



Florida Department of Education
Division of Workforce Education

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

Attestation of Performance Levels for Program Year Three
(July 1, 2009 - June 30, 2010)

I, Christine Cothron, President of First Coast Technical College, certify that the attached Local Agreed Upon Performance Levels (LAUPL) form, which includes the performance indicators, 2007-2008 actual local performance, 2008-2009 State Target, 2008-2009 Locally Agreed Upon Target, 2009-2010 State Target and the 2009-2010 Locally Agreed Upon Target is accurate and complete. I understand that this document will be incorporated into my district's July 1, 2009 Perkins IV grant award and that my district will be held accountable for meeting at least 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to section 113 of Perkins IV.

Christine Cothron 6/29/09

Signature/Date
President, First Coast Technical College

Signature/Date
Grants Program Manager

SAINT JOHNS Postsecondary Certificate Performance Indicators

1	2	3	4	5	6	7
Postsecondary Certificate Performance Indicators	2007-2008 Actual Local Performance	2008-2009 State Targets	2008-2009 Locally Agreed Upon Targets*	2009-2010 State Targets**	Recommended Proposed 2009-2010 Local Targets	Agency agrees to accept the proposed local targets in column 6.
1A1 Technical Skills	79.18%	75%	75%	74%	79.68%	accept
2A1 Completion	26.77%	51%	51%	54%	54%	accept
3A1 Retention	45.04%	55%	55%	56%	56%	accept
4A1 Placement	70.59%	84%	84%	83%	83%	accept
5A1 Non-traditional enrollment	9.11%	8%	8%	9%	9.61%	accept
5A2 Non-traditional completion	30.61%	12%	12%	13%	31.11%	accept

*All postsecondary certificate agencies were required to accept 2008-2009 postsecondary certificate state targets as locally agreed upon targets.

**FLDOE negotiated 2009-2010 targets with OVAE in May 2009

1A1 Technical Skills

Narrative

FCTC will continue strategies that encourage and motivate students to attain occupational completion points, program completions, and earn industry certified credentials thru rigorous and relevant lectures, assignments, and hands-on applications related to areas of enrollment. We will continue VPI for remediation and tutoring to increase basic skills attainment. We will monitor student performance in CTE so that adjustments may be addressed to increase student performance, take and pass industry specific credentialing exams for high wage/high skill or in-demand job opportunities.

2A1 Completion

Narrative

FCTC will increase the number of CTE concentrators who receive industry recognized credentials by

utilizing several strategies such as: creating positive learning experiences for students; visits to industry related sites for real world knowledge of applications; observe occupations in the field; counseling; academic advising; expanding curriculum applications to increase hands-on applications; instructor/student progress reviews; revisiting reporting criteria to insure that we are accurately coding WDIS information; and mentoring using Program Steering Committees. Funds will also be allocated to assist with obstacles to program completion such as child care and transportation based on demonstrated need and status within the program.

3A1 Retention

Narrative

We will continue to enhance employability skills training and counsel students on progress within the CTE program through soft and transitional skills needed in the labor market so that they become CTE concentrators, receive certificate; and become program completers. We will expand and increase the number of articulation agreements with 2 year or 4 year postsecondary institutions that will allow program completers to jump start their degrees.

4A1 Placement

Narrative

We will increase student placement of CTE concentrators that received a credential or certificate in the military, postsecondary education or employment by utilizing CTE Program Steering Committees. We will continue to enhance employability skills training and counsel students/CTE concentrators on soft and transitional skills needed in the labor market. We will encourage CTE concentrators to take the Ready to Work Credential and guide their registration.

5A1 Non-traditional enrollment

Narrative

FCTC will continue to expand marketing of CTE programs with additional emphasis on non traditional participation. We will provide assistance for students in the areas of counseling, mentoring, and support systems to encourage participation. We will utilize CTE Program Steering Committee members as well as alumni as Mentors and class presenters on non traditional employment opportunities in the field.

5A2 Non-traditional completion

Narrative

FCTC will increase the number of non traditional CTE program concentrators with industry recognized credentials or certificates by monitoring progress of non traditional enrollments each term to establish a

support system. We will expand non traditional and alumni networks and use successful former students as mentors along with CTE Program Steering Committee members. We will also utilize visits to worksites of non traditional employees for role model establishment and inspiration.



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Narrative

FCFC will continue strategies that encourage and motivate students to attain occupational completion points, program completions, and earn industry certified credentials thru rigorous and relevant lectures, assignments, and hands-on applications related to areas of enrollment. We will continue VPI for remediation and tutoring to increase basic skills attainment. We will monitor student performance in CTE so that adjustments may be addressed to increase student performance, take and pass industry specific credentialing exams for high wage/high skill or in-demand job opportunities.

2A1 Completion

Narrative

FCFC will increase the number of CTE concentrators who receive industry recognized credentials by

utilizing several strategies such as: creating positive learning experiences for students; visits to industry related sites for real world knowledge of applications; observe occupations in the field; counseling; academic advising; expanding curriculum applications to increase hands-on applications; instructor/student progress reviews; revisiting reporting criteria to insure that we are accurately coding WDIS information; and mentoring using Program Steering Committees. Funds will also be allocated to assist with obstacles to program completion such as child care and transportation based on demonstrated need and status within the program.

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FCTC will increase the number of non traditional CTE program concentrators with industry recognized credentials or certificates by monitoring progress of non traditional enrollments each term to establish a

support system. We will expand non traditional and alumni networks and use successful former students as mentors along with CTE Program Steering Committee members. We will also utilize visits to worksites of non traditional employees for role model establishment and inspiration.

SAINT JOHNS Secondary Performance Indicators

1	2	3	4	5	6	7
Secondary Performance Indicators	2007-2008 Actual Local Performance	2008-2009 State Targets	2008-2009 Locally Agreed Upon Targets	2009-2010 State Targets	Recommended Proposed 2009-2010 Local Targets	Agency agrees to accept the proposed local targets in column 6.
1S1 Academic Attainment - Reading	51.42%	51%	51%	58%	58%	accept
1S2 Academic Attainment - Math	82.86%	50%	50%	56%	83.36%	accept
2S1 Secondary Technical Skills	82.55%	70%	70%	73%	83.05%	accept
3S1 Secondary School Completion	91.91%	85%	85%	86.5%	92.41%	accept
4S1 Student Graduation Rate	92.8%	71%	71%	72%	93.3%	accept
5S1 Secondary Placement	90.23%	84%	84%	85.5%	90.73%	accept
6S1 Non-traditional enrollment	8.76%	15%	15%	16%	16%	accept
6S2 Non-traditional completion	100%	87%	87%	88.5%	100%	accept

1S1 Academic Attainment - Reading

Narrative

The counselors and career specialists will encourage students to participate in FCAT test preparation after school in the competency-based curriculum lab using Odysseyware. This staff will encourage students to enter the Career Academies that will have a focus on reading in all content areas. The teachers' use of highly effective practices, such as reading in the content area to enhance and strengthen the students' reading levels.

1S2 Academic Attainment - Math

Narrative

Progress monitoring will be conducted annually to ensure all students are receiving appropriate instruction in math. Students who are level I or II will be scheduled into Intensive Math courses for remediation purposes. A focus on STEM subjects in the engineering academies will ensure higher math FCAT scores across the district.

2S1 Secondary Technical Skills

Narrative

The district will continue to monitor the occupational completion rate and award appropriate OCPs to deserving students. The district has identified the appropriate industry certifications aligned with the targeted occupations. Students will have the opportunity to obtain the appropriate certifications upon graduation. Teachers have or are in the process of obtaining their personal industry certifications. Testing has begun in targeted programs and will expand to all programs in 2009-10.

3S1 Secondary School Completion

Narrative

Programs of study continue to be refined for counselors, parents, and students in each academy and tech prep program. These programs of study outline the pathway which leads to the attainment of an OCP, program completion, post secondary programs and industry certifications. All Career programs will be a minimum of one OCP in length. An aggressive marketing program is in place to attract and retain students in career academies.

4S1 Student Graduation Rate

Narrative

St. Johns County has implemented the Odysseyware grade / credit recovery program to ensure all students graduate with their cohort thus raising the graduation rate and lowering the dropout rate. A Coordinator for Academic Success oversees the program which is implemented in all middle and high schools. A virtual summer school has been established for 8th grade and 12th grade students who are short credits for transition.

5S1 Secondary Placement

Narrative

St. Johns County will continue to develop articulation agreements with public and private colleges / universities, apprenticeship programs and technical schools. Counselors and Career Specialists will continue to educate parents and students about post secondary opportunities. The district will again sponsor the annual College and Career Night for all high school students and parents scheduled for

September 8. Programs of study outline the pathway from secondary to post secondary. Dual enrollment, AICE, IB and Advanced Placement are included in the suggested program of study. Career and Technical dual enrollment has been established at most high schools to raise the post secondary attendance rate.

6S1 Non-traditional enrollment

Narrative

St. Johns continues to market the career academies and programs of study to all students and parents. An aggressive marketing campaign has been developed for 2009-10 to raise the enrollment rates for 2010-11. Non-traditional business partners will be recruited to serve as advisory board members and encouraged to develop interaction with the students. Programs will be marketed to all students through the career academy process with non-traditional representatives appearing in the marketing. Meetings with counselors and registrars are scheduled to identify goals and target enrollment to key programs.

6S2 Non-traditional completion

Narrative

St. Johns County will continue to recruit and retain non-traditional students in targeted career occupations. Recruitment efforts will be made to promote the career academies to non-traditional students. All 8th grade students will be exposed to all career programs in written and visual media. The career specialists will monitor program completion within each career academy.

FLORIDA DEPARTMENT OF EDUCATION



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June 26, 2009

MEMORANDUM

TO: Eligible Recipients of Section 132 (Postsecondary) Perkins Federal Career and Technical Education Funds Authorized by Public Law 109-270

FROM: Loretta Costin, *Loretta Costin* Vice-Chancellor, Division of Workforce Education

SUBJECT: Instructions for Establishing 2009-2010 Perkins IV Local Performance Targets

Background

The Division of Workforce Education has just finalized state postsecondary performance targets for 2009-2010 with the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). The 2009-2010 state postsecondary performance targets are as follow:

Adult Level (clock hour)

1A1 Technical Skill Attainment = 74%

2A1 Completion = 54%

3A1 Student Retention or Transfer = 56%

4A1 Student Placement = 83%

5A1 Nontraditional Participation = 9%

5A2 Nontraditional Completion = 13%

College Level (college credit)

1P1 Technical Skill Attainment = 40%

2P1 Completion = 37%

3P1 Student Retention or Transfer = 75%

4P1 Student Placement = 87%

5P1 Nontraditional Participation = 14%

5P2 Nontraditional Completion = 22.50%

LORETTA COSTIN, VICE CHANCELLOR FOR WORKFORCE EDUCATION

Section 113 of the Perkins Act (P.L. 109-270) establishes and supports a state and local performance accountability system designed to assess the effectiveness of eligible recipients in achieving progress in career and technical education. Furthermore, state and local recipients of Perkins IV funds are expected to continually make progress toward improving the performance of CTE students.

As noted in the Perkins IV State Plan, local eligible recipients are expected to adopt 2009-2010 postsecondary state targets as local performance targets, unless a compelling justification warrants a negotiation request for a lower local target.

Establishing 2009-2010 Local Performance Targets

The Division of Workforce Education has developed a web-based application to assist eligible recipients to establish local performance targets and fulfill the requirements of the *Performance Accountability Information* section of the 2009-2010 postsecondary RFA (#20 on page 19 of the postsecondary application). The web-based system is pre-populated with individualized data for each eligible recipient. In addition, the system will identify the Division's recommended 2009-2010 local performance target for a given eligible recipient, based on the following policy detailed in the Perkins IV State Plan:

Policy 1

For 2007-2008 actual local performance for any indicator which meets or exceeds the 2009-2010 state target, eligible recipients' 2009-2010 local targets will be increased by .5% of the 2009-2010 state target or .5% of actual local performance (if 2007-2008 local performance is higher than the 2009-2010 state target). This policy ensures compliance with the continuous improvement provision in Perkins IV.

Performance Indicators	2007-2008 Actual Local Performance	2008-2009 State Target	2009-2010 State Target	Recommended 2009-2010 Local Target
2P1 – Completion (scenario 1)	58%	51%	58%	58.50%
(scenario 2)	70%	51%	58%	70.50%

Policy 2

For 2007-2008 actual local performance for any indicator which does not meet the 2009-2010 state target, eligible recipients' 2009-2010 local targets will be set at the 2009-2010 state target. This policy ensures compliance with the continuous improvement provision in Perkins IV.

Performance Indicators	2007-2008 Actual Local Performance	2008-2009 State Target	2009-2010 State Target	Recommended 2009-2010 Local Target
2P1 – Completion (scenario 1)	57%	51%	58%	58%
(scenario 2)	34%	51%	58%	58%

This system allows eligible recipients to do the following:

1. Accept the Division's recommended 2009-2010 local performance targets that have been pre-populated as local 2009-2010 targets.
2. Enter the required narrative in order to fulfill the local application requirement.

The system does not have the capability to complete negotiation requests. Eligible recipients that would like to request negotiation for one or more targets must do the following:

1. Submit a negotiation request to their assigned Grants Administration Program Manager via e-mail **no later than Friday, July 10, 2009**. Please be advised that a negotiation request may incur a delay of grant award notification. Follow the instructions in Attachment 1 for request submissions.
2. Propose targets which at a minimum are expressed in a percentage or numerical form, consistent with the state levels of performance established; and identify how the proposed level will allow the eligible recipient to continually make progress toward improving the achievement of career and technical education students.
3. Review the five categories of factors the Division of Workforce Education utilizes in analyzing, synthesizing, and calculating the eligible recipients' negotiation request for a given indicator. A maximum percentage point reduction of ten points may be requested, but no more than two percentage points for each category. This information may be found on pages 29-30 of the Perkins IV RFA Implementation Guide (2009-2010 Edition). The negotiation request must address all five categories, if applicable to an eligible recipient.

Important Deadlines

All eligible recipients must use the system to fulfill their local Perkins application requirement. The web-based system will be locked effective 5:00 p.m. (E.S.T.) on **Friday, July 10, 2009**. Compelling requests for negotiations must be received by your assigned Grants Administration Program Manager via e-mail no later than 5:00 p.m. (E.S.T.) on **Friday, July 10, 2009**.

Grant Award Notification Letters

Please be advised that the following three items must be reconciled before the Department issues grant award notification letters:

1. Your agency's local application must be submitted to the Department on or before Tuesday, June 30, 2009.
2. Your agency must provide appropriate information/documentation pertaining to the local application if it has been requested by your assigned Grants Administration Program Manager.
3. Your agency must have established 2009-2010 local performance targets utilizing the web-based system by July 10, 2009.

If you have any questions, please contact Dr. Ike Gibson at 850-245-9026 or via e-mail at Ike.Gibson@fldoe.org

Thank you.

LC/kt

Attachments:

1. "Attachment 1" Local Core Indicator of Performance Request for Negotiation
2. Perkins IV Local Accountability System Instructions (Postsecondary)

Perkins IV Local Accountability System Instructions (Postsecondary)

Step 1- Credentials

Obtain your agency's system log-in credentials by contacting Susan Arvin at 850-245 9979 or susan.arvin@fldoe.org and request your agency's user name and password.

Step 2- Open System

Go to URL: <https://app1.fldoe.org/workforce/perkinsData/> to open the Perkins IV Local Accountability System and enter agency *User Name* and *Password*.

St Johns
5-5

Please be prepared to establish all your agency's local targets during one web session. If you accidentally close the application or log-out, previously entered information will not be saved.

The system will be locked at 5:00 p.m. (EST) on Friday, July 10, 2009.

Step 3- Welcome Screen

Read the "Welcome Screen" carefully and click "Continue" to proceed to next screen, "Main Menu."

Step 4- Main Menu

If your agency offers both clock hour programs and credit hour programs, determine which category you want to edit first. Then click on the link for, "(Agency name) Postsecondary Certificate Performance Indicators" ("A" measures) or the link for "(Agency name) Postsecondary College Credit Performance Indicators" ("P" measures) to review your agency's customized data table for either the "A" measures or the "P" measures.

(If your agency, does not offer clock hour programs, you should not see a link for Postsecondary Certificate Performance Indicators" ("A" measures))

Step 5- Agency's Postsecondary Performance Indicator Custom Data Table (for either clock hour-"A" measures or credit hour-"P" measures)

This data table is comprised of the following columns:

- Column 1- Lists all 6 Perkins IV postsecondary performance indicators
- Column 2 - Identifies your agency's 2007-2008 local level performance data for each indicator
- Column 3 - Identifies Florida's 2008-2009 state target for each indicator
- Column 4- Identifies your agency's 2008-2009 local agreed upon target for each indicator
- Column 5- Identifies Florida's 2009-2010 state target for each indicator
- Column 6- Identifies your agency's recommended 2009-2010 local target for each indicator

Review each column carefully, then scroll down to the text box that follows and click on one of the following links:

- 1) Click on “**Accept all Recommended Proposed 2009-2010 Postsecondary Certificate Local Targets as 2009-2010 Locally Agreed Upon Performance Levels**” link, if agency intends to accept all recommended 2009-2010 local targets pre-populated in column 6 and proceed to the next screen, “**Summary Page.**”

OR

- 2) Click on “**Negotiate Each Performance Indicator for the Postsecondary 2009-2010 Local Targets**” link, if agency intends to request a negotiation for one or more performance indicators and proceed to the next screen, “**Summary Page.**”

Step 6 – Postsecondary Certificate Performance Indicator Summary Page
From this page, you will “edit” each performance target individually.

Click on any indicator and proceed to the next screen, “**Individual Measure – Narrative Page**”

Step 7 – Individual Measure-Narrative Page

Agency has 2 options on this page:

1. Click the “Accept” radial button for a given indicator and enter the required narrative in order to fulfill the local application—*(Briefly describe how the Career and Technical Education activities will be delivered with respect to meeting the 2009-2010 Locally Agreed Upon performance level established under Section 113(Perkins IV, Section 134(b)(2)).*

Please note that the narrative text box is limited to 5,000 characters rather than 5,000 words (this is an error on the screen). It is recommended that you “copy” and “paste” the narrative entered in the narrative text box into a separate Word (.doc) file in case you accidentally close the application or log-out. As mentioned previously, the system will not save any data if the application is accidentally closed down.

OR

2. Click the “negotiate” radial button and follow the negotiation request instructions detailed in the accompanying memo from Vice Chancellor Loretta Costin. Please be advised that a negotiation request may incur a delay in grant award notification.
3. Click “Save” and proceed to next screen and click “**Return to Summary Page to Continue to the Next Performance Indicator**” and proceed back to the “**Postsecondary Performance Indicator Summary Page.**”

Step 8 – Postsecondary Performance Indicator Summary Page
From this page, you will “edit” each performance target individually.

Click on the next indicator you want to edit and proceed to the next screen, "**Individual Measure – Narrative Page**"

Follow Step 7 until all indicators have been "accepted" or "negotiated" (Icons will appear next to each indicator on the summary page as they have been completed.)

Once all indicators have been "accepted" or "negotiated," click the "**Main Menu**" link

Step 9 – Main Menu

Click the link, "**Print Data and submit copy to your FLDOE Grant Manager to fulfill Local Perkins Application requirements**"

Click "Open" on the file download dialog box. Do NOT close the application or data will not be saved.

Save this **Local Agreed Upon Performance Levels (LAUPL) form** document on your computer for your records. Close the document. Do NOT close the application.

Return to the application and click "**Print Attestation Form.**"
(Note: this hyperlink will only appear if the agency has accepted ALL local targets. If an agency is requesting a performance negotiation for one or more indicators, the "**Print Attestation Form**" hyperlink will not appear on the screen. The Attestation Form will be signed once negotiations are complete.)

Once you click "**Print Attestation Form,**" a message will appear in Red that states: "Printing Attestation Form will close report. Are you sure you want to proceed? Yes or No" At this stage, you will click "Yes". The data you have submitted will be saved, locked and the application will automatically close.

Click "Open" on the file download dialog box. Save the attestation form on your computer for your records.

Step 10- Log-in to the system to continue to edit the other set of postsecondary performance targets (if applicable). Please note, if you have responsibility for your agency's postsecondary performance targets, you may complete those at another time using the same log-in credentials (User name and password) and use the same steps as detailed above.

Step 11 – Please scan and then submit the Attestation Form and Local Agreed Upon Performance Levels (LAUPL) form via e-mail to your Grants Administration Program Manager no later than JULY 10, 2009.

The Attestation form should be on agency letterhead. Print or type your name in the space in the first sentence of the paragraph and print or type "113" in the space in the last sentence of the paragraph. Sign and date the document. Also please

change the title on the signature area from “District CTE Director” to your title if the title does not reflect your correct title.

Local Core Indicator of Performance Requests for Negotiation

Steps to negotiate either the secondary or postsecondary local adjusted level of performance are prescribed as follows:

1. Eligible recipients interested in negotiating a local level of performance must have their agency head or authorized designee submit a signed, written request to the Division of Workforce Education offering a compelling appeal for an adjusted level of performance.
2. Local eligible recipients must submit the signed, written request for negotiation as an attachment via e-mail to the agency's assigned Grants Administration Program Manager within the Division of Workforce Education **no later than 5:00 p.m. (EST) on Friday, July 10, 2009.**

Requests for local adjusted levels of performance received after the aforementioned date will be disregarded; the recommended 2009-2010 local performance target (as identified in the web-based application) shall apply.

3. The local eligible recipient must propose levels of performances which at a minimum:
 - are "expressed in a percentage or numerical form, consistent with the state levels of performance established; and
 - require the eligible recipient to "continually make progress toward improving the performance of career and technical education students."
4. Eligible recipients are expected to provide a compelling rationale in quantitative terms explaining justification for latitude on the expected local performance indicator. The rationale shall address the following:
 - i. What unique characteristics of your agency prohibit the agency from meeting the state established levels of performance?
 - ii. Explain the agency's efforts to implement continuous improvement strategies.
5. The format for the request and accompanying documentation is as follows:
 - size 12-point
 - double spaced
 - does not exceed 1 page per indicator for the rationale
 - all pages numbered, including cover
 - page number at the bottom right of each page
 - no more than a total of three (3) additional pages for relevant supporting documentation
6. All negotiation requests must contain, at a minimum the following information:
 - Name of the eligible recipient / agency
 - Name and contact information for designated negotiator
 - Eligible recipient mailing address
 - Agency head and/or authorized project designee
 - Telephone number
 - Fax number
 - E-mail address

Page 2

Local Core Indicator of Performance Requests for Negotiation

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

All local levels of performance must be agreed upon before FLDOE can issue any eligible recipient a 2009-2010 award letter. The final decision and/or approval of any negotiated local adjusted level of performance rests with the Vice Chancellor of Workforce Education.