and Degree FTE}}$$

6.2 Specific Dollar Allocations Made Available by the Eligible Agency for Career and Technical Education Programs Under Section 131(a)-(e) of the Act and How These Allocations are Distributed to Local Educational Agencies, Area Career and Technical Education Schools, and Educational Service Agencies Within the State [Sec. 131(g); Sec. 202(c)].

Allocations to Secondary Programs

Florida will utilize the most recent satisfactory data provided by the Secretary of the Bureau of the Census for the purpose of determining eligibility under Title 1 of the Elementary and Secondary Education Act of 1965 to proportionally allocate funds to each secondary (7-12) district. (<http://www.census.gov/hhes/www/saipe/saipe.html>). The data from the U.S. Census Small Area Income and Poverty Estimates (SAIPE) are used to estimate the number of children in poverty and total number of children ages 5 through 17, in each school district. The formula is divided into two parts based on total population of children in the district and total children in poverty:

- 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)

Please refer to the secondary allocation chart in Appendix G.2.

6.3 Specific Dollar Allocations Made Available by the Eligible Agency for Career and Technical Education Programs Under Section 132(a) of the Act and how these Allocations are Distributed to Postsecondary Institutions within the State [Sec. 132(a); Sec. 202(c)].

Allocations to Postsecondary Programs

The Division of Workforce Education will submit a proposed alternative allocation formula for distribution of postsecondary career and technical education programs to the Secretary of the U.S. Department of Education.

Florida is unique in the administration of career and technical education by having a dual delivery system at the postsecondary level consisting of area career and technical education centers and community colleges. The institutions are geographically located in rural and urban areas so that all persons have ready access to the institution of their choice.

Low level of participation in the Pell Grant program by area career and technical education centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in career and technical postsecondary and adult programs. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary career and technical education programs, thereby generating a more equitable distribution of funds.

Funds are 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 Welfare Wages

In future program years, the Division of Workforce Education intends to add "recipients of the Florida Student Assistance Grant" and "recipients of Florida Financial Aid Fees" as additional elements to the proposed alternative postsecondary formula. These elements are not being utilized in 2008-2009 because recipient data will not be available.

Please refer to the postsecondary allocation charts in Appendix G.3.

6.4 Allotment of Funds Made Among Consortia that Will be Formed Among Secondary Schools and How Funds Will be Allocated Among the Members of the Consortia Including the Rationale for Such Allocation [Sec. 122(c)(6)(B); Sec. 202(c)].

Eligible institutions may enter into a consortium for the purposes of receiving funds for secondary programs. Eligible institutions or consortium must qualify for a grant of at least \$15,000 to receive an allocation. Such consortia must provide services to all secondary institutions participating in the consortium. The services provided must be of sufficient size, scope, and quality to be effective. Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purposes of programs benefiting only one member of the consortium. Secondary eligible applicants with an allocation of less than \$15,000 may request a waiver based on being located in a rural, sparsely populated area, and an inability to enter into a consortium. Waiver requests must be submitted to the Division of Workforce Education.

6.5 Allotment of Funds Made Among Consortia That Will be Formed Among Postsecondary Schools and How Funds Will be Allocated Among the Members of the Consortia Including the Rationale for Such Allocation [Sec. 122(c)(6)(B); Sec. 202(c)].

Eligible institutions may enter into a consortium for the purposes of receiving funds for postsecondary programs. Eligible institutions or consortia must qualify for a grant of at least \$50,000 to receive an allocation. Such consortia must provide services to all postsecondary institutions participating in the consortium. The services provided must be of sufficient size, scope, and quality to be effective. Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purposes of programs benefiting only one member of the consortium. Postsecondary eligible applicants with an allocation of less than \$50,000 may request a waiver to waive the application of Section 132 (a)(3)(A)(i) (*provide services to all postsecondary institutions participating in the consortium*) in any case in which the eligible recipient is located in a rural, sparsely populated area. Waiver requests must be submitted to the Division of Workforce Education.

6.6 Data Adjustments Used to Make the Allocations Reflect Any Changes in School District Boundaries that May Have Occurred Since the Population and/or Enrollment Data was collected [Sec. 131(a)(3)].

Data adjustments will not be necessary as Florida has 67 school districts, one for each county. These district boundaries do not change as they are constitutional boundaries. All charter schools in Florida are public schools and have been approved to use the term “charter” in its name. Public charter schools and Florida’s one K-12 Bureau of Indian Affairs school fall under the jurisdiction of the public school districts.

6.7 Description of Proposed Alternative Allocation Formula(s) Requiring Approval by the Secretary as Described in 132(b) of the Act (and an Allocation Run for Eligible Recipients Using the Required Elements Outlined in Section 132(a)(2) of the Act, Together With an Allocation Run Using the Proposed Alternative Formula(s). Demonstration that the Postsecondary Formula, Described in Section 132(a)(2) of the Act Does Not Result in a Distribution of Funds to Eligible Recipients that Have the Highest Numbers of Economically Disadvantaged Individuals and that an Alternative Formula Would Result in Such a Distribution.)

The Division of Workforce Education will submit a proposed alternative allocation formula for distribution of postsecondary career and technical education programs to the Secretary of the U.S. Department of Education.

As explained above in section 6.3, Florida is unique in the administration of career and technical education by having a dual delivery system at the postsecondary level consisting of area career and technical education centers and community colleges. The institutions are geographically located in rural and urban areas so that all persons have ready access to the institution of their choice.

Low level of participation in the Pell Grant program by area career and technical education centers requires the utilization of an alternative formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in career and technical postsecondary and adult programs. The alternative formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary career and technical education programs, thereby generating a more equitable distribution of funds.

This alternative formula demonstrates a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals. The alternative formula for postsecondary programs is based upon criteria relating to the number of individuals attending institutions and enrolled in postsecondary career and technical programs within the State who receive need-based postsecondary financial aid provided from public funds as specified under the Act. 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
- Recipients of Welfare Wages
- 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

The parallel postsecondary allocation runs in Appendix H, serves as a demonstration that the postsecondary formula, described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution. It should be noted that only Pell Grant data is used in the parallel postsecondary run because the Bureau of Indian Affairs data is not available for, or applicable to, Florida.

Other Requirements

6.8 Detailed Project Budget

See forms in Part B of State Plan.

6.9 Listing of Allocations Made to Consortia (Secondary and Postsecondary) from Funds Available Under Sections 112(a) and (c) of the Act.

See Appendix I for allocation listing.

6.10 Description of the Secondary and Postsecondary Formulas Used to Allocate Funds Available Under Section 112(a) of the Act, as Required by Section 131(a) and 132(a) of the Act.

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award basic grant funds to eligible secondary recipients is included in Appendix J.1 and J.2.

Section 131 – Secondary Formula

$$\frac{\text{Total number of children age 5-17 in school district below the Poverty Line}}{\text{Total population age 5-17 below the Poverty Line in Florida}} = \text{Ratio} * 70\% + \frac{\text{Number of children age 5-17 in school district}}{\text{Total Population age 5-17 in Florida}} = \text{Ratio} * 30\% + \text{Total Ratio} * \text{Total Secondary Allocation} = \text{Local Allocation}$$

Section 132 – Postsecondary Formula

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award basic grant funds to eligible postsecondary recipients is included in Appendix J.2.

$$\frac{\text{\# of individuals receiving need-based Financial Aid provided from Public Funds and Enrolled in Postsecondary Career and Technical Education within the Institution in 2006-2007}}{\text{\# of individuals who received need-based Financial Aid provided from Public Funds and Enrolled in Postsecondary Career and Technical Education within the State in Fiscal Year 2006-2007}} = \text{RATIO} * \text{Total Postsecondary Allotment Education} = \text{Local Allocation}$$

6.11 Description of the Competitive Basis or Formula to be Used to Award Reserve Funds Under Section 112(c) of the Act.

Secondary and postsecondary eligible recipients awarded competitive and formula-based reserve funds, for career and technical education activities described in Section 135 of the Act, meet the requirements in Section 112(c) of the Act. These eligible recipients are in rural areas, or areas with high percentages of career and technical education students or areas with high numbers of career and technical education students.

Rural and Sparsely Populated Areas

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award reserve funds to rural and sparsely populated areas is included in Appendix J.3.

Department of Juvenile Justice - School districts in a cooperative agreement with Department of Juvenile Justice Programs are eligible to apply for competitive funds to more fully develop the academic, career, and technical skills of secondary students and to develop or strengthen career and technical education programs. Funds are awarded utilizing a statewide competitive process for awarding projects to eligible recipients. All recipients must meet the minimum score of 70 to be considered for funding and the funding model does not automatically award funds to any particular agency. The highest and lowest scores within the reviewer team of five will be dropped and the remaining three scores will be averaged and proposals will be ranked in order of highest to lowest score. Project proposals are read, evaluated and scored by a team of qualified reviewers. Reviewer teams consist of five individuals with knowledge and experience in juvenile justice programs. Funding will be recommended for the applicant with the highest score followed in succession by the next highest scores until funds are exhausted.

Career Pathways Consortia - The Division of Workforce Education will award Reserve Funds to eligible recipients who would be required to utilize such funds to support a career pathways consortium. A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award reserve funds to Career Pathways Consortium is included in Appendix J.5.

Florida School for the Deaf and Blind- The Division of Workforce Education will award a base allocation from Reserve Funds to the Florida School for the Deaf and Blind to support the career and technical education activities described in section 135.

Developmental Research Schools- The Division of Workforce Education will award a base allocation from Reserve Funds to support the career and technical education activities described in section 135 at Florida A&M University Developmental Research School (FAMU High School), University of Florida Developmental Research School (PK Young School), Florida State University Developmental Research School (Florida High School) and Florida Atlantic University Developmental Research School (FAU High School) .

6.12 Description of the Procedures Used to Rank and Determine Eligible Recipients Seeking Funding Under Section 112(c) of the Act.

The Division of Workforce Education leadership team, comprised of the Chancellor of Workforce Education, the Vice Chancellor and key staff members, developed the eligible recipient reserve categories. To the greatest extent possible, these reserve funding priority

categories were aligned with the Florida Department of Education's *Strategic Imperative #6: Align Workforce Education Programs with Skills Requirements of the New Economy*. In an effort to ensure all students in Florida, including special populations, are afforded the opportunity to participate in a career and technical education Program of Study, the Division will continue to reserve a percentage of its state allocation to aid programs in rural and sparsely populated areas.

Ensuring that students in Department of Juvenile Justice facilities have access to career and technical education is the next reserve funding priority. It was the consensus of the Division of Workforce Education leadership team that incarcerated youth must exit these state facilities with the skill requirements to be contributing members of Florida's new economy (see reference to Strategic Imperative #6 in preceding paragraph). As in previous years, the Division will continue to reserve a percentage of its state allocation to aid Department of Juvenile Justice programs.

In addition, the Division of Workforce Education intends to award Reserve Funds to eligible recipients who would be required to utilize such funds to support a Career Pathways Consortium. Perkins IV strengthens the connections between secondary and postsecondary education by requiring local eligible agencies to offer career and technical education Programs of Study. The State of Florida has chosen to consolidate all Title II Tech Prep funds with Title I Basic State Grant funds. The primary purpose of consolidating the two separate delivery systems is to infuse the core Tech Prep elements into the statewide career and technical education system.

The Division of Workforce Education will allocate Reserve Funds in accordance with Section 112(a)(1) of Perkins IV to support Career Pathways Consortia. A consortium structure linking secondary and postsecondary partners, local workforce boards, and apprenticeship programs when appropriate, are the mechanism to facilitate seamless student transitions from secondary programs to postsecondary programs within career and technical education Programs of Study.

Finally the Division of Workforce Education will reserve a base allocation to support career and technical education at the Florida School for the Deaf and Blind and Florida's University Developmental Research Schools.

6.13 Description of the Procedures Used to Determine Eligible Recipients in Rural and Sparsely Populated Areas Under Section 131(c)(2) or 132(a)(4) of the Act.

Rural areas are defined by the State and documented by the Rural Economic Development Initiative (REDI) which recognizes those rural or economically distressed counties or communities designated pursuant to Sections 288.0656 and 288.06561, Florida Statutes, as REDI qualified. The REDI program is administered within the Executive Office of the Governor by the Office of Tourism, Trade and Economic Development.

Rural Areas are defined by the State as those counties with 75,000 or less population. For purposes of allocating dollars, counties that meet the 75,000 or less population threshold are eligible for these funds. Each county is funded according to the relative share of the total career and technical education students in the total number of counties identified as Rural Areas by REDI. Funds allocated for Rural and Sparsely Populated Areas for secondary and postsecondary programs are in total. Determination as to which Local Education Agency (LEA) (school district, community college or both) will apply for the allocation must be done

through a letter of agreement between the school district and community college serving that district. Grant applications must be submitted under one of the following guidelines:

- 1) A school district may apply for the total county allocation. In this case, a letter from the community college president should be attached to the completed grant application agreeing to the arrangement.
- 2) A community college may apply for the total county allocation. In this case, a letter from the school superintendent should be attached to the completed grant application agreeing to the arrangement.
- 3) If the school district and community college wish to split the funds, two separate applications on separate forms may be submitted. In these cases, a letter from both the school superintendent and community college president must confirm the arrangement.

A Division of Workforce Education Guidelines and Operational Procedures document that describes the allocation formula to award reserve funds to rural and sparsely populated areas is included in Appendix J.3. In addition a 2008-2009 Rural and Sparsely Populated allocation chart that identifies eligible recipients may be found in Appendix P.