

Carl D. Perkins Career and Technical Education Act of 2006

Implementation Guide
(2014-2015 Edition)

Florida Department of Education



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

About This Guide

The Division of Career and Adult Education offers this implementation guide as a tool for agencies that plan to submit applications for funding under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV or the Act). The purpose of this implementation guide is to provide eligible recipients with an understanding of major changes in Perkins and 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. The Perkins law expired at the completion of the 2012-2013 program year. The state expects that the Perkins law will be extended through the 2014-2015 program year and the current requirements of the Act will apply to local agencies. Perkins IV eligible recipients will be extended through the 2014-2015 program year, under the existing federal authorization, pending reauthorization.

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

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

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

Part B of this guide provides information from Florida's Perkins IV State Plan (2008-2013) regarding the use of federal Perkins funds - between the State of Florida and the federal government - to assure that administration of career and technical education is consistent with the State's goals, policies, objectives, and with federal laws and regulations. Florida's Perkins IV State Plan (2008-2013) communicates the scope of Florida's commitment to the continuous improvement of career and technical education programs and providing equitable access to quality career and technical education programs to all students, including special populations. Florida's Perkins IV State Plan (2008-2013) may be accessed at: http://www.fldoe.org/workforce/perkins/perkins_resources.asp on the Division of Career and Adult Education's website. There are also four (4) appendices which include policy memos distributed by the Division of Career and Adult Education since the implementation of Perkins IV.

The timeline for the 2014-2015 program year is as follows:

Timeline	Actions
March 2014	FLDOE posts Perkins IV Request for Applications (RFA) on the Division of Career and Adult Education's website (http://www.fldoe.org/workforce).
May 2014	Perkins IV RFA/local plans are due to FLDOE.
April-May 2014	Local eligible recipients reach agreement on 2014-2015 local performance levels via the local accountability web-based system. Select local eligible recipients develop program improvement plans for corresponding indicators for which at least 90% of a local agreed upon performance level was not achieved during the 2012-2013 program year. This function will be completed via the local accountability web-based system. FLDOE reviews and approves RFAs/Plans.
May 2014	USDOE Office of Career, Technical, and Adult Education (OCTAE) provides estimated FY 2014-2015 state allocations.
July 2014	Upon the receipt of OCTAE's official grant award notification to Florida (July 1, 2014– June 30, 2015), FLDOE distributes local eligible recipient award letters.

Acknowledgements

This Implementation Guide contains excerpts from the following:

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

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

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

III. Transition Provisions (Section 4)

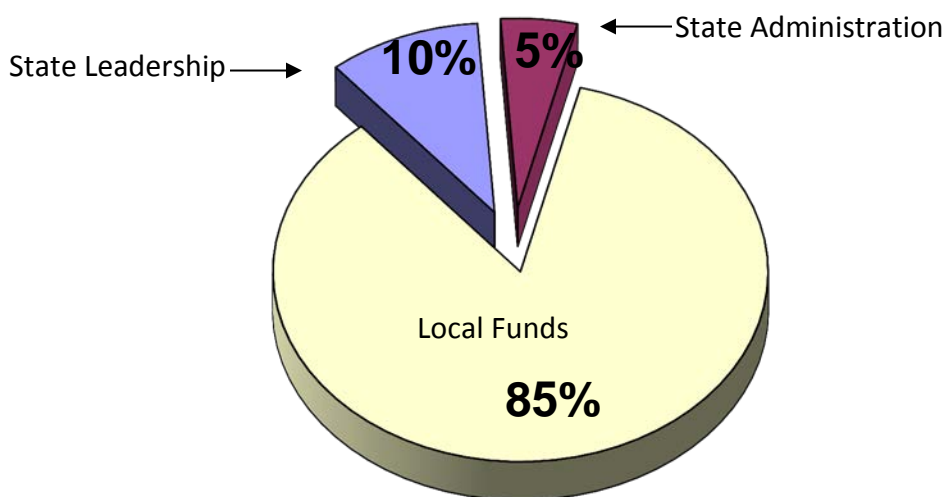
States were given the option beginning July 1, 2007, to prepare a one-year Transition Plan to operate during 2007-2008 and a five-year State Plan covering 2008-2013 to guide career and technical education activities in the State.

Title I: Career and Technical Education Assistance to the States

IV. Within State Allotment (Section 112)

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

a. Perkins Act Within State Allocation



b. State Leadership/Corrections/Equity

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

c. State Administration

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

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

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

- The coordination for the development, submission, and implementation of the state plan
- 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 distributed to secondary and postsecondary career and technical education programs, the state may determine an amount not to exceed 10% (the reserve option) to be allocated to local secondary and postsecondary institutions outside of the statutory formula. The state may use this reserve option for career and technical education (CTE) programs in:

- Rural areas
- Areas with high percentages of CTE students

- Areas with high numbers of CTE students

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

V. Accountability (Section 113)

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

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

Secondary Indicators:

- Academic attainment in reading/language arts and mathematics as measured by the Florida statewide assessments identified in statute
- Technical skill attainment, including achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
- Student graduation rates
- Student placement in postsecondary education or advanced learning, in military service, or in employment
- Student participation in and completion of CTE programs that lead to nontraditional fields

Postsecondary Indicators:

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

a. State Adjusted Levels of Performance

The USDOE Secretary of Education and the state eligible agency will reach agreement on the levels of performance for each of the secondary and postsecondary indicators. With input from the eligible recipients, the state must establish and include in the state plan, levels of performance for each of the core indicators of performance above, as well as any additional

indicators. These levels of performance must be expressed in percentage or numerical form, and must require continual improvement in the performance of CTE students.

- The first set of levels will apply to the first two years of the state plan (2007-2008 and 2008 - 2009). The second set of levels will apply to the third and fourth year of the state plan (2009-2010 and 2010-2011). The final set of levels will apply to the fifth (2011-2012) and sixth (2012-2013) year of the state plan. Performance levels for any subsequent program year approved by an extension of the Perkins Act will be determined on a yearly basis with the U. S. Department of Education Office of Career, Technical, and Adult Education (OCTAE). 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 similar 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. Local Adjusted Levels of Performance for the 2014-2015 year will be determined once the state has negotiated state performance levels with the USDOE of Career, Technical, and Adult Education (OCTAE).

c. State Reporting (Consolidated Annual Report)

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

d. Local Reporting

Each local recipient must submit a report to the state each year regarding the progress the recipient has made in achieving its performance levels, including the performance of special populations. Data must be disaggregated for each indicator of performance by specified subcategories of students and the categories of special populations identified in Perkins.

VI. State Plan (Section 122)

Each state seeking funding under the Act was required to submit a plan to the Secretary of Education. Florida's Perkins IV State Plan (2008-2013) may be accessed at http://www.fldoe.org/workforce/perkins/perkins_resources.asp. During the period for which the Act is extended, the state will adhere to the existing Perkins IV State Plan (2008-2013).

Development

Each eligible agency was required to conduct public hearings for the purposes of giving all segments of the public and interested organizations an opportunity to present views and make recommendations on the state plan. A summary of the recommendations collected, and the state's response, is included in the state plan.

In addition, the state was required to develop activities and procedures to consult with and allow for input into state plan decisions by a broad array of constituent groups (academic and CTE teachers, faculty and administrators; career guidance and academic counselors, eligible recipients, Tech Prep community, institutions of higher education, etc.).

In developing the state plan, each eligible agency was responsible for consulting with other state agencies involved in secondary, postsecondary, and adult CTE, and Tech Prep (including the state agency responsible for community and technical colleges and the state agency responsible for secondary education) on portions of that state plan relevant to their areas of responsibility, including amount and uses of funding. Any of these agencies were able to file objections to the state plan and the eligible agency must include a response to such objections in the plan submitted for approval.

VII. Improvement Plans (State and Local)

States that fail to meet at least 90% of an agreed upon performance level for any of the core indicators of performance are required to develop and implement a program improvement plan, with special consideration to performance gaps between population subgroups. This plan must be developed and implemented during the first program year after the performance level was not met.

Language related to local program improvement closely mirrors language related to state program improvement. Each state will annually evaluate local programs based on their performance on accountability indicators. If the local recipient fails to meet at least 90% of an agreed upon performance level for any of the indicators of performance, it will have to develop and implement an improvement plan, with special consideration to performance gaps between population subgroups. This plan must be developed in consultation with the state and implemented during the first program year after the performance level was not met. The state shall work with the local recipient to implement improvement activities and provide technical assistance.

VIII. Distribution of Funds to Secondary Education Programs (Section 131)

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

The formula includes the following:

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

a. Waiver

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

b. Minimal Allocation

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

c. Consortia

Any LEA receiving an allocation that is not sufficient to meet the requirements of the Act is encouraged to form a consortium or enter into a cooperative agreement with an area CTE school or educational service agency, transfer its allocation to the area CTE school or educational agency, and operate programs that are of sufficient size, scope, and quality to be effective (size, scope, and quality definitions will be discussed in Section B of this document). 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. Distribution of Funds to Postsecondary Education Programs (Section 132)

The state-to-local formula for postsecondary programs remains the same as the 1998 Act, basing the allocation on number of individuals receiving federal Pell grants and number of recipients receiving assistance from Bureau of Indian Affairs. (The state negotiated an updated formula for distribution of funds to postsecondary entities which will be addressed in section B of this document.)

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 (size, scope, and quality definitions will be discussed in Section B of this document).

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.

X. 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 Act. 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.

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

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

XII. Local Uses of Funds (Section 135)

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

Title II: Tech Prep Education

XIII. Consolidation of Funds (Section 202)

The Tech Prep program is maintained as a separate title and federal funding stream under the Act. States 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 Title II will apply to funds received from the Tech Prep grant.

Note: In April, 2011, the House and Senate passed H.R. 1473, the long-term continuing resolution that funds the federal government. Signed by the President, the bill eliminated Title II: Tech Prep Education. Separate funding is no longer authorized for Tech Prep activities.

Title III: General Provisions

XIV. Fiscal Requirements (Section 311)

a. Supplement Not Supplant

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

b. Maintenance Effort

The Act uses the same “maintenance of effort” language as the 1998 Act to ensure that states continue to provide funding for CTE programs at least 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.

XV. 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.

XVI. Limitation for Certain Students (Section 315)

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

XVII. Federal Laws Guaranteeing Civil Rights (Section 316)

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

XVIII. 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 and is required only to the extent practical and upon written request. A new sub-section also requires local school districts to consult with representatives of private non-profit schools, upon written request, regarding the

meaningful participation of their students in CTE programs. Local school districts may then use Perkins funds to provide for this participation. This provision is consistent with many agreements already in place around the country allowing private school students to participate in CTE programs.

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

Information and Programmatic Requirements
(2014-2015 Edition)

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

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is authorized in legislation through fiscal Year 2012 (the 2012-2013 academic year), for a total of six years. **(It is important to note that Perkins IV eligible recipients will continue to remain eligible through fiscal year 2014-2015, under the existing federal authorization, pending reauthorization.)**

While much of the Perkins IV law is very similar to the 1998 Perkins Act, there are some significant changes in content and focus. Florida's Perkins IV State Plan (2008-2013) embodies this historic shift from a vocational education system that prepared a subset of students with narrow job skill preparation to a career and technical education delivery system that prepares all students for college and careers.

Florida's Perkins IV State Plan (2008-2013) places emphasis on preparation for postsecondary education and employment. It eliminates the focus on sub-baccalaureate careers, as the expectation in Perkins IV is that students may achieve a degree, certificate, or credential and transition from high school to postsecondary education seamlessly.

Major themes are evident throughout the State Plan:

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

II. Transition Provisions (Section 4)

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

III. Florida's Funding Allocation (Section 112)

The Division of Career and Adult Education receives its federal funding appropriations each year from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). As of February 2014, Perkins was expected to be funded at the same level as 2013-2014 with the award totaling \$56,395,328 contingent upon approval of Florida's State Plan revisions, budget, and state performance targets. **This funding level is subject to change based upon federal funding.**

a. 2014-2015 Allocation Categories

- For the FY 2014-2015 program year, allocations will be made in the following categories in accordance with Section 112 of the Act:
 - State Leadership
 - State Administration
 - Aid to Districts

Florida will adhere to the guidelines of the Act and allocate no more than 10% to State Leadership activities and no more than 5% to administrative functions, leaving the remainder of funds for allocation to local agencies.

Florida will exercise its right to reserve a percentage of the funds sent out to local programs to support uses described in section 135 of the Act. **This amount is dependent upon final Perkins IV funding.** Through the reserve fund allocation, Florida will support Rural and Sparsely Populated Areas, Department of Juvenile Justice programs (through a competitive process), Department of Corrections programs, the Florida School for the Deaf and Blind, University Developmental Research Schools, and the Florida Virtual School.

b. Basic Grant Sector Distribution Formula

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

Basic grant funds will be distributed to two (2) career and technical delivery systems based on a proportionate share of total career and technical education full-time equivalents (FTE).

- Secondary – District Programs (District 7-12 Career Education FTE)
- Postsecondary - District Programs and 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 the 2010-2011, 2011-2012, 2012-2013 award years was used to allocate basic grant funds for 2014-2015. This is a significant change from Perkins III, which locked in the percentage allocation to secondary (53%) and postsecondary (47%) sectors for all the program years of Perkins III. The funding distribution model in Perkins IV provides equity and awards funds annually based on relative need and CTE activity in each sector. It is important to note that adjustments may be made to this calculation based on the formula developed for distribution of any reserve funds. Additional information regarding the overall sector funding distribution model may be found in the 2008-2013 Perkins IV State Plan, Appendix J.4 located at http://www.fldoe.org/workforce/perkins/perkins_resources.asp.

c. 2014-2015 Basic Grant Sector Distributions

The final percentage allocated in each category is not yet determined as of the date of publication of this document but is expected to be similar to those of the 2013-2014 program year. The 2013-2014 sector distribution was as follows:

- Secondary – 48.25%
- Postsecondary school district programs and college programs – 51.75%

IV. Allocations to Secondary Programs (Section 131)

Florida will distribute secondary funds according to the following prescribed formula found in section 131 of the Act:

- Thirty percent (30%) based on each school district's proportionate share of the total population of children ages 5 through 17 who reside in the state of Florida (total population).
- Seventy percent (70%) based on each school district's proportionate share of the number of children ages 5 through 17 in poverty 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/perkins/perkins_resources.asp

V. Allocations to Postsecondary Programs (Section 132)

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

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

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

VI. Accountability (Section 113)

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

a. Perkins IV Student Definitions Secondary Level – Participants*

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

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

Secondary Level – Concentrators*

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

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

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

The methodology that will be utilized to identify secondary concentrator status will be student transcript course numbers matched against the Secondary Concentrator Course Identification Table. The Secondary Concentrator Course Identification Table may be accessed at http://www.fldoe.org/workforce/perkins/perkins_resources.asp.

Postsecondary Level (College Credit) – Participants*

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

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

Postsecondary Level (College Credit) – Concentrators*

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

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

Adult Level (Clock Hour) – Participants*

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

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

Adult Level (Clock Hour) – Concentrators

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

***Identification of Postsecondary “Concentrators”** – Postsecondary students enrolled in PSAV and ATD programs who achieve “concentrator” status (or a third of the framework program hours threshold) will be included in the postsecondary performance cohort for each of the postsecondary core indicators of performance (see Florida’s Perkins IV Performance Measures) for 1A1, 2A1, 3A1, 4A1, and 5A2. Districts report students in Workforce Development Information System (WDIS) and Community Colleges report these students in the Community College Database. Community College Technical Center Management Information Systems (CCTCMIS) provides this information to the Division of Career and Adult Education. For more information see the “Clock Hour Concentrator

Threshold” located at http://www.fldoe.org/workforce/perkins/perkins_resources.asp.

b. Perkins IV Performance Measures and Targets

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

The Division of Career and Adult Education has developed accountability guidelines and operational procedures for secondary and postsecondary performance measures. These guidelines are reviewed annually and major changes in operational procedures are vetted with Management Information System (MIS) reports coordinators during standing meetings of FLDOE Community College Technical Center Management Information Systems (CCTCMIS). Operational guidelines and procedures for secondary level measures, postsecondary college credit measures, and postsecondary clock hour measures can be found at http://www.fldoe.org/workforce/perkins/perkins_resources.asp

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

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
1S1 Academic Attainment - Reading Numerator: Number of CTE concentrators who have met the passing score on the Statewide high school reading/language arts assessment and who, in the reporting year, left secondary education. Denominator: Number of CTE concentrators who took the statewide reading/language arts assessment administered by the state whose scores were included in the computation of School Grades and, who in the reporting year, left secondary education.	No Measure In Perkins IV for Academic Attainment	No Measure In Perkins IV for Academic Attainment
1S2 Academic Attainment - Math Numerator: Number of CTE concentrators who have met the	No Measure In Perkins IV for Academic Attainment	No Measure In Perkins IV for Academic Attainment

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
<p>passing score on the Statewide high school math assessment and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the statewide mathematics assessment whose scores were included in the state's computation of School Grades and who, in the reporting year, left secondary education.</p>		
<p>2S1 Secondary Technical Skills</p> <p>Numerator: 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 an Occupational Completion Point (OCP).</p> <p>Denominator: Number of senior CTE concentrators who have left secondary education in the reporting year.</p>	<p>1P1 Technical Skill Attainment</p> <p>Numerator: 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.</p> <p>Denominator: Number of CTE concentrators during the reporting year.</p>	<p>1A1 Technical Skill Attainment</p> <p>Numerator: 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.</p> <p>Denominator: Number of CTE concentrators during the reporting year.</p>
<p>3S1 Secondary School Completion</p> <p>Numerator: 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.</p> <p>Denominator: Number of senior CTE concentrators who have left secondary education in the reporting year.</p>	<p>2P1 Completion</p> <p>Numerator: Number of CTE concentrators who left who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<p>2A1 Completion</p> <p>Numerator: Number of CTE concentrators who left who received an industry-recognized credential or a certificate during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
<p>4S1 Student Graduation Rates Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate. Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate.</p>	<p>3P1 Student Retention or Transfer Numerator: 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. Denominator: Number of CTE concentrators who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>3A1 Student Retention or Transfer Numerator: 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. Denominator: Number of CTE concentrators who did not earn an industry-recognized credential or a certificate in the previous reporting year.</p>
<p>5S1 Secondary Placement Numerator: 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. Denominator: 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>4P1 Placement Numerator: 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. Denominator: 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>4A1 Placement Numerator: 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. Denominator: 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>

Secondary Measures	Postsecondary College (Credit)	Postsecondary Certificates (Clock Hour)
<p>6S1 Non-traditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>5P1 Non-traditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in college credit programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants in college credit programs that lead to employment in nontraditional fields during the reporting year.</p>	<p>54A1 Non-traditional Enrollments</p> <p>Numerator: Number of CTE participants from underrepresented gender groups in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants in clock hour programs that lead to employment in nontraditional fields during the reporting year.</p>
<p>6S2 Non-traditional Completion</p> <p>Numerator: 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>Denominator: Number of senior CTE concentrators in programs identified as non-traditional for their gender who have left secondary education in the reporting year.</p>	<p>5P2 Non-traditional Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential, certificate, or degree in college credit programs identified as non-traditional for their gender.</p> <p>Denominator: Number of CTE concentrators in college credit programs identified as non-traditional for their gender.</p>	<p>5A2 Non-traditional Completion</p> <p>Numerator: Number of CTE concentrators who received an industry-recognized credential or certificate in clock hour programs identified as non-traditional for their gender.</p> <p>Denominator: Number of CTE concentrators in certificate (clock hour) programs identified as non-traditional for their gender.</p>

Florida's 2014-2015 State Performance Targets for all core measures are expected to be posted sometime in late March or early April 2014. The Division is expected to negotiate targets with the Office of Career, Technical, and Adult Education (OCTAE) of the U.S. Department of Education in March 2014. Information on the state and local targets will be sent directly to school district CTE directors, technical center directors, and college occupational deans as soon as possible after the negotiation process takes place.

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

Local Eligible Recipients must use the list of non-traditional codes determined by the National Alliance for Partnerships in Equity (NAPE; www.napequity.org) to assess non-traditional program enrollment. This list (Non-Traditional Programs List) containing these non-traditional codes can be found at http://www.fldoe.org/workforce/perkins/perkins_resources.asp.

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

Florida has developed an inventory of state-approved available and appropriate technical skill attainment instruments to be used by eligible recipients to assess the technical skill attainment of CTE students. The state-approved inventory contains industry certifications, third-party assessments, and licensures that have been recommended by CTE practitioners to assess program/occupation specific learning outcomes of CTE students. All assessments appearing in the inventory have been categorized as meeting “Gold Standard” validity and reliability criteria. The Final 2013-2014 Perkins IV Technical Skill Attainment Inventories (secondary, college credit, clock hour) can be found at http://www.fldoe.org/workforce/perkins/perkins_resources.asp. Final 2014-2015 Perkins IV Technical Skill Attainment Inventories will be posted in the Fall of 2014.

Local eligible recipients that wish to use assessment instruments not contained in the inventory for measuring technical skill attainment may request additions during the request window. The window is expected to open from May 1 - June 30, 2014.

VII. 2014-2015 Local Adjusted Levels of Performance (Section 113 (4)(A-C))

a. Overview

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

b. Continuous Improvement Provision

State and local recipients of Perkins IV funds are expected to continually make progress toward improving the performance of CTE students as required by Section 113(b)(2)(A).

Establishing 2014-2015 Local Performance Targets

In order to assist with continuous improvement efforts, the Division of Career and Adult Education utilizes a web-based application that allows local eligible recipients to accept local performance targets. The web-based system is pre-populated with local data for each eligible recipient. In addition, the system identifies the Division’s recommended 2014-2015 local performance target for a given eligible recipient, based on the following policy detailed in the Perkins IV State Plan:

Policy 1

For 2012-2013 actual local performance for any indicator which meets or exceeds the 2014-2015 state target, eligible recipients' 2014-2015 local targets will be increased by .5% of the 2013-2014 state target or .5% of actual local performance (if 2012-2013 local performance is higher than the 2013-2014 state target). This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 1:

Performance Indicators	2012-2013 Actual Local Performance	2014-2015 State Target	FLDOE Recommended 2014-2015 Local Target
1S1 – Reading (scenario 1)	68%	68%	68.50%
(scenario 2)	70%	68%	70.50%

Policy 2

For 2012-2013 actual local performance for any indicator which does not meet the 2014-2015 state target, eligible recipients' 2014-2015 local targets will be set at the 2014-2015 state target. This policy ensures compliance with the continuous improvement provision in Perkins IV.

Example 2:

Performance Indicators	2012-2013 Actual Local Performance	2014-2015 State Target	FLDOE Recommended 2014-2015 Local Target
1S1 – Reading (scenario 1)	57%	68%	68%
(scenario 2)	44%	68%	68%

Policy 3

Any local education agency that has never previously accepted Perkins IV funds shall automatically have local targets for all core indicators set at the current state target during the first year of application for Perkins IV funds.

c. Guidelines for Local Adjusted Levels of Performance Requests

Local eligible recipients wishing to negotiate “new” local adjusted levels of performance (LALP Request) must contact their local grant program manager to begin the negotiation process. Eligible recipients will be required to propose performances which at a minimum:

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

d. Criteria for Reaching Agreement on Local Adjusted Levels of Performance

The Division of Career and Adult Education will implement the following steps when considering local adjusted level negotiation requests made to local grant managers:

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

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

- A comparison of a local established level of performance with other eligible recipients that are similar in:
 - County or Service Area Population Size
 - Student Enrollment
 - Program Offerings
 - Dropout Rate
 - Local Economics
- A review of the eligible recipient’s unique characteristics:
 - Number of students eligible for free and reduced lunch or financial assistance
 - Number of students with disabilities
 - Number of migrant students
 - Percentage of students retained annually
- A review of the programs and services provided by the eligible recipient:
 - Number of career and technical education programs offered and enrollment information
 - Number of programs that are in critically high demand for a specific geographical region
 - The size, scope, and quality of the program offerings

- A review of previous improvement strategy implementation:
 - Quantifiable evidence of increased relative performance resulting from the implementation of improvement strategies
- A review of the extent of progress toward achieving adjusted levels:
 - Evidence of percentage increases

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

VIII. Development and Implementation of State and Local Program Improvement Plans (Section 123)

State Program Improvement Plan

Florida is not currently under a state program improvement plan.

Local Program Improvement Plan

Local eligible recipients achieving less than 90% of a 2012-2013 local agreed upon performance level will be required to develop and implement a program improvement plan for each applicable core indicator of performance. Local eligible recipients will be required to complete a program improvement plan for the 2014-2015 program year and will receive instructions through Division leadership on the submission process. When accepting performance targets in the web-based system, recipients will be prompted to complete a performance improvement plan for any measures for which they did not reach 90% or greater on the local agreed upon performance level.

The local program improvement plan **must** include the targeted performance level, information and data that may explain why the agency did not meet its target, the agency's goals for improving performance, and the actions to be taken to meet the goal(s), person(s) responsible, projected date of completion, a description of how special consideration is given to performance gaps among the different categories of students, and a description of how the local plan was developed in consultation with appropriate agencies, individuals, and organizations. **Recipients are strongly encouraged to use the local-level aggregate data supplied by the Division of Career and Adult Education to formulate local improvement plans.**

Given the availability of local data, local improvement plans must be developed the first

program year following the program year for which the grantee failed to meet the local agreed upon performance level and implemented the second program year as illustrated in the sample timeline below:

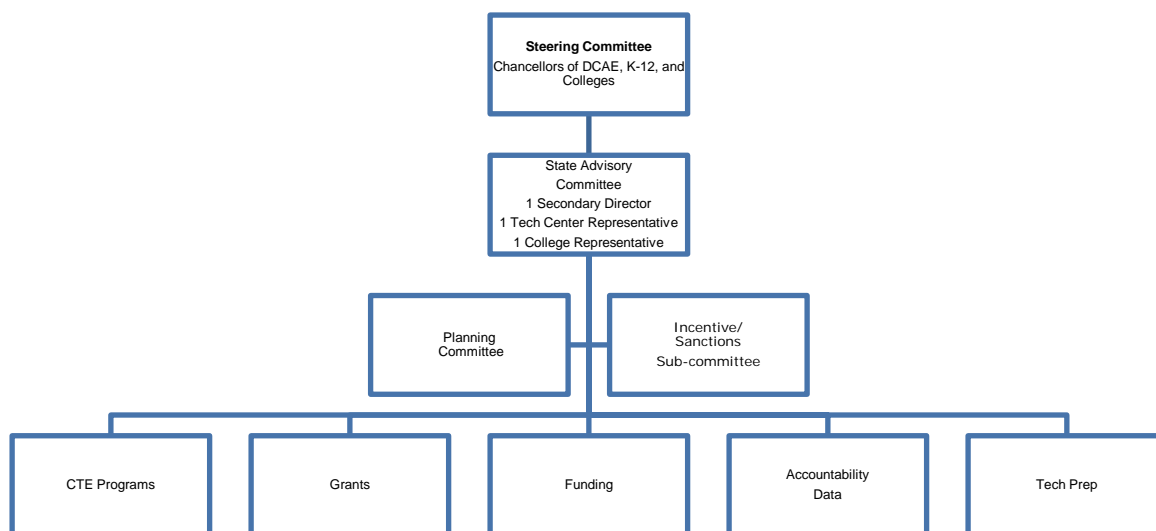
***State Process for Identifying Agencies Required to Develop a Program Improvement Plan
July 1, 2013-June 30, 2014***

August-October 2013:	Local eligible recipients report data during Survey 5 for the Vocational Student Course Format.
November 2013:	FLDOE's Community College and Technical Center Management Information Systems (CCTCMIS) Bureau processes the local data.
Mid-December 2013:	CCTCMIS transmits Perkins state aggregate and local level aggregate data to the Division of Career and Adult Education.
December 31, 2013:	Florida submits 2012-2013 Perkins data via the Consolidated Annual Report electronic submission.
January 2014:	The Division of Career and Adult Education posts local level aggregate data to web-based system and sends notice to all secondary and postsecondary CTE program directors. Directors are encouraged to review their local level data for any programming or calculation errors.
February 2014:	The Division of Career and Adult Education produces a variety of standard reports to facilitate continued local review of 2012-2013 data.
February-March 2014:	The Division of Career and Adult Education posts the 2014-2015 Perkins Request for Application (RFA). The application addresses the development of local program improvement plans for those recipients, who have failed to achieve at least 90% of a local agreed upon performance level during the 2012-2013 program year.
March-April 2014:	Local eligible recipients develop local program improvement plans for corresponding indicators for which at least 90% of a local agreed upon performance level was not achieved during the 2012-2013 program year.
July 2014-June 2015:	Local eligible recipients implement local program improvement plans

IX. State Plan (Section 122)

During 2007-2008, the Division of Career and Adult Education developed policies and procedures for coordination of the development, submission, and implementation of the State Plan. The Vice Chancellor (State CTE Director) for the Division of Career and Adult Education installed a multi-tiered reauthorization committee structure to identify the major Perkins IV

implementation issues and develop recommendations for implementation into the State Plan. The following illustrates the multi-tiered system that was utilized during 2007-2008.



Members of the CTE Programs, Grants, Funding, Accountability/Data, Tech Prep, and Incentive/Sanctions Subcommittees utilized majority rule to select one of two alternatives, based on which alternative had more than half the votes. Secret ballots were utilized by subcommittees, if that was the preference of the subcommittee members.

Subcommittee recommendations were reviewed and analyzed by the State Advisory Committee (SAC). Three quarters of the SAC members were required to approve subcommittee recommendations. The Tech Prep subcommittee recommendation to maintain Tech Prep as a separate program during 2008-2013 did not receive three-quarters SAC support. This was the only subcommittee recommendation that was not adopted by the SAC.

SAC recommendations were sent to the Steering Committee for final review, consideration, and adoption into the State Plan. The Steering Committee accepted all of the SAC's recommendations for implementation into the State Plan.

Policies and Procedures for handling state agency or other objections to one or more portions of the State Plan

The Florida Department of Education is the sole agency responsible for career and technical and adult education in Florida. As such the FLDOE is the eligible agency responsible for the administration and implementation of the Carl D. Perkins Career and Technical Education Act of 2006. Separate policies and procedures for handling state agency objections to one or more portions of the State Plan were not developed as it was not applicable to Florida's career and technical education governing structure. However, the portion of the State Plan relating to the amount and use of funds proposed to be reserved for adult career and technical education,

postsecondary career and technical education, Tech Prep education, and secondary career and technical education were developed in consultation with the Commissioner of Education, the Chancellor for the Division of K-12 Public Education, the Chancellor for the Division of Community Colleges, and the Chancellor for the Division of Career and Adult Education. These individuals were members of the Steering Committee.

A public comment period held in conjunction with statewide public hearings was conducted in November 2007. The State Advisory Committee (SAC) was required to carefully review and analyze the recommendations resulting from the hearings and the public comment period. The SAC utilized the three quarter majority rule when considering public recommendations. The SAC submitted final recommendations to the Steering Committee for consideration in January 2008.

On December 13, 2010 FLDOE Chancellors Costin, Haithcock, and Holcombe issued a memorandum to school districts and Florida colleges inviting nominations of interested persons to serve on Perkins IV Mid-Reauthorization Stakeholder Review Committees. The Occupational Education Standing Committee (OESC) (representing colleges) and the Florida Leadership for Career and Technical Education (FLCTE) (representing school districts) received nomination forms and organized membership of each stakeholder review committee. In early February 2011, the three Perkins IV mid-authorization committees were convened to review policy issues related to the Perkins State Plan. These committees were tasked with reviewing the following:

- Performance-based Incentive Funding
- Technical Skill Attainment Requirements
- Postsecondary Allocation Formula

A summary of the committee recommendations is presented below.

TECHNICAL SKILL ATTAINMENT COMMITTEE - RECOMMENDATIONS

This committee composed of school district and college representation met via conference call on March 2, 2011. This committee was charged with reviewing the current measurement approach for technical skill attainment (2S1, 1A1, and 1P1). These Perkins accountability measures are designed to measure the extent to which CTE students are leaving CTE programs (high school program, certificate programs, degree programs) with validated technical skills. For secondary and non-college credit certificate programs, technical skill attainment is validated through attainment of Occupational Completion Points (OCPs) or attainment of a valid and reliable industry certification/licensure/3rd party assessment aligned with an applicable CTE program. For college credit certificate and degree programs, technical skill attainment is validated through attainment of a valid and reliable industry certification/licensure/3rd party assessment aligned with applicable CTE program or achievement of 75% of program hours with a GPA of 2.5 or higher.

The following voting issues were presented to all committee members:

- Should the 2010-2011 reporting year be the last year in which OCPs and 75% of program hours with a GPA of 2.5 or higher be accepted as a validation of technical skill attainment?
- Should the state accept OCPs and 75% of program hours with a GPA of 2.5 or higher as a valid and reliable measure of technical skill attainment only when a particular CTE program does not have a linkage to an applicable certification/licensure/assessment?
- Should the state maintain its current approach for measuring technical skill attainment and allow for continued flexibility through the end of the 2012-2013 year?

The committee unanimously made the recommendation that the state maintain its current approach for measuring technical skill attainment and allow for continued flexibility through the final grant year (2012-2013). This recommendation will be extended through the 2014-2015 program year.

Recommendation Summary: Extend the current technical skill attainment requirements through the entirety of the Perkins IV grant period

PERFORMANCE-BASED INCENTIVE FUNDING - RECOMMENDATIONS

This committee composed of school district and college representation met via conference call on February 24, 2011. This committee was charged with determining whether or not the state should consider awarding incentive grants in future program years for exceeding local adjusted levels of performance. The committee unanimously agreed not to make any recommendations for the 2011-2012 program year since there was insufficient time to gather and study data, design a funding methodology and run funding simulations.

Recommendation Summary: Continue to study in the next program year The committee has currently not made any recommendations for the 2012-2013 year or beyond.

PERKINS POSTSECONDARY ALLOCATION FUNDING COMMITTEE - RECOMMENDATIONS

This committee was charged with reviewing the postsecondary allocation formula which distributes aid to district funds to each local eligible agency (district, college). The committee met four times via conference call to discuss the current methodology and alternative proposals. The committee was presented with two alternative proposals from Miami-Dade College and Sarasota County. The committee members agreed to a written ballot procedure on the alternatives with a simple majority vote leading to a committee recommendation to change the current methodology. The following voting issues were presented to all committee members:

Voting Issue 1: Should college students classified by the institution as “Awaiting Limited Access” and only enrolled in an A&P course be included in the calculation?

Voting Results: 15 members voting NO, 1 member voting YES

Voting Issue 2: Should full-time equivalencies (FTE), instead of the current headcount method, be used for the allocation formula?

Voting Results: 8 members voting NO, 8 members voting YES

Based on these results, no change to the current methodology was recommended by the committee.

Recommendation Summary: Continue the current allocation methodology

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

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

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

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

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

Division Criteria for Size:

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

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

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

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

2014-2015 Secondary Size Identification Table

District #	District	Enrollment Count*	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered
13	Miami-Dade	44,060	large	12.70%	5
6	Broward	31,899	large	9.20%	5
29	Hillsborough	28,911	large	8.34%	5
50	Palm Beach	23,086	large	6.66%	5
53	Polk	15,996	large	4.61%	5
48	Orange	15,535	large	4.48%	5
52	Pinellas	13,783	large	3.97%	5
36	Lee	13,581	large	3.92%	5
64	Volusia	11,223	large	3.24%	5
16	Duval	9,333	medium	2.69%	3
59	Seminole	9,131	medium	2.63%	3
5	Brevard	8,377	medium	2.42%	3
42	Marion	7,705	medium	2.22%	3
49	Osceola	7,202	medium	2.08%	3
35	Lake	7,041	medium	2.03%	3
51	Pasco	6,201	medium	1.79%	3
56	St Lucie	5,772	medium	1.66%	3
17	Escambia	5,556	medium	1.60%	3
41	Manatee	5,497	medium	1.58%	3
46	Okaloosa	5,141	medium	1.48%	3
11	Collier	4,684	medium	1.35%	3
58	Sarasota	4,621	medium	1.33%	3
55	St Johns	4,493	medium	1.30%	3
10	Clay	4,271	medium	1.23%	3
27	Hernando	3,503	medium	1.01%	3
3	Bay	3,498	medium	1.01%	3
31	Indian River	3,315	small	0.96%	1
9	Citrus	2,816	small	0.81%	1

1	Alachua	2,738	small	0.79%	1
37	Leon	2,648	small	0.76%	1
57	Santa Rosa	2,612	small	0.75%	1
43	Martin	2,454	small	0.71%	1
8	Charlotte	2,341	small	0.67%	1
28	Highlands	1,960	small	0.57%	1
45	Nassau	1,716	small	0.49%	1
60	Sumter	1,517	small	0.44%	1
12	Columbia	1,478	small	0.43%	1
54	Putnam	1,475	small	0.43%	1
18	Flagler	1,305	small	0.38%	1
26	Hendry	1,240	small	0.36%	1
32	Jackson	1,202	small	0.35%	1
2	Baker	1,151	small	0.33%	1
47	Okeechobee	1,112	small	0.32%	1
61	Suwannee	1,093	small	0.32%	1
44	Monroe	1,068	small	0.31%	1
66	Walton	937	small	0.27%	1
20	Gadsden	936	small	0.27%	1
38	Levy	921	small	0.27%	1
14	DeSoto	910	small	0.26%	1
65	Wakulla	878	small	0.25%	1
25	Hardee	724	small	0.21%	1
40	Madison	707	small	0.20%	1
30	Holmes	602	small	0.17%	1
67	Washington	535	small	0.15%	1
21	Gilchrist	466	small	0.13%	1
7	Calhoun	459	small	0.13%	1
15	Dixie	445	small	0.13%	1
4	Bradford	394	small	0.11%	1
63	Union	390	small	0.11%	1
23	Gulf	345	small	0.10%	1
39	Liberty	281	small	0.08%	1
34	Lafayette	256	small	0.07%	1
24	Hamilton	235	small	0.07%	1
62	Taylor	203	small	0.06%	1
73	FSU Dev Research School	189	small	0.05%	1
68	FL SCH Deaf &Blind	148	small	0.04%	1
19	Franklin	140	small	0.04%	1
33	Jefferson	136	small	0.04%	1
22	Glades	132	small	0.04%	1
69	Washington Spcl	79	small	0.02%	1
75	UF Laboratory School	47	small	0.01%	1
74	FAMU Laboratory School	0	small	0.00%	1
		346,386		100%	

Division Criteria for Scope:

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

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

Division Criteria for Quality:

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

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

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

*Note: The statewide Demand Occupations Lists (DOL) and/or regional TOL must be used to identify High-Skill, High-Wage and/or High-Demand careers that align with your programs. Information may be accessed at

http://lmsresources.labormarketinfo.com/wec/2013_2014_stw_occ_list.pdf.

Secondary Course Alignment to Size, Scope, and Quality

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

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

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

Courses No Longer Eligible to be Supported with Perkins Funds Effective July 1, 2009

COURSE NUMBER	COURSE TITLE	Grades
8000300	M/J Exploratory Career Wheel 1	6-8
8000200	M/J Exploratory Career Wheel 1 and Career Planning	6-8
8000210	M/J Exploratory Career Wheel 2	6-8
8000220	M/J Exploratory Career Wheel 3	6-8
8000230	M/J Exploratory Career Wheel 4	6-8
8000240	M/J Exploratory Career Wheel 5	6-8
8000250	M/J Exploratory Career Wheel 6	6-8
8200120	Business Leadership Skills	6-9
8300310	Workplace Essentials	9-12
8300320	Practical Arts General	9-12
8300330	Workplace Technology Applications	9-12
8301600	Work Experience	9-12
8500120	Personal and Family Finance	9-12
8500140	Career Discovery	6-8
8500230	Personal Development	6-8
8500430	Personal Development and Career Planning	6-8
8500300	Parenting Skills	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500375	Blueprint for Professional Success	9-12
8502000	Life Management Skills	9-12
8600010	Introduction to Technology	6-9
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
8800310	Practical Entrepreneurship Skills	9-12
8900210	Exploration of Public Service Occupations	6-9
8900220	Exploration of Criminal Justice Occupations	6-9
8900222	Exploration of Criminal Justice Occupations and Career Planning	6-9
9001920	Vocational Employability Skills for Youth	7-12
9001820	Vocational Employability Skills for Youth and Career Planning	7-12
9001810	Career Education for Students with Disabilities	7-12
9100310	Orientation to Career and Technical Occupations	6-9
9100110	Orientation to Career and Technical Occupations and Career Planning	6-9
9100210	Exploration of Career and Technical Occupations	6-9

IMPORTANT! Additional Information Regarding Secondary Automotive Service Technology Education Programs

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

b. POSTSECONDARY Size, Scope, and Quality Programmatic Requirements

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

Division Criteria for Size:

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

Division Criteria for Scope:

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

Division Criteria for Quality:

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

Postsecondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High-Skill, High-Wage, and/or High-Demand. The statewide Demand Occupations Lists (DOL) and/or regional TOL must be used to identify High-Skill, High-Wage and/or High-Demand careers that align with your programs. Information may be accessed at http://lmsresources.labormarketinfo.com/wec/2013_2014_stw_occ_list.pdf ...AND

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

IMPORTANT! Additional Information Regarding Postsecondary Automotive Service Technology Education Programs

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

XI. Tech Prep (Title II)

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

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

In April, 2011, the House and Senate passed H.R. 1473, the long-term continuing resolution that funds the federal government. Signed by the President, the bill eliminated Title II: Tech Prep Education.

Each eligible recipient is required to implement the state's Program of Study requirements exclusively through the basic grant allocation. Development and implementation of Programs of Study are not accomplished in isolation and necessitate the use of a partnership between secondary and postsecondary entities. The utilization of partnerships to carry out the state's Program of Study requirements is encouraged and eligible recipients are permitted to "pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include developing, revising, and implementing career and technical education Programs of Study described in section 122(c)(1)(A)."

b. Florida's Program of Study Requirements

As stated in Florida's State Plan, it is the goal for Perkins IV implementation, that by 2013 all students in Florida, including special populations, will have the opportunity to participate in a Program of Study that will facilitate seamless transition from high school to college and careers.

The 2014-2015 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 described in Section 122(c)(1)(A)*. Eligible recipients are encouraged to continue to convert all programs into a program of study format for all programs currently not included in a program of study format.

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 Program of Study template incorporates the core elements identified in the Act and may be accessed at: http://www.fldoe.org/workforce/perkins/perkins_resources.asp. Florida has developed additional state requirements for Program of Study implementation. These requirements must be met by secondary and postsecondary eligible recipients.

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

2014-2015 Application Requirements for Programs of Study:

1. Submit copies of all of the local Programs of Study that were **developed** (either through consortium or not) during the **2013-2014 program year** or in lieu of hardcopies, provide the website where local Programs of Study can be reviewed.
2. Describe procedures utilized to develop and implement Programs of Study.
3. For all Programs of Study available to career and technical education students in the 2014-2015 school year, describe the following:
 - a. How do you promote Programs of Study to students, parents, and faculty?
 - b. How do guidance counselors become informed about Programs of Study? If professional development is offered, please describe.

- c. Has a local (or statewide) articulation agreement been signed and approved by the agency head of the participating secondary and/or postsecondary agency for available Programs of Study? Provide the name/s of agency/ies with whom you partner and/or provide a copy of the articulation agreement/s.
 - d. How are postsecondary education credits earned under the articulation agreements awarded to students?
 - e. How do you develop the locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary component to be included in the Program of Study?
 - f. How do CTE Programs of Study reflect programs which are guided by the workforce and economic development needs of business/industry, the community and employment opportunities?
 - g. Does your CTE Program/s of Study provide work-based opportunities? If yes, please describe.
 - h. Please explain how your Program/s of Study provide a pathway for students to earn an industry certification.
4. How many CTE programs (e.g., Digital Design, Practical Nursing) does the eligible recipient offer? (If you offer the same program in multiple schools, it should only be counted once.)
 5. To date, how many CTE Programs of Study have been completed using the State Template?
 6. Describe the process for reviewing and/or updating currently developed Programs of Study, as well as developing new programs of study (e.g. business leaders' participation, reviewing data on students entering the career pathway of their Programs of Study, professional development for members of the evaluation team, and coordination with secondary/postsecondary agency). Please identify the agencies and agency contacts that will be involved in this effort.
 7. How many CTE programs does the eligible recipient propose for conversion to a Program of Study using the State Template during the 2014-2015 program year? (These would be additional Programs of Study not currently converted.) # ____ Please fill in the chart provided in the RFA.
 Note: Please be reminded that it is the goal for Perkins IV implementation, that all students in Florida, including special populations, will have the opportunity to participate in a Program of Study that will facilitate seamless transition from high school to college and careers.

For inquiries regarding the 2014-2015 Perkins Request for Application (RFA), please contact your Grants Administration Program Manager listed below:

Grants Administration Contacts: Listed by County (revised 3/12/14)		
Chris Ciardo Christopher.Ciardo@fldoe.org (850) 245-9041	Alachua Baker Bradford Clay Columbia Duval Flagler Nassau	Putnam St. Johns Union College of Central Florida Daytona State College Florida State College @ Jacksonville St. Johns River State College Santa Fe College
Ebonee Daniels Ebonee.Daniels@fldoe.org (850) 245-9044	Dixie Gilchrist Hamilton Jefferson Lafayette Leon Madison	Suwannee Taylor Wakulla Florida Gateway College North Florida Community College Tallahassee Community College
Doreen DuMond Doreen.DuMond@fldoe.org (850) 245-9037	Brevard Broward Indian River Martin Okeechobee Orange Osceola Palm Beach St. Lucie	Seminole Volusia Broward College Eastern Florida State College Indian River State College Palm Beach State College Seminole State College of Florida Valencia College
Ordania Jones Ordania.Jones@fldoe.org (850) 245-9040	Charlotte Collier Dade DeSoto Glades Hardee Hendry	Highlands Lee Monroe Edison State College Florida Keys Community College Miami Dade College South Florida State College
John Occhiuzzo John.Occhiuzzo@fldoe.org (850) 245-9042	Bay Calhoun Escambia Franklin Gadsden Gulf Holmes Jackson Liberty	Okaloosa Santa Rosa Walton Washington Chipola College Gulf State College Northwest Florida State College Pensacola State College

Grants Administration Contacts: Listed by County (revised 3/12/14)		
Darl Walker Darl.Walker@fldoe.org (850) 245-9045	Citrus Hernando Hillsborough Lake Levy Manatee Marion Pasco Pinellas	Polk Sarasota Sumter- Hillsborough CC Lake-Sumter State College Pasco-Hernando State College Polk State College St. Petersburg College State College of FL, Manatee-Sarasota

APPENDIX A

Policy Memo: Vocational Preparatory Instruction (VP) and Perkins IV Funds

<http://www.fldoe.org/workforce/pdf/VPlandPerkinsIVFunds.pdf>

APPENDIX B

Career and Technical Student Organization (CTSO) Expenditures

<http://www.fldoe.org/workforce/pdf/CTSOExpenditures.pdf>

APPENDIX C

Career and Technical Student Organization (CTSO) Technical Skill Competition Expenditures

<http://www.fldoe.org/workforce/pdf/ctso.pdf>

APPENDIX D

Use of Technology by Non-CTE Students Purchased with Perkins Funds

<http://www.fl DOE.org/workforce/pdf/Perkinsuseofequipment-AAP.pdf>