2014-2015
Funding Opportunities

Carl D. Perkins

Secondary and Postsecondary

Career and Technical Education

Due May 19, 2014

http://www.fldoe.org/workforce/dwdgrants/

Division of Career and Adult Education

Funding Conference Call

April 29, 2014

10:00 AM – 12:00 PM (EDT)

Call number: 1-888-670-3525

Conference code: 4632608161 then #

Welcome and Introduction

Gloria Spradley-Brown

Bureau Chief

Grants Administration and Compliance

850-245-9053

Gloria.Spradley@fldoe.org

Please help minimize background noise during the conference call.

Please keep your phone on MUTE while listening to the conference call. This prevents background noise and in-office discussions from disrupting the call.

If you do not have a "Mute" button on your phone, press *6 to mute and *6 to un-mute.

Carl D. Perkins
Funding Opportunities Conference Call Agenda

1. Welcome and Introductions – Gloria Spradley-Brown

2. Request for Application Overview – Gloria Spradley-Brown

3. Preparing and Submitting the Application – Gloria Spradley-Brown

4. Perkins Accountability – Amy Albee-Levine

5. Programs of Study – Amy Albee-Levine

6. Quality Assurance Tools and Resources – Gloria Spradley-Brown

7. Online Survey – Marcy Sieg

8. Participants' Questions

Funding Conference Call Goals

To provide funding opportunities information

To provide pertinent programmatic information

To provide performance reporting requirements

To provide Request for Application (RFA) submission requirements

Carl D. Perkins Projects

- Secondary, Section 131
- Secondary, University Development Research Schools
- Secondary, Florida School for the Deaf and the Blind
- Secondary Department of Juvenile Justice (DJJ)
- Postsecondary, Section 132
- State Correctional Institutions and Institutions that serve individuals with disabilities
- Career and Technical Education Student Organizations
- Rural and Sparsely Populated Areas

Request for Application (RFA)

Request for Proposal (RFP)
(Department of Juvenile Justice – DJJ)

Overview

Funding Purpose and Priorities

To develop more fully the academic, and career and technical skills of secondary and postsecondary education students who elect to enroll in Career and Technical Education (CTE).

2014-2015 Funding Allocations

Carl D. Perkins Federal Act of 2006

Basic Grant - Title I Estimate $61,726,876

This allocation represents no funding for
Tech Prep (Title II).

2014-2015 Funding Allocations

Perkins IV State Budget Estimate

State Administration	$ 1,200,000
State Leadership	$ 3,478,122
Aid to Districts	$57,048,754
Total Allocation	$61,726,876
Secondary	$26,272,726
Postsecondary (College and School District)	$28,155,958
Reserve	$ 2,620,070
Total Aid-to-Districts	$57,048,754

Local Secondary Allocations

Based on population counts (U.S. Census) as prescribed in the law: http://www.census.gov/did/www/saipe/index.html

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

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

Local Postsecondary Allocations

- Florida's approved alternate formula

- Based upon criteria relating to the number of individuals enrolled in postsecondary CTE programs within the state of Florida who received need-based postsecondary financial aid

- Drives dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in postsecondary CTE programs

- Generates a more equitable distribution of the funds

Local Postsecondary Allocation

Florida's alternate criteria for individuals meeting the requirements are listed below:

- Recipients of Food Stamps
- Recipients of Pell Grants
- Participants in the Job Training Partnership Act Program/Welfare Transition
- Recipients of Student Education Opportunity Grants (SEOG)
- Participants in a federal career and technical education work-study program
- Recipients of Temporary Aid to Needy Families (TANF)
- Recipients of Welfare Wages
- Recipients of Florida Student Assistance Grant

Preparing and Submitting the Application

Preparing the Application

Choose the correct RFA/RFP from the website:
http://www.fldoe.org/workforce/dwdgrants/perkinstech.asp

Read the entire RFA/RFP carefully and follow the instructions.

Applications must contain a series of forms and a narrative.

Use the Checklist (last page of the RFA/RFP) to assure all required items are included and arranged in the proper order.

Preparing the Application Narrative

Save the Application Narrative Section including all pages, charts, and forms in Word prior to inserting information.

Complete the narrative using the same sequence presented in the Application Narrative section.

Responses should be brief, clear, and concise.

Preparing the Application Narrative
Secondary/Postsecondary

- Part A and B Use of Funds

- A-E Program of Study

- Professional/Curriculum Development

- Stakeholders Involvement

- Size, Scope, and Quality

- Evaluate and Improve

- A-C Barriers, Special Populations Levels, Self-sufficiency

- Special Populations Non-Discrimination

- Non-traditional Fields

- Career Guidance and Counseling

Preparing the Application Narrative
Secondary/Postsecondary

- Continued -

- A-B Teacher Recruitment, Retention, Transition
- Charter School Support
- Consortium Projects – ONLY
- Support for State Correctional Institutions (postsecondary)
- Sites and Classification of Instructional Programs (CIPs) Lists
- Strategic Goals Reading, Math, and Science
- Automotive Service Technology
- Local Performance Accountability Information
- Local Program Improvement Plans – if applicable
- General Education Provisions Act (GEPA)

Preparing the Application Narrative
Rural and Sparsely Populated Areas

1A. Select at least one of four priority areas that focus on High-Wage, High-Skill, and/or High-Demand Occupations.

- Distance Learning
- Information Technology or STEM (Science, Technology, Engineering and Math Career Clusters)
- Priorities of the Regional Workforce Board
- Student and/or Instructor Industry Certification

1B. Abstract

2. Letter(s) of Agreement

3. Strategic Goals Reading, Math, and Science

4. GEPA

Department of Juvenile Justice (DJJ) Competitive Grant

Purpose:

To develop more fully the academic and career and technical skills of secondary DJJ students by implementing new, or improving existing career and technical education programs leading to industry certification.

Funding:

- Total - $414,000
- Up to $64,400 maximum per project award
- Limited to one funded project per eligible DJJ site

Application Due Date: on or before May 19, 2014

Preparing the Application Narrative DJJ

Competitive Grant

1. Project Abstract or Summary
2. Project Need
3. Project Design and Implementation (a-h)
4. Evaluation
5. Strategic Goals - Reading, Math/Science
6. Dissemination Plan
7. Budget

Budget Narrative Form, DOE 101
Applicable to all Perkins Applications

Expenditures must be:

- Directly tied to program goals
- Reasonable, allocable, allowable, and necessary
- See Example Budget in RFA

Line item descriptors – must indicate:

- For who, what, why, when, where, and quantity

Budget Narrative Form, DOE 101
Applicable to All Perkins Applications

Examples of budget items are:

- Salaries

- Professional/Technical Services

- Contractual Services (<u>signed</u> contractual agreements needed)

- Equipment (must also provide Projected Equipment Purchases Form)

- Materials and Supplies

- Administrative Costs

Budget Narrative Form, DOE 101
Applicable to All Perkins Applications

Function Codes are only required for school districts.

Object Codes (only one per line item) are for:

- School Districts
- Colleges

Budget Narrative Form, DOE 101
Applicable to All Perkins Applications

Administrative Costs including Indirect Costs

- Section 3(1) of the Act states that the term 'administration', when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

- Section 135(d) of the Act states that each eligible recipient receiving funds under this part shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted for the proposed project.

- Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Indirect costs are considered administrative costs.

Contractual Service Agreements

The RFA contains a Contractual Service Agreements section for subcontracting services to another entity (sub-recipient).

The applicant is solely responsible for all programmatic, reporting and fiscal management of the project.

Additional resource information: State of Florida Contract and Grant User Guide (pages 11 and 12 for a checklist).
http://www.myfloridacfo.com/aadir/docs/ContractandGrantManagementUserGuide.pdf

Equipment Purchases

The RFA contains a section on Equipment Purchases as well as a Project Equipment Purchases Form.

Note: Federal requirements for equipment purchases stipulate reporting unit costs of $5,000 or more; it is superseded by the more restrictive state requirement of $1,000 per unit cost.

Conditions for Acceptance

Substantially Approvable

Includes required forms:

- DOE 100A, Application Form bearing the original signature of the Superintendent for the school district or the Agency Head for other agencies.
- DOE 101, Budget Narrative Form.

All required forms must have the assigned TAPS Number included.

Note: DJJ competitive grants must be received within DOE no later than the close of business on or before May 19, 2014.

Submitting the Proposal

- Submit one application with the original Agency Head signature and <u>three</u> identical copies of the original proposal.

- DJJ competitive applicants submit one application with the original Agency Head signature and <u>seven</u> identical copies of the original proposal.

It is the submitting agency's responsibility to ensure that all copies are identical to the original.

Submit to:

      Office of Grants Management
      Florida Department of Education
      325 West Gaines Street, Room 332, Unit B
      Tallahassee, FL 32399-0400
      Attention: Sue Wilkinson

Perkins Accountability

Amy Albee-Levine
Director of State and Federal Initiatives
850-245-0949
Amy.Albee@fldoe.org

Perkins Performance Measures

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

- Florida developed a web-based system that allows local eligible recipients to view local performance levels in relation to state-negotiated targets.

- 2012-2013 state-level and local-level performance are available for viewing at:
  https://app1.fldoe.org/workforce/perkinsSearch/DataTool.aspx

Setting Local Targets for Performance

The State also developed a Local Accountability web-based system (LAUPL) that will allow you to do the following:

- Accept the Division's recommended 2014-2015 local performance targets that have been pre-populated as local 2014-2015 targets

- Enter the required narrative in order to fulfill the local application requirement

- Develop a program improvement plan (if applicable)

- Download and sign an attestation form on agency letterhead

- Local Education Agencies that choose to negotiate a target will need to contact their FLDOE Program Manager

Accountability - State Targets

Florida's 2014-2015 Secondary State Performance Targets:

- 1S1 Academic Attainment in Reading = 66.83%
- 1S2 Academic Attainment in Math = 87.32%
- 2S1 Technical Skill Attainment = 88%
- 3S1 School Completion = 95.68%
- 4S1 Student Graduation Rates = 84%
- 5S1 Placement = 80.78%
- 6S1 Non-traditional Participation = 32%
- 6S2 Non-traditional Completion = 95.72%

Accountability - State Targets

Florida's 2014-2015 College Credit State Performance Targets:

- 1P1 Technical Skill Attainment = 46%
- 2P1 Completion = 49%
- 3P1 Student Retention or Transfer = 70%
- 4P1 Student Placement = 86%
- 5P1 Non-traditional Participation = 28%
- 5P2 Non-traditional Completion = 22.82%

Accountability - State Targets

Florida's 2014-2015 Adult-Level (Clock Hour) State Performance Targets:

- 1A1 Technical Skill Attainment = 83%
- 2A1 Completion = 59.25%
- 3A1 Student Retention or Transfer = 56.56%
- 4A1 Student Placement = 75.77%
- 5A1 Non-traditional Participation = 12.81%
- 5A2 Non-traditional Completion = 18%

Accountability Local Targets

•Information on how to access the accountability web tool will be sent directly to district CTE directors, technical center directors, and occupational deans as soon as the negotiation process with the USDOE is complete.

•Reference Perkins IV Implementation Guide (2014-2015 edition) for policies and procedures for requesting a performance negotiation.

Accountability
Local Program Improvement Plans

As required by law…

- The State must annually evaluate the performance of the career and technical education activities of each eligible recipient, using the local adjusted levels of performance

- Eligible recipients shall develop and implement Program Improvement Plans for performance that does not meet at least 90% of local agreed-upon performance level on any of the core indicators of performance

- In developing the plan, the grantee shall consult with the FLDOE, appropriate agencies, individuals and organizations to give special consideration to performance gaps identified under Section 113(b)(4)(C)(ii)11) of the Act

Accountability
Local Program Improvement Plans

As required by law…

- Identify and quantify any disparities or gaps in performance between any such category of students and the performance of students served by the eligible recipient under this Act.

- Categories of students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

- If no progress is being made or the State determines that the recipient is not properly implementing their responsibilities, the State shall work with the provider to implement the activities under the Act.

- The state will be working closely with those agencies that have had to complete a program improvement plan for the same measure for 3 or more years.

Accountability
Technical Skill Attainment

The 2013-14 Technical Skill Attainment Inventories posted at: http://www.fldoe.org/workforce/perkins/perkins_resources.asp
The following categories of assessment can be found on posted inventories:

- Federal or state regulatory agency-developed assessment instrument leading to licensure (FAA, Dept. of Health, DBPR)

- Industry-developed assessment instrument leading to industry certification (ASE, HVAC Excellence)

- Industry-developed end-of-program assessments (NATEF)

- Proprietary company-developed assessment instrument leading to certification of proficiency in one or more company product (Microsoft, CISCO)

- Third-party-developed assessment instrument (NOCTI, ASK Institute, Brainbench)

Programs of Study

Amy Albee-Levine
Director of State and Federal Initiatives
850-245-0949
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Programs of Study RFA Requirements

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.

All articulation agreements must be signed and approved by the Agency Head of each participating secondary and postsecondary Local Educational Agency (LEA).

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.

Programs of Study RFA Requirements

Career Pathways must lead to a postsecondary credential. This may include a certificate, diploma, associate or baccalaureate degree, industry certification or a licensure. In general, Career Pathways should offer students opportunities for continued education as well as access to the skilled workforce.

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.

Programs of Study RFA Requirements

All Programs of Study requirements must be met through the Basic Grant funds (no separate Career Pathways funding).

The specific requirements regarding Programs of Study shall be addressed in the RFA.

Programs of Study RFA Requirements

RFA Requirements:

1. Submit all copies of Programs of Study on the state template developed during 2013-2014 (either through consortium or not) **or** provide a website for review.

2. For all Programs of Study, describe:
   a. How you promote Programs of Study to students, parents, and faculty?
   b. How do guidance counselors become informed about the various 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 all 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.

Programs of Study RFA Requirements
- Continued -

d. How are postsecondary education credits earned under the articulation agreement 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.

Programs of Study RFA Requirements
- Continued -

3. How many CTE <u>programs</u> (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.)

4. Of the programs offered, identify how many Programs of Study have been completed to date.

5. Describe the process for evaluating and updating currently developed Programs of Study, as well as developing new programs of study (e.g. business leader's participation, reviewing data on students entering the career pathway of their Programs of Study, professional development for members of the evaluation team, coordination with secondary/postsecondary agency). Please identify the agencies and agency contacts that will be involved in this effort.

6. 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.)

Programs of Study

- USDOE Office of Career, Technical, and Adult Education released a Program of Study Design Framework designed to help states and local agencies meet the program of study requirement.

- The Framework identifies 10 key components and corresponding subcomponents that, taken together, support the development and implementation of effective programs of study.

- For more information, please visit http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm.

Quality Assurance Tools and Resources

Gloria Spradley-Brown

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Quality Assurance
Tools and Resources

Perkins IV Resources

http://www.fldoe.org/workforce/perkins/perkins_resources.asp

Quality Assurance Policies, Procedures, and Protocols

http://www.fldoe.org/workforce/compliance.asp

U.S. Office of Management and Budget (OMB) Circulars

http://www.whitehouse.gov/omb/circulars/

Quality Assurance
Tools and Resources

A-133 Compliance Supplement
http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2012

Florida Department of Education "Green Book"
 http://www.fldoe.org/grants/greenbook/

Education Department General Administrative Regulations
(EDGAR) http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html

Grant Award - Terms, Conditions, and Assurances
 www.fldoe.org/grants/greenbook/2013/SecD.doc

Most Common Issues Discovered in Onsite Monitoring Visits to Agencies

- Lack of genetic identity as a protected class in anti-discrimination policies and communications

- Lack of broad posting of anti-discrimination policies

- Lack of all required elements of equipment inventory (EDGAR and state regulations)

Online Survey

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Online Survey

Survey for this conference call -

    Please take a few minutes to give us your feedback via this survey posted on our website: http://www.fldoe.org/workforce/dwdgrants/

Participants' Questions