

FISCAL YEAR 2005

**CARL D. PERKINS VOCATIONAL AND
TECHNICAL EDUCATION ACT OF 1998**

CONSOLIDATED ANNUAL REPORT



INDIANA
WORKFORCE
DEVELOPMENT

OMB NO: 1830-0556

TABLE OF CONTENTS

I. STATE ADMINISTRATION [SECTION 121] 5

A. SOLE STATE AGENCY AND GOVERNANCE STRUCTURE 5

B. ORGANIZATION OF VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS 5

II. STATE LEADERSHIP ACTIVITIES [SECTION 124] 6

A. REQUIRED USES OF FUNDS [SECTION 124 (B)(1-8) 6

AGRICULTURAL EDUCATION CURRICULUM PROJECT7

HIGH SCHOOLS THAT WORK 6

WORKPLACE SPECIALIST TRAINING 7

CURRICULUM INITIATIVES..... 7

ONGOING PROFESSIONAL DEVELOPMENT 8

POSTSECONDARY EDUCATION CONFERENCE 9

WORKFORCE READINESS CONFERENCE 9

TECHNICAL ASSISTANCE TO CAREER –TECHNICAL STUDENT ORGANIZATIONS (CTSOS) SKILL STANDARDS EVENTS..... 9

CTA TECHNICAL ASSISTANCE 10

INDIANA TECHNICAL EDUCATION REPORTING SYSTEM (IN TERS)10

AWARDS FOR EXCELLENCE IN CAREER AND TECHNICAL EDUCATION 10

LEADERSHIP DEVELOPMENT INSTITUTE, INC..... 10

LABOR INSTITUTE FOR TRAINING (LIFT) 11

THE INDIANA ESSENTIAL SKILLS AND TECHNICAL PROFICIENCIES INITIATIVE (IESTPI)..... 11

VINCENNES UNIVERSITY – PROJECT TO EXPAND AND FURTHER DEVELOP THE CTA PROCESS 12

INDIANA CONSOLIDATED ANNUAL REPORT 2005

IMPLEMENTATION WORKSHOPS FOR THE INDIANA ESSENTIAL SKILLS AND TECHNICAL PROFICIENCIES INITIATIVE 13

BUSINESS MODERNIZATION AND TECHNOLOGY - IESTPI PROJECT.....13

WEB SITE FOR INDIANA GOLD STAR SCHOOL COUNSELING..... 13

INDIANA CAREER PATHWAYS 14

CAREER INFORMATION DELIVERY SYSTEM (CIDS)..... 14

CRIMINAL OFFENDERS..... 14

WORKFORCE DEVELOPMENT CONCEPTS 14

PROJECT LEAD THE WAY.....14

INDIANA AREA ASSOCIATION OF VOCATIONAL DIRECTORS SCHOOL/PROGRAM IMPROVEMENT EVALUATION..... 15

III. DISTRIBUTION OF FUNDS AND LOCAL PLAN FOR VOCATIONAL EDUCATION PROGRAMS [SECTIONS 131 AND 134]..... 16

A. SUMMARY OF ELIGIBLE RECIPIENTS 16

SECONDARY ALLOCATIONS AND LOCAL PLANS.....16

POSTSECONDARY ALLOCATIONS AND LOCAL PLANS 16

TECH PREP ALLOCATIONS AND REQUEST FOR PLANS..... 15

IV. ACCOUNTABILITY [SECTION 113] 16

A. STATES OVERALL PERFORMANCE RESULTS AND PROGRAM IMPROVEMENT STRATEGIES 16

B. PERFORMANCE RESULTS FOR SPECIAL POPULATIONS 17

C. DEFINITIONS 17

D. MEASUREMENT APPROACHES..... 18

V. MONITORING FOLLOW-UP..... 21

SUMMARY

The Indiana Department of Workforce Development (IDWD) is the sole state agency responsible for receipt and administration of Carl D. Perkins Vocational and Technical Education Act of 1998 funds (Perkins III). Under State law, the Indiana Commission for Career and Technical Education (ICCTE), a Governor appointed commission, is responsible for developing, implementing, and supervising the state plan for career and technical education.

The Career and Technical Education Division of IDWD provides staff support for the ICCTE. Under the guidance of the ICCTE, the CTE staff provides state leadership for Perkins activities and fulfills reporting responsibilities in cooperation with the Office of Career and Vocational Services within the Indiana Department of Education (DOE) and the Indiana Commission for Higher Education (CHE). The DOE coordinates secondary Perkins III activities and the CHE coordinates postsecondary Perkins III activities through Memorandums of Understanding with IDWD. State leadership and coordination of Tech-Prep/Career Majors activities are provided by IDWD-CTE staff.

Indiana CTE is structured around rigorous academics, career pathways, curriculum integration and articulation agreements to help prepare students for a seamless transition from high school to further education/postsecondary opportunities and work.

Indiana has adopted fourteen career clusters to help students investigate a range of occupations in an industry or field. Just prior to entering secondary school, students declare a career focus area based on their career interest. A career focus area is a subset of related occupations within a career cluster.

Students are recommended a career pathway as a resource when designing their four-year course plans for high school. The career plan is included in the student's guidance portfolio. Students have the option of changing career pathways at anytime during their high school career.

More than 60 high schools and 23,000 students throughout Indiana participate in the Career Majors Initiative sponsored by IDWD. The Career Majors Initiative is designed to increase high school student motivation and achievement by helping them make the connection between what they are learning in school and their future opportunities.

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

The Indiana Department of Workforce Development (IDWD) is the sole state agency responsible for receipt and administration of Carl D Perkins Vocational and Technical Education Act of 1998 funds (Perkins III). Under State law, the Indiana Commission for Career and Technical Education (ICCTE), a Governor appointed commission, is responsible for developing, implementing, and supervising the state plan for career and technical education.

The Career and Technical Education Unit of IDWD provides staff support for the ICCTE. Under the guidance of the ICCTE, the CTE staff provides state leadership for Perkins activities and fulfills reporting responsibilities in cooperation with the Office of Career and Vocational Services within the Indiana Department of Education (DOE) and the Indiana Commission for Higher Education (CHE). The DOE coordinates secondary Perkins III activities and the CHE coordinates postsecondary Perkins III activities through Memorandum of Understanding with IDWD.

State leadership and coordination of Tech-Prep/Career Majors activities were provided by IDWD-CTE staff. An organizational chart of the key agencies involved in administering vocational education under Perkins III is shown in **ATTACHMENT A**.

B. Organization of Vocational and Technical Education Programs

Indiana CTE is structured around rigorous academics, career pathways and curriculum integration to help prepare students for a seamless transition from high school to further education/postsecondary opportunities and work.

Indiana has adopted fourteen career clusters to help students investigate a range of occupations in an industry or field. Just prior to entering secondary school, students declare a career focus area based on their career interest. A career focus area is a subset of related occupations within a career cluster.

Students are recommended a career pathway as a resource when designing their four-year course plans for high school. The career plan is included in the student's guidance portfolio. Students have the option of changing pathways at anytime during their high school career.

In addition the four-year course plan, more than 60 high schools and 23,000 students throughout Indiana participate in the Career Majors initiative sponsored by IDWD-CTE. The Career Majors initiative is designed to increase high school student motivation and achievement by helping students make the connection between what they are learning in school and their future opportunities.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds [Section 124 (b)(1-8)]

The Indiana Department of Workforce Development and its partners directed and carried out a broad range of activities that addressed all of the required activities under Section 124. Assessing programs carried out, expanding the use of technology, professional development, activities to improve student skills, preparation for nontraditional training and employment, supporting partnerships among local educational agencies, serving individuals in institutions and supporting programs for special populations.

This section describes the major initiatives that address required activities under Section 124(b)(1-8) of the Act:

Agricultural Education Curriculum Development Project (*Advanced Life Science – Animals, Plants, and Foods*)

Indiana is one of a few regions with over \$200 million in life sciences academic research commitments and more than 10,000 life sciences college graduates each year. Indiana's strong base in higher education and its ongoing links to the pharmaceutical industry characterize Indiana's additional growth potential in the life sciences industry. In order for the life sciences industry to prosper in Indiana, it needs a pool of well-educated high school and university graduates.

The project goals are: (*This project is not expected to end until 2007.*)

- (1) Create course curricula for three courses titled: *Advanced Life Science – Animals, Advanced Life Science – Plants, and Advanced Life Science – Foods.*
- (2) Teach each course in approximately 30 Indiana Secondary High Schools during a three year rollout.
- (3) Evaluate the effectiveness of all three course curricula utilizing end of course assessments, quantitative evaluations, and qualitative evaluations of students and teachers.
- (4) Create Certificates of Technical Achievement in Advanced Life Science.

High Schools That Work

Department of Education staff from the Office of Career and Technical Education provided activities and technical assistance to schools involved in the national High Schools That Work improvement initiative. Schools in the network participated in assessment activities and provided data on student achievement and attended staff development activities to improve their implementation of the HSTW objectives. Site visits were conducted to assist teachers and administrators in identifying areas for improvement to curriculum and instruction that can contribute to gains in student achievement.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

Thirty-one schools sent 230 teachers to the National High Schools That Work Professional Development Conference. Participants attended a variety of sessions that provided strategies that can be incorporated into local action plans.

There are currently 45 active High Schools That Work sites in Indiana. All sites are encouraged to embed HSTW practices into their School Improvement Plan. In late winter 2004, 37 sites administered the HSTW assessment. Twenty-three of those sites attended a two-day workshop to analyze the data and all schools submitted an action plan based on the analysis of data.

Workplace Specialist Training

Career and technical education courses are often taught by skilled individuals with extensive experiences in occupational areas but do not have degrees in education. An alternative licensing process that requires completion of a 45 clock-hour staff development program, delivered by an Indiana teacher training institution, helps to ensure that these occupationally competent people can successfully transition into new roles as teachers. This training leads to a Workplace Specialist Certification.

Seventy-two instructors with OS I license participated in the 2004-05 Professional Development project. They attended two (2) face-to-face meetings. Of the 72 participants, 68 have successfully completed the assignments for the seven required modules. All of the completers demonstrated improved teaching skills as observed during in-class activities that were video-taped and submitted for review. Sixty-one of the completers are in their second year of teaching.

The Indiana Division of Professional Standards staff and teacher training institutions made changes to components of the Workplace Specialist training to meet the expected licensing changes that will include: two-year WS I licensing period and the requirement for all candidates to submit portfolios by the end of the second year of teaching. The changes will be effective school year 2006-07.

Curriculum Initiatives

Curriculum materials, course content standards, and related resource materials were developed for secondary career-technical education courses and programs.

Two new courses in the culinary arts area of study were developed. New frameworks incorporated Indiana's Academic Standards for math and language arts with industry standards for culinary fields. The Indiana FACS Teacher Education Council and the Indiana FACS Advisory Council began work on new course titles. Plans are in place for curriculum development work groups.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

A work group of postsecondary professors in Anatomy and Physiology along with secondary teachers completed development of a set of draft standards in Anatomy and Physiology aimed at students interested in a health sciences career pathway. After completion of the final document, standards will be submitted to the Commission on Higher Education with the intent of receiving approval to designate this class as a core 40science course.

Business and marketing course committees completed revisions of the standards for the 2006 textbook adoption: Business Math, Personal Finance, Computer Applications and Computer Applications Advanced. Revisions for IT courses: Network Systems, Interactive Media, Programming and Software Development, and Information Support and Services were completed. Crosswalks of business, marketing, and IT course standards to Indiana academic standards and industry certifications, such as CISCO, A+ and Net+ were also completed.

Frameworks for the following FACS courses were completed: Adult Elder Care Careers; Advanced Life Sciences; Foods; Consumer Service Careers; Culinary Arts Foundations; Hotel Academy; and, Personal Resource Management. Course frameworks for nine existing courses were revised and updated. New frameworks incorporate Indiana Academic Standards for math and language arts with industry standards for each course.

Ongoing Professional Development

Conferences, workshops, seminars and other training activities are designed and conducted for career-technical education teachers and administrators, school counselors, building level administrators, and other educators and community people involved in developing the academic and technical skills of secondary students.

Over 80 health science and science teachers including teachers in the Career Majors program, attended the 2005 Health Science conference in February. Participants received updates on the future of the health care industry, learned more about the Health Sciences Career Pathway Project, and received an update on the new Biomedical and Health Sciences Academy being developed by Project Lead the Way. In addition teachers participated in interactive sessions related to developing a strong health-science career cluster and how to effectively engage students using brain-based learning.

Specific sessions of the February 2004 Workforce Readiness Conference addressed workforce readiness skills including decision-making, conflict management, and anger management. Over 90 percent of the participants completed the sessions with an understanding of the importance of SCANS skills to success in the workplace and were able to identify strategies to help students develop these same skills.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

Postsecondary Education Conference

Ninety (90) Percent of those participating in the Postsecondary Education Conference mastered competencies related to vocational-technical education opportunities and the strategies to assist counselors in helping more vocational-technical students consider a four-year degree. As a result, the Indiana Association for College

Admissions Counseling (IACAC) has added a representative of the Office of Career and Technical Education to their conference committee for the 2005 IACAC conference and will consider adding postsecondary vocational programs to the focus of their conference.

Workforce Readiness Conference

The Workforce Readiness Conference was held in February, 2004. Over 600 participants attended sessions that addressed workforce readiness skills including decision-making, conflict management, and anger management.

The following is a list of other FY05 professional development activities.

Workshops/Conference Sessions	Number of Participants
Business/Marketing Ed Conference	400
Health Sciences Conferences	80
Summer Ag Teachers Workshops	150
Electronic Assessment Tool	502
Training	
Information Technology Training	75
Teaching The way Students Learn	24

Technical Assistance to Career –Technical Student Organizations (CTSOs) Skill Standards Events

Career-Technical student organizations structured opportunities at state leadership conferences for students to earn Certificates of Technical Achievement (CTAs). Overall 144 students earned 168 Certificates of Technical Achievement during the FCCLA, HOSA, and BPA state conferences.

Approximately 20 teachers attended a four-day training workshop to develop skill assessment projects that meet requirements of Indiana Certificates of Technical Achievement (CTA). Over 35 projects were developed that may be used in a variety of business and marketing courses. Teachers also matched academic and CTE standards to the assessment projects.

CTA Technical assistance

Technical assistance on CTAs and CDAs were provided to 45 Early Childhood instructors at their day-long professional development workshop in April 2005. A total of 19 Culinary Arts instructors received training on administering the knowledge and skills tests for the National ProStart certification process.

Indiana Technical Education Reporting System (IN TERS) – Training

This project allows training for users who have the responsibility of collecting secondary and adult non-credit vocational education enrollments based upon their inventory of programs.

The project is ongoing and has the following objectives:

- Provide quality IN TERS software training and technical support to each secondary area school district for collecting secondary and non-credit adult vocational-technical program inventories and enrollments.
- Designate and train three persons to serve as continuous support technical specialists for IN TERS software.
- Conduct six in-service workshops per year. (Three for new operators/directors and three for all operators and directors for update and renewal.)
- Evaluate the project at both the state and local level on a yearly basis.

Awards for Excellence in Career and Technical Education

The Awards for Excellence in Career Technical Education recognizes outstanding programs, students, partnerships, and guidance/personnel services from around the state. Secondary and postsecondary students are selected based on academic standing, vocational proficiency, outstanding character, and demonstrated leadership activities. Secondary, postsecondary and adult programs are selected based on program design, use of resources and program outcomes. Partnerships are selected based on program objectives, transferability, shared responsibility, and contributions to career technical education.

The Twenty-first Annual Awards for Excellence ceremony was on February 8, 2005. Approximately 400 people from around the state attended the day's activities. Awards were presented to nine (9) secondary students, ten postsecondary students, one (1) secondary program, one (1) postsecondary program, and two (2) partnerships received recognition.

Leadership Development Institute, Inc.

The Leadership Development Institute provides technical assistance in the development of regional apprenticeship/education partnership committees. The goal of the regional partnership committee is to raise awareness of building trades as a viable career option for all students regardless of gender. The Committee includes representatives from business, industry, labor, education, students, parents, and economic development groups.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

The Leadership Development Institute provides hands-on trade-show opportunities for students and parents throughout the state. Construction apprenticeship program displays allow students to participate in hands-on projects. The shows last from one to two days with over 1000 students and their parents participating.

Labor Institute for Training (LIFT)

The Labor Institute for Training (LIFT) develops and manages training and other programs to help increase employment opportunities for displaced workers in the State. LIFT also provides leadership for the Annual Women and Work conference.

The Women and Work conference offers workshops and literature on nontraditional training and employment issues. Over 250 women, including service providers and students who attend alternative schools, participated in the 2004 Conference. Thia Hamilton, Deputy Director of Women Work, the National Network for Women's Employment, was the keynote speaker.

The Indiana Essential Skills and Technical Proficiencies Initiative (IESTPI)

The Workforce Proficiency Panel, a Governor-appointed group, is responsible for identifying a common set of essential skills required for success in major occupational areas and issuing Certificates of Technical Achievement (CTAs). Skills include academic, employability, and technical proficiencies.

The CTA documents what an individual actually knows and is able to do. The Scenario assessment method is used to document the technical skills an individual is able to perform on the job. Students, adults, and incumbent workers can earn CTAs in ten occupational areas: 1) advanced manufacturing; 2) Bioscience; 3) Business; Management; and Finance; 4) Electronics; 5) Health; 6) Metalworking; 7) Plastics; 8) Childcare Occupations; and 10) Automotive Occupations.

The following Table summarizes the number of CTA Scenarios successfully completed during FY05.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

Occupational Area	Secondary	Postsecondary	Adult	Incumbent Worker	Total
Advanced Manufacturing	1503	30	829	80789	83181
Automotive	1667	775	238		2680
Bioscience	188		35		223
Business & Finance	14520	1071	7216	696	23503
Childcare	4286	41	38		4365
Electronics	1920	24	88		2032
Health	7411	344	553	3	8311
Metalworking	5504	728	169		6401
Plastics	720	125	37		882
Printing	591	42	30		663
Total	34450	3180	9233	81488	132241

Visits are made to all participants of the Indiana Essential Skills and Technical Proficiencies Initiative (IESTPI) workshops throughout the State of Indiana. Participants are also assisted through telephone follow-up to ensure that they can successfully implement the initiative in their school/company. Participants in the IESTPI receive assistance in establishing alliances with businesses and industries and actively partnering with such entities to develop appropriate scenarios that will most effectively prepare students for careers in those occupations.

Indiana has IESTPI sites in 277 educational institutions, over 110 businesses, 17 community-based organizations, and the Department of Corrections. Over 6000 IESTPI technical assistance contacts/visits were made during FY05.

Vincennes University – Project to Expand and Further Develop the CTA Process

Vincennes University, through its Business and Industry Training Program, developed and implemented the following activities to expand and further develop the CTA process throughout Indiana’s manufacturing industry.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

- (1) *Incorporate the Advanced Manufacturing 10 core scenarios into new and existing incumbent worker training programs. Certify and issue certificates to program completers.*
- (2) *Develop skill standards and a CTA certification process for the specific occupational area of "Industrial Maintenance". In addition, develop program/curriculum centered on the "Industrial Maintenance" CTA.*

Implementation Workshops for the Indiana Essential Skills and Technical Proficiencies Initiative

Implementation workshops are one-day sessions designed to introduce the initiative and the necessary steps to become a certified assessment site. Completion of the workshop is required for certification. Hands-on experience is provided on software designed to manage the initiative

locally. In addition, time is devoted to development of scenario assessments. Attendees have the opportunity to team with others in their occupational area to develop scenario assessments and implementation strategies.

Business Modernization and Technology – IESTPI Project

In today's economy where jobs are routinely re-engineered, where the trend is to link wages to skills, where education and training costs are rising, and where the pace of change is increasing dramatically, essential skills and technical proficiencies (IESTPI) are needed to help employers, educators, job seekers and employees assess skills and establish education and training needs. Focusing on Indiana's economy, skill standards are established for occupational areas where demand for workers is high and supply is low. Working with schools and educational institutions to incorporate Indiana essential skills and technical proficiencies with current curriculum and competencies and with businesses to link skills and proficiencies to national industry standards, the Contractor's, Indiana Business Modernization and Technology (BMT), role was to determine the use and effectiveness of skill standards and Certificates of Technical Achievement and increase the awareness of associated job opportunities. In addition to the above activities, BMT worked with various postsecondary institutions in the implementation of articulation/dual credit programs using IESTPI and the CTA; identified job opportunities, skill requirements, and career paths within industries to develop a long-range approach to workforce development; assisted instructors and schools in marketing the benefits of IESTPI to expand to include other schools, universities and business partners.

Web site for Indiana Gold Star School Counseling

A Web site for Indiana Gold Star School Counseling was created at the Department of Education. Students can access this Web site to find information regarding the voluntary student standards for guidance.

Indiana Career Pathways

Indiana Career Pathways was developed and posted on the IDOE/CTE Web site and disseminated to all secondary schools and career centers. The document organizes more than 75 pathways by Indiana's Career Clusters and crosswalks almost 700 job titles with the pathways.

Career Information Delivery System (CIDS)

Indiana's web-based career information delivery system (CIDS) experienced a great deal of growth during FY05. The site is routinely updated to provide the most current occupational information – including fastest growing and highest-paying occupations, occupations employing the largest numbers of workers and occupations with the most job openings. The site receives over 900,000 user sessions per month. CIDS can be found at <http://learnmoreindiana.org>.

Criminal Offenders

Students participating in vocational programs in the eleven major IDOC facilities have access to the most current local and national occupational information provided via CIDS. Periodically, Compact Discs (CDs) containing updated local and national occupational information are given to libraries at each of the state's correctional facilities. The IDOC staff responsible for collecting and reporting career and technical education data was trained to use the Indiana Technical Education Reporting System (IN TERS). DWD also provided technical assistance to IDOC staff responsible for vocational education accountability at the institutional level.

Workforce Development Concepts

Workforce Development Concepts, Inc., Worked with existing Work Keys Job Profile and Task Analysis information to develop occupational specific Certificates of Technical Achievement (CTAs) for six applications. During the second phase of the project, the Workforce Development Concepts developed a community-based and a company-specific advanced manufacturing (10) Core CTA as well as standard assessment tools for the community-based and company-specific Certificates of Technical Achievement.

Project Lead the Way

Indiana is second only to New York in the number of Project Lead the Way (PLTW) pre-engineering Academies available to middle and high school students with 63 programs statewide. PLTW is a shining example of engaging students in a rigorous, high tech curriculum that teaches high levels of math, science, teamwork, communication and critical thinking skills in a meaningful way that motivates both the students and teachers. Perkins funds are awarded to high schools and postsecondary institutions for Project Lead the Way (PLTW) pre-engineering academies. For more information on Project Lead the Way in Indiana, visit www.pltw.purdue.edu.

Indiana Area Association of Vocational Directors School/Program Improvement Evaluation

The Indiana Association of Area Vocational Directors is a professional association of vocational districts collaborating on workforce education. The IAAVD designed and field tested an area vocational evaluation process for use throughout the State of Indiana. Focusing on core indicators of performance, PL221, continuous improvement, academic integration, professional development, graduate follow up, partnerships including advisory committees, etc., their goals included the development of a process to assist schools in improving career and technical education programs and the overall delivery of those programs, and assisted in the development of goals and objectives for continuous improvement of those schools.

III. Distribution of funds and Local Plan for Vocational Education Programs [Sections 131 and 134]

A. Summary of Eligible Recipients

Secondary Allocations and Local Plans

Secondary students participate in Career and Technical Education programs at one of forty-nine (49) area vocational districts that serve 295 school corporations located throughout Indiana.

Perkins III FY05 secondary allocation amounts and school corporations are listed in **ATTACHMENT B**. The latest version of the local application used to fund eligible secondary schools is found in **ATTACHMENT C**.

Postsecondary Allocations and Local Plans

Indiana has seven public postsecondary institutions with multiple campuses. Technical Education was provided throughout Indiana on 28 campuses under Perkins III in FY2005. Allocations to Institutions are listed in **ATTACHMENT D**.

The latest version of the local application used to fund eligible postsecondary institutions is found in **ATTACHMENT E**.

Tech Prep Allocations and Request for Plans

Tech Prep funds are allocated to local consortia of secondary schools and/or area vocational schools, regionally accredited institutions of higher education that offer a two-year associate degree, and are committed to educational improvement through the development of a coordinated and enhanced learning experience for students organized around Career Majors.

Consortia also may include one or more: (1) institutions of higher education that award baccalaureate degrees; (2) labor organizations; (3) employer organizations; (4) economic development organizations, and (5) community-based organizations. Additional members, such as parents, students, counselors are encouraged. Tech Prep Allocations for Fiscal Year 2005

INDIANA CONSOLIDATED ANNUAL REPORT 2005

are found in ATTACHMENT F. The Request for Proposals is in ATTACHMENT G.

IV. Accountability [Section 113]

A. States Overall Performance Results and Program Improvement Strategies

The Chart below is a summary of the States FY05 performance results.

Secondary and Postsecondary Performance level Results		
Indicator	Agreed Upon Level 04-05	Actual Level 04-05
1S1	90.90%	92.66%
1S2	88.35	92.56%
2S1	90.70	91.31%
3S1	84.00	86.31%
4S1	5.83	8.05%
4S2	5.83	8.55%
1P1	88.50	76.51%
1P2	26.65	25.14%
2P1	26.65	25.14%
3P1	84.00	93.66%
3P2	90.00	86.18%
4P1	6.50	7.05%
4P2	7.00	7.79%

The State met all of its agreed-upon secondary performance levels for the past year. The major factor that may have contributed to the secondary results is the states improved data collection process for secondary career-technical education data. As of the 04/05 reporting year, the Indiana Technical Education Reporting System (IN TERS) is used by all eligible secondary area vocational districts. All staff responsible for collecting, entering, and reporting data is trained to use IN TERS. Additionally, local data administrators have access to technical assistance, both on-site and by phone, from the DWD-CTE staff throughout the year.

Postsecondary performance levels were met as a result of bundling. We continue to examine, develop and provide clearer definitions and interpretations for postsecondary sub-indicators for consistent data reporting across all eligible institutions. There are many indirect causes that may contribute to a student's participation in postsecondary CTE, one of which is participation in CTE on a part-time basis. Such students may not be fully engaged in the learning process. In many cases students may move in and out of the system over a period of three to six years.

In the case of 1P2/2P1, completion rates have been stagnant for both Indiana and the Nation overall for the past 20+ years. Over the next year, CHE will be working on including a completion incentive (details are pending) in the postsecondary funding formula that would be recommended in the next biennial budget process.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

Several strategies, including professional development workshops on data analysis, have been established to encourage effective use of data in planning local improvement activities directed at improving the performance levels of all students.

Locals are required to focus on three additional goals for 05/06:

1. Expand articulation and dual credit opportunities to increase postsecondary transition and completion rates
2. Establish quality internship and coop experiences to increase opportunity for skill attainment.
3. Encourage professional development that is of high quality, sustained and classroom focused.

It is expected that these additional focus areas will cause locals to examine program content as they establish and implement articulation and dual credit agreements, internship and coop experiences and high quality professional development.

B. Performance Results for Special Populations

As we implement our overall improvement strategies, locals will be encouraged to develop strategies to address those areas that appear to impact the performance of special populations. For example, in FY06 Perkins funding instructions, postsecondary institutions were instructed to identify the number of CTE students requiring remediation by gender, race, and special population category. This data will be used to help develop strategies for improving the performance levels of special populations.

C. Definitions

Vocational Participant

A vocational education participant is a student who enrolled in at least one career-technical education course in the program year.

Vocational Concentrator

A vocational concentrator is a student who enrolled in a sequence of courses or instructional units that provide the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment and/or further education.

Vocational Completer

A vocational completer is a student who attained the academic and technical skills/proficiencies within a program or sequence of courses or instructional units that provide an individual with a certificate, diploma, or associate degree.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

Tech Prep Student

A Tech Prep student is one who completes a minimum of two years of secondary education that ties with a minimum of two years of postsecondary in a non-duplicative sequence of course study.

D. Measurement Approaches

The measurement approach and definitions for the numerator and denominator are found in the Chart below. Changes in definition are underlined.

Core Sub-Indicator	Measurement Definition	Measurement Approach
1S1 Secondary Academic Attainment	<p>Numerator: Number of students concentrating in vocational education and who meet academic standards.</p> <p>Denominator: Number of students concentrating in vocational education during the same reporting period.</p>	State Academic Assessment Systems (1)
1S2 Secondary Technical Attainment	<p>Numerator: Number of students concentrating in vocational education who attained program defined and validated vocational-technical skills.</p> <p>Denominator: Number of students concentrating in vocational education during the same reporting period.</p>	Local Standards & Assessment Systems (3)
2S1 Secondary High School Completion	<p>Numerator: Number of seniors concentrating in vocational education who graduated from high school.</p> <p>Denominator: Number of seniors concentrating in vocational education who were eligible to graduate during the same reporting period.</p>	State/Local Administered Data (1)

INDIANA CONSOLIDATED ANNUAL REPORT 2005

<p>3S1 Secondary Placement</p>	<p>Numerator: Number of students included in the denomination who, within one year of graduation are enrolled in documented postsecondary programs, advanced training, in the military or are employed.</p> <p>Denominator: Number of students who were vocational program concentrators that graduated.</p>	<p>Administrative Record Exchanges/ Matching of Administrative Records (3)</p>
<p>4S1 Secondary Nontraditional Participation</p>	<p>Numerator: Number of non-traditional students who concentrated in programs leading to occupations that are determined to be non-traditional.</p> <p>Denominator: Total number of students who concentrated in the same program during the same reporting period.</p>	<p>State/Local Administrative Data (1)</p>
<p>4S2 Secondary Nontraditional Completion</p>	<p>Numerator: Number of non-traditional concentrators who complete programs leading to occupations that are determined to be non-traditional.</p> <p>Denominator: Total number of concentrators who complete the same programs during the same reporting period.</p>	<p>State/Local Administrative Data (1)</p>
<p>1P1 Academic Attainment</p>	<p>Numerator: Number of students who have concentrated in a program leading to a certificate or associate degree will meet program defined academic standards.</p> <p>Denominator: Number of students who have concentrated in a program leading to a certificate or associate degree during the same reporting period.</p>	<p>Overall Grade Point Average (5)</p>

INDIANA CONSOLIDATED ANNUAL REPORT 2005

<p>1P2 Technical Attainment</p>	<p>Numerator: <u>Number of students concentrating in a program leading to a certificate or associate degree who attained programs defined and industry validated vocational-technical skills.</u></p> <p>Denominator: <u>Number of students concentrating in a program leading to a certificate or associate degree during the same reporting year.</u></p> <p><i>Changed to reflect the same measurement definition as 2P1 in Year 7.</i></p>	<p>National/State Standards & Local Assessment System (2)</p> <p><i>Changed to reflect the same measurement approach as 2P1 in Year 7.</i></p>
<p>2P1 Degree Credential</p>	<p>Numerator: Number of students, who attain an associate degree, credential, or certificate.</p> <p>Denominator: Number of students who defined as program concentrators during the same reporting period.</p>	<p>State/Local Administrative Data (1)</p>
<p>3P1 Postsecondary Placement</p>	<p>Numerator: Number of students who attained an associate degree or certificate who were employed, entered the military, or advanced training one year after graduation.</p> <p>Denominator: Number of students who attained an associate degree or certificate during the same report period.</p>	<p>Administrative Record Exchange (3)</p>
<p>3P2 Postsecondary Retention</p>	<p>Numerator: Number of post secondary students placed for employment who remain employed for one year.</p> <p>Denominator: Number of post-secondary students placed for employment during the same time period.</p>	<p>State-Developed, School-Administered Surveys/ Placement Records & (1)</p>
<p>4P1 Nontraditional Participation</p>	<p>Numerator: Number of non-traditional students who concentrated in programs leading to occupations that are determined to be non-traditional.</p> <p>Denominator: Total number of students who concentrated in the same programs during the same reporting period.</p>	<p>State/Local Administrative Data (1)</p>

INDIANA CONSOLIDATED ANNUAL REPORT 2005

<p>4P2 Nontraditional Completion</p>	<p>Numerator: Number of non-traditional students programs completers leading to occupations that are determined to be non-traditional.</p> <p>Denominator: Total number of completers in nontraditional programs who complete the same programs during the same reporting period.</p>	<p>State/Local Administrative Data (1)</p>
---	--	--

V. Monitoring Follow-up

September 17, 2004 Monitoring Visit/Report

FINDING #1: Calculation of Maintenance of Effort at the Secondary and Post-Secondary Levels:

Indiana’s approach to calculation maintenance of fiscal effort revealed that secondary expenditures used for maintenance of fiscal effort include state-appropriated expenditures that are not necessarily expended for vocational education. The state legislature appropriated funds to school districts based on the number of students enrolled in “state-defined” high demand /high wage programs. Even though this appropriation flows to schools based on vocational program enrollment, current Indiana state law specifies that these funds do not have to be used by the school districts for vocational education. Currently, Indiana does not have a system in place to track the actual level of state-appropriated funds that are actually expended for vocational education.

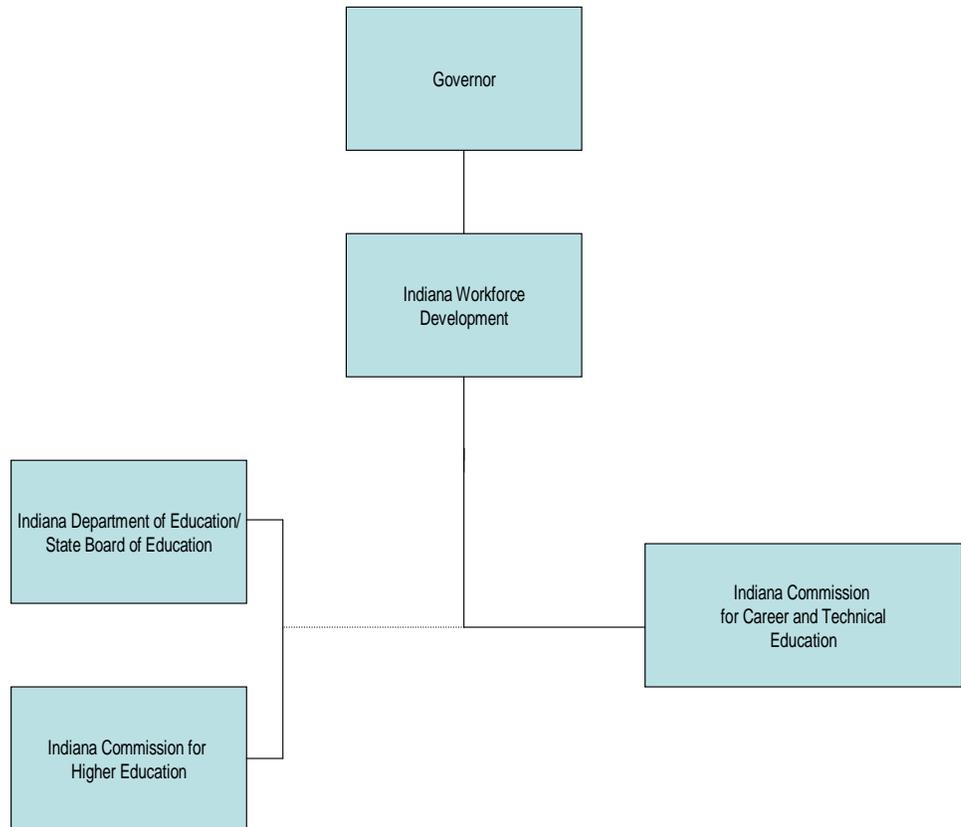
At the post-secondary level, it was determined that Indiana includes student fees in their effort calculation. Federal regulations prohibit the use of tuition and fees to be used in this calculation.

Corrective Action Plan:

Secondary Calculation: DWD is instructing IDOE to provide the information for the Secondary Maintenance of Effort calculation from the “Calendar Financial Report Descriptive Listing by Fund Account”. This report is completed for each school district and reflects the actual level of state appropriated funds that are expended by the school district for vocational education tracked by fund and account number.

Post-Secondary Calculation: DWD is instructing CHE (Commission on Higher Education) not to include student fees when calculating the maintenance of effort for career and technical education.

State Governance Structure



INDIANA CONSOLIDATED ANNUAL REPORT 2005

ATTACHMENT B

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT
 INDIANA COMMISSION ON VOCATIONAL AND TECHNICAL EDUCATION
 PERKINS SECONDARY VOCATIONAL PROGRAM ALLOCATIONS
 FY05 FUNDS AVAILABLE JULY 1, 2004 AND OCTOBER 1, 2004

		TOTAL FY05		
		total	July 1 total	Oct 1 total
4670	School City of East Chicago	\$184,578	\$65,941	\$118,637
4760	Whiting School City	\$16,231	\$5,798	\$10,433
4615	Lake Central School Corp	\$56,046	\$20,022	\$36,024
4650	Lake Ridge Schools	\$39,725	\$14,192	\$25,533
4700	Griffith Public Schools	\$20,416	\$7,293	\$13,123
4710	School City of Hammond	\$255,584	\$91,308	\$164,276
4720	School Town of Highland	\$24,075	\$8,601	\$15,474
4740	School Town of Munster	\$34,612	\$12,366	\$22,246
4590	River Forest Community Sch Corp	\$29,486	\$10,534	\$18,952
4600	Merrillville Community School	\$44,761	\$15,991	\$28,770
4680	Lake Station Community Schools	\$26,996	\$9,644	\$17,352
4690	Gary Community School Corp	\$587,230	\$209,790	\$377,440
4730	School City of Hobart	\$31,680	\$11,318	\$20,362
4580	Hanover Community School Corp	\$12,975	\$4,635	\$8,340
4645	Tri-Creek School Corp	\$30,725	\$10,976	\$19,749
4660	Crown Point Community Sch Corp	\$51,425	\$18,372	\$33,053
6460	M S D Boone Township	\$8,342	\$2,980	\$5,362
6470	Duneland School Corporation	\$51,240	\$18,306	\$32,934
6510	East Porter County School Corp	\$14,602	\$5,216	\$9,386
6520	Porter Township School Corp	\$15,148	\$5,412	\$9,736
6530	Union Township School Corp	\$13,034	\$4,657	\$8,377
6550	Portage Township Schools	\$102,571	\$36,644	\$65,927
6560	Valparaiso Community Schools	\$57,747	\$20,630	\$37,117
4770	Cass Township Schools	\$2,025	\$724	\$1,301
4790	Dewey Township Schools	\$953	\$340	\$613
4805	New Prairie United School Corp	\$19,333	\$6,907	\$12,426
4860	M S D of New Durham Township	\$10,984	\$3,924	\$7,060
4880	Prairie Township Schools	\$189	\$68	\$121
4925	Michigan City Area Schools	\$142,784	\$51,010	\$91,774
4940	South Central Com School Corp	\$9,560	\$3,415	\$6,145
4945	LaPorte Community School Corp	\$86,680	\$30,966	\$55,714
7205	South Bend Community Sch Corp	\$517,720	\$184,958	\$332,762
2260	Baugo Community Schools	\$14,130	\$5,048	\$9,082
2270	Concord Community Schools	\$59,148	\$21,131	\$38,017

INDIANA CONSOLIDATED ANNUAL REPORT 2005

2275	Middlebury Community Schools	\$36,667	\$13,099	\$23,568
2285	Wa-Nee Community Schools	\$47,915	\$17,117	\$30,798
2305	Elkhart Community Schools	\$239,140	\$85,434	\$153,706
2315	Goshen Community Schools	\$85,544	\$30,561	\$54,983
5480	Bremen Public Schools	\$18,228	\$6,512	\$11,716
7175	Penn-Harris-Madison Sch Corp	\$67,141	\$23,986	\$43,155
7200	School City of Mishawaka	\$82,362	\$29,424	\$52,938
4525	Westview School Corporation	\$82,177	\$29,358	\$52,819
1805	DeKalb Co Eastern Com Sch Dist	\$19,464	\$6,954	\$12,510
1820	Garrett-Keyser-Butler Com	\$13,666	\$4,882	\$8,784
1835	DeKalb Co Ctl United Sch Dist	\$42,619	\$15,226	\$27,393
4515	Prairie Heights Com Sch Corp	\$17,896	\$6,394	\$11,502
4535	Lakeland School Corporation	\$47,805	\$17,078	\$30,727
6055	Central Noble Com School Corp	\$15,624	\$5,582	\$10,042
6060	East Noble School Corp	\$49,283	\$17,606	\$31,677
7605	Fremont Community Schools	\$11,158	\$3,987	\$7,171
7610	Hamilton Community Schools	\$20,512	\$7,328	\$13,184
7615	M S D Steuben County	\$34,501	\$12,325	\$22,176
750	Carroll Consolidated Sch Corp	\$16,371	\$5,849	\$10,522
755	Delphi Community School Corp	\$25,741	\$9,196	\$16,545
3785	Kankakee Valley School Corp	\$39,287	\$14,036	\$25,251
3815	Rensselaer Central School Corp	\$23,666	\$8,455	\$15,211
5945	North Newton School Corp	\$20,879	\$7,459	\$13,420
5995	South Newton School Corp	\$12,358	\$4,415	\$7,943
6630	West Central School Corp	\$13,239	\$4,730	\$8,509
8515	North White School Corp	\$17,370	\$6,205	\$11,165
8525	Frontier School Corporation	\$10,798	\$3,858	\$6,940
8535	Tri-County School Corp	\$10,924	\$3,902	\$7,022
8565	Twin Lakes School Corp	\$30,463	\$10,883	\$19,580
2645	Rochester Community Sch Corp	\$34,624	\$12,370	\$22,254
5455	Culver Community Schools Corp	\$23,298	\$8,323	\$14,975
5470	Argos Community Schools	\$9,691	\$3,462	\$6,229
5485	Plymouth Community School Corp	\$48,251	\$17,238	\$31,013
5495	Triton School Corporation	\$12,296	\$4,393	\$7,903
7150	John Glenn School Corporation	\$23,620	\$8,438	\$15,182
7215	Union-North United School Corp	\$14,961	\$5,345	\$9,616
7495	Oregon-Davis School Corp	\$12,069	\$4,312	\$7,757
7515	North Judson-San Pierre Sch Corp	\$24,721	\$8,831	\$15,890
7525	Knox Community School Corp	\$40,465	\$14,457	\$26,008
4415	Warsaw Community Schools	\$86,751	\$30,992	\$55,759
4445	Tippecanoe Valley School Corp	\$30,767	\$10,991	\$19,776
4455	Whitko Community School Corp	\$28,954	\$10,344	\$18,610
2155	Fairfield Community Schools	\$27,504	\$9,825	\$17,679
4345	Wawasee Community School Corp	\$38,754	\$13,845	\$24,909
6065	West Noble School Corporation	\$48,862	\$17,456	\$31,406

INDIANA CONSOLIDATED ANNUAL REPORT 2005

125	M S D Southwest Allen County	\$34,447	\$12,306	\$22,141
225	Northwest Allen County Schools	\$32,506	\$11,613	\$20,893
235	Fort Wayne Community Schools	\$608,158	\$217,265	\$390,893
255	East Allen County Schools	\$142,019	\$50,737	\$91,282
8625	Smith-Green Community Schools	\$14,493	\$5,177	\$9,316
8665	Whitley Co Cons Schools	\$32,126	\$11,477	\$20,649
775	Pioneer Regional School Corp	\$11,068	\$3,954	\$7,114
815	Southeastern School Corp	\$24,813	\$8,864	\$15,949
875	Logansport Community Sch Corp	\$64,291	\$22,968	\$41,323
2650	Caston School Corporation	\$5,930	\$2,119	\$3,811
6620	Eastern Pulaski Com Sch Corp	\$19,899	\$7,108	\$12,791
5620	North Miami Community Schools	\$13,054	\$4,664	\$8,390
5635	Peru Community Schools	\$45,277	\$16,176	\$29,101
8045	Manchester Community Schools	\$20,270	\$7,241	\$13,029
8050	M S D Wabash County Schools	\$28,145	\$10,055	\$18,090
8060	Wabash City Schools	\$23,887	\$8,533	\$15,354
15	Adams Central Community Schools	\$36,824	\$13,155	\$23,669
25	North Adams Community Schools	\$29,321	\$10,475	\$18,846
35	South Adams Schools	\$58,232	\$20,804	\$37,428
3625	Huntington Co Com Sch Corp	\$76,112	\$27,191	\$48,921
3945	Jay School Corp	\$69,319	\$24,764	\$44,555
8425	Southern Wells Com Schools	\$8,194	\$2,927	\$5,267
8435	Northern Wells Com Schools	\$36,319	\$12,975	\$23,344
8445	M S D Bluffton-Harrison	\$14,045	\$5,017	\$9,028
395	Benton Community School Corp	\$24,236	\$8,659	\$15,577
1150	Clinton Central School Corp	\$18,763	\$6,703	\$12,060
1160	Clinton Prairie School Corp	\$7,964	\$2,845	\$5,119
1170	Community Schools of Frankfort	\$51,282	\$18,321	\$32,961
1180	Rossville Con School District	\$8,937	\$3,193	\$5,744
7855	Lafayette School Corporation	\$135,945	\$48,567	\$87,378
7865	Tippecanoe School Corp	\$112,631	\$40,237	\$72,394
7875	West Lafayette Com School Corp	\$18,562	\$6,631	\$11,931
3460	Taylor Community School Corp	\$19,720	\$7,045	\$12,675
3470	Northwestern School Corp	\$22,119	\$7,902	\$14,217
3480	Eastern Howard School Corp	\$13,329	\$4,761	\$8,568
3490	Western School Corp	\$26,034	\$9,301	\$16,733
3500	Kokomo-Center Twp Con Sch Corp	\$135,567	\$48,432	\$87,135
5615	Maconaquah School Corp	\$32,488	\$11,606	\$20,882
7935	Northern Com Sch Tipton Co	\$11,507	\$4,111	\$7,396
2815	Eastbrook Community Sch Corp	\$19,173	\$6,850	\$12,323
2825	Madison-Grant United Sch Corp	\$28,079	\$10,031	\$18,048
2855	Mississinewa Com Schools Corp	\$34,023	\$12,154	\$21,869
2865	Marion Community Schools	\$130,200	\$46,514	\$83,686
5625	Oak Hill United School Corp	\$18,090	\$6,463	\$11,627
515	Blackford County Schools	\$36,509	\$13,043	\$23,466

INDIANA CONSOLIDATED ANNUAL REPORT 2005

1870	University Schools	\$3,591	\$1,283	\$2,308
1875	Delaware Community School Corp	\$32,302	\$11,540	\$20,762
1885	Harrison-Wash Com School Corp	\$11,533	\$4,120	\$7,413
1895	Liberty-Perry Com School Corp	\$11,211	\$4,005	\$7,206
1900	Cowan Community School Corp	\$8,173	\$2,920	\$5,253
1910	Mt Pleasant Twp Com Sch Corp	\$15,758	\$5,629	\$10,129
1970	Muncie Community Schools	\$212,910	\$76,063	\$136,847
6820	Monroe Central School Corp	\$16,729	\$5,976	\$10,753
6825	Randolph Central School Corp	\$30,115	\$10,758	\$19,357
6835	Randolph Eastern School Corp	\$17,769	\$6,348	\$11,421
615	Western Boone Co Com Sch Dist	\$15,845	\$5,661	\$10,184
2435	Attica Consolidated Sch Corp	\$13,662	\$4,881	\$8,781
2440	Covington Community Sch Corp	\$13,487	\$4,818	\$8,669
2455	Southeast Fountain School Corp	\$18,274	\$6,529	\$11,745
5835	North Montgomery Com Sch Corp	\$21,668	\$7,741	\$13,927
5845	South Montgomery Com Sch Corp	\$24,994	\$8,929	\$16,065
5855	Crawfordsville Com Schools	\$44,797	\$16,004	\$28,793
8115	M S D Warren County	\$16,626	\$5,940	\$10,686
630	Eagle-Union Community Sch Corp	\$32,362	\$11,561	\$20,801
665	Lebanon Community School Corp	\$38,243	\$13,662	\$24,581
3005	Hamilton Southeastern Schools	\$74,252	\$26,527	\$47,725
3025	Hamilton Heights School Corp	\$18,496	\$6,608	\$11,888
3030	Westfield-Washington Schools	\$23,082	\$8,246	\$14,836
3055	Marion-Adams Schools	\$8,322	\$2,973	\$5,349
3060	Carmel Clay Schools	\$95,661	\$34,175	\$61,486
3070	Noblesville Schools	\$65,504	\$23,401	\$42,103
5350	M S D Pike Township	\$110,378	\$39,433	\$70,945
5370	M S D Washington Township	\$113,602	\$40,584	\$73,018
5245	Frankton-Lapel Community Schs	\$27,148	\$9,699	\$17,449
5280	Elwood Community School Corp	\$41,602	\$14,862	\$26,740
7945	Tipton Community School Corp	\$16,469	\$5,884	\$10,585
1940	Daleville Community Schools	\$3,589	\$1,282	\$2,307
3135	Mt Vernon Community Sch Corp	\$21,798	\$7,787	\$14,011
3145	Eastern Hancock Co Com Sch Corp	\$8,954	\$3,199	\$5,755
5255	South Madison Com Sch Corp	\$20,094	\$7,178	\$12,916
5265	Alexandria Com School Corp	\$16,779	\$5,995	\$10,784
5275	Anderson Community School Corp	\$213,339	\$76,215	\$137,124
3405	Blue River Valley Schools	\$8,880	\$3,173	\$5,707
3415	South Henry School Corp	\$9,975	\$3,563	\$6,412
3435	Shenandoah School Corporation	\$14,553	\$5,199	\$9,354
3445	New Castle Community Sch Corp	\$58,292	\$20,825	\$37,467
3455	C A Beard Memorial School Corp	\$18,576	\$6,636	\$11,940
6795	Union School Corporation	\$8,833	\$3,156	\$5,677
8305	Nettle Creek School Corp	\$17,387	\$6,212	\$11,175
8375	Northeastern Wayne Schools	\$15,077	\$5,386	\$9,691

INDIANA CONSOLIDATED ANNUAL REPORT 2005

6805	Randolph Southern School Corp	\$8,889	\$3,176	\$5,713
8385	Richmond Community School Corp	\$138,896	\$49,620	\$89,276
6260	Southwest Parke Com Sch Corp	\$19,072	\$6,814	\$12,258
6300	Rockville Community Schools	\$17,964	\$6,418	\$11,546
6310	Turkey Run Community Sch Corp	\$18,332	\$6,549	\$11,783
8010	North Vermillion Com Sch Corp	\$11,636	\$4,157	\$7,479
8020	South Vermillion Com Sch Corp	\$28,938	\$10,338	\$18,600
5910	Eminence Community School Corp	\$3,182	\$1,136	\$2,046
6195	Spencer-Owen Community Schools	\$51,049	\$18,238	\$32,811
6705	South Putnam Community Schools	\$16,264	\$5,810	\$10,454
6715	North Putnam Community Schools	\$30,267	\$10,814	\$19,453
6750	Cloverdale Community Schools	\$32,076	\$11,459	\$20,617
6755	Greencastle Community Sch Corp	\$21,189	\$7,570	\$13,619
3295	North West Hendricks Schools	\$15,011	\$5,363	\$9,648
3305	Brownsburg Community Sch Corp	\$40,349	\$14,415	\$25,934
3315	Avon Community School Corp	\$49,623	\$17,727	\$31,896
3325	Danville Community School Corp	\$15,809	\$5,648	\$10,161
3330	Plainfield Community Sch Corp	\$35,086	\$12,534	\$22,552
3335	Mill Creek Community Sch Corp	\$14,531	\$5,191	\$9,340
5300	M S D Decatur Township	\$51,853	\$18,525	\$33,328
5375	M S D Wayne Township	\$181,654	\$64,896	\$116,758
5400	School Town of Speedway	\$18,165	\$6,490	\$11,675
5900	Monroe-Gregg School District	\$17,299	\$6,180	\$11,119
5930	Mooreville Con School Corp	\$49,165	\$17,564	\$31,601
5385	Indianapolis Public Schools	\$1,563,607	\$558,603	\$1,005,004
5330	M S D Lawrence Township	\$174,181	\$62,226	\$111,955
2395	Fayette County School Corp	\$60,039	\$21,449	\$38,590
2475	Franklin County Com Sch Corp	\$47,599	\$17,004	\$30,595
2640	Union Township Schools	\$2,263	\$808	\$1,455
6995	Rush County Schools	\$39,950	\$14,273	\$25,677
7950	Union Co/Clg Corner Joint Sch Dist	\$22,421	\$8,010	\$14,411
8355	Western Wayne Schools	\$16,059	\$5,737	\$10,322
8360	Centerville-Abington Com Schs	\$17,822	\$6,366	\$11,456
1125	Clay Community Schools	\$70,011	\$25,012	\$44,999
8030	Vigo County School Corp	\$307,148	\$109,729	\$197,419
2940	Eastern Sch Dist of Greene Co	\$20,709	\$7,398	\$13,311
5705	Richland-Bean Blossom C S C	\$27,394	\$9,787	\$17,607
5740	Monroe County Com Sch Corp	\$168,854	\$60,323	\$108,531
5925	M S D Martinsville Schools	\$71,475	\$25,535	\$45,940
4145	Clark-Pleasant Com School Corp	\$33,928	\$12,121	\$21,807
4205	Center Grove Com Sch Corp	\$58,966	\$21,066	\$37,900
4215	Edinburgh Community Sch Corp	\$16,981	\$6,067	\$10,914
4225	Franklin Community School Corp	\$43,399	\$15,504	\$27,895
4245	Greenwood Community Sch Corp	\$57,689	\$20,609	\$37,080
4255	Nineveh-Hensley-Jackson United	\$18,411	\$6,577	\$11,834

INDIANA CONSOLIDATED ANNUAL REPORT 2005

5310	Franklin Township Com Sch Corp	\$47,217	\$16,868	\$30,349
5340	M S D Perry Township	\$123,087	\$43,973	\$79,114
5380	Beech Grove City Schools	\$18,442	\$6,589	\$11,853
7285	Shelby Eastern Schools	\$14,865	\$5,311	\$9,554
7350	Northwestern Con School Corp	\$19,823	\$7,082	\$12,741
7360	Southwestern Con Sch Shelby Co	\$11,324	\$4,045	\$7,279
7365	Shelbyville Central Schools	\$53,826	\$19,229	\$34,597
2920	Bloomfield School District	\$18,616	\$6,651	\$11,965
2950	Linton-Stockton School Corp	\$21,306	\$7,611	\$13,695
2960	M S D Shakamak Schools	\$17,885	\$6,389	\$11,496
2980	White River Valley Sch Dist	\$20,292	\$7,250	\$13,042
7645	Northeast School Corp	\$26,334	\$9,408	\$16,926
7715	Southwest School Corp	\$32,074	\$11,459	\$20,615
3640	Medora Community School Corp	\$4,239	\$1,514	\$2,725
3695	Brownstown Cnt Com Sch Corp	\$27,320	\$9,760	\$17,560
5075	North Lawrence Com Schools	\$82,738	\$29,558	\$53,180
5085	Mitchell Community Schools	\$30,921	\$11,047	\$19,874
5520	Shoals Community School Corp	\$12,655	\$4,521	\$8,134
6145	Orleans Community Schools	\$19,503	\$6,967	\$12,536
365	Bartholomew Con School Corp	\$141,820	\$50,666	\$91,154
370	Flat Rock-Hawcreek School Corp	\$14,772	\$5,277	\$9,495
670	County School Corp of Brown Co	\$34,484	\$12,320	\$22,164
1655	Decatur County Com Schools	\$32,199	\$11,503	\$20,696
1730	Greensburg Community Schools	\$30,398	\$10,860	\$19,538
3675	Seymour Community Schools	\$57,823	\$20,657	\$37,166
3710	Crothersville Community Schools	\$6,209	\$2,218	\$3,991
1560	Sunman-Dearborn Com Sch Corp	\$39,416	\$14,081	\$25,335
1600	South Dearborn Com School Corp	\$47,930	\$17,123	\$30,807
1620	Lawrenceburg Com School Corp	\$18,308	\$6,541	\$11,767
3995	Madison Consolidated Schools	\$59,066	\$21,102	\$37,964
4000	Southwestern-Jefferson Co Con	\$25,522	\$9,118	\$16,404
4015	Jennings County Schools	\$78,052	\$27,884	\$50,168
6080	Rising Sun-Ohio Co Com	\$11,573	\$4,135	\$7,438
6865	South Ripley Com Sch Corp	\$21,408	\$7,648	\$13,760
6895	Batesville Community Sch Corp	\$10,625	\$3,796	\$6,829
6900	Jac-Cen-Del Community Sch Corp	\$14,997	\$5,358	\$9,639
6910	Milan Community Schools	\$16,035	\$5,728	\$10,307
7775	Switzerland County School Corp	\$34,934	\$12,480	\$22,454
1315	Barr-Reeve Com Schools Inc	\$35,352	\$12,630	\$22,722
1375	North Daviess Com Schools	\$35,475	\$12,673	\$22,802
1405	Washington Com Schools Inc	\$50,268	\$17,959	\$32,309
4315	North Knox School Corp	\$31,818	\$11,367	\$20,451
4325	South Knox School Corp	\$11,214	\$4,006	\$7,208
4335	Vincennes Community Sch Corp	\$70,137	\$25,057	\$45,080
5525	Loogootee Community Sch Corp	\$16,085	\$5,746	\$10,339

INDIANA CONSOLIDATED ANNUAL REPORT 2005

6155	Paoli Community School Corp	\$30,218	\$10,795	\$19,423
6160	Springs Valley Com School Corp	\$18,862	\$6,739	\$12,123
8220	West Washington School Corp	\$18,666	\$6,669	\$11,997
940	West Clark Community Schools	\$30,617	\$10,938	\$19,679
1000	Clarksville Com School Corp	\$23,054	\$8,236	\$14,818
1010	Greater Clark County Schools	\$167,288	\$59,764	\$107,524
1300	Crawford Co Com School Corp	\$46,172	\$16,495	\$29,677
2400	New Albany-Floyd Co Con Sch	\$165,720	\$59,204	\$106,516
3160	Lanesville Community School Corp	\$3,516	\$1,256	\$2,260
3180	North Harrison Com School Corp	\$34,030	\$12,157	\$21,873
3190	South Harrison Com Schools	\$38,301	\$13,683	\$24,618
7230	Scott County School District 1	\$30,376	\$10,851	\$19,525
7255	Scott County School District 2	\$47,066	\$16,814	\$30,252
8205	Salem Community Schools	\$33,724	\$12,049	\$21,675
8215	East Washington School Corp	\$29,314	\$10,473	\$18,841
2735	North Gibson School Corp	\$36,448	\$13,021	\$23,427
2765	South Gibson School Corp	\$16,990	\$6,070	\$10,920
6590	M S D Mount Vernon	\$37,952	\$13,558	\$24,394
6600	M S D North Posey Co Schools	\$14,876	\$5,314	\$9,562
6610	New Harmony Town & Twp Con Sch	\$2,683	\$958	\$1,725
7445	South Spencer County Sch Corp	\$16,988	\$6,069	\$10,919
7995	Evansville-Vanderburgh Sch Corp	\$415,518	\$148,445	\$267,073
8130	Warrick County School Corp	\$101,737	\$36,346	\$65,391
2040	Northeast Dubois Co Sch Corp	\$6,545	\$2,338	\$4,207
2100	Southeast Dubois Co Sch Corp	\$11,873	\$4,242	\$7,631
2110	Southwest Dubois Co Sch Corp	\$21,903	\$7,824	\$14,079
2120	Greater Jasper Con Schs	\$26,670	\$9,528	\$17,142
2725	East Gibson School Corporation	\$17,937	\$6,408	\$11,529
6445	Pike County School Corp	\$29,895	\$10,680	\$19,215
7385	North Spencer County Sch Corp	\$28,554	\$10,201	\$18,353
6325	Perry Central Com Schools Corp	\$13,560	\$4,844	\$8,716
6340	Cannelton City Schools	\$3,293	\$1,176	\$2,117
6350	Tell City-Troy Twp School Corp	\$23,510	\$8,399	\$15,111
3115	Southern Hancock Co Com Sch Corp	\$24,553	\$8,771	\$15,782
3125	Greenfield-Central Com Schools	\$33,527	\$11,977	\$21,550
5360	M S D Warren Township	\$99,447	\$35,528	\$63,919
TOTALS		\$15,190,694	\$5,426,901	\$9,763,793

MEMORANDUM

TO:

FROM: Julie Yeater
Office of Career and Technical Education

RE: FY05 Amendments to the Local Plan for use of Carl D. Perkins Funds

DATE:

Attached you will find the Comprehensive Local Plan Amendments and Budget format for FY05. **Your plan will be due in the Office of Career and Technical Education on or before June 30, 2005.** To facilitate planning for FY05 each area vocational district will have the following options:

Option 1 - Extend the local plan, as previously submitted or amended, for one more year. Individual budgets for Programs/Services/Activities (P/S/As) and a summary budget (Sections III and IV) must be submitted for this option, as well as Sections V through VIII.

Option 2 - Continue the previously approved local plan with minor revisions. The revisions may be the addition of a few new Program/Services/Activities (P/S/As) and/or the deletion of P/S/As. Individual P/S/A budgets and a summary budget (Sections III and IV) must be submitted for this option, as well as Sections V through VIII.

Option 3 – Submit an entirely new local plan and budgets.

The formats for Options 1 and 2 are attached. If you choose Option 3, please contact the Office of Career and Technical Education. Each area vocational district must submit the appropriate paperwork for the next fiscal year. Options 1 and 2 will be considered an extension of amendments to the five-year Local Plan originally submitted in April, 1999.

Also attached are the Perkins Secondary Vocational Program Basic Grant Planning Allocations for FY05.

INDIANA CONSOLIDATED ANNUAL REPORT 2005

Accountability and continuous improvement of student performance in career-technical education and academic areas are important requirements of Perkins III. Performance data is submitted to the Department of Workforce Development through the IN TERS data collection system. The U.S. Department of Education, Office of Vocational and Adult Education, requested additional information as part of your application for FY05 funding, in Sections VII and VIII, and that information is needed again for FY05.

One (1) clearly marked original and one copy of the FY05 revisions/plan and budgets must be returned to this office **no later than June 30, 2005.** If you have any questions, please contact me by e-mail: jyeater@doe.state.in.us, phone: 317-232-9168 or fax: 317-232-9121.

b. INDIANA COMMISSION FOR CAREER AND TECHNICAL EDUCATION

COMPREHENSIVE LOCAL PLAN AMENDMENTS AND BUDGET FOR FISCAL YEAR 2005

NAME AND NUMBER OF AREA VOCATIONAL DISTRICT

FOR USE OF FUNDS ALLOCATED UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

FOR THE PERIOD OF JULY 1, 2005 THROUGH JUNE 30, 2005

INDIANA CONSOLIDATED ANNUAL REPORT 2005

APRIL 2005

TRANSMITTAL COVER LETTER

The Comprehensive Local Plan Amendments and Budget pertain to the seventh fiscal year (July 1, 2005, through June 30, 2005,) of the five-year period of your approved Local Basic Grant Plan, which began July 1, 1999, and extended through June 30, 2004. The U.S. Department of Education, Office of Vocational and Adult Education, has approved a second additional year of funding beyond the original five-year period, as Congress has not reauthorized the Carl D. Perkins Vocational and Technical Education Act of 1998. The attached document is a continuation of that plan and should contain only amendments to the original five-year plan and the projected budget for FY05.

During the above time period, the eligible recipient will act in accordance with the submitted Local Application, including the assurances and certifications. The recipient shall abide by all state and federal regulations. The Local Application is effective when signed and dated by the recipient and approved by the Indiana Commission for Career and Technical Education. It may be modified by mutual agreement. The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Application in accordance with all the terms and conditions of this application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Application and attachments are current, accurate, and complete.

Name of Eligible Recipient: _____

Workforce Partnership Region #: _____ **ER #:** _____ **Federal ID #:** _____

Mailing Address: _____

Contact Person: _____ **Title:** _____

Telephone: _____ **Fax:** _____

E-mail Address: _____ **Area Vocational District:** _____

Name of Area Vocational Director: _____

Signature of Area Vocational Director: _____

Name of Chief Administrator: _____ Title: _____

Signature of Chief Administrator: _____ Date: _____

SECTION I: IDENTIFICATION OF CAREER AND TECHNICAL PROGRAMS, SERVICES AND ACTIVITIES (P/S/As) TO BE SUPPORTED WITH FEDERAL FUNDS

This document contains information for (check one) _____ Option 1 _____ Option 2

Option 1. List by title all P/S/As from the Local Basic Grant Plan submitted in April, 1999, which will be continued and will receive funds in FY05. A new P/S/A Outline is not needed for continuing P/S/As unless there is significant change. However, a budget detail must be submitted for each of these P/S/As. If option II was used for FY01, 02, 03, 04, or 05 and the amended format will be continued for FY05, please use option 1.

Option 2. List the FY05 needs for addition/improvement/expansion of career and technical education. In addition, provide the justification from the planning process. List may include more needs than can be met with available federal Perkins Act Funds. A P/S/A Outline and Budget Detail must be submitted for each new P/S/A to be implemented in FY05.

List of Needs

Justification from Planning Process*

***May list more than one justification. Examples are demographic information, labor market information, general economic conditions, special population, other (please describe).**

Option 2 (continued)

List by title all P/S/As from the Local Plan Amendments submitted in FY05, which will be continued and will receive funds in FY05.

List by title all P/S/As from the Local Plan Amendments submitted in FY05, which will not be continued in FY05.

List by title all new P/S/As, which will receive funds in FY05.

**SECTION II: BASIC GRANT PROGRAM/SERVICE/ACTIVITY AMENDMENT OUTLINE
(FOR OPTION II-NEW P/S/As ONLY)**

P/S/A Description Title: _____

EACH P/S/A must address one or more of the required uses of local funds. **ALL** required uses of local funds must be addressed in at least one P/S/A. **Table I** (in Appendices) lists all required uses of local funds. **Duplicate this page so that an outline is submitted for each P/S/A.**

Required Uses of Local Funds: (Indicate use #(s) from Table I):

Once you have identified how you will address **ALL** required uses, please refer to Table II (in Appendices) for the permissive uses of local funds that may be addressed by each P/S/A.

Permissive Uses of Local Funds: (Indicate use #(s) from Table II):

Site(s) Where P/S/A Will Be Implemented:

Position of Person(s) Responsible for Monitoring:

Narrative Description of P/S/A:

Measurable Objectives/Outcomes of the P/S/A: (Measurable objectives must be stated in terms which clearly identify who, what, by when, and/or how many people/students.)

Activities: Explain how activities will be provided that strengthen the academic, and vocational and technical skill of students that lead towards high skill, high wage career pathways. (Activities should accomplish the measurable objectives.)

Evaluation of Objectives: (Describe methods that will provide information that demonstrates the degree of success in completing measurable objectives.)

**SECTION III: BASIC GRANT P/S/A BUDGET FOR FY05 BY CATEGORY-REQUIRED FOR
OPTIONS I AND II**

Provide budget detail for each P/S/A which will be funded with Perkins dollars. Duplicate this page so that a budget is submitted for each P/S/A.

P/S/A Descriptive Title: _____

CATEGORIES

FEDERAL FUNDS

1. Personnel

2. Fringe Benefits

3. Staff Travel

4. Contractual Services

5. Equipment

6. Materials, Supplies, & Communication

7. Other, please specify

TOTAL

**SECTION IV: SUMMARY OF BASIC GRANT BUDGET FOR FY05 BY CATEGORY-
REQUIRED FOR OPTIONS I AND II**

INDIANA CONSOLIDATED ANNUAL REPORT 2005

Provide a budget summary by category compiled from each P/S/A.

CATEGORIES

FEDERAL FUNDS

1. Administration (5% maximum)*
2. Personnel
3. Fringe Benefits
4. Staff Travel
5. Contractual Services
6. Equipment
7. Materials, Supplies, & Communication
8. Other, please specify

TOTAL

*Do not round up

SECTION V: REQUIRED USES-REQUIRED FOR OPTIONS I AND II

Because Perkins dollars and/or other funds must be expended each year on all of the Required Uses (prior to spending Perkins funds on the Permissible Uses), please indicate in the chart below the approximate amount of monies that will be spent in FY05 for each Required Use. If only Perkins funds are expended on a Required Use, only the left column is completed. If Perkins and other funds are used, all three columns are completed. If only other funds are expended, only the right column is completed.

FUNDING SOURCES

REQUIRED USES	PERKINS ONLY	PERKINS & OTHER FUNDS	OTHER FUNDS ONLY
Academic Integration			
All Aspects of the Industry			
Uses of Technology			
Professional Development			
Evaluations			
Modernization & Expansion			
Services & Activities			
Secondary/Post-Secondary Linkages			

TOTAL REQUIRED USES

	PERKINS ONLY	PERKINS & LOCAL FUNDS	LOCAL FUNDS ONLY
PERMISSIBLE USES			
GRAND TOTAL	*		

* Grand Total of Perkins should equal Basic Grant allocation.

SECTION VI: FUNDING TO PARTICIPATING SCHOOLS-REQUIRED FOR OPTIONS I AND II

Do you give any Perkins funds directly to a feeder@ schools for services/equipment that benefits only students of that school? Yes_____ No _____

If yes, please respond to the following questions for each school that received funds: (please use back of sheet if necessary)

a. Name of school corporation: _____
Amount of dollars provided: _____
Justification for funding: _____

b. Name of school corporation: _____
Amount of dollars provided: _____
Justification for funding: _____

c. Name of school corporation: _____
Amount of dollars provided: _____
Justification for funding: _____

d. Name of school corporation: _____
Amount of dollars provided: _____
Justification for funding: _____

e. Name of school corporation: _____
Amount of dollars provided: _____
Justification for funding: _____

f. Name of school corporation: _____
Amount of dollars provided: _____
Justification for funding: _____

g. Name of school corporation: _____
Amount of dollars provided: _____
Justification for funding: _____

SECTION VII: PERKINS III SECONDARY PERFORMANCE LEVELS-REQUIRED FOR OPTIONS I AND II

FY03 – FY05

Column 1	Column 2	Column 3	Column 4
Indicator	AUL* 2003-2004	District Actual Level 2003-2004	Complete Column 3 by adding the data for your Area Vocational District for the six indicators. Then, if the District Actual Level (column 3) is less than the AUL (column 2) for any indicator, describe how FY05 Perkins III funds will be used to improve student performance for that indicator.
Academic Attainment	79.00%		
Technical Attainment	87.35%		
High School Completion	86.61%		
Secondary Placement	83.53%		
Nontrad Participation	4.83%		
Nontrad Completion	4.53%		

*AUL – Agreed Upon Level

APPENDICES

- Table I: Required Uses of Perkins Funds [Sec. 135(b)]** B Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs leading to high skill, high demand career pathways that B
- (1) strengthen the academic, vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
 - (2) provide students with strong experience in and understanding of all aspects of an industry;
 - (3) develop, improve, or expand the use of technology in vocational and technical education, which may include B
 - (1) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
 - (2) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications fields; or
 - (3) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
 - (4) provide professional development programs to teachers, counselors, and administrators, including B
 - (1) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (2) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (3) internship programs that provide business experience to teachers; an
 - (4) programs designed to train teachers specifically in the use and application of technology;
 - (5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 - (6) initiate, improve, expand, and modernize quality vocational and technical education programs
 - (7) provide services and activities that are of sufficient size, scope, and quality to be effective; and

- (8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

Table II: Permissive Uses of Perkins Funds [Sec. 135(c)] B Funds make available to an eligible recipient under this title may be used in preparation for high skill, high demand career pathways B

involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.

8. to provide career guidance and academic counseling for students participating in vocational and technical education programs;
9. to provide work-related experiences, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
10. to provide programs for special populations;
11. for local education and business partnerships;
12. to assist vocational and technical student organizations;
13. for mentoring and support services;
14. for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
15. for improving or developing new vocational and technical education courses;
16. to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
17. to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
18. to support nontraditional training and employment activities; and
19. to support other vocational and technical education activities that are with the purpose of this Act.

**Indiana Department of Workforce Development
 Indian Commission on Career and Technical Education
 FY05 Perkins Postsecondary Vocational Programs Allocations
 With Funds Available July 1, 2004 and October 1, 2004**

Postsecondary Institution	PS	FY05 Allocation Base + Carry-in
Ball State University *	BSU	\$20,014
Indiana State University *	ISU	\$28,531
Indiana University-Bloomington **	IU	\$0
Indiana University-East	IU	\$103,479
Indiana University-Gary	IU	\$157,986
Indiana University-Kokomo *	IU	\$61,321
Indiana University-Purdue University at Indianapolis	IU	\$239,321
Indiana University-South Bend	IU	\$75,799
Indiana University-Southeast *	IU	\$31,938
Ivy Tech State College (1) - Gary	ITSC	\$786,948
Ivy Tech State College (2) - South Bend	ITSC	\$484,604
Ivy Tech State College (3) - Fort Wayne	ITSC	\$794,188
Ivy Tech State College (4) - Lafayette	ITSC	\$390,919
Ivy Tech State College (5) - Kokomo	ITSC	\$320,656
Ivy Tech State College (6) - Muncie	ITSC	\$781,838
Ivy Tech State College (7) - Terre Haute	ITSC	\$454,795
Ivy Tech State College (8) - Indianapolis	ITSC	\$783,968
Ivy Tech State College (9) - Richmond	ITSC	\$190,775
Ivy Tech State College (10) - Columbus	ITSC	\$181,833
Ivy Tech State College (11) - Madison	ITSC	\$258,484
Ivy Tech State College (12) - Evansville	ITSC	\$495,675
Ivy Tech State College (13) - Sellersburg	ITSC	\$247,838
Ivy Tech State College (14) - Bloomington	ITSC	\$293,402
Indiana University-Purdue University at Fort Wayne	PU	\$197,589
Purdue University - Calumet	PU	\$130,306
Purdue University - West Lafayette	PU	\$230,378
Purdue University - Westville	PU	\$81,761
University of Southern Indiana *	USI	\$53,656
Vincennes University	VU	\$745,216
Total		\$8,623,217
Summary by Major PS Institution		
BSU	BSU	\$20,014
ISU	ISU	\$28,531
IU	IU	\$669,843
ITSC	ITSC	\$6,465,922

Postsecondary Application

PU	PU	\$640,034
USI	USI	\$53,656
VU	VU	\$745,216
Total		\$8,623,217

Notes:

1. Single asterisk (*) denotes institution must be part of consortium to participate in program.
2. Double asterisk (**) denotes institution has elected to not participate in the program.
3. Available Carry-in=\$100,292

Name

(Include region number if applicable)

GUIDELINES

**FOR USE OF FUNDS ALLOCATED UNDER THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1998**

**For the period of FY2005
(July 1, 2004 through June 30, 2005)**

Due: JUNE 21, 2004

(CFDA 84.048)

INDIANA COMMISSION FOR HIGHER EDUCATION

TABLE OF CONTENTS

INSTRUCTIONS 1

TRANSMITTAL FORM 2

SECTION I: ASSURANCES, COMPLAINT PROCEDURES AND EDGAR CERTIFICATIONS 3

 A. Assurances 3

 B. Complaint Procedures 4

 C. EDGAR Certifications 5

 D. Certification Forms 6

SECTION II: DESCRIPTION OF ACTIVITIES RELATED TO KEY FEDERAL PRIORITY AREAS 12

SECTION III: BASIC GRANT P/S/A BUDGET(S) FOR FY2004 BY CATEGORY 13

SECTION IV: SUMMARY OF BASIC GRANT BUDGET(S) FOR FY2004 BY CATEGORY 14

APPENDICES: TABLE I--Required Uses of Perkins Funds 15

 TABLE II--Permissive Uses of Perkins Funds 16

 TABLE III--Professional Development Programs 17

 TABLE IV-- Postsecondary Measurement Definitions and Performance Levels 18

INSTRUCTIONS FOR FY2005 PERKINS PROGRAM

Use the FY2000 Comprehensive Local Plan (CLP) p/s/a categories as the basis for FY2005 activities. All activities undertaken with FY2005 funds should fall into the p/s/a categories listed in the original CLP. Exceptions for new p/s/a categories will be entertained only in unusual circumstances. Note, however, as customary in the past, an institution may request an amendment to existing p/s/a categories. Given a reduction in funds, an institution may choose to undertake all p/s/a categories outlined in the original CLP or may choose to focus on fewer. If p/s/a categories are dropped, please provide a brief explanation for such a decision.

Document Content and Format

1. Submit new Transmittal Form, Assurances and Certifications Forms and Disclosure of Lobbying Activities with updated signatures and dates.
2. Submit the new required activity descriptions related to the four key federal priority areas.
3. For all p/s/a categories that will be continued under the FY2005 program year, submit a copy of the p/s/a write-up used in FY2004 **and** any subsequent amendments approved in FY2004. In addition, if your institution chooses to discontinue any p/s/a, please provide a brief explanation for this decision.

If you are submitting amendments to current p/s/a categories, attach the amendment to the back of the p/s/a used in FY2004 (including any FY2004 amendments if applicable) and mark at the top of the page, **FY2005 Amendment**. The amendment should be a brief written narrative outlining the changes and justifying the applicability of such changes to the current p/s/a. An amendment must include an assurance that the activities will benefit students, including special population students, in appropriate vocational programs.

4. For all p/s/a categories that will be continued in FY2005, submit a budget, using the enclosed budget page. In addition, you must submit a summary budget.
5. Revise the Memorandum of Understanding (MOU) between the institution and its local Workforce Investment Board to reflect any programmatic changes and updated signatures and dates. Regardless of any changes to the MOU, updated signatures and dates are required.
6. **Most importantly**, submit a cover letter that fully explains the document. Include in the cover letter:
 - A list of p/s/a activities that will be undertaken;
 - Note whether the proposal includes all p/s/a categories approved in the original CLP or whether certain p/s/a categories have been discontinued;
 - List which p/s/a activities have been discontinued (if applicable);
 - Note each p/s/a that will be continued whether or not it will be carried out under the same narrative guidelines used in FY2004;
 - List each p/s/a that contains an FY2005 amendment; and
 - List any other information that is needed to explain the contents of the document.
7. Please attach all documents in the following manner:
 - a. Cover letter
 - b. Transmittal Form
 - c. Assurances, Certification and Disclosure of Lobbying Activities pages with updated signatures and dates
 - d. Activity descriptions related to the four key federal priority areas
 - e. P/S/A information
 - f. FY2005 budget pages including a budget for each p/s/a and a summary budget
 - g. Memorandum of Understanding with local Workforce Investment Board with updated signatures and dates.

**All documentation must be received by the Commission for Higher Education no later than
5:00 p.m. on Monday, June 21, 2004.**

TRANSMITTAL FORM

The five-year period of the Local Basic Grant Application began July 1, 1999 and extends through June 30, 2004. A one-year extension of this Local Basic Grant will occur as the federal legislation is currently awaiting reauthorization. As such, the documentation submitted in accordance with these guidelines covers the time period under this extension period for FY2005 (July 1, 2004 to June 30, 2005).

During the above time period, the eligible recipient will act in accordance with the submitted Local Basic Grant Application, including the assurances and certifications. The recipient shall abide by all state and federal regulations. The Local Basic Grant Application is effective when signed and dated by the recipient and approved by the Indiana Commission for Career and Technical Education. It may be modified by mutual agreement. The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Basic Grant Application in accordance with all the terms and conditions of this Application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Basic Grant Application and attachments are current, accurate, and complete.

Name of Eligible Recipient: _____

Federal ID #: _____

MailingAddress: _____

Contact Person: _____ Title: _____

Telephone: _____ FAX: _____

E-mail Address: _____

Name of Program Director: _____

Signature of Program Director: _____

Name of Chief Administrator: _____ Title: _____

Signature of Chief Administrator: _____

Date: _____

SECTION I: ASSURANCES, COMPLAINT PROCEDURES AND EDGAR CERTIFICATION

A. Assurances

The eligible recipient assures:

- b. that it will comply with the privacy protections afforded parents and students under section 444 of the General Education Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571). [Sec. 5]
- c. that it will not transfer or utilize funds under this Act to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs under this Act serve only those participants eligible to participate in the programs under this Act. [Sec. 6]
- d. that the vocational and technical education programs required under section 135(b) will be carried out with funds received under Title I. [Sec. 134(b)(1)]
- e. that it will meet the State adjusted levels of performance established under section 113. [Sec. 134(b)(3)]
- f. that it will ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. [Section 134(b)(3)(C)]
- g. that parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of vocational and technical education programs assisted under Title I. [Sec. 134(b)(4)]
- h. that it will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. [Sec. 134(b)(5)]
- i. that it will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. [Sec. 134(b)(7)(B)]
- j. that it will not discriminate against individuals who are members of special populations on the basis of their status as members of the special populations. [Sec. 134(b)(8)]
- k. that comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. [Sec. 134(b)(10)]
- l. that funds made available under this Act shall supplement and shall not supplant non-Federal funds expended to carry out vocational and technical education activities and tech prep activities. [Sec. 311(a)]
- m. that it will provide maintenance of fiscal effort on either a per student or aggregate expenditure basis. [Sec. 311(b)(1)(A)]
- n. that no funds shall be used to require any secondary school student to choose or pursue a specific career path or major. [Sec. 314(1)]
- o. that it will not use funds made available under this Act to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]
- p. that will not use funds received under this Act to provide vocational and technical education programs to students prior to the seventh grade. [Sec. 315]
- q. that it will not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of services under this Act. [Sec. 316]

Postsecondary Application

- r. that it will permit vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographical area served by the eligible recipient, to participate in inservice and preservice vocational and technical education professional development programs provided under this Act. [Sec.318]
 - s. that it will not use funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Sec. 322]
 - t. the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Sec. 325(a)]
 - u. that it will use funds made available under this Act to pay for costs of vocational and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education. [Sec. 325(c)]
 - v. that it will not use more than five (5) percent (%) of funds received under Title I as a result of this grant application for administrative costs. [State Requirement]
 - w. that when issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing this project, the recipient shall clearly state: (1) the dollar amount of Federal funds for the project; and (2) the percentages of the total cost of the project that will be financed with Federal funds. [Stevens Amendment to Department of Defense Appropriations Act, Sec. 8136]
23. ensure coordination and avoid duplication among programs, by working with the one-stop delivery system and the respective Workforce Investment Board(s) under a Memorandum of Understanding. [WIA – 112(b)(8)(A)(iii); 134(d)(2) and Perkins III – Sec. 122(c)(21)]

B. Complaint Procedures

The following procedures are applicable for any complaint that a state agency or a subgrantee is violating Public Law 105-332 (Carl D. Perkins Vocational and Applied Technology Education Act of 1998), or regulation pertaining thereto.

- 9. Written and signed complaints may be filed with the Indiana Commission for Career and Technical Education (hereinafter called the Commission), by a subgrantee, organization, or an individual (hereinafter called the complainant).
- 10. The complaint must include: (a) a statement that a subgrantee or a state agency has violated a requirement of Public Law 105-332 or regulations that apply to the program; and, (b) the facts on which the statement is based.
- 11. As part of the complaint resolution process, the Commissioner or the Commission staff, if necessary, will carry out an independent on-site investigation.
- 12. Complaint investigation will be completed within sixty (60) calendar days after the Commission received the complaint; except that, if exceptional circumstances to a particular complaint exist, the Commission may extend the time limit.
- 13. If the Complainant is dissatisfied with the final action of the Commission with respect to the alleged violation, such complainant may, after such final action or notice thereto, file a petition for review of that action with the Secretary, U.S. Department of Education. If the complainant or the Commission disagrees with the decision of the Secretary of the U.S. Department of Education, either may appeal to a civil court with jurisdiction.

Postsecondary Application

C. EDGAR Certifications

The eligible recipient certifies and agrees:

1. The assurances and that the information provided in this Local Application are accurate and complete to the best of my knowledge.
14. Under penalties of perjury, that he or she is authorized to execute the certification required on behalf of the designated area vocational district.
3. By submission of this Application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective participant shall attach an explanation to this Application [Education Department General Administrative Regulation, 34 CRF, Part 85, Subpart C,D,E, 1990]

By acceptance of this grant, it is understood that the Grantee has agreed to the terms and conditions of the award as set forth here and included in Federal and State laws and regulations.

Furthermore, documentation related to the assurances and certifications will be maintained at the local level.

Name of Eligible Recipient: _____

Name of Chief Administrator: _____

Signature of Chief Administrator: _____

Date: _____

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions for Lobbying," and 34 CFR Part 85, Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

15. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

Postsecondary Application

(b) Establishing an on-going drug-free awareness program to inform employees about-

- (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

- (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-

Check [] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f)

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85-605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington D.C. 20202-4248. Notice shall include the identification number(s) of each affected grant.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Postsecondary Application

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C 1352

1. Type of Federal Action: a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application b. initial award c. post-award	3. Report Type: a. initial finding b. material change For Material Change Only: year quarter date of last report
Subawardee Tier _____ <i>if known:</i> 4. Name and Address of Report Entity: Prime Congressional District <i>if known:</i>		5. If Reporting Entity in No. 4 is Subawardee. Enter Name and Address of Prime: Congressional District <i>if known:</i>
6. Federal Department/Agency	7. Federal Program Name/Description: CFDA Number, <i>if applicable:</i> _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information request through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone: _____ Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

16. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
17. Identify the status of the covered Federal action.
18. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
19. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
20. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
21. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
22. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
23. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-OOI."
24. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
25. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal 11" action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
26. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

SECTION III: BASIC GRANT P/S/A BUDGET FOR FY2005 BY CATEGORY

Provide budget detail for each p/s/a which will be funded with Perkins dollars. Duplicate this page so that a budget is submitted for each p/s/a.

New Requirements:

Required Uses of Local Funds: (Indicate use #(s) from Table I):

Permissive Uses of Local Funds: (Indicate use #(s) from Table II):

CATEGORIES

FEDERAL FUNDS

1. Personnel

2. Fringe Benefits

3. Staff Travel

4. Contractual Services

5. Equipment

8. Materials, Supplies, & Communication

9. One-Stop Delivery System

10. Other, please specify

Total

Note: A 10% cumulative budget modification is allowed. All modifications must be reported to CHE. Modifications totaling more than 10% of the total budget will require prior approval.

SECTION IV: SUMMARY OF BASIC GRANT BUDGET FOR FY2005 BY CATEGORY

Provide a budget summary by category compiled from each p/s/a.

CATEGORIES

FEDERAL FUNDS

1. Personnel
2. Fringe Benefits
3. Staff Travel
4. Contractual Services
5. Equipment
6. Materials, Supplies, & Communication
7. One-Stop Delivery System
8. Other, please specify

Total

Note: A 10% cumulative budget modification is allowed. All modifications must be reported to CHE. Modifications totaling more than 10% of the total budget will require prior approval.

APPENDICES

Table I: Required Uses of Perkins Funds [Sec. 135(b)]--Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs leading towards high skill, high demand career pathways that--

- (1) strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects;
- (2) provide students with strong experience in and understanding of all aspects of an industry ;
- (3) develop, improve, or expand the use of technology in vocational and technical education programs, which may include—
 - (A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
 - (B) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications fields; or
 - (C) encouraging institutions to work with high technology industries to offer voluntary internships and mentoring programs;
- (4) provide professional development programs to educators, advisors, and administrators, including-
 - (A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (B) support of education programs for educators of vocational and technical education in public institutions and other personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such educators and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide business experience to educators; and
 - (D) programs designed to train educators specifically in the use and application of technology;
- (5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (6) initiate, improve, expand, and modernize quality vocational and technical education programs;
- (7) provide services and activities that are of sufficient size, scope, and quality to be effective;

- (8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

Table II: Permissive Uses of Perkins Funds [Sec. 135(c)]--Funds made available to an eligible recipient under this title may be used in preparation for high skill, high demand career pathways--

- (1) to involve parents, businesses, and labor organizations in the design, implementation, and evaluation of vocational and technical education;
- (2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;
- (3) to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, apprenticeships and job shadowing that lead toward high demand, high skill, high wage, career path occupations;
- (4) to provide programs for special populations;
- (5) to expand local education and business partnerships;
- (6) to assist vocational and technical student organizations to utilize state-recognized skill standards and other approved systems of certification through VSOs Skills Standards events;
- (7) to provide mentoring and support services;
- (8) to provide for leasing, purchasing, upgrading or adapting equipment, including instructional aides to be used for programs that lead towards high skill, high demand career pathways;
- (9) to provide teacher education programs in vocational and technical education;
- (10) to improve or develop vocational and technical education courses that lead toward high skill, high demand career pathways;
- (11) to provide for family and consumer sciences programs. [For any Five Year Local Plan that uses funds for Family and Consumer Sciences programs, the programs must lead toward high skill, high demand career pathways and Family and Consumer Sciences students must meet the Core Indicators of Performance.]
- (12) to provide vocational and technical education programs for adults and school dropouts;
- (13) to provide assistance to students who have participated in vocational and technical education programs in finding an appropriate job and continuing their education;
- (14) to support nontraditional training and employment activities that lead toward high skill, high demand career pathways; and
- (15) to support other vocational and technical education activities that are consistent with the purposes of Perkins III.

Table III: Professional Development Programs-

Describe how each of the following types of comprehensive professional development will be provided for each group of staff persons.

27. Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement [Sec. 135(b)(4)(A)]

- educators

- advisors

- administrators

28. Support of education programs for instructors of vocational and technical education in public institutions and other personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such educators and personnel stay current with all aspects of an industry [Sec. 135(b)(4)(B)]

- educators

- paraprofessionals/instructional assistants

29. Internship programs that provide business experience to educators [Sec. 135(b)(4)(C)]

- educators

30. Programs designed to train educators specifically in the use and application of technology [Sec.(b)(4)(D)]

- educators

Table IV: Postsecondary Measurement Definitions and Final Agreed Upon Performance Levels

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of 2301 et seq., as amended by Public Law 105-332.

*FY2005 performance levels are not final and are currently under negotiation with the federal Office of Vocational and Adult Education.

Core Indicator	Measurement Definition	Final Agreed Upon Baseline	Perf. Level FY2001	Perf. Level FY2002	Perf. Level FY2003	Perf. Level FY2004	Perf. Level FY2005*
1P1	<p>Numerator: the number of postsecondary students who complete occupationally specific programs and have a cumulative grade point average of at least 2.5 on a 4.0 grading system.</p> <p>Denominator: the number of postsecondary students who complete occupationally specific programs.</p>	87.24%	<u>Target</u> 87.49% <u>Actual</u> 88.14%	<u>Target</u> 87.74% <u>Actual</u> 82.79%	<u>Target</u> 87.99% <u>Actual</u> 89.56%	<u>Target</u> 88.24%	<u>Target</u> 88.50%
1P2	<p>Numerator: the number of postsecondary students who complete occupationally specific programs and who have met program-defined, and industry validated career and technical skill standards and have stopped program participation in the reporting year.</p> <p>Denominator: the number of postsecondary students who complete occupationally specific programs and who have stopped program participation in the reporting year.</p>	45.07%	<u>Target</u> 46.07% <u>Actual</u> 49.58%	<u>Target</u> 47.07% <u>Actual</u> 47.75%	<u>Target</u> 48.07% <u>Actual</u> 45.22%	<u>Target</u> 49.07%	<u>Target</u> 26.65%
2P1	<p>Numerator: the number of full-time beginning first year postsecondary students who enroll in occupationally specific programs as degree seeking students and attain a postsecondary degree or credential within three years.</p> <p>Denominator: the number of full-time beginning first year postsecondary students who enroll in occupationally specific programs as degree seeking students.</p>	26.45%	<u>Target</u> 26.5% <u>Actual</u> 32.91%	<u>Target</u> 26.55% <u>Actual</u> 38.27%	<u>Target</u> 26.60% <u>Actual</u> 45.22%	<u>Target</u> 26.65%	<u>Target</u> 26.65%

<p>3P1</p>	<p>Numerator: the number of postsecondary students who complete occupationally specific programs and are placed in further education or employment within Indiana, or National military service.</p> <p>Denominator: the number of postsecondary students who complete occupationally specific programs.</p>	<p>84.62%</p>	<p><u>Target</u> 85.62%</p> <p><u>Actual</u> 89.11%</p>	<p><u>Target</u> 86.62%</p> <p><u>Actual</u> 85.89%</p>	<p><u>Target</u> 87.62%</p> <p><u>Actual</u> 83.23%</p>	<p><u>Target</u> 88.62%</p>	<p><u>Target</u> 84.00%</p>
	<p>Numerator: the number of postsecondary students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment and/or military service in the reporting year and were retained in one or more of these types of placement.</p> <p>Denominator: the number of postsecondary students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment and/or military service in the reporting year.</p>	<p>90.31%</p>	<p><u>Target</u> 90.31%</p> <p><u>Actual</u> 92.82%</p>	<p><u>Target</u> 90.31%</p> <p><u>Actual</u> 92.77%</p>	<p><u>Target</u> 90.31%</p> <p><u>Actual</u> 85.21%</p>	<p><u>Target</u> 90.31%</p>	<p><u>Target</u> 90.00%</p>
<p>4P1</p>	<p>Numerator: <u>the number of postsecondary students enrolled in occupationally specific programs that are nontraditional for their gender.</u></p> <p>Denominator: the number of postsecondary students enrolled in occupationally specific programs.</p>	<p>6.09%</p>	<p><u>Target</u> 6.34%</p> <p><u>Actual</u> 6.40%</p>	<p><u>Target</u> 6.59%</p> <p><u>Actual</u> 8.94%</p>	<p><u>Target</u> 6.84%</p> <p><u>Actual</u> 6.07%</p>	<p><u>Target</u> 7.09%</p>	<p><u>Target</u> 6.50%</p>
<p>4P2</p>	<p>Numerator: the number of postsecondary students completing occupationally specific programs who are nontraditional for their gender.</p> <p>Denominator: the number of postsecondary students completing occupationally specific programs.</p>	<p>5.89%</p>	<p><u>Target</u> 6.14%</p> <p><u>Actual</u> 7.15%</p>	<p><u>Target</u> 6.39%</p> <p><u>Actual</u> 8.47%</p>	<p><u>Target</u> 6.64%</p> <p><u>Actual</u> 7.18%</p>	<p><u>Target</u> 6.89%</p>	<p><u>Target</u> 7.00%</p>

ATTACHMENT F

Tech Prep Allocations – FY05

School	Contract Amt
Tri-Creek School Corp - Lowell HS****	100,000.00
IPS - Northwest HS	28,038.00
North Spencer School Corp - Heritage Hills HS	100,000.00
Evansville-Vanderburg School Corp.	30,000.00
IU - Arsenal Tech High School	30,000.00
IVTC Sellersburg (Career Link South)	30,000.00
MSD Pike Township - Pike HS**	98,000.00
IPS - Arlington High School	99,955.00
Kankakee Valley High School	57,963.00
East Allen County Schools	30,000.00
Rensselaer Central School Corp.	73,665.00
Kokomo Valley School Corp.	30,000.00
Northwest Allen Cty Schools - Carroll HS	29,934.00
Edinburgh Comm School Corp.	25,000.00
Center Grove School Corp.	29,974.00
Cloverdale Comm. School Corp	30,000.00
Elkhart Comm Schools - HS	26,850.00
Elkhart Comm Schools - Career Center	70,407.00
Greater Jasper Consolidated Schools	30,000.00
Lost River Career Coop	109,880.00
Washington Comm Schools Corp.	30,000.00
Salem Comm. Schools	29,967.00
North Putnam Comm School Corp.	30,000.00
Eminence School Corp.	21,409.00
Greencastle Comm Schools	30,000.00
South Putnam Comm Schools	30,000.00
New Prairie United School Corp.	30,000.00
MSD North Posey Cty - North Posey HS	30,000.00
MSD Boone Township - Hebron HS	30,000.00
Gary Comm School Corp.	30,000.00
Crawfordsville Comm School Corp.	30,000.00
Cannelton City Schools	30,000.00
Lebanon Comm School Corp.	30,000.00
Nettle Creek School Corp. Hagerstown HS	26,394.00
North Montgomery Comm School Corp.	30,000.00
Southeast Dubois Cty School Corp - Forest Park HS	30,000.00
Southwest Dubois Cty School Corp. - Southridge HS	30,000.00
North Dubois Consolidated Schools	30,000.00
East Gibson School Corp.	30,000.00
Pike Cty School Corp. - Pike Central HS	30,000.00
TOTAL Contracted	1,647,436.00

ATTACHMENT G

**INDIANA
WORKFORCE
DEVELOPMENT**



Joseph E. Kernan, Governor
Alan D. Degner, Commissioner

Dept. of Workforce Development
Indiana Government Center South
10 North Senate Avenue
Indianapolis, IN 46204-2277
Phone: 317/232-7670
FAX: 317/233-4793
TDD: 317/232-7560
<http://www.workforce.IN.gov>

An Equal Opportunity Employer

REQUEST FOR APPLICATIONS

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT TECHNOLOGY PREPARATION

January 22, 2004

PURPOSE OF ANNOUNCEMENT

This application announces the availability of \$2,358,619.00 in funding to assist Indiana High Schools, Area Vocational Schools and Postsecondary Institutions that offer a two- year associate degree, that are committed to educational improvement through the development of a coordinated and enhanced learning experience for students organized around Career Majors. Career Majors increase high school student motivation and achievement by helping them make the connection between what they are learning in school and their future opportunities.

Career Majors are characterized by the following components:

- Rigorous curriculum focusing on the integration of academic and technical standards organized around a broad career area,
- Student guidance to help students gain the self-knowledge necessary for education and career decision making, including a course plan that includes a coherent sequence of courses and postsecondary transition,
- Professional development for teachers at the secondary and postsecondary level on applied, contextual teaching methodology, team teaching, and curriculum integration,
- Community connections that include partnerships between secondary, and postsecondary institutions, business, labor, and community-based organizations.

The most prevalent form of Career Majors are Career Academies. The Career Academy approach to high school reform integrates elements of three major policy initiatives unfolding at the federal, state and local levels: the restructuring of large high schools into smaller learning communities; efforts to improve the rigor and relevance of academic instruction; and reforms that seek to prepare students for successful transitions to postsecondary education and employment.

Consortia members must include a local educational agency and /or an area vocational school, a regionally accredited institution of higher education that offers a two-year associate degree, two-year certificate, or two-year postsecondary apprenticeship program, a business/employer that requires high-skill/high-wage employees, and a labor representative. Grant activities should focus on one secondary school with one or more postsecondary partners. Grant activities that focus on two to three small schools may also be appropriate. Grants will be for one year. Individual consortia are eligible for awards up to \$30,000 for planning grants and up to \$100,000 for implementation grants. Current Career Majors grantees are not eligible for these funds.

These funds must be used to help teachers improve student achievement, meet high standards for high school graduation, increase the number of students completing a Core 40 or Honors Diploma, and increase transition and persistence rates in postsecondary education. Eligible applicants must show documented prior commitment to the “Required Program Components” of Career Majors (listed on page four) and how this commitment supports the academic goals of the secondary school’s Public Law 221 Plan.

Two types of awards will be available: planning grants and implementation grants. Schools that have one or more Career Academies in place and are interested in starting additional academies or are interested in starting their first Academy and have many of the “Required Program Components” listed on page four in place can apply for a **planning grant**. Expectations for activities appropriate for a planning grant include site visits, stipends, professional development activities, curriculum development, facilitated planning meetings, technical support, materials, supplies, and equipment deemed necessary for successfully creating a career major, etc. Planning grant application details begin on page six.

Schools that have established sufficient Career Academies or Career Majors to accommodate the majority of their students but need funds to fully implement all eight “Required Program Components” described on page four can apply for an **implementation grant**. Expectations for activities appropriate for an implementation grant include professional development, common planning time for curriculum integration and alignment, aligning content with state standards, curriculum development, facilitated planning meetings, technical support, equipment deemed necessary for successfully creating a career major, etc. Implementation grant details begin on page eight.

ELIGIBILITY

A consortium must develop the grant application. To be eligible for this grant opportunity, a consortium **must** include at least one member in each of the following four categories:

- (1) a local educational agency, or an area vocational school serving secondary school students,
- (2) (a) a regionally accredited institution of higher education that offers a two year associate degree, two-year certificate, or two-year postsecondary apprenticeship program, or (b) a proprietary institution of higher education that offers a two-year associate degree program,
- (3) a business/employer that requires high-skill/high-wage employees, and
- (4) a labor representative.

Consortia also **may** include one or more: (1) institutions of higher education that award baccalaureate degrees; (2) labor organizations; (3) employer organizations; (4) economic development organizations, and (5) community-based organizations. Additional members, such as parents, students, and counselors are encouraged.

USE OF FUNDS

Funds may be used in the following ways: for both secondary and postsecondary partners for professional development, curriculum development, stipends, transcript analysis, data collection and evaluation, travel (for site visits or professional development), technical support (including organizing and facilitating professional development opportunities for teachers, professors and counselors, consortia meetings, work-based learning opportunities, articulation agreements,

curriculum development, etc.), equipment costs if deemed necessary to the program (up to \$20,000), and administrative cost of up to five percent (5%) of budget.

PROPOSAL REVIEW

Proposals will be reviewed by staff from the Department of Workforce Development (DWD), the Department of Education (DOE), and the Commission for Higher Education (CHE). Reviewers will rate each proposal according to parameters outlined in the objectives listed in the application.

GRANT PERIOD

Grants will begin on July 1, 2004, or upon completion of the state signature process, whichever occurs later. Awards will be for one year. Grants will end on June 30, 2005.

REQUIREMENTS

- 1) Each applicant must submit a signed Consortium Agreement providing evidence that each of the categories of membership required has been satisfied, and that each of the required members is eligible for membership.

The Agreement must contain a signature of commitment from the participating secondary school, area vocational school, eligible postsecondary institutions business member, and labor representative affirming that those entities have formed a consortium to develop, implement and sustain the plan outlined in the application. The Agreement also must describe the roles and responsibilities of each consortium member within the proposed project.

- (2) Applicants for both planning and implementation grants must identify the number of students to be served.
- (3) Each applicant must submit a design for an academic and technical sequence of courses for each Career Major to demonstrate how the proposed instructional program represents a sequential program of study that meets the "Required Program Components" listed on page four. The plan must include a minimum of a four-year sequence that includes the last two years of high school and the first two years of postsecondary education.
- (4) Each applicant must agree to submit student data to the Department of Workforce Development using the Indiana Technical Education Student Reporting System (INTERS). This data will determine the impact of the project on a comprehensive set of student outcomes, including: academic and technical skill achievement; high school graduation; enrollment and completion of postsecondary education; postsecondary remedial coursework; and labor market entry.
- (5) Each applicant must agree to submit the following reports and other deliverables:
 - a progress report narrative covering the period **07.01.04 - 1.31.05**, due on **02.15.05**, and
 - a final performance report narrative and fiscal close out report due on **08.15.05**
- (6) Successful applicants will be required to share best practices and attend occasional statewide meetings and professional development activities. Successful implementation sites may also be required to host visits for interested schools.

REQUIRED PROGRAM COMPONENTS

The Career Majors program must include:

- a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study,
- integration of curriculum that meets the Indiana academic and technical standards and use of work-based and work-site learning where appropriate and available,
- technical preparation in a career field,
- building of student competence in mathematics, science, communications economics and workplace skill through applied, contextual academics, and integrated instruction in a coherent sequence of courses,
- completion of a Core 40 or academic honors diploma,
- a career plan that includes a postsecondary transition plan,
- a pathway to an associate or baccalaureate degree, apprenticeship, or postsecondary certificate in a specific career field, and
- placement in appropriate employment or further education.

Schools interested in this funding opportunity must complete **either** the planning grant **or** implementation grant proposal application attached to this announcement.

Grant proposals are due March 19, 2004 and awards will be announced by April 15, 2004.

Grants will be for one year. Consortia are eligible for grant awards from \$30,000 - \$100,000, depending upon the plan and number of students to be enrolled. Site visits prior to funding may be required. Technical assistance site visits will be conducted by Department of Workforce Development during the funding period. Funds must be expended by June 30, 2005.

PROPOSAL FORMAT

Proposals must include the following items in the order listed:

1. Cover letter declaring a commitment to improving the transition between secondary and postsecondary institutions and the dollar amount requested. The required consortium members must sign the letter. Please specify the key contact person with information consisting of address, phone, fax, and e-mail.
2. A signed Consortium Agreement providing evidence that each of the categories of membership required has been satisfied, and that each of the required members is eligible for membership. **See Appendix A.**
3. Completed planning or implementation grant checklist. **See Appendix B.**
4. A completed planning chart. **See Appendix C.**
5. A narrative including concise responses to criteria (a) through (e), including a budget, and budget narrative. **See Appendix D.** Narrative should be no more than twelve double-spaced pages, with 12-point font, including the budget and budget narrative and excluding appendix attachments. Pages must be numbered.
6. The proposed design for an academic and technical sequence of courses for each Career Major (see Requirements - page three) that includes a minimum of the last two years of high school and the first two years of postsecondary education.

PROPOSAL SUBMISSION

Proposals are due no later than **4:30 p.m. on Friday, March 19, 2004.**

SIX COPIES OF THE PROPOSAL ARE REQUESTED.

Proposals are to be submitted to:

Jeff Lander

Department of Workforce Development

Vocational and Technical Education SE 210

10 N. Senate Avenue

Indianapolis, IN 46204

Notification of Award

All applicants will be notified of award status no later than **April 15, 2004.**

Questions

Questions may be addressed to Terri Schulz at tschulz@dwd.state.in.us.

Questions and responses will be posted at: <http://www.in.gov/dwd/education/stw/index.html>

Additional Copies of the Request for Proposal

Additional copies of the RFP are available online at:

<http://www.in.gov/dwd/education/stw/index.html>

Option I. PLANNING GRANT PROPOSAL APPLICATION

Schools that have one or more Career Academies in place and are interested in starting additional academies or are interested in starting their first Academy and have many of the “Required Program Components” listed on page four in place may apply for a planning grant. These schools must participate in a whole school reform initiative from the Department of Education’s approved list (**see Appendix G**) that includes Career Majors as the focus.

Planning grant award range – up to \$30,000

Option I - Planning Grant Selection Criteria:

The maximum score for all of the following criteria is 100 points. The maximum score for each criterion and sub-criterion is indicated in parentheses.

(a) **Quality of the project design (45 points)**

In determining the quality of the design of the proposed project, we consider the following factors:

- (1) The extent to which the applicant demonstrates readiness to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary institutions. Evidence may include an existing academy, formal articulation agreements that include dual credit, a link between the core components of this program with the secondary institutions Public Law 221 plan, work-based learning activities such as internships, developmental guidance curriculum, etc. **(10 points)**
- (2) The extent to which the proposed instructional program will integrate Indiana’s academic and technical standards. **(10 points)**
- (3) The extent to which the proposed project will provide a comprehensive developmental guidance curriculum that includes a high school/postsecondary career plan that shows the link between what a student does academically and his/her career plan, at the secondary level. **(10 points)**
- (4) The extent to which the proposed project will provide high-quality, sustained, and intensive professional development for instructors, counselors and administrators involved in the program. **(15 points)**

(b) **Quality of the management plan. (30 points) *Include whole school reform initiative from Appendix G***

In determining the quality of the management plan for the proposed project, we consider the following factors:

- (1) The extent to which the school has committed to a process for school improvement with a Career Majors focus. **(15 points)**
- (2) The extent to which the management plan outlines specific, measurable goals, objectives, and outcomes to be achieved by the proposed project. **(5 points)**
- (3) The extent to which the management plan assigns responsibility for the accomplishment of project tasks to specific project personnel, and provides timelines for the accomplishment of project tasks. **(5 points)**
- (4) The extent to which the time commitments of the project director and other key personnel are appropriate and adequate to achieve the objectives of the proposed project (such as release time and extended contracts). **(5 points)**
- (c) Quality of project personnel. (10 points)**
 In determining the quality of project personnel, we consider the following factors:
- (1) The qualifications, including relevant training and experience, of key project personnel, including teachers, counselors, administrators, postsecondary partners, and project consultants. **(10 points)**
- (d) Adequacy of resources. (10 points)**
 In determining the adequacy of resources for the proposed project, we consider the following factors:
- (1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the participating institutions. **(5 points)**
- (2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. Administrative costs up to five percent may be included in the budget. Equipment costs up to \$20,000 may be included if deemed necessary for the program outlined in the narrative. **(5 points)**
- (e) Quality of the project evaluation. (5 points)**
 In determining the quality of the evaluation, we consider the following factors:
- (1) The extent to which the evaluation will provide reports or other documents, including the use of disaggregated data to be used for continuous program improvement. **(5 points)**

Option II. IMPLEMENTATION GRANT PROPOSAL APPLICATION

Schools that have established sufficient Career Academies or Career Majors to accommodate the majority of their students but need funds to fully implement all eight “Required Program Components” described on page four can apply for implementation funds. Examples include schools that have wall-to-wall academies but need funds to fully implement the “Required Program Components” or schools that have several Academies but need funds to complete wall-to-wall academies and/or to fully implement the “Required Program Components.” These schools are encouraged to participate in a whole school reform process as listed in Appendix G.

Implementation grant award range – up to \$100,000

Option II – Implementation Grant Selection Criteria

The maximum score for all of the following criteria is 100 points. The maximum score for each criterion and sub-criterion is indicated in parentheses.

- (a) Quality of the project design. (45 points)**
 In determining the quality of the design of the proposed project, we consider the following factors:
- (1) The extent to which the applicant demonstrates readiness to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary institutions. Include information regarding existing Career Academies, work-based learning activities such as internships, formal articulation agreements, and, if applicable, the conditions under which dual credit will be awarded such as end of course assessments or concurrent enrollment. Include links between the core components of this program with the secondary institution’s P.L. 221 plan.

(10 points)

(2) The extent to which the proposed instructional program will integrate Indiana's academic and technical standards. **(10 points)**

(3) The extent to which the applicant has aligned their secondary academic and technical course offerings and requirements for program completion with the entrance requirements for the corresponding postsecondary degree or certificate program.

(5 points)

(4) The extent to which the proposed project will result in a developmental guidance curriculum and provide comprehensive academic and career counseling and other support services to participating students at both the secondary and postsecondary levels, to ensure their persistence in the program and attainment of a postsecondary degree or certificate. **(10 points)**

(5) The extent to which the proposed project will provide high-quality, sustained, and intensive professional development for instructors, counselors and administrators involved in the program.

(10 points)

b) Quality of the management plan. (15 points)

In determining the quality of the management plan for the proposed project, we consider the following factors:

(1) The extent to which the management plan outlines specific, measurable goals, objectives, and outcomes to be achieved by the proposed project. **(5 points)**

(2) The extent to which the management plan assigns responsibility for the accomplishment of project tasks to specific project personnel, includes needed technical assistance (including organizing and facilitating professional development opportunities for teachers, professors and counselors, consortia meetings, work-based learning opportunities, articulation agreements, curriculum development, etc.), and provides timelines for the accomplishment of project tasks. **(5 points)**

(3) The extent to which the time commitments of the project director and other key personnel are appropriate and adequate to achieve the outlined objectives. **(5 points)**

(b) Quality of project personnel. (20 points)

In determining the quality of project personnel, we consider the following factors:

(1) The qualifications, including relevant training and experience, of the lead project personnel. **(10 points)**

(2) The qualifications, including relevant training and experience, of key project personnel, including teachers, counselors, administrators, postsecondary partners, and project consultants. **(10 points)**

(d) Adequacy of resources. (10 points)

In determining the adequacy of resources for the proposed project, we consider the following factors:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the participating institutions. **(5 points)**

(2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. Administrative costs of up to five percent may be included in the budget. Equipment costs up to \$20,000 may be included if deemed necessary for the program outlined in the narrative. **(5 points)**

(d) Quality of the project evaluation. (10 points)

In determining the quality of the evaluation, we consider the following factor:

(1) The extent to which the evaluation will provide reports or other documents including the use of disaggregated data to be used for continuous program improvement.

(10 points)

APPENDIX A

CONSORTIUM AGREEMENT
Make copies to include additional members

Briefly describe role of secondary school representative:

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Briefly describe role of postsecondary institution representative:

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Briefly describe role of employer partner:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Briefly describe role of labor partner:

Labor Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Consortium Fiscal Agent _____

ADDITIONAL PARTNERS (these partners are encouraged but not required)

Briefly describe role of area vocational center representative:

Area Vocational Center Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Briefly describe role of employer partner:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

PLANNING GRANT APPLICATION CHECKLIST

Please place a check in the appropriate boxes of items your school already has in place. Include the number/percentage/ and or types of items where appropriate:

an existing career academy - number/type(s) _____

career pathways - nonduplicative, sequential course of study (number_____)

career pathways - nonduplicative, sequential course of study that include a minimum of two years of secondary education with a minimum of two years of postsecondary education) (number_____)

articulation agreements (number_____, list institutions involved_____

)
 integration of curriculum that meets the Indiana academic and technical standards;
describe_____

number and percentage of students participating in internships, (number_____ percentage_____)

number and percentage of teachers that build student competence in core academic and technical classes through applied, contextual academics, and integrated instruction, (number_____ percentage_____)

comprehensive career guidance program, please describe program:

number and percentage of students that have a course plan that includes a career objective and postsecondary transition plan; (number_____ percentage_____)

pathways to an associate or baccalaureate degree, apprenticeship or postsecondary certificate (number_____, list institutions involved _____

)

Other related information:

IMPLEMENTATION GRANT APPLICATION CHECKLIST

Please place a check in the appropriate boxes of items your school already has in place. Include the number and or types of items where appropriate:

number/types of existing career academies- _____

existing career pathways - nonduplicative, sequential course of study that include a minimum of two years of secondary education with a minimum of two years of postsecondary education), (number_____)

articulation agreements, (number_____)

academies that include the integration of curriculum that meets the Indiana academic and technical standards, (number_____)

number and percentage of students participating in internships, (number_____ percentage_____)

number and percentage of teachers that build student competence in core academic and technical classes through applied, contextual academics, and integrated instruction, (number_____ percentage_____)

comprehensive career guidance program, please describe program:

number and percentage of students that have course plans that include a career objective and postsecondary transition plan; (number_____ percentage_____)

pathways to an associate or baccalaureate degree, apprenticeship or postsecondary certificate (number_____, list institutions involved _____)

Other related information:

APPENDIX C - PLANNING CHART

Core component	How will core component be completed?	Who will make sure core component is completed?	When will core component be completed?	How success will be judged?
Plan for integration of academic technical standards				
Plan for career plans that include postsecondary transition				
Plan for developmental guidance curriculum				
Plan for professional development for teachers				
Plan for professional development for counselors				
Plan for professional development for professors				
Plan for work-based learning				
Plan for evaluation of initiative				

APPENDIX D

BUDGET GUIDELINES

Applicants must provide a budget and detailed budget narrative that breaks down use of requested funds. The budget narrative must include the basis for estimating the costs of professional personnel salaries, benefits, travel (estimated airfare, mileage, number of nights for hotel and per diem expenses), materials and supplies, equipment, consultants and subcontracts. The only line item that does not require a detailed narrative is administration. Administration funds are to be used to administer the grant.

The following line items will be accepted for use of funds:

Administration – for administration of grant. To calculate, add up all line items, take up to five percent (5%) of line item total.

Salaries and Benefits – includes stipends for professional development, and common planning time for teachers and faculty to integrate curriculum for staff working for the fiscal agent. Include number of hours at approximate rate, and benefits.

Contracted Services – may include consultants for professional development and technical support (including organizing and facilitating professional development opportunities for teachers, faculty and counselors, consortia meetings, work-based learning opportunities, curriculum development, etc.), stipends for consortia members that are not employed by the fiscal agent and other contracts for services.

Materials and Supplies- break down requested items

Travel –State travel guidelines must be used (mileage at .34/mile, in-state hotel accommodations at \$79.00 (\$83.00 for Indianapolis) plus tax maximum, out-of-state hotel accommodations at best available rate, per diem at \$26.00 day in-state (\$6.50 for breakfast, \$6.50 for lunch, and \$13.00 for dinner) and \$32.00/day out of state (\$8.00 for breakfast, \$8.00 for lunch, and \$16.00 for dinner).

Equipment – up to \$20,000 in instructional equipment purchases may be included if part of approved proposal and are necessary for the creation or replication of the program.

Professional Development – include tuition and conference registration fees.

ADDITIONAL NOTES: Please round budgeted amounts up to the nearest dollar. Expenditures on promotional materials such as t-shirts, pens, billboards, plaques, bags, and pencils, are not allowable.

LINE ITEM CHANGES: Line item changes of 20% or less may be made one time only without prior approval of the State, with the exception of changes in wages, salaries and fringes which must be approved by the State.

Administration costs cannot be over five percent (5%). Email justification and new budget and budget narrative to tschulz@dwd.state.in.us .

***NOTE: The Department of Workforce Development is planning a two-day Career Majors Academy professional development opportunity for interested applicants in the spring of 2005. Up to ten participants per consortia may attend (minimum of five participants). Interested consortia may budget \$350/per person plus travel expenses in their proposal if they are interested in attending.**

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT
TECHNOLOGY PREPARATION**

YEAR OF FUNDS P 04

CFDA #: 84.243
FEDERAL AGENCY: USDOE

FUNCTION	OBJ/SUBJ	COST CATEGORY PROJECT CODE	BUDGET
700	7509	ADMINISTRATIVE COST	
700	7510	SALARIES/BENEFITS	
700	7511	CONTRACT SERVICES	
700	7512	TRAVEL	
700	7515	MATERIALS & SUPPLIES	
700	7546	EQUIPMENT PURCHASES	
700	7557	PROFESSIONAL DEVELOPMENT	
700	7517	MISCELLANEOUS	
TOTAL			

APPENDIX E- DEFINITIONS:

Career Academy - A Career Academy is a high school program in which a group of students stay together with the same teachers for two, three, or four years. The curriculum organizes instruction in academic subjects around a career theme - for example, health, finance, computers, media. It enables students to fulfill requirements for college entrance in addition to acquiring work-related knowledge and skill. Academy teachers work together as a team to coordinate teaching in different subjects, stay in touch with parents, and involve employers, who support academies in various ways including provision of adult mentors and internships for students and teachers.

Career Majors - Career Majors are a way of organizing school-based and community or work-based learning into a coherent field of study that prepares young people for post-secondary education or training, employment, and a lifetime of learning.

Career Majors Completer - A Career Majors Completer must have:

- followed a written career plan indicating a high-skill/high-wage occupation as a career goal
- taken a sequence of program-specific core academic and technical courses during the two years of secondary school preceding graduation
- articulated to a non-duplicative academic and technical course of study leading to an associate of applied science degree, baccalaureate degree, two-year certificate, or two-year apprenticeship following high school
- completed two or more years of postsecondary education which led to an associate degree, baccalaureate degree, certificate, two years of an apprenticeship, or articulated from a community college to a four-year college/university.

Career Majors Student - A student enrolled in Career Majors is one who is seeking further education after high school and has a written career plan that identifies a sequence of courses that leads to a career goal. Students may begin as early as the 9th grade and no later than the 11th grade to select a coherent sequence of courses. Students may revise their program of study as they move toward their career goal.

Curriculum Integration - Curriculum integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Career themes are an effective way to integrate academic subjects and/or academic and technical subjects.

Effective interdisciplinary studies include the following elements:

- a topic that lends itself to study from several points of view
- two to five valuable themes (or essential questions) the teacher wants the students to explore
- an approach and activities to further students' understanding more than is possible in a traditional, single-discipline unit

Mentoring – Mentors are role models for youth who have an understanding of the world of work, and have demonstrated themselves over time to be valued workers who are concerned about their customers and fellow employees. Working with an individual student throughout the year on a one-to-one basis, mentors typically dedicate a few hours each month to familiarizing their student with the workplace, offering insight on basic skills needed to enter the job market, or assisting with school projects and personal issues.

Project-based Learning (PBL) - **PBL is a teaching and learning process that engages students in complex, real-world problem solving that is; academically rigorous, relevant to students and the community, and empowers students as active learners. It is a way to help kids understand the connection between what they learn in school and success in the real world by linking academics with hands-on experiences.**

School-based enterprise (SBE)– A SBE is the production of goods or services by students for sale or use by others. School sponsored enterprises typically involve students in the management of the project. Enterprises may be undertaken on or off the school site.

Sequence of Courses - A Career Majors sequence of courses consists of a program-specific core of academic and technical courses taught during the two years of secondary school preceding graduation at a minimum, and at least:

- **two years of postsecondary education in a non-duplicative course of study leading to an associate degree, a baccalaureate degree or two-year certificate in a specific career field**
- **two years of an apprenticeship following high school**

The sequence must include integrated academic and technical content, workplace skills, and instruction delivered both at the worksite and in the school/college setting. Programs may begin as early as the ninth grade and may also articulate from a community college to a four-year college/university, or four-year apprenticeship.

Service Learning – Service learning is an experiential approach to teaching that blends community service and learning activities so that both occur and are enriched by the other. Youth participating in service learning programs perform a needed community service that builds, utilizes or provides a framework for academic and civic skills, abilities and competencies. The services can be provided within school walls, or in the community, and would not normally happen if the students were not doing them.

Work-based Learning (WBL)– WBL is learning that takes place in the workplace. Work-based learning includes a number of different activities that can be arrayed along a continuum from shorter term, introductory types of experiences to longer term more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities and work tasks and sometimes criteria for monitoring and or assessing students.

APPENDIX F – RESEARCH FINDINGS AND OTHER RESOURCES

RESEARCH FINDINGS ON CAREER ACADEMIES

Career Academies: Building Blocks For Reconstructing American High Schools –David Stern, Charles Dayton, and Marilyn Raby – Oct. 2000
<http://casn.berkeley.edu/buildingblocks.html>

Career Academies Impacts on Students' Engagement and Performance in High School – James J. Kemple and Jason C. Snipes - Executive Summary
<http://www.mdrc.org/Reports2000/CareerAcademies/CA-ExSum-2-4-00.htm>

Career Academies: Early Implementation Lessons from a 10-Site Evaluation James J. Kemple and JoAnn Leah Rock – Executive Summary
<http://www.mdrc.org/Reports/ca-exsum-2.pdf>

Shaping Postsecondary Transition: The Influence of the National Academy Foundation Career Academy – Margaret Terry Orr, Katherine L. Hughes and Melinda Mechur Karp, April 2003.
<http://www.tc.columbia.edu/~iee/BRIEFS/Brief29.pdf>

RESOURCES

Career Academy Support Network

<http://casn.berkeley.edu/>

The Career Academy Support Network is housed within the [Graduate School of Education at UC Berkeley](#). Its purpose is to support the growing number of career academies developing around the country, fostering their growth and improvement.

CORD, Leading Change in Education

<http://www.CORD.org>

CORD is a national nonprofit organization that strives to empower educators to make meaningful connections between school and work for the benefit of the students. To accomplish this, CORD assists educators in schools and colleges in three areas: curriculum development, professional development, and Tech Prep leadership.

Cornell University Youth and Work Program

<http://www.human.cornell.edu/youthwork/>

The Cornell Youth and Work Program fosters the transition of youth to adulthood through research and development quality work-based learning.

From Large to Small: Strategies for Personalizing the High School

2002 by Adria Steinberg and Lili Allen

<http://www.jff.org/jff/kc/library/0156>

High Schools that Work <http://www.sreb.org/programs/hstw/hstwindex.asp>

High Schools That Work is the largest and oldest of the Southern Regional Education Board's seven school-improvement initiatives for high school and middle grades leaders and teachers. More than 1,100 *HSTW* sites in 27 states are using the *HSTW* framework of goals and key practices to raise student achievement.

Indiana Student Achievement Institute <http://asai.indstate.edu/>

Each year, thirty-six school-community teams enter the Indiana Student Achievement Institute to help their faculty and community progress through the Vision-to-Action systemic change process for the purpose of raising student achievement. Over a three-year period, teams attend ten workshops, receive significant technical support and a small planning and professional development grant.

APPENDIX G

Indiana Department of Education Approved Accreditation Agencies and Continuous Change Processes.

Planning grant applicants chose a change process and show the connection between this process and the “Required Program Components” listed on page four.

(1) Indiana Title 1 Continuous School Improvement Process (SWP/TAS)

(2) Connecting Learning Assures Successful Students (C.L.A.S.S.)

http://www.indianaclass.com/what_is_class_full.htm

(3) (Effective Schools) Strategic Planning for the 21st Century/Phi Delta Kappa

<http://www.pdkintl.org/profdev/nces/nceshome.htm>

(4) High School That Work/Southern Regional Education Board

<http://www.sreb.org/programs/hstw/hstwindex.asp>

(5) Indiana Essential Schools/InDOE <http://education.iupui.edu/iesn/>

(6) Indiana Student Achievement Institute/ (InSAI) <http://asai.indstate.edu/>

(1) Koalaty Kid/American Society for Quality (ASQ)

<http://www.koalatykid.org/>

(2) Malcolm Baldrige National Quality Award for Education

<http://www.quality.nist.gov/>

(8) North Central Association (NCA) <http://www.ncacasi.org/>

(9) Quality Learning/Langford International

<http://www.langfordlearning.com/core.html>

(10) School Improvement—Focusing on Student Performance/National Study of School Evaluation (NSSE) <http://www.nsse.org/>

(11) The School Portfolio/Education for the Future/Victoria Bernhardt

<http://eff.csuchico.edu>

(12) Standard-Bearer District-Wide Model/Center for Leadership in School Reform

<http://www.clsr.org>

(13)Other

This category includes any other plans schools may be using.