

FISCAL YEAR 2007

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

CONSOLIDATED ANNUAL REPORT



INDIANA
WORKFORCE
DEVELOPMENT

OMB NO: 1830-0556

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Comment [D1]: Bio med should be on page 8 too

SUMMARY

The Indiana Department of Workforce Development (DWD) 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 development, implementation, and supervision of the state plan for career and technical education.

The Career and Technical Education Division (CTE) of DWD 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 Technical Education (OCTE) within the Indiana Department of Education (DOE) and the Indiana Commission for Higher Education (CHE). The CHE coordinates postsecondary Perkins III activities and the DOE coordinates secondary Perkins III activities and assigned State leadership activities through Memorandums of Understanding with DWD. Coordination of Tech-Prep/Career Majors and Project Lead the Way (PLTW) activities are provided by DWD-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 are encouraged to declare a career focus area based on their career interest. A career focus area is a subset of related occupations within a career cluster.

Based on the students career focus area a career pathway is recommended as a resource when designing their four-year career 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 Tech Prep/Career Majors Initiative sponsored by DWD. The Career Majors Initiative is designed to increase high school students' motivation and achievement by helping them make the connection between what they are learning in school and their future opportunities.

I. State Administration [Sec 121]

A. Sole State Agency and Governance Structure

The Indiana Department of Workforce Development (DWD) is the sole state agency responsible for receipt and administration of the 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 development, implementation, and supervision of the state plan for career and technical education.

The Career and Technical Education Division of DWD 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 Indiana Commission for Higher Education (CHE) and the Office of Career and Vocational Services within the Indiana Department of Education (DOE). The CHE coordinates postsecondary Perkins III activities and DOE coordinates secondary Perkins III activities through Memorandum of Understanding with DWD.

State leadership and coordination of Tech-Prep/Career Majors activities are provided by DWD-CTE staff. An organizational chart of the key agencies involved in administering career technical 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 wide 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 to the four-year course plan, more than 60 high schools and 23,000 students throughout Indiana participate in the Career Majors initiative sponsored by DWD-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 [Sec 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 the required activities under Section 124. Assessing programs conducted, 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:

B. Advanced Life Sciences-Plants and Soils

The following scope of work was completed by 9-15-06 for the following tasks, 1) Standards Prioritization; 2) Item Development Consultation and Review; 3) Content Review and Revision. The following tasks were completed in 2007, 1) Tryout Plan; 2) Tryout Form Construction; 3) Item Analysis and 4) Final Form Construction.

We developed the test items covering the course standards as prioritized by educators using funds from a 2006 project. In 2007, two different tests were placed on-line. The tests were computer scored, and data was provided to evaluate each test question. This process was used to develop all the academic Core 40 end-of-course assessments. This course is a Core 40 Science course and completion of the project was extremely important. All work on the project was completed in conjunction with the Indiana Department of Education (IDOE), Center for Agricultural and Environmental Research and Training, Inc. (CAERT) and a professional consultant with great experience in this End-of-Course Assessment process and was very involved in the ALS-Animals End-of-Course Assessment project of 2006.

The two tests were put on-line, from the last week of April to the end of the first week of June. Students from nine schools completed the pilot tests. A test manual and instructions were developed to support the pilot sites. Item analysis was completed resulting in two excellent tests for the future. The ALS courses are rigorous courses and students completing the courses are

much more likely to enter Indiana's extremely strong Life Sciences industries.

An end-of-course test will help teachers develop lesson planning based on course standards priorities, assist with hands-on lab training to meet the Science course standards, serve as a portion of the course grade and prepare students for related careers. Approximately seventy five schools have gone through the approval process to teach ALS courses in the future. The number of schools will continue to expand.

Awards for Excellence – This program is a positive public relations activity to highlight, promote, and recognize secondary, postsecondary and adult students, programs, guidance/personnel services and partnerships at the local level that exemplify outstanding career and technical education excellence.

The goal of the Indiana Career and Technical Education Awards for Excellence program is to give state recognition to secondary, postsecondary, and adult students, programs, guidance personnel services and partnerships at the local level that exemplify excellence in career and technical education.

Program sponsorship has been a collaborative effort between the Department of Workforce Development – Indiana Commission for Career and Technical Education and the Indiana Association for Career and Technical Education. The Awards Ceremony takes place in February during National Education Week. Additional support is provided by Ivy Tech Community College, Vincennes University, and local school districts.

Nominations for this award come from all over the state and undergo a rigorous evaluation process conducted by teams of educators and business and industry representatives. The evaluation process has changed over the years to reflect the advances in educational and workplace requirements. Coordination of the project is the responsibility of a management team of ten individuals from postsecondary, secondary, business and industry, and state government.

As Indiana continues its efforts to prepare a skilled workforce and to attract high skilled, high wage careers, it is important to celebrate and publicize our career and technical education (CTE) success and to encourage more participation in CTE.

The Awards for Excellence Management Team has developed and presented this quality recognition program for 24 years. Successful students, programs, and partnerships in areas that are important to Indiana's workforce have received awards. It is important to maintain the standards established by this group and the knowledge base it represents.

Dream It Do It -112(a)(2)(b)(2)(C)- Develop new programs and enhance currently existing programs to prepare individuals who have interest in the manufacturing industry. This includes development of exploratory and immersion programs. It further includes improvement and expansion of educational programs (secondary & post-secondary) which will develop the skill sets of students to meet the increased requirements in 21st century manufacturing jobs. There are three components which are part of the education & training strategy: fill the current manufacturing education system, improve the quality of the current manufacturing education system, and expand the system to include underemployed transitional workers.

National Council for Agriculture Education 112(a)(2)(b)(5)– Participation in the development of a new Agriculture Education Curriculum called CASE (Curriculum for Agricultural Sciences). Indiana is one of 10 states invited to partner in this program. This will allow Indiana first access to the implementation of the curriculum once developed, the ability to provide input on the development of the curriculum, and some discounts to schools who adopt the curriculum early.

Pro/Engineer 3D CAD Workshops

The purpose of the Pro/Engineer trainings was to provide a group of 36 teachers the basic training and tools necessary to use advanced 3D CAD in instruction. The rationale for this training was that there is a strong need for professional development in the use of modern instructional tools. Furthermore, Engineering & Technology Education tools such as 3D CAD are necessary for the modernization of instruction within STEM career clusters in CTE.

Implementation

1. A series of 3 training opportunities occurred in 2007 at Goshen High School, Greenfield Central High School & IUPUI.
2. A certified Pro/Engineer trainer was contracted to conduct each workshop.
3. A letter of intent to participate was sent to teachers throughout Indiana.
4. The teachers who demonstrated minimum proficiency through a portfolio received an onsite review by the certified Pro/Engineer trainer. They also received a renewable software site license for up to 300 copies of Pro/Engineer for use in their classrooms and to give to students for home study.

Outcomes

1. 36 teachers have received 2 days of instruction, training and practice with Pro/Engineer.
2. 36 teachers received Pro/Engineer on-site tutorial materials
3. 36 teachers received Pro/Engineer textbook and multimedia tutorial CD.
4. 36 teachers received single copy of Pro/Engineer software for home study.
5. 24 teachers have gained basic proficiency in Pro/Engineer.
6. 24 teachers have gained full access to online resources from Pro/Engineer such as training materials, tutorials, lesson plans, and technical support.
7. To date, a software license for 300 copies each has been awarded to 24 of the 36 teachers who attended the workshops. The total value of the software quoted by Mark Fischer, Education Manager for the PTC Design & Technology in Schools Program is valued at \$900,000 each. Today the Pro/E workshops have awarded **\$2.7 million** worth of CAD software to become available to Indiana teachers, schools and students.
8. The remaining 12 teachers who did not complete the requirements for certification on-site may complete the requirements for certification per home study and acceptable portfolio submission to the workshop trainer.
9. Per the software agreement 24 teachers are currently allowed to provide copies of Pro/Engineer to their students for school and home study use.

Robotics (112)(a)(2)(b)(2)– Robotics teams help students increase their STEM skills through brainstorming, real-world teamwork, dedicated mentoring, project timelines, and deadlines. These competitions show students that the technological fields hold many opportunities and that the basic concepts of science, math, engineering, and invention are exciting and interesting.

The FIRST Robotics Competition combines the excitement of sports with science and technology to create an exciting competition that engages students in real-world experiential learning. In addition to science and technology, students learn other skills such as critical thinking, problem solving, creativity, communication skills and entrepreneurial thinking to help prepare them for the careers of the 21st Century.

Bio-Med (112)(a)(2)(b)(4) - The PLTW Biomedical Sciences program is designed to prepare students for diverse long-term careers in health care, research, specialized laboratory work, education, and management. It is intended to assist students in mastering the academic knowledge and skills to succeed at two- and four-year college programs and in any related career; and

will engage students in learning rigorous academic and technical knowledge; raise student achievement in science, mathematics, English language arts, and social studies; improve readiness for college; increase the number of students completing post-secondary degrees; increase the number of students selecting careers in the biomedical sciences.

PLTW 112(a)(2)(b)(6) - PLTW is one of the most effective ways to achieve rigor and relevance. It engages students in real world problem solving with a hands-on approach. The projects or problems are standards based and not restricted to one discipline. Students delve into math, science, technology, language arts and other disciplines depending on the problem. Project Lead the Way (PLTW) is a not-for-profit organization that promotes pre-engineering and biomedical sciences courses for middle and high school students. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of engineers, engineering technologists and biomedical sciences professionals graduating from our educational system.

Tech Prep - The Pathways to Postsecondary/Career Majors Initiative - 112(a)(2)(b)(1)- This initiative is a school improvement model being used in both comprehensive high schools and career centers. The goal of the initiative is to increase student achievement and the number of college bound students through the creation of seamless pathways from high school to postsecondary institutions through rigorous, standards-based curriculum organized around high-demand career areas. This opportunity is specifically focused on preparing students for success in Science, Technology, Engineering and Math (steM) and entrepreneurship education and careers. The initiative will improve academic achievement and better prepare Hoosier students for post-secondary options.

Purdue University (112(a)(2)(b)(3) – Leadership Development Program – The major goals of this program are to (a) prepare personnel with the knowledge and skills to plan, implement, and evaluate career majors and academies, and (b) improve and expand instruction and support services for youth and adults. This field-based Leadership Development Program (LDP) will provide the participants with in-depth knowledge and expertise in developing, implementing, evaluating, improving, and expanding career majors and academies serving youth and adults.

Ivy Tech – Robotics Workshops - 112(a)(2)(b)(3) - Robotics programs help develop science, engineering, mathematics, and team-building skills among our students – all disciplines vital for success in the workplace of the 21st century. These workshops help develop a cadre of instructors who will become experts in their communities on how to better use robotics as teaching tools.

DWD IT – Perkins funds are paid to assist with the maintenance and upkeep of the IN TERS Data Collection system. 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.
- 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.

The Scherb group was contracted to provide technical assistance and upgrades to IN TERS (Indiana Technical Education Reporting System) for Indiana. The State must include in this report student data such as a student's special needs, ISTEP scores, graduation information, grade level, class, skill proficiencies, and post-graduation follow up. The State uses this group to host and maintain a data collection system to collect this student-specific data.

Department of Correction (DOC) MOU- 112(a)(2)(b)(7)– The DOC MOU is used to expand and upgrade technical education programs, update materials and technology, expand program technology, and enhance the teaching through partnerships and certifications being made available to inmates in Indiana's correctional systems.

High Schools That Work - Data Analysis Workshop

In January 2006, thirty seven sites administered the HSTW (NAEP referenced) Assessment to high school seniors. Each school administered the assessment to a random sampling of at least 60 seniors except two small high schools administered the assessment to all seniors and that was less than 60 students. The assessment includes a test on mathematics, English and science, a teacher survey, a student survey and transcript analysis. The data report is developed by the Educational Testing Service. The result is a 246 page report.

A two day HSTW Data Analysis Workshop was held on February 28th and March 1st in Indianapolis. Twenty four schools and 108 teachers and administrators attended. The workshop was initially scheduled for October but the activity had to be cancelled because of a snow storm.

The assessment is a requirement for sites that choose to be in the HSTW network. The data provides the school with information that is not available in any other assessment. School administrators and site coordinators do not have the time or expertise to analyze the data without a trained facilitator. The workshop provides an opportunity for an English, mathematics, science

and career and technical education teacher to work with an administrator and counselor in a team focused on the analysis of important data. Many participants reported that this was one the best workshops they had attended and it gave school teams valuable time to work together and analyze the data.

Participating school teams were required to complete an Action Plan document following the workshop. A draft plan was submitted at the end of the two-day workshop. An Action Plan is used to ensure that each proposed action is based on data from the HSTW Assessment. The team must then use information to assess the school's PL-221 plan and North Central Association Plan if applicable. Every school team was required to complete an action plan based on the data in the report.

Following the workshop a Data Analysis Evaluation was conducted to assess the quality of the workshop. Each draft Action Plan was reviewed for completeness, and to confirm it was data driven.

Indiana Gold Star School Counseling Workshop Series

As part of the Indiana Gold Star Counseling Initiative, the workshop series is designed as a rigorous school self-assessment and organization process. Each school examines its effectiveness in delivering career and technical resources to students. Participating schools submit a detailed portfolio for consideration to receive the Gold Star Award. This project allows peer review of the portfolio by trained portfolio readers.

Mid-Year Outcomes:

- Four full-day workshops were held in Indianapolis with a total of 32 Indiana elementary, middle and high schools.
- 31 of the 32 schools submitted detailed portfolios to receive the Indiana Gold Star School Counseling Award. All 31 schools were approved.
- A team of eight (8) school counselors were brought together to review the 31 portfolios submitted by Indiana schools applying for the Gold Star Counseling Award.
- 49 Gold Star schools applied for and received the National ASCA Award for exemplary school counseling programs through the Recognized ASCA Model Programs (RAMP) Award.
- Indiana is the number one state with the highest number of National RAMP Award winning schools!
- Read the list of National award winning schools, including the 49 Indiana schools, at <http://www.schoolcounselor.org/content.asp?pl=325&sl=134&contentid=278>

Career Resource Development Summer Workshop

The summer workshop gathers school counselors together over the summer to design, develop, revise and review the most effective career awareness and career preparation resources for students and schools.

Mid-Year Outcomes:

- Twelve K-12 school counselors were selected from more than 60 applicants to attend a two-day workshop in Indianapolis developing and revising career resources for schools.
- Career guidance lesson plans were developed for each of the Indiana Universal Student Guidance Indicators in Career Development in the elementary and middle school grade levels.
- High school participants developed resources for Indiana school counselors that have been incorporated into the IDOE School Counselor website.
- Multiple career resources and career guidance lesson plans were developed and added to the re-vamped IDOE School Counselor website for each grade level, K-12. You can view the resources created by this workshop at <http://www.doe.state.in.us/sservices/counseling/counseling-guidance.html> by clicking on “Career Guidance.”

B. Permissible Activities

Indiana Career Guide – A printed guide developed to introduce four newly developed Skill Pathways. These Skill Pathways make the connection between education, skill development, increased wages and greater job opportunities. The pathways illustrate the "transferability" of skills from one job or career to another, and help direct students and workers with developing the necessary skills for success in today's job market. Personal testimonials illustrate that skills developed in one occupation will lead workers to a future career. Categorizing occupations by the skills that are vital to job success will help make the case that skills are transferable to seemingly unrelated occupations and industries. Over 7000 guides were printed and distributed by CTE. Permissible uses 1 and 9.

LearnMore Indiana – A comprehensive, web-based career and education information system designed to provide direct links to Indiana colleges and universities; profiles of 500 career options and information on Indiana's academic and guidance standards. LearnMore has a section highlighting CTE including a section on CTSO's and Programs of Study. Permissible uses 17.

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 FY06 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 FY2006. 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 awarded competitively 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. **The Request for Proposal is in ATTACHMENT F**. Tech Prep Awards for Fiscal Year 2006 are listed 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	Actual Level
	06/07	06/07
1S1	92.70%	76.78%
1S2	91.50%	93.86%
2S1	89.27%	88.48%
3S1	84.93%	88.85%
4S1	7.75%	12.03%
4S2	8.73%	11.54%
1P1	85.23%	82.06%
1P2	28.43%	26.21%
2P1	28.43%	26.21%
3P1	87.28%	77.13%
3P2	85.59%	75.50%
4P1	6.31%	27.24%
4P2	7.19%	23.42%

The State continues to make improvements to the data collection process for secondary career-technical education. The Indiana Technical Education Reporting System (IN TERS) is used by all eligible secondary area vocational districts. All staff members responsible for collecting, entering, and reporting data are 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.

Through the use of technical assistance, analysis and processes and clarification of definitions steps were made to increase the data quality. Some levels were not met within a range of 1% or less. This is primarily a result of reporting based upon a better understanding of the indicator definition and reporting the data correctly.

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 impact a student's participation in postsecondary CTE. Part-time participation in CTE is one such issue. 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. 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 being urged 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. We will continue to use this data 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.

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
	<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>	<p>State Academic Assessment Systems (1)</p>
	<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>	<p>Local Standards & Assessment Systems (3)</p>
	<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>	<p>State/Local Administered Data (1)</p>

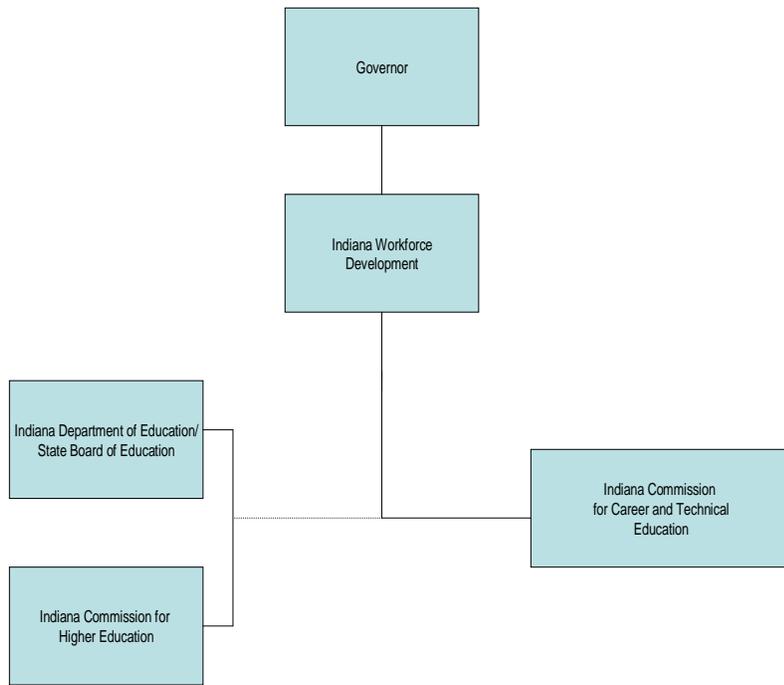
	<p>Numerator: Number of students included in the denomination who, within one year of graduation are enrolled in documented postsecondary programs, advanced training, in the military or are employed.</p> <p>Denominator: Number of students who were vocational program concentrators that graduated.</p>	Administrative Record Exchanges/ Matching of Administrative Records (3)
	-	State/Local Administrative Data (1)
4S2 Secondary Nontraditional Completion	<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>	State/Local Administrative Data (1)
1P1 Academic Attainment		Overall Grade Point Average (5)

	Denominator: Number of students who have concentrated in a program leading to a certificate or associate degree during the same reporting period.	
1P2 Technical Attainment		National/State Standards & Local Assessment System (2)
2P1 Degree Credential		State/Local Administrative Data (1)
3P1 Postsecondary Placement		Administrative Record Exchange (3)

<p>3P2 Postsecondary Retention</p>		<p>State- Developed, School- Administered Surveys/ Placement Records & (1)</p>
<p>4P1 Nontraditional Participation</p>	<p>-</p>	<p>State/Local Administrative Data (1)</p>
<p>4P2 Nontraditional Completion</p>	<p>Numerator: Number of non-traditional students in 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>

ATTACHMENT A

State Governance Structure



ATTACHMENT B

**INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT
INDIANA COMMISSION ON VOCATIONAL AND TECHNICAL EDUCATION
PERKINS SECONDARY VOCATIONAL PROGRAM ALLOCATIONS
FY07 FUNDS AVAILABLE JULY 1, 2006 AND OCTOBER 1, 2006**

Attachment A

ER#	Recipient	AVD#	Total FY07
			base plus carry-in
4670	School City of East Chicago	1	\$186,319
4710	School City of Hammond	2	\$420,851
4690	Gary Community School Corporation	3	\$614,881
4580	Hanover Community School Corp	4	\$88,482
6455	Porter County Education Interlocal	5	\$256,542
4925	Michigan City Area Schools	6	\$247,264
7205	South Bend Community School Corporation	7	\$470,792
2305	Elkhart Community Schools	8	\$597,124
1820	Garrett-Keyser-Butler Community Schools	9	\$293,574
8565	Twin Lakes School Corporation	10	\$187,900
5455	Culver Community Schools Corporation	11	\$208,951
4415	Warsaw Community Schools	12	\$125,925
4345	Wawasee Community School Corporation	13	\$98,595
0235	Fort Wayne Community Schools	14	\$806,104
0875	Logansport Community School Corporation	16	\$116,916
8065	Heartland Career Center	17	\$115,134
0025	North Adams Community Schools	18	\$279,307
7865	Tippecanoe School Corporation	19	\$344,489
3500	Kokomo-Center Township Consolidated School Corporation	20	\$240,246
2865	Marion Community Schools	21	\$203,701
1970	Muncie Community Schools	22	\$346,220
5855	Crawfordsville Community Schools	23	\$144,998
5370	MSD Washington Township	24	\$523,800
5280	Elwood Community School Corporation	25	\$77,302
5275	Anderson Community School Corporation	26	\$259,063
3445	New Castle Community School Corporation	27	\$123,307
8385	Richmond Community School Corporation	28	\$143,262
8020	South Vermillion Community School Corporation	29	\$76,324
6750	Cloverdale Community Schools	30	\$125,026
5375	MSD Wayne Township	31	\$442,192
5385	Indianapolis Public Schools	32	\$1,441,224
5330	MSD Lawrence Township	33	\$159,263
2395	Fayette County School Corporation	34	\$180,944
8030	Vigo County School Corporation	35	\$334,456

5740	Monroe County Community School Corporation	36	\$260,444
4265	Central Nine Career Center	37	\$388,780
7375	Blue River Career Programs	38	\$84,558
1425	Twin Rivers Vocational Area	39	\$116,942
5075	North Lawrence Community Schools	40	\$150,523
0365	Bartholomew Consolidated School Corporation	41	\$274,901
6915	Southeastern Career Center	42	\$313,260
1425	Twin Rivers Vocational Area	43	\$204,580
6105	South Central Area Vocational School	44	\$58,012
2400	New Albany-Floyd County Consolidated School Corporation	45	\$567,665
7995	Evansville-Vanderburgh School Corporation	46	\$563,184
2120	Greater Jasper Consolidated Schools	47	\$121,521
6350	Tell City-Troy Township School Corporation	48	\$36,530
5360	MSD Warren Township	49	\$146,316
	TOTALS		\$13,567,694

Notes:

1. These allocations were calculated by IDWD and provided to IDOE for distribution.
2. Catalog of Federal Domestic Assistance (CFDA) Number is 84.048

CFDA title is Vocational Education - Basic Grants to States
Federal Grantor Agency is the U.S. Department of Education
Funding authority is the Carl D. Perkins Vocational and Technical Education Act Amendments of 1998, P.L. 105-332
EDGAR Regulations as applicable apply

MEMORANDUM

TO:

FROM: Julie Yeater
Office of Career and Technical Education

RE: FY06 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 FY06. **Your plan will be due in the Office of Career and Technical Education on or before June 30, 2005.** To facilitate planning for FY06 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 FY06.

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 and FY06 funding, in Sections VII and VIII, and that information is needed again for FY07.

One (1) clearly marked original and one copy of the FY07 revisions/plan and budgets must be returned to this office **no later than June 30, 2006**. 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 2007

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, 2006 THROUGH JUNE 30, 2007

TRANSMITTAL COVER LETTER

The Comprehensive Local Plan Amendments and Budget pertain to the eighth fiscal year (July 1, 2006, through June 30, 2007) of the five-year period of your approved Local Basic Grant Plan, which began July 1, 1999, and extended through June 30, 2005. 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 FY07.

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 FY06. 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, 05 or 06 and the amended format will be continued for FY07, please use option 1.

Option 2. List the FY06 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 FY07.

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 FY06, which will be continued and will receive funds in FY07.

List by title all P/S/As from the Local Plan Amendments submitted in FY06, which will not be continued in FY07.

List by title all new P/S/As, which will receive funds in FY07.

**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 FY06 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 FY06 BY CATEGORY-
REQUIRED FOR OPTIONS I AND II**

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

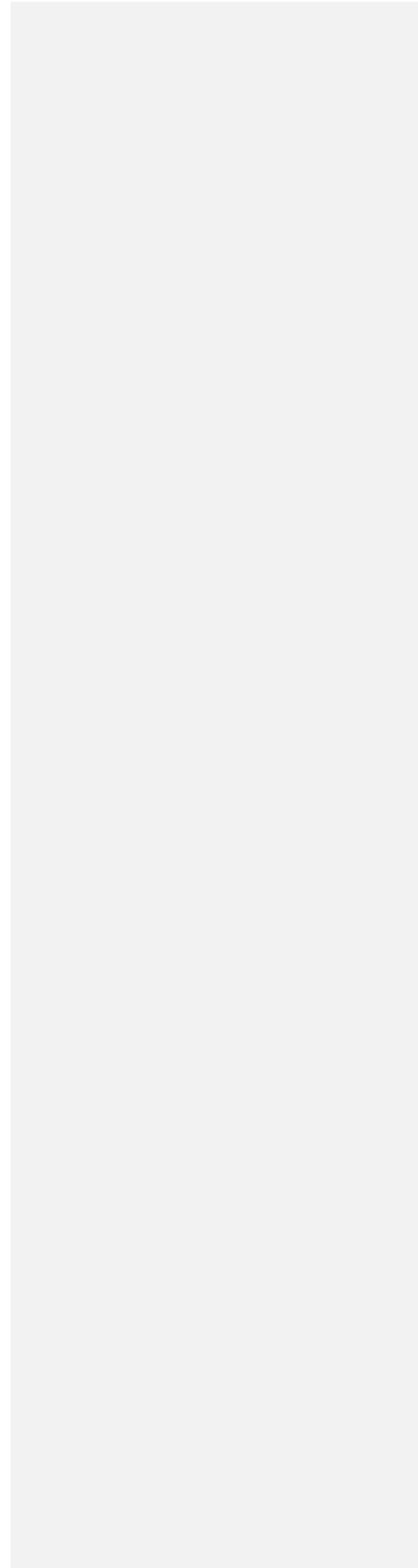
6. Equipment

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 FY06 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**

FY04 – FY05

Column 1	Column 2	Column 3	Column 4
Indicator	AUL* 2005-2006	District Actual Level 2005-2006	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 FY07 Perkins III funds will be used to improve student performance for that indicator.
Academic Attainment			
Technical Attainment			
High School Completion			
Secondary Placement			
Nontrad Participation			
Nontrad Completion			

*AUL – Agreed Upon Level

SECTION VIII: PERKINS LOCAL FIVE-YEAR PLAN REVISION-REQUIRED FOR OPTIONS I AND II

1. **Improving Academic Skills of Career and Technical Education Students**

Revise your local plan to reflect how career and technical education programs are integral to the implementation of No Child Left Behind at the local level:

- A. Identify new strategies or activities that will be undertaken to ensure that CTE students are taught the same challenging academic proficiencies as are taught to all students.

- B. Describe how you will ensure that CTE students are proficient in reading and mathematics.

- C. Identify new strategies or activities that will assist special population students to meet state academic standards.

- D. Describe how the Perkins Core Indicators of Performance data will be used to determine use of Perkins funds.

2. **Strengthening Connections between Secondary and Postsecondary Education**

- A. Describe new strategies or activities that will be undertaken to link secondary and postsecondary education.

- B. Describe efforts to develop articulation agreements between secondary and postsecondary institutions.

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;

Postsecondary Application

- (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.

ATTACHMENT D

Postsecondary Institution	PS		FY07 Base Allocation	FY07 base plus carry- in
Ball State University *	BSU		\$50,343	\$52,092
Indiana State University *	ISU		\$9,655	\$9,990
Indiana University-Bloomington **	IU		\$0	\$0
Indiana University-East	IU		\$63,791	\$66,007
Indiana University-Gary	IU		\$126,203	\$130,586
Indiana University-Kokomo	IU		\$66,550	\$68,861
Indiana University-Purdue University at Indianapolis	IU		\$181,718	\$188,029
Indiana University-South Bend	IU		\$74,825	\$77,424
Indiana University-Southeast *	IU		\$14,137	\$14,628
Ivy Tech State College (1) - Gary	ITSC		\$725,494	\$750,690
Ivy Tech State College (2) - South Bend	ITSC		\$537,914	\$556,595
Ivy Tech State College (3) - Fort Wayne	ITSC		\$793,768	\$821,335
Ivy Tech State College (4) - Lafayette	ITSC		\$393,436	\$407,100
Ivy Tech State College (5) - Kokomo	ITSC		\$387,574	\$401,034
Ivy Tech State College (6) - Muncie	ITSC		\$643,773	\$666,131
Ivy Tech State College (7) - Terre Haute	ITSC		\$477,916	\$494,514
Ivy Tech State College (8) - Indianapolis	ITSC		\$864,456	\$894,477
Ivy Tech State College (9) - Richmond	ITSC		\$219,648	\$227,276
Ivy Tech State College (10) - Columbus	ITSC		\$180,339	\$186,602
Ivy Tech State College (11) - Madison	ITSC		\$254,820	\$263,669
Ivy Tech State College (12) - Evansville	ITSC		\$495,157	\$512,353
Ivy Tech State College (13) - Sellersburg	ITSC		\$252,061	\$260,815
Ivy Tech State College (14) - Bloomington	ITSC		\$317,921	\$328,962
Indiana University-Purdue University at Fort Wayne	PU		\$182,063	\$188,386

Postsecondary Application

Purdue University - Calumet	PU		\$118,962	\$123,093
Purdue University - West Lafayette	PU		\$163,788	\$169,476
Purdue University - Westville	PU		\$56,895	\$58,871
University of Southern Indiana *	USI		\$49,998	\$51,735
Vincennes University	VU		\$611,360	\$632,592
Total			\$8,314,566	\$8,603,325
Summary by Major PS Institution				
BSU	BSU		\$50,343	\$52,092
ISU	ISU		\$9,655	\$9,990
IU	IU		\$527,225	\$545,535
ITSC	ITSC		\$6,544,277	\$6,771,555
PU	PU		\$521,708	\$539,826
USI	USI		\$49,998	\$51,735
VU	VU		\$611,360	\$632,592
Total			\$8,314,566	\$8,603,325

Notes:

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 FY2007
(July 1, 2006 through June 30, 2007)**

(CFDA 84.048)

INDIANA COMMISSION FOR HIGHER EDUCATION

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INSTRUCTIONS FOR FY2006 PERKINS PROGRAM

Use the FY2000 Comprehensive Local Plan (CLP) p/s/a categories as the basis for FY2006 activities. All activities undertaken with FY2007 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 FY2007 program year, submit a copy of the p/s/a write-up used in FY2006 **and** any subsequent amendments approved in FY2006. 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 FY2006 (including any FY2006 amendments if applicable) and mark at the top of the page, **FY2007 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 FY2007, 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 FY2006;
 - List each p/s/a that contains an FY2007 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. FY2006 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 Wednesday, June 1, 2006.**

Postsecondary Application

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 FY2007 (July 1, 2006 to June 30, 2007).

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 #: _____

Mailing Address: _____

Contact Person: _____ Title: _____

Telephone: _____ FAX: _____

E-mail Address: _____

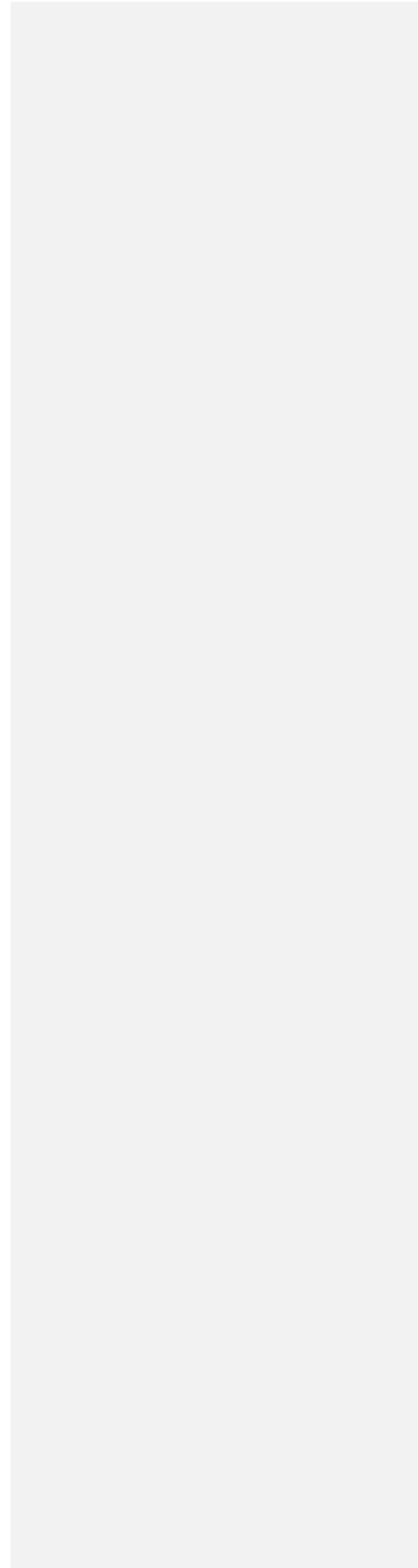
Name of Program Director: _____

Signature of Program Director: _____

Name of Chief Administrator: _____ Title: _____

Signature of Chief Administrator: _____

Date: _____



Postsecondary Application

SECTION I: ASSURANCES, COMPLAINT PROCEDURES AND EDGAR CERTIFICATION

A. Assurances

The eligible recipient assures:

9. 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]
10. 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]
11. 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)]
12. that it will meet the State adjusted levels of performance established under section 113. [Sec. 134(b)(3)]
13. 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)]
14. 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)]
15. 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)]
16. 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)]
17. 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)]
18. that comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. [Sec. 134(b)(10)]
19. 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)]
20. that it will provide maintenance of fiscal effort to neither a per student or aggregate expenditure basis. [Sec. 311(b)(1)(A)]
21. 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)]
22. 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)]
23. 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]
24. 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

25. 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 in-service and preservice vocational and technical education professional development programs provided under this Act. [Sec.318]
26. 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]
27. 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)]
28. 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)]
29. 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]
30. 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.

31. Written and signed complaints may be filed with the Indiana Commission for Career and Technical Education (hereinafter called the Commission), by a subgrantee, or organization, or an individual (hereinafter called the complainant).
32. 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.
33. As part of the complaint resolution process, the Commissioner or the Commission staff, if necessary, will carry out an independent on-site investigation.
34. 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.
35. 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 thereof, 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.
36. 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 CFR, 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.

37. 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 judgment 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 transactions (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, GS A 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.

(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.

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

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 a nd s ubmitting t his pr oposal, the prospective lo wer tier p articipant is p roviding th e certification set out below.

2. Th e cer tification in this clau se i s a material representation of fact upo n which relian ce was placed when this tr ansaction was en tered in to. If it i s later determined th at the p rospectiv e lo wer ti er p articipant knowingly rendered a n e rroneous c ertification, i n addition to oth er r emedies av ailable to th e Federal Government, the d epartment or agency with which this transaction origin ated may p ursue av ailable remedies, including suspension and/or debarment.

3. The pro spective lo wer tier p articipant shall provide immediate wr itten notice to the p erson to wh ich this proposal is submitted if at any time the prospective lower tier participant learns that its c ertification was erroneous when submitted or has become erroneous b y reason of changed circumstances.

4. Th e t erms “ covered transaction,” “ debarred,” “suspended” “ ineligible,” “ lower tier cov ered transaction,” “ participant,” “ person,” “primary covered transaction,” “ p rincipal,” “proposal,” an d “voluntarily excluded,” as used in th is clause, have the meanings set out in the Defin itions an d Cov erage sectio ns o f rules implementing Executive Order 12549. You may contact the p erson to wh ich t his p roposal is su bmitted fo r assistance in obtaining a copy of those regulations.

5. Th e pro spective lower tier participant ag rees by submitting th is proposal th at, sh ould the propo sed covered tr ansaction be entered in to, it shall no t knowingly enter into any lower tier covered transaction with a p erson who i s debarred, suspended, de clared ineligible, or voluntarily ex cluded fro m participation i n this covered tr ansaction, unless au thorized b y th e department o r agen cy w ith wh ich this tr ansaction originated.

6. The prospective lower tie r participant further agrees by submitting this proposal that it will include the clause titled “C ertification R egarding Debarment, Suspen sion, Ineligibility, an d V oluntary Ex clusion-Lower Tier Covered Tr ansactions,” wit hout modification, in all lower tier covered transactions an d in all sol ic itations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a p rospectiv e participant in a lower tier covered t ransaction that i t i s not d ebarred, s uspended, ineligible, or v oluntarily ex cluded fro m the cov ered transaction, u nless it k nows th at the ce rtification is erroneous. A p articipant m ay decid e the method a nd frequency b y which it determines th e elig ibility o f its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the fo regoing shall be construed to require establishment o f a system o f records in ord er to render in good faith the c ertification required by this clause. Th e knowledge and information of a p articipant is not r equired to exceed that wh ich is n ormally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions au thorized under paragraph 5 of th ese in structions, if a p articipant in a cov ered transaction knowin gly en ters in to a l ower tier cov ered transaction with a p erson who is su spended, debarred, ineligible, or voluntarily ex cluded fro m participation i n this transaction, in addition to other remedies available to the Federal Government, the department or agency with which th is transaction o riginated may p ursue 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.

38. 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.
39. Identify the status of the covered Federal action.
40. 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.
41. 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.
42. 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.
43. 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.
44. 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.
45. 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."
46. 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.
47. (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).
48. 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.

Postsecondary Application

SECTION III: BASIC GRANT P/S/A BUDGET FOR FY2006 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.

Postsecondary Application

SECTION IV: SUMMARY OF BASIC GRANT BUDGET FOR FY2006 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.

49. 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

50. 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

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

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

ATTACHMENT F

Letter from the Commissioner

To: Indiana Superintendents
High School Principals
Vocational Directors
Postsecondary Administrators

From: Ron Stiver, Commissioner
Department of Workforce Development

Re: Indiana Career Majors [2005](#)
Request for Proposals

Date: March 1, [2005](#)

As the Department of Workforce Development continues its efforts to upgrade the skills of Hoosier workers in order to provide a competitive edge to Indiana businesses, attract new industry and accelerate economic growth, we are leaving no stone unturned in our approach to strengthen Indiana's workforce.

Included in these efforts are programs aimed at our educational system and which prepare our students for the high wage and high demand jobs of the 21st Century. Foremost among these programs is the Indiana Career Majors Initiative.

This initiative is a school improvement model that is being used effectively in both comprehensive high schools and career centers. Our goal is to increase student achievement and the number of students who successfully complete postsecondary education through the creation of seamless pathways from high school to postsecondary institutions through rigorous, relevant, standards-based curriculum and learning experiences organized around high-demand career areas. Career Majors increase high school student motivation and achievement by helping students make the connection between what they are learning in school and success in future educational and employment opportunities.

This booklet contains information on what you will need to submit a proposal under this initiative. Over \$2.5 million is being made available through this year's program.

We hope you share in our excitement of the potential this program offers, and we look forward to working with successful applicants in the months ahead.

Indiana Career Majors Request for Proposals

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**For more information and resources
visit the Career Majors Website at
http://www.in.gov/dwd/partners/tech_ed_career_majors.html**

I. General Information

A. EXECUTIVE SUMMARY

Our high schools are failing to prepare enough students for success in college and the workplace. As Thomas Friedman (The World is Flat), Bill Gates and many others have observed, nations such as China and India have recognized that educational excellence is the key to future economic prosperity and have organized themselves accordingly. Unfortunately, too few of our graduates are academically competitive and the gap between the U.S. and other countries is widening. Students know they need to work harder; less than one-quarter say they were significantly challenged in high school and more than two-thirds say they wished they worked harder. For every 100 ninth-grade students in Indiana, only 68 graduate from high school on time, only 43 enroll immediately in college, only 32 are still enrolled in their sophomore year and only 22 graduate from college. The number one reason for students dropping out of high school is **boredom**. And of the students who do graduate and go on to college, nearly one-third are enrolled in remedial courses due to gaps in their preparation. Without significant improvements to our educational system, the future well-being of our economy and communities are at risk.

The Career Majors initiative addresses these issues. The purpose of this initiative is to assist Indiana High Schools, Area Vocational Schools and Postsecondary Institutions prepare students for success in high-demand **Science, Technology, Engineering and Math (stem) and entrepreneurial careers** through the implementation of 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 success in educational and employment opportunities.

Career Majors is characterized by the following components:

- Rigorous curriculum focusing on the integration of academic and technical standards organized around a high-demand career area;
- Guidance to help students gain the personalized, self-knowledge necessary for education and career decision making, including a course plan that includes a related sequence of courses that include postsecondary transition;
- Professional development for secondary and postsecondary educators on applied, contextual teaching methods, team teaching, curriculum integration; and
- Community connections that include partnerships between secondary and postsecondary institutions, business, labor, and community-based organizations.

The most prevalent forms of Career Majors are Career Academies and Career Pathways. The Career Academy approach to high school improvement integrates elements of three major policy initiatives unfolding at the federal, state and local levels: 1) the restructuring of large high schools into more personalized, career-themed smaller learning communities; 2) efforts to improve the rigor and relevance of academic and technical instruction; and (3) reforms that seek to prepare students for successful transitions to postsecondary education and employment. Career Academies are geared toward large schools and Career Centers. The Career Pathway approach is similar to the Career Academy approach, but it does not restructure schools into smaller learning communities. It is more appropriate for smaller schools.

This initiative has two new focus areas this year- Science, Technology, Engineering and Math (stem) and Entrepreneurship. Careers using effective education in Science, Technology and Engineering, all derived from Mathematics (stem), now reach many sectors of strength in Indiana, including:

- advanced manufacturing,
- advanced agriculture,
- life sciences and health care,

- logistics services,
- information technology,
- financial services,
- motor sports, and
- construction.

From research laboratories to the manufacturing plant floor, logistics service centers to health care facilities, vehicle maintenance shops to the farm, some combination of steM learning provides the necessary prerequisites for many of the jobs in our future as a state. Create steM prepared graduates, and they, and their communities, are ready for the 21st Century.

The second focus area will be fostering the spirit of entrepreneurship. Entrepreneurship is a key determinant of economic success. To prosper in an ever increasingly competitive economic climate, schools must foster creative and innovative thinking in students. They must teach students that it is acceptable to take risks and help students understand that they can learn from failure. Indiana's future is dependent on developing a healthy culture of entrepreneurial thinking. This initiative will help foster entrepreneurial thinking by embedding entrepreneurial concepts in learning activities so students understand how to innovate and they are able to transform an innovative idea into a successful enterprise. Our primary emphasis will be in the area where the stem disciplines intersect with entrepreneurial careers, ideas, and strategies.

DWD will **fund** up to \$2.5 million for this education initiative. These funds must be used to help teachers improve student achievement, increase entrepreneurial activities, meet high standards for high school graduation, increase the number of students completing a Core 40, Academic Honors or Technical Honors Diploma, and increase transition and persistence rates in postsecondary education in steM and entrepreneurship related fields.

II. Description of the Initiative

c. A. GUIDING PRINCIPLES

The Pathways to Postsecondary/Career Majors initiative is a school improvement model being used effectively in both comprehensive high schools and career centers. The goal of the initiative is to increase student achievement and the number of college bound students through the creation of seamless pathways from high school to postsecondary institutions through rigorous, standards-based curriculum organized around high-demand career areas. This opportunity is specifically focused on preparing students for success in **Science, Technology, Engineering and Math (steM) and entrepreneurship education and careers**. Concurrently, we will focus on innovative approaches to integrate the steM disciplines and entrepreneurship into a single career major or academy. Career Majors should increase high school student motivation and achievement by helping students make the connection between what they are learning in school and success in educational and employment opportunities.

This program is designed to increase the math, science, communication, critical thinking, problem solving, teamwork and technology skills of our students. Students should be provided with a variety of learning settings in addition to the traditional classroom lecture model. Thus a thoughtful and planned theme-based curriculum that integrates project-based learning, discussion, exploration, concrete materials, interactives, tables, graphs, media and technology can help all students develop a deeper understanding of both the subject and its uses, especially in the steM related areas. This type of learning also requires multiple measures to assess student outcomes, including performance-based assessments.

Career Majors are characterized by the following components:

- Rigorous curriculum focusing on the integration of academic and technical standards, with opportunities to enhance critical thinking and problem solving skills, organized around high demand steM related career areas;
- Guidance to help students gain the personalized self-knowledge necessary for education and career decision making, including a course plan that includes a flexible, coherent sequence of courses that extends into postsecondary;
- Professional development for teachers and faculty on applied, contextual teaching methods, team teaching, curriculum integration, and strategic planning;
- Partnerships between secondary institutions, postsecondary institutions, business, labor, and other community-based organizations;
- Extra Learning Opportunities such as senior projects, internships, mentorships, school-based enterprises and teams competitions such as robotics, solar cars and super-high mileage vehicles; and
- Seamless connections to postsecondary opportunities that include articulation and dual credit opportunities.

B. PLANNING GRANTS

Schools that are interested in starting a steM academy or career pathway and have many of the "Required Program Components" listed on page (8) in place can apply for a planning grant. Planning schools can request to be paired with a "mentor school" for technical assistance. Schools interested in having a mentor should check the appropriate box on the cover page found in Appendix A.

Expectations for activities appropriate for a planning grant include:

- site visits,
- stipends,
- professional development activities,
- curriculum development,
- facilitated planning meetings,
- career guidance programs and activities,
- technical support,
- materials and supplies, and
- equipment deemed necessary for successfully creating a career major, and funds for extra learning opportunities such as school-based enterprises, team competitions, etc.

Maximum planning awards are \$20,000. Review the Planning Grant Application on page 12 for more details.

C. IMPLEMENTATION GRANTS

Schools that are ready to establish one or more steM related Career Academy or Career Pathway and need funds to fully implement all eight "Required Program Components" described on page (8) can apply for an **Implementation Grant**. Implementation schools can request to be paired with a "mentor school" for technical assistance. Schools interested in having a mentor should check the appropriate box on the cover page found in Appendix A.

Expectations for activities appropriate for an implementation grant include:

- professional development activities,
- common planning time for curriculum integration and alignment,

- career guidance programs and activities,
- aligning content with state standards,
- curriculum development,
- facilitated planning meetings,
- technical support,
- materials and supplies, and
- equipment deemed necessary for successfully creating a career major, and funds for extra learning opportunities such as school-based enterprises, team competitions, etc. Consortia are eligible for up to three years of implementation funding.

Maximum implementation awards are \$40,000. Review the Implementation Grant Application on page 14 for more details.

D. MENTOR SITE GRANTS

Schools that have established Career Academies or Career Pathways for the majority of their students and have implemented the eight "Required Program Components" described on page (8) can apply for Mentor Site Grants. Mentor sites must provide technical assistance to at least three other Career Majors schools throughout the grant period. The mentor site requirements include:

- (1). A one day site visit at each school and email consultations; and
- (2). A one-day site visit by DWD staff prior to awarding mentor site status to a school consortium.

The mentor site grant is the only funding option for schools that have had three years of implementation funding through the Tech-Prep/Career Majors Initiative. Mentor site funding is dependent on the demand for mentor sites. Mentor sites will be paired with similar schools that indicate a need for a mentor school.

Expectations for activities appropriate for mentor site grant funds include:

- professional development activities,
- common planning time for curriculum integration and alignment,
- aligning content with state standards,
- curriculum development,
- facilitated planning meetings,
- career guidance programs and activities,
- technical support,
- hosting site visits,
- providing technical assistance to other Career Majors schools,
- materials and supplies, and
- equipment deemed necessary for successfully creating a career major, and funds for extra learning opportunities such as school-based enterprises, team competitions, etc.

Consortia are eligible for up to three years of mentor site funding. **Maximum mentor site awards are \$30,000. Review the Mentor Site Grant Application on page 16 for more details.**

E. ELIGIBLE APPLICANTS

Applications **must** be prepared and submitted by a consortium. To be eligible for this grant opportunity, a consortium **must** include one member in each of the following three categories:

- (1) a local educational agency, or an area career center serving secondary students,
- (2) (a) a regionally accredited institution of higher education that offers two-year associate degrees, certificates, or postsecondary apprenticeship programs, or (b) a proprietary institution of higher education that offers a two-year associate degree program, and
- (3) a business/employer or consortium of employers that requires high-skill/high-wage employees.

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

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

F. REQUIRED PROGRAM COMPONENTS

The Career Majors program must include:

- A **minimum** of the last two years of secondary education with a **minimum** of the first two years of postsecondary education in a non-duplicative, sequential course of study, ideally in a steM related field;
- Integration of curriculum that meets the Indiana academic and technical standards that includes thematic, project-based or problem-based learning activities, and use of work-based and work-site learning where appropriate and available;
- Technical preparation in a steM related 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, academic honors or technical 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 further education or appropriate employment.

G. ANTICIPATED OUTCOMES

It is critical to measure success in this Initiative. The goal is to help more students' successfully complete postsecondary education, ideally in steM related fields. To do this, students need to be adequately prepared for postsecondary education; they need a focus area of interest and a career plan that transcends into postsecondary education.

All implementation and mentor site grantees must project baseline statistics and gains in student performance that will be enhanced through this initiative, including:

- Increase in the number students of students successfully completing two or four year degree programs, (possible through INTERS with proper information);
- Increase in the number of students in a steM related program of study;
- Increase in number of Core 40, academic honors or technical honors diplomas;
- Increase in the number of students with postsecondary transition plans that transform from generic templates by career area to personalized plans for each student in successive years; and
- Disaggregated student data relevant to student performance that is in alignment with the School Improvement Plan.

DWD will evaluate the success of activities after 12-months and will begin monitoring to identify completion of above. Schools not meeting objectives will be restricted from additional Tech Prep or other awards (robotics, school-based enterprises, entrepreneurship, etc).

In addition, all implementation and mentor sites must submit student data on the INTERS system and must have a person on staff trained to enter this data.

H. GRANT APPLICATION REQUIREMENTS

- (1) Each applicant must complete the cover page with contact information. **Appendix A**
- (2) 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. **Appendix B.** The Agreement must contain a signature of commitment from the participating secondary or vocational school, eligible postsecondary institutions and business member 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.
- (3) Applicants must show a direct link to skills and occupations listed as high need in Indiana. Information regarding skill and occupational shortages can be found in the following webpage's:
- The Strategic Skills Initiative homepage at <http://www.in.gov/dwd/employers/ssi.html> ;
 - The Strategic Skills Data Portal at <http://www.stats.indiana.edu/ssi/>.
 - The Strategic Skills Occupational and Skills Shortage Report at <http://www.in.gov/dwd/employers/SSI/shortagesreportstate.pdf> ; and
 - Hot Hoosier Jobs at www.in.gov/dwd/job_seekers/hoosierhotjobs.html
- (4) **Implementation and mentor site applicants** must submit a design for an academic and technical sequence of courses for each Career Major in a steM area to demonstrate how the proposed instructional program represents a sequential program of study that meets the "Required Program Components" listed on page eight. 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.
- (5) **Implementation and mentor site applicants** 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. All schools must have or have access to a person trained on INTERS for data input.
- (6) Each applicant must agree to submit the following reports and other deliverables:
- a) A progress report narrative covering the period **July 1, 2005 – January 31, 2007**, due **February 15, 2007**; and
 - b) A final narrative and fiscal close out report due on **November 15, 2007**.
- NOTE: Reports should include information on specific measurables, including the numbers or projected numbers of students attaining Core 40, Academic Honors and Technical Honors diplomas, the number of students with postsecondary transition plans, and the number of dual credits awarded to students.
- (7) Successful applicants will be required to share best practices and attend occasional statewide meetings and professional development activities. Mentor and implementation sites may be required to host visits for interested schools. Mentor sites will be required to provide technical assistance to at least three other Career Majors schools, through one site visit and email/phone conversations.

I. APPROVED USE OF FUNDS

Funds may be used for both secondary and postsecondary partners in the following ways:

- professional development activities,

- common planning time for curriculum integration and alignment,
- aligning content with state standards,
- curriculum development,
- facilitated planning meetings,
- career guidance programs and activities,
- stipends,
- hosting site visits,
- providing technical assistance to other Career Majors schools,
- 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, school-based enterprises, team competitions, articulation agreements, curriculum development, etc.),
- materials and supplies, and
- equipment costs if deemed necessary to the program (up to \$15,000 for planning sites, \$25,000 for implementation sites and \$20,000 for mentor sites), and administrative cost of up to five percent (5%) of budget.

J. INSTRUCTION GUIDELINES AND PROPOSAL FORMAT

Proposals must include the following items in the order listed:

- 1). Completed Cover sheet. **See Appendix A**
- 2). Budget, and budget narrative, not to exceed two-pages. **See Appendix B.**
- 3). A signed Consortium Agreement providing evidence that each of the categories of membership required has been satisfied, and the role of required and other members. **See Appendix C.**
- 4). A narrative including concise responses to criteria (A) through (E). Narrative should be no more than ten double-spaced pages, with 12-point font, excluding appendix attachments. Pages must be numbered.
- 5). The proposed design for an academic and technical sequence of courses for each Career Major (**for implementation and mentor sites only** -see Requirements, page nine #3) 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 Thursday April 13, 2006.**

A single document electronic application is preferred. Please submit to Rhonda Luttrell at rluttrell@dwd.in.gov .

If sending hard copies, six copies of the proposal are requested.

Proposals are to be submitted to:

Rhonda Luttrell
Department of Workforce Development.
Career and Technical Education
10 N. Senate Avenue
Indianapolis, IN 46204

Notification of Award

All applicants will be notified of award status no later than **Friday, May 5, 2006**

For Additional Information, please contact: Fannie Cox

fcx@dwd.in.gov
317.232.4785

**For more information and resources
visit the Career Majors Website at**
http://www.in.gov/dwd/partners/tech_ed_career_majors.html

|

III. Applications

OPTION 1: PLANNING GRANT PROPOSAL APPLICATION

Schools that interested in starting their first steM Academy or Pathway and have many of the “Required Program Components” listed on page (8) in place may apply for a planning grant. Planning schools may request a mentor school for technical assistance on the cover page in Appendix A.

Planning grant award range: Up to \$20,000.

Planning Grant Selection Criteria:

Please provide narrative describing components (A) through (E). The narrative must be ten pages or less, excluding appendices. 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. Applications must be written in the order below for maximum scoring.

A. Effectiveness of Project Design (40 points)

Provide a narrative describing the design of proposed project. In determining the quality of the design, the following factors are considered:

(1) The extent to which the applicants plan demonstrates a readiness to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary education in a steM related area. Evidence may include:

- formal articulation agreements that include dual credit,
- working with other related high school improvement initiatives such as High Schools that Work <http://www.sreb.org/programs/hstw/hstwindex.asp>, the Indiana Student Achievement Institute, <http://www.asainstitute.org/> etc.
- programs with rigorous integrated curriculum and professional development component,
- experience with work-based learning activities such as internships, school-based enterprises, etc.

(10 points)

(2) The extent to which the proposed instructional program will engage students in an academically rigorous curriculum that integrates Indiana’s academic and technical standards through a thematic problem-based or problem-based approach, **(10 points)**

(3) The extent to which the instructional program will engage students in learning through the development of critical and analytical thinking, problem solving, teamwork, computer literacy, entrepreneurial and communication skills. **(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. Please include a description of the outcomes of the proposed professional development. **(10 points)**

B. Personalized Learning Environments (30 points)

(1) The extent to which the proposed project will provide a personalized and 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.

- **NOTE:** Schools that have been designated as a Gold Star Guidance School will receive the full 15 guidance points by noting that they are a certified Gold Star school without need for further narrative in this area. Schools that are in the process of Gold Star certification will receive full or partial points. These schools should provide a narrative describing where they are in this process and their proposed portfolio completion date. For more information on Gold Star, see <http://www.doe.state.in.us/octe/goldstar/welcome.html>. **(15 points)**

(2) The extent to which the plan includes real-world, personalized extra learning opportunities such as internships, mentorships, senior projects, school-based enterprises, steM related team competitions, etc. **(15 points)**

C. Empowered and accountable leadership. (10 points)

Provide narrative listing the personnel involved in the projects including the **qualifications**, including relevant training and experience and **commitment** of key project leadership including administrators, teachers, counselors, business partners and community partners, postsecondary partners, technical assistance providers, professional development providers, and project consultants. **(10 points)**

D. Sustainability and adequacy of resources. (15 points)

Provide a narrative on the available resources for this project, including

(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 \$15,000 may be included if justified in the narrative. **(5 points)**

(3) The extent that the initiative is sustainable after funding ends. **(5 points)**

E. Project evaluation and outcomes. (5 points)

Describe how this project will be evaluated to determine its effectiveness, including the extent to which the data and evaluation will be used to be used to inform instruction and for continuous program improvement. Include measurable outcomes, including projected increases in the number of students attaining Core 40, Academic Honors and Technical Honors diplomas. **(5 points)**

OPTION II. IMPLEMENTATION GRANT PROPOSAL APPLICATION

Schools that have had at least one year of planning and have established or are ready to establish one or more Career Academies or Career Pathways can apply for implementation funds. **Career Majors grantees are eligible to apply for a maximum of three years of implementation funding.**

Implementation schools may request a mentor school for technical assistance on the cover page in Appendix A. Grantees who have had three years of implementation funding may apply for Mentor Site Grants. See page 14 for information on Mentor Site Grants.

Implementation grant award range: Up to \$40,000 based upon the plan and the number of students involved in the initiative.

Implementation Grant Selection Criteria

Please provide narrative describing components (A) through (E). The narrative should be ten pages or less. 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. Narrative should be written in the order listed below for best scoring results.

A. Effectiveness of Project Design (40 points)

Provide a narrative describing the design of the project. In determining the quality of the design, the following factors are considered:

(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 education in a steM related area. Evidence may include:

- formal articulation agreements that include dual credit,
- work with other high school improvement initiatives such as High Schools that Work, <http://www.sreb.org/programs/hstw/hstwindex.asp> the Indiana Student Achievement Institute, <http://www.asainstitute.org/> etc.
- programs with rigorous integrated curriculum and professional development component,
- experience with work-based learning activities such as internships, school-based enterprises, (10 points)

(2) The extent to which the instructional program will engage students in academically rigorous curricula that integrates Indiana's academic and technical standards through a thematic problem-based or problem-based approach. (10 points)

(3) The extent to which the instructional program will engage students in learning through the development of critical and analytical thinking, problem solving, teamwork, computer literacy, entrepreneurship and communication skills (10 points)

(4) The extent to which the proposed project will provide high-quality, sustained, and intensive professional development and common planning time for instructors, counselors and administrators in involved in the program. Please include a description of the outcomes of the proposed professional development. (10 points)

B. Personalized Learning Environments (20 points)

(1) The extent to which the project will provide a personalized and 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.

- **NOTE:** Schools that have been designated as a Gold Star Guidance School will receive the full 15 guidance points by noting that they are a certified Gold Star school without need for further narrative in this area. Schools that are in the process of Gold Star certification will receive full or partial points. These schools should provide a narrative describing where they are in this process and their proposed portfolio completion date. For more information on Gold Star, see <http://www.doe.state.in.us/oc/e/goldstar/welcome.html>. (10 points)

(2) The extent to which students have access to real-world personalized extra learning opportunities such as internships, mentorships, senior projects, school-based enterprises, steM related team competitions, etc. (10 points)

C. Empowered, accountable leadership and past progress. (15 points)

Provide narrative listing the personnel involved in the project, including:

(1) The qualifications, including relevant training and experience and commitment of key project leadership including administrators, teachers, counselors, business partners and community partners, postsecondary partners, technical assistance providers, professional development providers, and project consultants. (5 points)

(2) The progress made to date from previous Career Majors funding. (10 points)

D. Sustainability and adequacy of resources. (15 points)

Provide a narrative on the available resources for this project, including:

(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 \$25,000 may be included if justified in the narrative. (5 points)

(3) The extent that the initiative is sustainable. (5 points)

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

Describe how this project will be evaluated to determine its effectiveness, including the extent to which the data and evaluation will be used to be used to inform instruction and for continuous program

improvement to meet anticipated outcomes listed on page eight. Include measurable outcomes, including projected increases in the following:

- the number of students attaining Core 40, Academic Honors and Technical Honors diplomas,
- the number and the number of students with postsecondary transition plans, and
- the number of dual credits awarded to students. **(10 points)**

OPTION III. MENTOR SITE GRANT PROPOSAL APPLICATION

Schools that have had three years of implementation funds can apply for a Mentor Site Grant. These schools must have established Career Academies or Career Pathways for the majority of their students and have implemented all eight "Required Program Components" described on page (8). Mentor sites must provide technical assistance to at least three other Career Majors schools throughout the grant period. A one-day site visit will be required prior to awarding mentor site status to a school consortium. **DWD will match selected Mentor Sites with similar schools requesting mentors. Mentor Sites are eligible to apply for a maximum of three years of Mentor Site funding pending demand for mentors.**

Mentor site grant award range: Up to \$30,000 based upon the plan and the number of students involved in the initiative.

Mentor Site Grant Selection Criteria

Please provide narrative describing components (A) through (E). The narrative should be ten pages or less. 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. Narrative should be written in the order listed below for best scoring results.

A. Effectiveness of Project Design (40 points)

Provide a narrative describing the Career Majors program design that includes:

- (1) The extent, to which the applicant has demonstrated the ability to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary education in a steM related area for the majority of the students in the school. **(10 points)**
- (2) The extent to which the instructional program engages students in academically rigorous curricula that integrates Indiana's academic and technical standards. **(10 points)**
- (3) The extent to which the instructional program engages students in learning through the development of critical and analytical thinking, problem solving, teamwork, computer literacy, entrepreneurial and communication skills **(10 points)**
- (4) The extent to which the project will provides high-quality, sustained, and intensive professional development and common planning time for instructors, counselors and administrators in involved in the program. Please include a description of the outcomes of the proposed professional development. **(10 points)**

(B). Personalized Learning Environments (20 points)

- (1) The extent to which the project has created a personalized and 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.
 - **NOTE:** Schools that have been designated as a Gold Star Guidance School will receive full guidance points by noting that they are a certified Gold Star school without need for further narrative in this area. Schools that are in the process of Gold Star certification will receive full or partial points. These schools should provide a narrative describing where they are in this process and their

proposed portfolio completion date. For more information on Gold Star, see <http://www.doe.state.in.us/octe/goldstar/welcome.html>. **(10 points)**

(2) The extent to which students have personalized extra learning opportunities such as internships, mentorships, senior projects, school-based enterprises, steM related team competitions, etc. **(10 points)**

C. Empowered, accountable leadership and past progress. (15 points)

Provide narrative listing the personnel involved in the project, including:

(1) The qualifications, including relevant training and experience and commitment of key project leadership including administrators, teachers, counselors, business partners and community partners, postsecondary partners, and project consultants. **(5 points)**

(2) The progress made to date from previous Career Majors funding. **(10 points)**

D. Sustainability and adequacy of resources. (15 points)

Provide a narrative on the available resources for this project. In determining the adequacy of resources for the proposed project, the following factors will be considered:

(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 \$15,000 may be included if justified in the narrative. **(5 points)**

(3) The extent that the initiative is sustainable. **(5 points)**

E. Quality of the project outcomes and evaluation. (10 points)

Describe how this project will be continuously evaluated to determine its effectiveness, including the extent to which the data and evaluation will be used to be used to inform instruction and for continuous program improvement to meet anticipated outcomes listed on page eight. Include measurable outcomes, including projected increases in the following:

- The number of students attaining Core 40, Academic Honors and Technical Honors diplomas;
- The number students with postsecondary transition plans; and
- The number of dual credits awarded to students. **(10 points)**

**APPENDIX A
Pathways to Postsecondary
Indiana Career Majors
Cover Page**

1. Funding Request

Requested Amount:	
School(s) involved:	
Student Population:	
% of students served	

2. Designated Grantee/Fiscal Agent

Organization Name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone Number:	
Fax Number:	
Email Address:	

3. Contact Person

First Name:	
Last Name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone Number:	
Fax Number:	
Email Address:	

4. Mentors

<i>For planning and implementation applicants only</i>	
Are interested in being mentored by a more experienced school?	YES / NO

APPENDIX B

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 the 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 when calculating travel, meals, and lodging (mileage at .40/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 \$15,000 for planning sites, \$25,000 for implementation sites and \$20,00 for mentor sites for instructional equipment may be included if justified in the proposal and are deemed 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 during the grant period without prior approval of the State. Changes in wages, salaries and fringes must be approved by the State. Administration costs may not exceed five percent (5%). Email justification and new budget and budget narrative to fcoc@dwd.in.gov .

CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT
TECHNOLOGY PREPARATION

| YEAR OF FUNDS P [05](#)

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 C

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

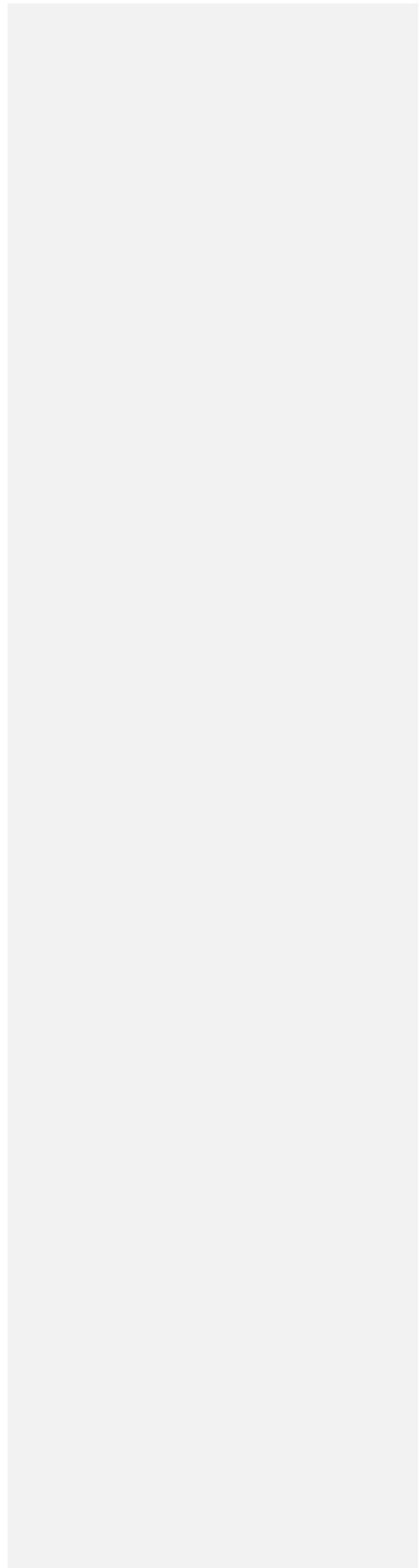
Briefly describe role of employer partner:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title



ATTACHMENT G

FY06 TECH PREP AWARDS		
Institution	Amt.	City
Applied Science and Technology Academy- Manual Campus	\$30,000	Indianapolis
Area 30 Career Center	\$40,000	Greencastle
Argos High School	\$20,000	Argos
Austin High School	\$9,998	Austin
Blackford High School	\$20,000	Hartford City
Bloomfield High School	\$30,000	Bloomfield
Bloomington North/Hoosier Hills Career Center	\$10,000	Bloomington
Bloomington South High School	\$10,000	Bloomington
C4 Columbus Area Career Connection	\$29,190	Columbus
Cannelton Middle/Sr High School	\$30,000	Cannelton
Carroll Jr/Sr High School	\$20,000	Flora
Carroll High School	\$40,000	Ft. Wayne
Center Grove High School	\$40,000	Greenwood
Centerville Senior High School	\$20,000	Centerville
Central High School	\$30,000	Evansville
Central Nine Career Center	\$40,000	Greenwood
Clark Middle/Senior High School	\$20,000	Hammond
Cloverdale High School	\$40,000	Cloverdale
Connersville Senior High School	\$15,000	Connersville
Crawfordsville High School	\$30,000	Crawfordsville
Delphi Community High School	\$34,938	Delphi
Eastern Greene High School	\$15,000	Bloomfield
Eastern High School	\$19,975	Pekin
Edinburgh High School	\$30,000	Edinburgh
Elkhart Memorial High School	\$30,000	Elkhart
Eminence High School	\$30,000	Eminence
FJ Reitz High School	\$30,000	Evansville
Forest Park High School	\$13,333	Ferdinand
Gavit High School	\$30,000	Hammond
Greencastle High School	\$40,000	Greencastle
Greenfield-Central High School	\$30,000	Greenfield
Hammond High School	\$15,000	Hammond
Hamilton Southeastern High School	\$40,000	Fishers
Hanover Central High School	\$40,000	Cedar Lake
Heritage Jr./Sr. High School	\$40,000	Monroeville
Indiana State University/Vigo County Schools	\$40,000	Terre Haute

IUPUI School of Eng & Tech/ Dept of Computer & IT (CIT)	\$19,100	Indianapolis
IUPUI School of Eng & Tech/Indianapolis Public Schools	\$20,000	Indianapolis
Ivy Tech Community College - Lafayette	\$40,000	Lafayette
Ivy Tech Community College- Terre Haute	\$15,000	Terre Haute
Ivy Tech Sellersburg/Borden Jr/Sr High School	\$30,000	Borden
Ivy Tech Sellersburg/Charlestown High School	\$19,997	Sellersburg
Ivy Tech Sellersburg/Jeffersonville High School	\$19,997	Jeffersonville
Ivy Tech Sellersburg/Prosser School of Technology	\$39,968	New Albany
Ivy Tech Sellersburg/Silver Creek High School	\$39,911	Sellersburg
Jasper High School	\$30,000	Jasper
Kokomo Area Career Center	\$20,000	Kokomo
Lafayette Jefferson High School	\$40,000	Lafayette
Lawrence Early College High School	\$20,000	Indianapolis
Lebanon High School	\$40,000	Lebanon
Leo Jr./Sr. High School	\$30,000	Leo
Linton-Stockton High School	\$30,000	Linton
Logansport High School	\$30,000	Logansport
Loogootee Jr./Sr. High School	\$40,000	Loogootee
Lost River Career Cooperative	\$40,000	Paoli
Marion High School/Tucker Career and Technology Center	\$20,000	Marion
McKenzie Career Center	\$40,000	Indianapolis
Mooresville High School	\$40,000	Mooresville
Morton High School	\$20,000	Hammond
Northeast Dubois High School	\$13,333	Jasper
New Castle Area Vocational School	\$40,000	New Castle
New Haven High School	\$40,000	New Haven
New Prairie High School	\$40,000	New Carlisle
North High School	\$30,000	Evansville
North Montgomery High School	\$35,000	Crawfordsville
North Posey High School	\$40,000	Poseyville
North Putnam High School	\$40,000	Bainbridge
North Vermillion High School	\$15,000	Cayuga
Norwell High School	\$15,000	Ossian
Orleans High School	\$40,000	Orleans
Owen Valley High School	\$40,000	Spencer
Paoli High School	\$40,000	Paoli
Parke Vermillion Educ & Training Interlocal	\$15,000	Hillsdale
Paul Harding High School	\$40,000	Ft. Wayne
Penn High School	\$30,000	Mishawaka
Perry Central Jr/Sr High School	\$30,000	Leopold
Perry Meridian High School	\$30,000	Indianapolis

Pike Central High School	\$20,000	Jasper
Pike High School	\$30,000	Indianapolis
Portage High School	\$30,000	Portage
Rensselear Central High School	\$30,000	Rensselaer
Rochester High School	\$15,000	Rochester
Rockville Jr/Sr High School	\$15,000	Rockville
South Putnam Jr/Sr High School	\$40,000	Greencastle
Riverton Parke Jr/Sr High School	\$15,000	Montezuma
Salem High School	\$39,954	Salem
Scottsburg High School	\$9,998	Scottsburg
Seymour High School	\$20,000	Seymour
Shakamak Jr/Sr High School	\$15,000	Jasonville
Sheridan High School	\$20,000	Trafalgar
Shoals Community Jr/Sr High School	\$20,000	Shoals
South Vermillion High School	\$15,000	Clinton
Southport High School	\$30,000	Indianapolis
Southridge High School	\$13,333	Huntingburg
Springs Valley High School	\$40,000	French Lick
Triton Central High School	\$15,000	Fairland
Union County High School	\$20,000	Liberty
Vincennes University/Barr Reeve High School	\$15,000	Montgomery
Vincennes University/North Davies Jr/Sr High School	\$15,000	Elnora
Vincennes University/North Knox High School	\$15,000	Bicknell
Vincennes University/South Knox School High School	\$15,000	Vincennes
Vincennes University/Lincoln High School	\$30,000	Vincennes
Walker Career Center	\$40,000	Indianapolis
Washington High School	\$40,000	Washington
West Washington High School	\$40,000	Campbellsburg
White River Valley High School	\$15,000	Switz City
Winamac Community High School	\$30,000	Winamac
Wood Memorial High School	\$20,000	Oakland City
Woodlan Jr/Sr High School	\$40,000	Woodburn