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

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STATEWIDE PUBLIC MEETINGS

Purpose:

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

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Perkins IV:

Florida’s Commitment to Career and Technical Education

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NEW DIRECTION FOR CAREER AND TECHNICAL EDUCATION

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

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SPIRIT OF THE NEW LAW

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

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

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NEW DIRECTION FOR CTE

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

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STATE LEVEL FUNDING

Florida Funding Allocation \$63,435,918

Funding for state level activities is maintained as in current law

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

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Perkins IV

STATE PLANNING PROCESS

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STATEWIDE PLANNING

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

Steering Committee

Planning Committee and State Advisory committee

Incentive Sanctions

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

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

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2.0 PROGRAM ADMINISTRATION—PROFESSIONAL DEVELOPMENT

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

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

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2.0 PROGRAM ADMINISTRATION—PROGRAMS OF STUDY

What is a Program of Study?

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

Program of Study Elements:

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

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CTE Program requirement illustration

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2.0 PROGRAM ADMINISTRATION—PROGRAMS OF STUDY

Vision/2013 Goal

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

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2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

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

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2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “size” mean?

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

“large districts” = 5 CTE programs

“medium districts” = 3 CTE programs

“small districts” = 1 program

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

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2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “size” mean?

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

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

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2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

Criteria used for determining state-approved secondary CTE courses:

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

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2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “scope” mean?

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

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2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “quality” mean?

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

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2.0 PROGRAM ADMINISTRATION—SIZE, SCOPE AND QUALITY

What does “quality” mean?

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

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4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

Secondary Level

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

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4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

Postsecondary Level- Community College

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

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4.0 ACCOUNTABILITY AND EVALUATION—DEFINITIONS TO MEASURE PERFORMANCE

Adult Level-Technical Centers

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

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4.0 ACCOUNTABILITY AND EVALUATION

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

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4.0 ACCOUNTABILITY AND EVALUATION—NON-TRAD ENROLLMENT AND COMPLETION

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

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

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4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

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

Phase-in technical skill assessments for all CTE programs

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4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

USDOE Categories for Assessment—Final Desired Approaches

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

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4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

Final Desired Approaches-Gold Standard

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

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

Bronze Standard –

- Student completion of an occupational completion point

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4.0 ACCOUNTABILITY AND EVALUATION—TECHNICAL SKILL ATTAINMENT

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

* *The state-approved inventory contains industry certifications that have been recommended by CTE practitioners to assess program/occupation specific learning outcomes of CTE students. All assessments appearing in the inventory have been categorized as meeting “Gold Standard” validity and reliability criteria.*

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4.0 ACCOUNTABILITY AND EVALUATION—LOCAL ACCOUNTABILITY

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

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

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5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

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

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5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

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

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5.0 TECH PREP—SUPPORT CAREER PATHWAYS CONSORTIA

Outcome Objectives

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

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6.0 FINANCIAL REQUIREMENTS—OVERALL SECTOR DISTRIBUTION FORMULA

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

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

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

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6.0 FINANCIAL REQUIREMENTS—SECONDARY AND POSTSECONDARY ALLOCATION FORMULAS

Allocations to Secondary Programs-

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

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

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6.0 FINANCIAL REQUIREMENTS—SECONDARY AND POSTSECONDARY ALLOCATION FORMULAS

Allocations to Postsecondary Programs-

Florida uses a federally approved formula based on financial need.

Formula elements:

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

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RESOURCES

Web Resources

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

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

Florida Department of Education - http://www.fldoe.org/workforce/perkins/perkins_home.asp

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