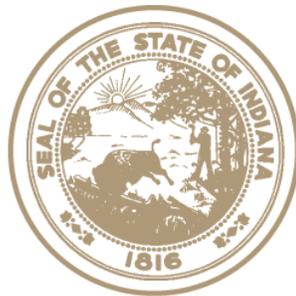


**FISCAL YEAR 2009**

**CARL D. PERKINS CAREER AND TECHNICAL  
EDUCATION ACT OF 2006 (PERKINS IV)**

**CONSOLIDATED ANNUAL REPORT**



INDIANA  
**WORKFORCE**  
DEVELOPMENT

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## **SUMMARY**

The Indiana Department of Workforce Development (DWD) is the sole state agency responsible for receipt and administration of Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). 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 Division of College and Career Preparation (CCP) within the Indiana Department of Education and the Indiana Commission for Higher Education (CHE). The DWD staff coordinates postsecondary Perkins IV activities and the DOE coordinates secondary Perkins IV 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 both DWD and DOE -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. In many cases, transitions are facilitated through dual credit agreements giving students a “jump start” on degree programs.

At the high school level, CTE programs are connected to graduation requirements through the development of career pathways and programs of study (POS.) The POS build upon a required set of rigorous academic courses that prepare students for both further education and employment. CTE staff is committed to completing the postsecondary course sequences of the POS and to increase the number of statewide dual credit agreements that result in transferable, transcribed credits for high school graduates.

Staff from DWD and DOE engaged in joint planning efforts to construct a comprehensive plan for Indiana CTE programs and address not only the Perkins IV requirements but other state initiatives related to student achievement, workforce preparation, economic development, and postsecondary participation. With this collaboration, these innovative programs will provide students with rigorous courses and high student performance. These programs are aligned with the economic demands of the community and are constantly improving for a better student experience.

A variety of CTE certifications and degrees are available statewide. Programs have been designed to prepare high school graduates for first-time careers as well as adults who are changing careers or upgrading their skills for job promotions and movement up the career ladder. Effective CTE associate degree programs are characterized by close working relationships to employers and smooth transitions of participants into the workforce at higher levels of income and employment success. Partnerships have been forged with local and regional employers so that customized, technical skill development programs can be offered on-site to incumbent workers.

## **B. NARRATIVE PERFORMANCE INFORMATION**

### **1. Implementation of State Leadership Activities**

#### **A. Required Use of Funds**

##### **CTE Site Evaluations**

DWD Career & Technical Education Division conducts site evaluation visits throughout the year to make sure the Perkins applications that are approved by DWD are being followed. During the site visits a DWD evaluation team will look at the plan, financials, and programs that Perkins funds are impacting. This is a good opportunity to identify best practices that are taking place. A total of eight (8) secondary site visits and four (4) postsecondary site visits have been conducted in the spring and fall of 2009.

##### **Postsecondary Perkins Basic Grant Funds**

Perkins funds 21 Postsecondary institutions with a total allocation of \$8,282,519 which represents approximately 36% of the total State budget. The majority of this money (\$7,039,350) goes to the fourteen Regional campuses of Ivy Tech College.

##### **Pro Engineer 3D CAD Workshops**

The Pro-Engineer training provided a group of 36 teachers with the basic training and tools necessary to use advanced 3D CAD in instruction. There is a strong need for professional development in the use of modern instructional tools. Engineering & Technology Education tools such as 3D CAD are necessary for the modernization of instruction within STEM instruction in career clusters in CTE such as in engineering, manufacturing, construction, etc. With the increased focus on STEM initiatives in Indiana, providing teachers with this training and resources will help them better address content and standards.

A certified Pro/Engineer trainer was contracted to conduct a series of three training opportunities. Three schools were identified from throughout the State of Indiana as training sites. Fourteen teachers were selected to participate. The teachers were required to complete the workshop and demonstrate minimum proficiency through a portfolio received. Unfortunately, due to low enrollment of teachers, two of the workshops were cancelled.

### **Indiana CTE Leadership Academy**

The primary goal of the Indiana CTE Leadership Academy is to enable the development of a cadre of future leaders for Career and Technical Education in Indiana. A secondary goal is to provide continuing educational opportunities for current CTE administrators through participation in the seminar opportunities. A total of twenty-one (21) participants originally prepared to become the future leaders for Career & Technical Education in Indiana. An additional five (5) slots have been added to enroll five current CTE directors who do not currently have a CTE Director's license. The Academy is a partnership with Ball State University, Indiana State University, Purdue University, and the Indiana Department of Workforce Development to provide a coordinated, statewide leadership leadership development program.

### **Indiana CTE Longitudinal Study**

The Indiana Area Career and Technology Education Directors along with Purdue School of Engineering and Technology at IUPUI is in the third year of a continuing longitudinal study of CTE graduates. The continuation of follow-up surveys was a principal activity primarily to identify changes CTE graduates continue to have in relation to personal, academic, and employment experiences. The emphasis was made on placing longitudinal study data in a larger context of state and national data. The data also provides the opportunity to analyze the trends, themes, and patters the longitudinal study cohort has experienced since the study began. The more specific indicators of performance, including recommendations for CTE administrators, faculty, students, employers, and policymakers will begin to be developed.

### **Career Pathway Leadership Certification**

This grant provided a professional development program, facilitated by CORD, for selected personnel attending Career Pathways Leadership Certification Workshops. These workshops provided processes, strategies, tools, tips, and technologies which promote leadership and initial preparation for improvement of the quality of career/technical education through a career program of study (pathways) system. Emphasis of training was to empower local personnel to develop, supplement, and improve career and technical education in the secondary and postsecondary institutions throughout the State of Indiana through a career pathways system.

## **Math-In-CTE Academic Integration**

The Math-In-CTE model is a curriculum integration model designed to enhance mathematics embedded in CTE content, provides the opportunity for math and CTE teacher teams to work together in communities of practice, and to identify where math intersects with CTE concepts and applications. A team of four State representatives, 12 Indiana Career and Technical Education administrators and 13 educators including Career and Technical Education instructors and math instructors attended a Math-in-CTE academic integration leadership training session held by the National Research Center (NRC). This training conference was designed to provide all preparation necessary for state implementation of the Math-in-CTE academic integration initiative. Approximately 30 CTE instructors in a minimum of 2 programs began the statewide implementation of the NRCCTE Math-in-CTE model of academic integration professional development.

## **End of Course Assessment Project**

The primary goal of this project is to facilitate the development of an End of Course Assessment process for Career and Technical Education Programs in the State of Indiana. A Leadership Team of CTE directors and teachers, Department of Workforce Development, the Department of Education, Ivy Tech, Vincennes University, and other CTE leaders were assembled to determine:

- a) Alignment of EOC Assessment, State Standards, local Curriculum and Post-secondary Programs/Courses;
- b) Pilot Site
- c) Review EOC Assessment Materials and make recommendations
- d) Determine number of concentrators to be tested, process for data collection, etc.
- e) Plan and implement teacher/state staff workshops to align curriculum with assessments and to review pilot assessment results

## **Central Indiana Dream-It Do-It Initiative**

This initiative consists of three (3) focused activities. They are:

- a) Educator Advanced Manufacturing/Logistics (AML) Career Awareness
- b) Student Advanced Manufacturing/Logistics (AML) Career Awareness
- c) Industry-Supported certifications

The Educator AML Career Awareness is designed to show Central Indiana teachers, counselors, and school administrators the up-close look at real-world AML facilities, employees and the great skill it takes to succeed in the field. They also learn about the excellent career opportunities for students and have a better understanding of the technical skills required to succeed in the industry. Approximately 30 teachers completed this program.

The Student AML Career Awareness calls for teachers and counselors to change perceptions about careers in advanced manufacturing and logistics. There was at least one exemplary program of study in each county and 27 Champions appointed across the region.

The Industry supported training will support the creation of skilled workers through the training of students, educators and incumbent workers. The certifications, courses and programs will be supported through scholarships. Scholarships and awards will be made in a competitive manner. Approximately 50 individuals were trained depending on the tuition and/or fees of the Certification.

Monthly committee meetings were created to maintain relationships with industry and education leaders.

### **Purdue University Leadership Development Program in Career Majors & Academies**

The major goals of this program are to prepare personnel with the knowledge and skill to plan, implement, and evaluate program improvement and leadership development programs, and improve and expand CTE instruction and support services for youth and adults. A total of 28 grant participants (seven in each LDP Program) from across the state will participate in this program. The LDP's are; Special Needs Education, Career Education, Generalizable Skill Instruction, and Career Majors and Academies. The field-based LDP will provide the participants with in-depth knowledge and expertise in developing, implementing, evaluating, improving, and expanding CTE programs and services provided to youth and adults in critical program areas. Each participant will receive graduate credit for implementing and evaluating the program improvement projects in their agencies.

### **National Council for Agricultural Education**

The goal of this initiative was to create a rigorous, relevant curriculum that would allow students to establish a strong technical foundation in the science of food, agriculture and natural resources while also providing leadership and personal growth opportunities. Indiana was one of ten state partners that has been invited to participate in the development of a new Agriculture Education Curriculum called CASE (Curriculum for Agricultural Sciences Education). This curriculum is based on the Project Lead the Way (PLTW) model and format used within pre-engineering curriculum.

To date, two CASE courses – Principles of Agricultural Science – Plant (ASP) and Principles of Agricultural Science – Animal (ASA) were developed. These courses are in draft form and ready for field test. Three college or university CASE Affiliates were established to be used for the Field Test for the CASE Summer Training Institute. The goal is to have two field test sites minimum for ASA and two field test sites minimum for ASP for the State of Indiana.

## **Department of Correction (DOC) MOU**

This MOU is to expand and upgrade current technical education programs being made available to inmates in Indiana's correctional system. These programs will be held to the same industry standards as training programs in the community and bring national recognition through certification and accreditation to the Department. The program instruction is designed to provide practical, mechanical, and/or technical skills and learning concepts delivered by an instructor who holds, at a minimum, an Occupational Specialist license in the assigned technical field. Postsecondary institutions will articulate the AutoCAD program, Offset Printing Program, Culinary Arts, Barber and Cosmetology, and the Automotive Collision (Body) Program. The Automotive Collision program will be certified by NATEF (ASE) and the Computer Repair program shall be certified by the A Plus program.

## **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 12 in-service workshops per year. (Thirty for new operators/directors and nine for all operators and directors for update and renewal.)

## **The Scherb Group**

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, assessment data, and post-graduation follow up. The State uses this group to host and maintain a data collection system to collect this student-specific data.

## **Robotics**

Thirty Robotics teams helped students increase their STEM skills through brainstorming, real-world teamwork, dedicated mentoring, project timelines, and deadlines. These competitions showed students that the technological fields hold many opportunities and that the basic concepts of science, math, engineering, and invention are exciting and interesting. Competitions also give the students the skills needed to compete and succeed in our global economy.

## **Bio-Med**

The PLTW Biomedical Sciences program was designed to prepare students for diverse long-term careers in health care, research, specialized laboratory work, education, and management. It was 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 engaged students in learning rigorous academic and technical knowledge. Thirty new institutions participated in the Bio-Medical Science Program for 2010. In addition, fourteen institutions began their second year and one institution began their third year.

## **PLTW**

The purpose of PLTW is to assist in the development and implementation of technical preparatory opportunities in a career field such as engineering that builds student competence in mathematics, science, reading, writing, communication, economics and workplace skills for Indiana students. Applicants committed to a four (4)-year Project Lead the Way curriculum implementation, and to met all of the requirements of the new Perkins Improvement Act. Funds were directed toward activities that improved student achievement, increased the number of students completing Academic Honors or Technical Honors Diplomas; decreased the need for postsecondary remediation, and increased transition and persistence rates in postsecondary education. Ninety-two institutions participated in the PLTW program for the 2009/2010 school year. Fourteen institutions are in their first year, Forty-two of these institutions are in their second year of the four-year program, and thirty-six are in their third year.

## **Tech Prep**

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 create a seamless pathway from high school to postsecondary through rigorous, standards-based curriculum organized around high-demand career areas. Thirteen institutions participated using career pathways such as; Advanced Manufacturing, Health Science/Services, Business, IT, and STEM.

## **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.

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 education and workplace requirements.

The 2008-2009 year marked the 25<sup>th</sup> Anniversary of the Awards for Excellence

Ceremony. Fifteen secondary students and ten postsecondary students were recognized for their outstanding contributions. Along with these students, there were two secondary programs and one post-secondary program that was recognized as an outstanding CTE program.

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.

### **Future Workforce Connection Teacher Internships**

Future Workforce Connection is a Career and Technical Education teacher internship program with a mission to create long term, statewide partnerships between Indiana educators and businesses through relevant, productive internships through Indiana INTERNnet. Approximately 47 Career and Technical Education Instructors were selected to participate in the summer of 2009. Career and Technical educators were matched with employers from around the state for four full weeks of real life work experience related to their subject area. Teachers worked a total of 160 hours. Each teacher developed one lesson plan per week of the internship period for a total of 4, using a template provided by IDOE. These lesson plans will be posted on Indiana Department of Education website for future use by other teachers statewide. Teachers were also required to develop an action plan for the business to further impact and be directly involved with students at the educator's school during the school year immediately following internship period.

## **B. Permissive Use of Funds**

### **Professional Development for Occupational Specialist Teachers**

This program is implemented through a consortium consisting of Indiana State University, Indiana University Purdue University Indianapolis, Ball State University faculty and regional trainers. Activities are delivered through a 42 clock-hour program on teaching using face-to-face meetings supplemented by online, asynchronous staff development. A total of 67 Occupational Specialist I teachers completed the training. These training services are provided to qualified occupationally competent individuals so they can complete the requirements of the Career and Technical Occupational I teaching license.

### **Counseling and Guidance Initiatives**

Five initiatives were designed to educate and train school counselors, educators, and administrators about the multiple career and technical programs offered by the state of Indiana with the ultimate goal of improving the career and educational success of Indiana's students and to encourage more students to pursue postsecondary completion in a two- or four-year college. Results included:

- Completed 12 statewide regional school counselor workshops reaching more than 750 Indiana school counselors with Indiana-specific and grade-specific career-related resources and information about Hoosier Hot 50 Jobs, Jobs for America's Graduates (JAG) opportunities, New College and Career Readiness pilot projects, updates on new laws and rules, and Learn More career resources.
- Support for state career initiatives and information efforts through the statewide professional association for Indiana School Counselors. This conference annually reaches between 400-500 Indiana School Counselors.
- More than 325 high school and college admission counselors attended presentations that included information about the state's Core 40 with Technical Honors Diploma, dual credits, existing Career Pathways, and changes to college and career preparation laws and rules.
- Ongoing technical assistance and training was provided at four yearly workshops to 30 Indiana schools enrolled in the Indiana Gold Star School Counseling Initiative. 14 new schools were added to the program and 13 schools completed the process to renew their Gold Star Award (which is aligned with the national ASCA RAMP Award)
- Ten Indiana school counselors were selected to convene during three days in the summer to create training modules for an Online Professional Development Series that can be shared electronically with other school counselors around the state. Six new online professional development modules were created and posted online.

## **2. Progress in Developing and Implementing Technical Skill Assessments**

For the transition year Indiana used a certification list and professional licensing exams for the measurement of technical skill attainment. Not all students were covered because these exams are sometimes very expensive and it is up to students to pay for the test. Beginning in 2008-2009 school year and continuing in the 2009-10 school year, Indiana used NOCTI assessments to assess ALL students in four program areas and the State will pay for the assessments. Students in PLTW programs will be assessed using the PLTW end-of-course assessments. Indiana will continue to allow State licensing exams and the certification list for other program, where students choose to take them. Then moving forward Indiana will add more programs for which there is a standard test that the State will, hopefully, cover or help cover the cost.

## **3. Implementation of State Program Improvement Plans**

Should Indiana fail to meet 90 percent of an indicator, it will be because local programs are failing to meet the same indicator. State staff will assist locals to improve the deficient core indicator by monitoring the implementation of local improvement plans and by providing technical assistance.

Indiana will follow the OVAE 5-Step Improvement Process model to refocus State Programs and Leadership dollars to address the deficient indicator.

## **4. Implementation of Local Program Improvement Plans**

The following guidelines will be used in assisting locals to improve deficient core indicators:

### *Program Year 1*

Institution fails to achieve 90 percent of an indicator and is notified by the state that an improvement plan must be implemented. This may result in revisions to the annual plan already approved to redirect funds to core indicators affected by the improvement plan. State staff will monitor implementation of the Annual Plan and provide technical assistance as requested.

### *Program Year 2 – Improvement Plan Year 1*

State staff will monitor progress and provide technical assistance as needed to assure that the improvement plan is fully implemented during Improvement Plan Year 1.

### *Program Year 3 – Improvement Plan Year 2*

State staff will review performance results from Improvement Plan Year 1 to determine level of improvement. If performance has not improved over Program Year 2 results, staff may prescribe how local funds must be used to address deficient core indicators.

### *Program Year 4 – Improvement Plan Year 3*

State staff will continue to provide technical assistance and monitor the recipient for improvements. If results from Program Year 3 show no positive improvement,

state staff may recommend that some or all of the basic grant allocation be redirected to an alternate provider with the capacity and expertise to provide services to the failing institution's CTE students.

Listed below are the Core Indicators of Compliance and the number of secondary and postsecondary institutions that did not meet their agreed upon levels:

**Secondary**

- 1S1 – Attainment of Academic Skills – Reading/Language Arts – 2
- 1S2 – Attainment of Academic Skills – Mathematics - 3
- 2S1 – Technical Skill Attainment – 17
- 4S1 – Student Graduation Rates - 5
- 5S1 – Placement – 34
- 6S2 – Nontraditional Completion – 10

**Postsecondary**

- 1P1 – Technical Skill Attainment – 13
- 2P1 – Credential, Certificate, or Degree – 27
- 3P1 – Student Retention of Transfer – 26
- 4P1 – Student Placement
- 5P1 – Nontraditional Participation – 11
- 5P2 – Nontraditional Completion – 14

State staff will monitor local plans and provide technical assistance in areas needed as detailed in Program Year 1.

**5. Tech Prep Grant Award Information**

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 on 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. Four Tech Prep Requests for Proposals (RFP's) were available via the internet to all institutions. These RFP's were for Planning Non-PLTW, Non-PLTW Continuation, Year-1 PLTW Pre-Engineering, and Project Lead the Way Pre-Engineering and Bio-Medical Continuation Grants using Tech Prep funds. Over 60 institutions received Tech Prep Funding which was used to prepare students to meet the challenges of the 21<sup>st</sup> century through the implementation of a career-themed pathway utilizing the curriculum of Project Lead the Way (PLTW); and assist in the delivery of quality Career Majors programs designed to increase student interest, motivation and learning by participating in rigorous and content relevant courses to create a career pathway to postsecondary education or the workforce. (See Appendix A.)

## Schools Funded with Tech Prep Funds

<u>Institution</u>	<u>Amount</u>
1) Adams Central Community Schools	\$ 15,000
2) Anthis Career Center (Woodlan H.S.)	\$ 30,000
3) Area 30 Career Center	\$ 30,000
4) Attica Cons. Sch. Corp. (Attica H.S.)	\$ 15,000
5) Avon Comm. Sch. Corp. (Avon H.S.)	\$ 20,000
6) Ball State University (Burriss Lab)	\$ 30,000
7) Bartholomew Cons. Sch. Corp. (C4 Columbus ACC)	\$ 20,000
8) Benton Community Sch. Corp.	\$ 20,000
9) Bluffton Harrison MSD	\$ 15,000
10) Brownsburg Comm. Sch. Corp. (Brownsburg H.S.)	\$ 19,998
11) Brownstown Ctrl. Comm. Sch. Corp.	\$ 20,000
12) Carroll Cons. Sch. Corp. (Carroll H.S.)	\$ 9,669
13) Center Grove Comm. Sch. Corp. (Center Grove H.S.)	\$ 35,000
14) Centerville-Abington Comm. Sch. Corp. (Centerville H.S.)	\$ 15,000
15) Central Nine Career Center	\$ 20,000
16) Central Nine Career Center (Southport)	\$ 15,000
17) Central Noble Comm. Sch. Corp. (Central Noble H.S.)	\$ 15,000
18) Cloverdale Community Schools	\$ 30,000
19) Community School of Frankfort (Frankfort)	\$ 20,000
20) Community School of Frankfort (McCutcheon)	\$ 15,000
21) Crown Point Comm. Sch. Corp. (Crown Point)	\$ 10,000
22) Decatur Co. Sch. Corp. (N. Decatur H.S.)	\$ 20,000
23) Decatur Co. Sch. Corp. (S. Decatur H.S.)	\$ 15,000
24) Dekalb Co. Ctr. United Sch. District (Dekalb H.S.)	\$ 15,000
25) Delphi Community School Corp.	\$ 20,000
26) E. Allen Co. Sch. Corp.	\$ 30,000
27) E. Allen Co. Sch. Corp. (Leo Jr/Sr H.S.)	\$ 20,000
28) E. Allen Co. Sch. Corp. (New Haven H.S.)	\$ 15,000
29) E. Noble School Corp.	\$ 30,000
30) E. Washington Sch. Corp. (Eastern H.S.)	\$ 29,935
31) Eastern Greene School Corp. (Hoosier Hills)	\$ 15,000
32) Elkhart Comm. Sch. Corp. (Elkhart Central H.S.)	\$ 20,000
33) Evansville-Vanderburgh (Bosse H.S.)	\$ 20,000
34) Evansville-Vanderburgh (Central H.S.)	\$ 20,000
35) Evansville-Vanderburgh (F.J. Reitz H.S.)	\$ 20,000
36) Fayette Co. Sch. Corp. (Connersville H. S.)	\$ 15,000
37) Fayette Co. Sch. Corp. (Whitewater Tech C.C.)	\$ 15,000
38) Flat Rock-Hawcreek Sch. Corp. (Hauser Jr/Sr H.S.)	\$ 20,000
39) Fort Wayne Comm. Sch. Corp.	\$ 15,000
40) Four Co. Area Voc. Coop. (E. Noble)	\$ 20,000
41) Franklin Co. Comm. Sch. Corp.	\$ 20,000
42) Frontier School Corp.	\$ 30,000
43) Garrett-Keyser Butler Comm. Sch. (Garrett H.S.)	\$ 35,000
44) Greater Jasper Cons. Sch. Corp. (Heritage Hills H.S.)	\$ 15,000
45) Greenfield Central Comm. Sch. Corp. (Greenfield H. S.)	\$ 15,000

## Schools Funded with Tech Prep Funds

<u>Institution</u>	<u>Amount</u>
46) Hamilton S. E. Sch. Corp. (Hamilton S.E. H.S.)	\$ 15,000
47) Hanover Comm. Sch. Corp.	\$ 30,000
48) Huntington Co. Comm. Sch. Corp. (Huntington N. H.S.)	\$ 20,000
49) IPS Career & Tech Ctr. (Arsenal Tech)	\$ 15,000
50) Jay School Corp. (Jay Co. H.S.)	\$ 35,000
51) Jennings Co. Sch. Corp.	\$ 20,000
52) Lakeland School Corp.	\$ 15,000
53) Lebanon Sch. Corp. (Lebanon H.S.)	\$ 15,000
54) Michigan City Area Schools	\$ 20,000
55) Middlebury Comm. Sch. Corp. (Northridge H.S.)	\$ 15,000
56) Monroe Co. Comm. Sch. Corp. (Bloomington H.S. North)	\$ 30,000
57) Monroe Co. Comm. Sch. Corp. (Bloomington H.S. South)	\$ 30,000
58) MSD Lawrence Township Sch. (McKenzie Career Center)	\$ 15,000
59) MSD of Decatur Township	\$ 20,000
60) MSD of North Posey (N. Posey H.S.)	\$ 20,000
61) MSD of Warren County	\$ 15,000
62) MSD of Warren Township (Warren Ctrl H.S.)	\$ 15,000
63) N. Albany/Floyd Co. Cons. Sch. (Floyd Ctl. H.S.)	\$ 15,000
64) N. Albany/Floyd Co. Cons. Sch. (N. Albany H.S.)	\$ 15,000
65) N. Gibson School Corp. (Princeton Comm. H.S.)	\$ 15,000
66) N. Lawrence School Corp.	\$ 15,000
67) N. Wells Comm. Sch. (Norwell H.S.)	\$ 15,000
68) New Prairie United Sch. Corp. (New Prairie H.S.)	\$ 15,000
69) Noblesville School Corp.	\$ 15,000
70) North Adams Comm. Sch. Corp. (Bellmont H.S.)	\$ 15,000
71) North Newton Sch. Corp.	\$ 50,000
72) Northeastern Wayne Schools	\$ 34,967
73) Northwest Allen Co. Schools	\$ 28,750
74) Northwestern Cons. Sch. Corp. (Triton Central H.S.)	\$ 20,000
75) Perry Central Comm. Sch. Corp. (Perry Central H.S.)	\$ 35,000
76) Peru Comm. Sch. Corp.	\$ 15,000
77) Pike Co. Sch. Corp.	\$ 30,000
78) Richland-Bean Blossom Sch. Corp.	\$ 15,000
79) Richmond Comm. Sch. Corp.	\$ 15,000
80) Rochester Community Sch. Corp.	\$ 35,000
81) Rockville Comm. Sch. Corp.	\$ 20,000
82) Rush Co. Schools (Rushville H.S.)	\$ 15,000
83) S. Bend Comm. Sch. Corp. (S. Bend)	\$ 29,400
84) School City of Hammond	\$ 35,000
85) School City of Hobart	\$ 15,000
86) School City of Mishawaka (Mishawaka H.S.)	\$ 15,000
87) School Town of Highland	\$ 15,000
88) School Town of Munster	\$ 15,000
89) South Adams Sch. Corp. (S. Adams H.S.)	\$ 15,000
90) South Vermillion Comm. Sch. Corp.	\$ 30,000

## Schools Funded with Tech Prep Funds

<u>Institution</u>	<u>Amount</u>
91) S. Vermillion Comm. Sch. Corp. (Rockville H.S.)	\$ 15,000
92) S. Vermillion Comm. Sch. Corp. (S. Vermillion H.S.)	\$ 15,000
93) S. Vermillion Comm. Sch. Corp. (Southwest Parke Sch. Corp.)	\$ 15,000
94) S. Vermillion Comm. Sch. Corp. (Turkey Run Comm. Sch. Corp.)	\$ 15,000
95) S. Vermillion Comm. Sch. Corp. (N. Vermillion)	\$ 15,000
96) Southeast Fountain School Corp.	\$ 15,000
97) Southeastern Career Center (Batesville)	\$ 15,000
98) Southeastern Career Center (E. Central)	\$ 20,000
99) Southeastern Career Center (Jac-Cen-Del)	\$ 15,000
100) Southeastern Career Center (Lawrenceburg)	\$ 15,000
101) Southeastern Career Center (Madison)	\$ 20,000
102) Southeastern Career Center (Milan)	\$ 15,000
103) Southeastern Career Center (Rising Sun)	\$ 15,000
104) Southeastern Career Center (S. Dearborn)	\$ 15,000
105) Southeastern Career Center (S. Ripley)	\$ 15,000
106) Southeastern Career Center (Southwestern)	\$ 20,000
107) Southeastern Career Center (Switzerland Co.)	\$ 20,000
108) Southwest Allen Comm. Sch. (Homestead)	\$ 20,000
109) Tell City-Troy Township Sch. Corp. (Tell City H.S.)	\$ 15,000
110) Tippecanoe School Corp.	\$ 15,000
111) Tri-Creek School Corp. (Lowell Sr. H.S.)	\$ 10,000
112) Twin Lakes School Corp.	\$ 19,981
113) Twin Rivers CTE Area (Barr Reeve H.S.)	\$ 15,000
114) Twin Rivers CTE Area (Bloomfield H.S.)	\$ 35,000
115) Twin Rivers CTE Area (Lincoln H.S.)	\$ 15,000
116) Twin Rivers CTE Area (Linton H.S.)	\$ 15,000
117) Twin Rivers CTE Area (Loogootee H.S.)	\$ 15,000
118) Twin Rivers CTE Area (N. Daviess H.S.)	\$ 15,000
119) Twin Rivers CTE Area (N. Knox H.S.)	\$ 15,000
120) Twin Rivers CTE Area (S. Knox H.S.)	\$ 15,000
121) Twin Rivers CTE Area (Shakamak H.S.)	\$ 15,000
122) Twin Rivers CTE Area (Sullivan H.S.)	\$ 15,000
123) Twin Rivers CTE Area (Washington H.S.)	\$ 15,000
124) Twin Rivers CTE Area (White River Valley H.S.)	\$ 15,000
125) Union Co./College Corner Sch. Dist.	\$ 15,000
126) Vigo Co. Sch. Corp. (Booker T. Washington Alt. School)	\$ 30,000
127) Vigo Co. Sch. Corp. (McLean Ed. Center)	\$ 30,000
128) Vigo Co. Sch. Corp. (Terre Haute North)	\$ 15,000
129) Vigo Co. Sch. Corp. (Terre Haute South)	\$ 15,000
130) Vigo Co. Sch. Corp. (West Vigo H.S.)	\$ 15,000
131) W. Boone Co. Comm. Sch. Corp. (W. Boone Jr/Sr H.S.)	\$ 15,000
132) Wabash City School Corp. (Wabash H.S.)	\$ 15,000
133) Warsaw Comm. Sch. (Whitko)	\$ 35,000
134) Wawasee Comm. Sch. Corp.	\$ 10,711
135) W. Clark Comm. Sch. (Borden H.S.)	\$ 15,000

## Schools Funded with Tech Prep Funds

<u>Institution</u>	<u>Amount</u>
136) W. Clark Comm. Sch. (Silver Creek H.S.)	\$ 20,000
137) Whitko Comm. Sch. Corp.	\$ 20,000
138) Wildcat Creek Coop. (Benton Central)	\$ 20,000

# **APPENDIX A**



INDIANA  
**WORKFORCE**  
DEVELOPMENT  
AND ITS **WorkOne** CENTERS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2009 - 2010 Indiana Career and Technical Education

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INDIANA  
**WORKFORCE**  
DEVELOPMENT  
AND ITS **WorkOne** CENTERS

To: Area Vocational Directors

From: Teresa Voors, Commissioner

Re: Carl D. Perkins Career and Technical Education Improvement  
Act of 2006 – 2009/2010 Tech Prep “Planning” (non-PLTW) RFP

Date: February 19, 2009

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of federal Tech Prep funds to Indiana Area Vocational Directors (AVDs). The purpose of this Request for Proposal (RFP) is to solicit proposals from consortia comprised of area vocational districts, secondary and postsecondary institutions and business and employer partners for the planning and implementation of projects that meet the requirements outlined in the Carl D. Perkins Career and Technical Improvement Act of 2006.

Included in these efforts are projects that will prepare students for the educational and employment demands of the 21<sup>st</sup> Century. When combined with rigorous academic curricula, these technical education projects will prepare students for a successful postsecondary transition and, further, students who are well prepared for postsecondary education and employment.

The attached RFP provides detailed information to apply for these funds. All eligible recipients are encouraged to review this RFP and apply for participation in this program. For additional information, please contact Fannie Cox at 317-232-7355 or at [fcox@dwd.in.gov](mailto:fcox@dwd.in.gov).

Attachment

## Executive Summary

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of funding for the 2009/2010 school year for new “Tech Prep Planning” (non-PLTW) projects. The purpose of the Request for Proposal is to provide funding to local Consortia, led by Area Vocational Directors, who will be responsible for specific Tech Prep projects that meet the Perkins’ IV definition of Career and Technical Education.

All Tech Prep programs must:

- Be carried out under an articulation agreement between all members of the consortium;
- Consist of at least two years of secondary and 2 years of postsecondary education;
- Utilize work-based and worksite learning experiences, where possible;
- Lead to technical skill proficiency, an industry-recognized credential or a degree in a specific career field;
- Lead to placement in high-skill or high-wage employment or further education;
- Utilize CTE Programs of Study whenever practical;
- Meet the academic standards set by the State of Indiana;
- Link secondary and postsecondary education institutions through articulation agreements, dual enrollment and work-based learning experiences;
- Use educational technology and distance learning, as appropriate, to more fully involve all consortia participants;
- Include professional development for teachers, faculty, administrators and counselors;
- Provide equal access to special populations;
- Provide for preparatory services to assist Tech Prep participants;
- Coordinate with activities conducted under the Basic State Grant.

It is the intent of the DWD to fund Tech Prep projects for four years at the secondary level, including Year 1 Planning projects. Expectations for activities appropriate for a planning grant include, for instance, site visits, professional development activities, curriculum development and alignment work toward the completion of dual credit and articulation agreements, planning meetings, career guidance program and activities, etc., that will position the site for a smooth program implementation. By the conclusion of the fourth year of transformation, it is expected that schools will produce outcomes for students that include:

- Improved graduation rates
- Improved attendance
- Improved college going rate (2 year and 4 year)
- Fewer discipline problems
- Increased attainment of dual credits
- Provide technical preparation in a career field
- Less postsecondary remediation
- Increased rates of postsecondary education in STEM related fields

## **Eligible Applicants**

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

- 1) a local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary schools;
- 2) (a) regionally accredited institution of higher education that offers a two-year associate degree program, or a two-year postsecondary apprenticeship program, certificate or licensure, or (b) a proprietary institution of higher education that offers a two-year associate degree program, or (c) four-year institutions offering a baccalaureate degree program;
- 3) Business/employer or consortium of employers that require high-skill/high-wage employees.

Consortia may also and are encouraged to include one or more of the following:

- 1) labor organizations;
- 2) employer organizations;
- 3) economic development organizations;
- 4) community-based organizations, and,
- 5) additional members such as parent/guardian, students, and counselors.

## **Grant Proposal Timeline**

February 20, 2009	Availability of funding announced
March 20, 2009	Planning Proposals due
April 17, 2009	Award notifications
July 1, 2009	Grant Start Date
December 31, 2009	First Progress Narrative due
May 14, 2010	Second Progress Narrative due
	Signed Articulation Agreement
June 30, 2010	Grant End Date
August 13, 2010	Fiscal Close-out Packet due

## **Grant Period**

The grant period is 12 months and will begin on July 1, 2009 or completion of the State signature process, whichever comes later, and end on June 30, 2010.

## **Award Amount**

The award amount for Planning Grants is \$10,000.

## **Award Notification**

Notification of grant award will be announced on or before April 17, 2009.

## **Grant Proposal Format**

All proposals must be submitted on standard 8.5 x 11 paper, organized in the following format, must be 12 point type, with 1.5 line spacing, a minimum of 1 inch margins, and printed on one side only. Proposals should not be more than 8 typed pages, **excluding** appendices.

- a. Cover Page
- b. Five (5)-Year Consortium Application/Plan\*
- c. Program Design
- d. Course Sequence
- e. Budget Narrative
- f. Budget Form
- g. Signed Consortium Agreement

**\*Please Note:** If a 5-Year Consortium Plan was submitted for the previous grant cycle, 2008-2009, and the proposal was funded, a 5-Year Plan for this grant cycle is not required. Check the DWD website for a listing.

## **Grant Proposal Review**

Grant proposals will undergo a technical review upon submission to ensure completeness. Incomplete proposals will be considered inappropriate proposals and will not be scored.

A review committee consisting of DWD/Career and Technical Education (DWD-CTE) and its stakeholders will evaluate proposals. Reviewers will assign numerical scores and prepare comments. Each proposal will be scored against a predetermined set of parameters as outlined in the RFP. To receive funding, a proposal must receive a combined average score of 70 out of 100 points. Final approval for an award will be determined by DWD-CTE.

When making decisions about awards, DWD-CTE reserves the right to take into consideration geographic distribution and demonstrated readiness.

DWD-CTE reserves the right to fund or not fund consortia that were previously funded. Funding and the level of funding will be based on the quality and appropriateness of the information submitted. No appeals process is in place. Recommendations are final.

## **Data Submission and Reporting**

Each award recipient must agree to submit a progress narrative covering the period July 1, 2009 to December 18, 2009 by December 31, 2009. The final report narrative is due by May 14, 2010. Signed Articulation Agreements are also due by May 14, 2010. Applicants must commit to provide any other data to DWD-CTE that might be pertinent to the success of the program.

Note: Funding reimbursements may be delayed or a repayment requested if reporting requirements are not met as indicated in the above-referenced timelines.

## **Use of Funds**

Each proposal must detail costs of each item and how calculated. Use of funds is consistent with legislation outlined in the Perkins Act of 2006.

Funds may be used in the following ways for secondary and postsecondary recipients. Costs must be broken down by cost per unit and include the final calculation of final costs.

- Administration – not more than 5% of total amount requested
- Salaries/benefits: i.e., stipends for professional development, common planning time for teachers and faculty. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item;
- Contract services – may include consultants, stipends, software lease, etc.
- Materials and supplies – breakdown requested items by cost, number to be purchased and total.
- Equipment – breakdown requested items by cost, number to be purchased, and total.
- Professional development – i.e., conference and registration fees,
- Travel – State travel guidelines must be followed when calculating travel, meals, and lodging:
  - mileage is calculated at the rate of \$.44/mile;
  - in-state hotel rate is \$89; \$93 for Indianapolis, plus tax maximum. Out-of-state rate is at best available rate.
  - In-state per meal diem is \$26/day (\$6.50 for breakfast and lunch and \$13.00 for dinner);
  - Out-of-state meal per diem is \$32/day (\$8.50 for breakfast and lunch and \$16.00 for dinner).

Some non-allowable uses include the following:

- Student expenses or direct assistance to students, i.e., pens, pencils, t-shirts, bags, tuition, fees, books
- Capital expenditures
- Furniture including desks, tables, cabinets
- Entertainment
- Awards and memorabilia
- Individual memberships, including memberships or anything relating to lobbying
- Fines and penalties
- General advertising, advertising/recruitment campaign, fundraising
- Car rental
- Consumable materials and supplies
- Expenses that supplant
- Contribution and donations
- General administration apart for program administration

## **Grant Proposal Submission**

Six un-bound copies of the proposal are due by 4:30, Friday, March 20, 2009. These should be mailed to:

Jessica Stevens  
Indiana Department of Workforce Development  
10 North Senate Avenue, SE203  
Indianapolis, IN 46204

## Grant Selection Criteria

### Indiana Career and Technical Education 2009/2010 Tech Prep “Planning” (non-PLTW) Grant Proposal

Schools that are in the visionary/beginning phase of starting a pathway will utilize this planning grant period to conduct activities that will result in a plan that will lead to the implementation of a Tech Prep Program of Study.

Priority will be given to those proposals that clearly and definitively outline activities that will result in an implementation that meets the requirements of Perkins’ IV legislation. These funds cannot be used to upgrade existing Tech Prep pathways/programs, to implement Project Lead the Way (PLTW) Pre-engineering or Biomedical Science courses or programs. Local programs of study should be within those career pathways recognized by the Indiana Department of Education and Indiana Department of Workforce Development as State recognized Programs of Study as published at <http://www.doe.state.in.us/octe/facs/CrrClstrGrid.html#16CCs> or [www.careerclusters.org](http://www.careerclusters.org).

#### Minimum Requirements

Please respond to the following questions. While it is anticipated that responses to the following will be concise, it is also anticipated that responses will be no more than three (3) to four (4) pages in length.

**Please note:** If a Consortium Plan was submitted for the previous grant cycle, 2008-2009, and the proposal was funded, a 5-Year Plan for this grant cycle is not required. Check the DWD website for a listing.

## **1. Consortium Plan**

**30 Points**

Under the Perkins Act of 2006, each consortium that desires to receive a Tech Prep grant must submit an application containing a five (5)-year plan. Each consortium must also enter into an agreement with the DWD to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(b) of the Act.

Realizing that some consortia may submit multiple proposals, please understand that only one five-year plan is required no matter the number of proposals submitted. The Plan, however, must be attached to each proposal submitted.

Each plan should address the following, indicating how it will:

- Provide for the effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- Be developed in consultation with business, industry, institutions of higher education and labor organizations;
  - Address effectively the issue of school drop-out prevention and re-entry, and the needs of special populations;
- Provide education and training in an area of skill, including an emerging technology, in which there is significant workforce;
- Demonstrate how students will meet high academic and employability competencies; and
- Demonstrate success in or provide assurances of coordination and integration with basic grant funds.

## **2. Program Design**

**50 Points**

Please respond to the following ten (10) questions. While it is anticipated that responses will be concise, it is also anticipated that responses will be no more than five (5) pages in length.

1. Will the program be carried out under an Articulation Agreement between participants in the consortium? List Consortium members and explain their roles. Please describe planned activities, goals and objectives of the Consortium to ensure program readiness for implementation in Year 2. (Appendix F)
2. Will the program integrate academic and career and technical education instruction? How?
3. Will the program provide technical preparation in a career field, including STEM, high-skill, high-wage or high-demand occupations? Which field? Is it a Hoosier Hot 50 Job? Why is this program needed in your community? What is the level of community support for this program?

4. Will the program lead to technical skill proficiency, an industry-recognized credential, certificate or a degree? Which? How many dual credits will the student be eligible to receive upon graduation?

5. Will the program meet the academic standards of the State? List.  
Please do not include a site reference.

6. Will the program link secondary and postsecondary institutions through:  
a. a non-duplicative sequence of courses? Review [www.careercluster.org](http://www.careercluster.org) for sample sequences. Provide a course sequence.  
b. concurrent enrollment in secondary education and postsecondary coursework?

7. Will the program use work-based or worksite learning experiences in conjunction with business and all aspects of an industry? How?

8. Will the program include in-service, professional development for teachers, faculty and administrators? Discuss the plan and who will participate. How will it be shared among key personnel? How will students benefit? What other in-services, professional development opportunities are planned to ensure staff is able to provide current, in-demand knowledge and skill awareness to students.

9. Will the program include professional development opportunities for counselors? What will these include? How many counselors will be included?

10. Will the program provide equal access to individuals who are members of special populations\*? How will it provide services appropriate to the needs of special populations? Discuss the recruitment activities that will be employed to attract special population students.

\* Perkins' IV defines the term "special populations" as "individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency."

### **3. Budget Narrative and Budget Form**

**10 Points**

Each Tech Prep program proposal must include a detailed budget narrative which delineates how funds will be used.

### **4. Budget Form**

**10 Points**

All proposals should include a Budget form indicating total costs of goods and services to be acquired by the project.



INDIANA  
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The Carl D. Perkins Career and Technical Education Improvement Act of 2006  
2009 - 2010 Indiana Career and Technical Education

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To: Area Vocational Directors

From: Teresa Voors, Commissioner  
Indiana Department of Workforce Development

Re: The Carl D. Perkins Career and Technical Education Improvement Act of  
2006 - 2009/2010 Tech Prep (Non-PLTW) Continuation RFP

Date: February 19, 2009

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of federal Tech Prep funds to Indiana Area Vocational Directors (AVDs). The purpose of this Request for Proposal (RFP) is to solicit proposals from consortia comprised of area vocational districts, secondary and postsecondary institutions and business and employer partners for the implementation of Tech Prep projects that meet the requirements outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Included in these efforts are projects that will prepare students for educational and employment demands of the 21<sup>st</sup> Century. When combined with rigorous academic curricula, this combination of academic and technical education projects will prepare students for a successful postsecondary transition and, further, students who are well prepared for postsecondary education and employment.

The attached RFP provides detailed information to apply for these funds. All eligible recipients are encouraged to review this RFP and apply for participation in this program. For additional information, please contact Fannie Cox at 317-232-7355 or at [fcx@dwd.in.gov](mailto:fcx@dwd.in.gov).

Attachment

## **Executive Summary**

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of funding for the 2009/2010 school year for “Tech Prep Continuation” (non-PLTW) projects. The purpose of the Request for Proposal is to provide funding to local Consortia, led by Area Vocational Directors, who will be responsible for specific Tech Prep projects that meet the Perkins’ IV definition of Career and Technical (CTE) Education. As a continuation project, successful applicants will be held to those requirements outlined in the 2008/2009 Indiana Department of Workforce Development RFP, which can be viewed at [www.in.gov/dwd/2951.htm](http://www.in.gov/dwd/2951.htm). All Tech Prep programs must:

- Be carried out under an articulation agreement between all members of the consortium;
- Consist of at least two years of secondary and 2 years of postsecondary education;
- Utilize work-based and worksite learning experiences, where possible;
- Lead to technical skill proficiency, an industry recognized credential or a degree in a specific career field;
- Lead to placement in high-skill or high-wage employment or further education;
- Utilize CTE Programs of Study whenever practical;
- Meet the academic standards set by the State of Indiana;
- Link secondary and postsecondary education institutions through articulation agreements, dual enrollment and work-based learning experiences;
- Use educational technology and distance learning, as appropriate, to more fully involve all consortia participants;
- Include professional development for teachers, faculty, administrators and counselors;
- Provide equal access to special populations;
- Provide for preparatory services to assist Tech prep participants;
- Coordinate with activities conducted under the Basic State Grant.

It is the intent of the DWD to fund Tech Prep projects for four years at the secondary level, including Year 1 Planning projects. By the conclusion of the fourth year of transformation, it is expected that schools will produce outcomes for students that include:

- Improved graduation rates
- Improved attendance
- Improved college going rate (2 year and 4 year)
- Fewer discipline problems
- Increased attainment of dual credits
- Provide technical preparation in a career field
- Less postsecondary remediation
- Increased rates of postsecondary education in STEM related fields

## **Proposal Timeline**

February 20, 2009	Availability of funding announced
March 20, 2009	Proposals due to DWD/CTE
April 17, 2009	Award notifications
July 1, 2009	Grant Start Date
December 31, 2009	Progress Narrative due to DWD/CTE
May 14, 2010	Second Progress Narrative due to DWD/CTE
	Signed Articulation Agreement
June 30, 2010	Grant End Date
August 13, 2009	Close-out Packet due to Grant Accounting

## **Grant period**

The grant period is 12 months and will begin on July 1, 2009 or completion of the State signature process, whichever comes later, and end on June 30, 2010.

## **Award Amount**

Tech Prep Continuation grants will be funded annually up \$30,000 per year.

## **Award Notification**

Notification of awards in the amount will be emailed on or before April 17, 2009.

## **Use of funds**

Use of funds is consistent with legislation outlined in the Perkins Act of 2006. Funds may be used in the following ways for secondary and postsecondary recipients. Costs must be broken down by cost per unit, and include the final calculation of final costs.

- Administration – not more than 5% of total amount requested
- Salaries/benefits: i.e., stipends for professional development, common planning time for teachers and faculty. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item;
- Contract services – may include consultants, stipends, software lease, etc.
- Materials and supplies – breakdown requested items by cost, number to be purchased and total.
- Equipment – breakdown requested items by cost, number to be purchased, and total.
- Professional development – i.e., conference and registration fees,
- Travel – State travel guidelines must be followed when calculating travel, meals, and lodging:
  - mileage is calculated at the rate of \$.44/mile;
  - in-state hotel rate if \$89; \$93 for Indianapolis, plus tax maximum. Out-of-state rate is at best available rate.
  - In-state per meal diem is \$26/day (\$6.50 for breakfast and lunch and \$13.00 for dinner);
  - Out-of-state meal per diem is \$32/day (\$8.50 for breakfast and lunch and \$16.00 for dinner).

**Examples of non-allowable uses include the following:**

- Student expenses or direct assistance to students, i.e., pens, pencils, t-shirts, bags, tuition, fees, books
- Capital expenditures
- Furniture including desks, tables, cabinets
- Entertainment
- Awards and memorabilia
- Individual memberships, including memberships or anything relating to lobbying
- Magazine subscriptions
- Fines and penalties
- General advertising, advertising/recruitment campaign, fundraising
- Car rental
- Consumable materials and supplies
- Expenses that supplant
- Contributions and donations
- General administration apart from program administration

**Proposal Format**

All proposals must be submitted on standard 8.5 x 11 paper and organized in the following format and contain all listed items in the order indicated below. Proposals should not be more than **8** typed pages, **excluding** appendices. Proposals must be 12 point type font, with 1.5 line spacing, minimum of 1 inch margins, printed on one side only.

- a. Cover Letter
- b. Program Design
- c. Course Sequence
- d. Budget Narrative
- e. Budget Form
- f. Signed Consortium Agreement
- g. Signed Articulation Agreement

**Proposal Review**

To be considered for funding, each proposal will be scored against a pre-determined set of parameters as outlined in the RFP. To receive funding, a proposal must receive a combined average score of 75 out of 100 points. Final approval for award will be determined by IWD-CTE.

No appeals process is in place. Recommendations are final.

**Proposal submission**

Six un-bound copies of the proposal are due by 4:30 p.m., Friday, March 20, 2009. These should be mailed to:

Jessica Stevens  
Indiana Department of Workforce Development  
10 North Senate Avenue, SE 203  
Indianapolis, IN 46204

## **Grant Selection Criteria**

### **Tech Prep (Non-PLTW) Continuation Grant Proposal**

Schools that have one year of Planning and or more years of implementation may pursue this funding stream. The implementation period for Continuation grants is three years, Years 2, 3 and 4, depending upon where the institution is within the funding cycle.

The Continuation plan must either be a plan that continues a current pathway leading to a Program of Study or a new pathway leading to a Program of Study. It is anticipated that only one course will be implemented and activities and strategies will be written and developed to make that pathway the best possible opportunity for students.

#### **Minimum Requirements**

PLTW Continuation proposals will be scored against predetermined criteria. Proposals must receive a combined score of at least 75 out of 100 points to be considered for funding.

#### **1. Program Narrative**

**80 Points**

The Program Narrative for the Continuation Grant period is the most important part of the proposal because it a summary of the progress to date and the details of what will be accomplished during the coming grant period. Do not repeat details already provided in semi-annual reports; instead highlight major outcomes and accomplishments.

##### **A. Progress-to-Date**

**30 Points**

In this section, the applicant should include a summary of progress-to-date on the major objectives contained in the previous year's grant application. If progress has not been made in line with the previous year's plan, please explain why. A bulleted format response to the following is preferred.

- a. Course title, CIP Code
- b. Course sequence
- c. Number of students enrolled, grade level, gender.
- d. Number of students concurrently enrolled in math and science; identify courses, include CIP Code;
- e. Actual Outcomes when compared to goals and the degree to which met. This narrative should include, but is not limited to student outcomes (i.e., external learning opportunities, skill attainment, credit attainment, graduation rates, college going rate and within the same major, etc.),
- f. Articulation agreement between secondary and postsecondary
- g. Assessment methodology – i.e., teacher designed, or a nationally-recognized examination. What was attainment level? How many will receive credit?
- h. Discuss how data will be used to support program success.

**B. Proposal for the 2009/2010 Grant Period****50 Points**

In this section, the applicant must clearly outline its objectives for the upcoming grant period. It clearly describes program objectives, a sequence for the accomplishment of, and states reasons for selection of objectives. A bulleted format response to the following is preferred.

- a. Course title; description, CIP Code
- b. Student enrollment: grade level, gender; number of students from previous course;
- c. Number of students concurrently enrolled in math, science courses, CIP codes;
- d. Number who intend to finish the secondary level pathway sequence;
- e. Number who plan to attend postsecondary and enroll in same pathway;
- f. Discuss new/on-going external student learning opportunities;
- g. Provide a course sequence – link secondary to postsecondary
- h. Discuss professional development plan – staff, administrators, counselors;
- i. Discuss how program will provide equal access to individuals who are members of special populations.\*
- j. Articulation Agreement – attach

**2. Budget Narrative****10 Points**

All proposals should include a narrative which clearly delineates how funds will be used to support the program implementation.

**3. Budget Form****10 Points**

All proposals should include a Budget form indicating total costs of goods and services to be acquired by the project.

\*Perkins' IV describes the term "special populations" as individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency."



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To: Area Vocational Directors

From: Teresa Voors, Commissioner

Re: The Carl D. Perkins Career and Technical Education Improvement Act of 2006 – 2009 - 2010 “Year 1 PLTW Pre-Engineering” RFP

Date: February 19, 2009

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of federal Tech Prep funds to Indiana Area Vocational Directors (AVDs). The purpose of this Request for Proposal (RFP) is to solicit proposals from consortia comprised of area vocational districts, secondary and postsecondary institutions, and business and employer partners for the implementation of Tech Prep projects that meet the requirements outlined in The Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Included in these efforts are projects that will prepare students for the educational and employment demands of the 21<sup>st</sup> century. When combined with rigorous academic curricula, this combination of academic and technical education will prepare students for a successful postsecondary transition and, further, students who are well prepared for postsecondary education and employment.

The attached RFP provides detailed information to apply for these funds. All eligible recipients are encouraged to review this RFP and apply for consideration. For additional information, please contact Fannie Cox at 317-232-7355 or at [fcox@dwd.in.gov](mailto:fcox@dwd.in.gov).

Attachment

## Executive Summary

The Indiana Department of Workforce Development is pleased to announce the availability of funding for the 2009/2010 school year for new Tech Prep PLTW Pre-engineering projects. This RFP is specific to those “first year” institutions that desire to implement PLTW in the fall of 2009. All Tech Prep projects must meet the Perkins’ IV definition of Career and Technical Education (CTE) and must:

- Be carried out under an articulation agreement between all members of the consortium;
- Consist of at least two years of secondary and 2 years of postsecondary education;
- Utilize work-based and worksite learning experiences, where possible;
- Lead to technical skill proficiency, an industry-recognized credential or a degree in a specific career field;
- Lead to placement in high-skill or high-wage employment or further education;
- Utilize CTE Programs of Study whenever practical;
- Meet the academic standards set by the State of Indiana;
- Link secondary and postsecondary education institutions through articulation agreements, dual enrollment and work-based learning experiences;
- Use educational technology and distance learning, as appropriate, to more fully involve all consortia participants;
- Include professional development for teachers, faculty, administrators and counselors;
- Provide equal access to special populations;
- Provide for preparatory services to assist Tech prep participants;
- Coordinate with activities conducted under the Basic State Grant.

It is the intent of the DWD to fund Tech Prep projects for four years at the secondary level. By the conclusion of the fourth year of transformation, it is expected that schools will produce outcomes for students that include:

- Improved graduation rates
- Improved attendance
- Improved college going rate (2 year and 4 year)
- Fewer discipline problems
- Increased attainment of dual credits
- Provide technical preparation in a career field
- Less postsecondary remediation
- Increased rates of postsecondary education in STEM related fields

While it is anticipated that sites will receive funding for all four (4) years; the site must meet specific implementation targets in order to receive the successive year's award. The DWD reserves the right not to renew an award if PLTW and DWD implementation and target requirements are not being met. These include but are not limited to:

- Offering an additional PLTW course each year of the grant program, until at least three courses are available for students to enroll.
- Conducting the PLTW end-of-course assessment for each course offered;
- Submission of the end-of-course assessment data to the PLTW national data assessment group, True Outcomes;
- Completion or attempted completion of the PLTW certification process conducted by Purdue University by the conclusion of the second (2<sup>nd</sup>) year of the program;
- Accurate and timely submission of enrollment and performance data via INTERS (Indiana Technical Education Reporting System) of the DWD.

### **Eligibility Requirements**

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

- 1) a local education agency (LEA), an intermediate education agency, educational service agency, or area vocational district serving secondary students;
- 2) (a) regionally accredited institutions of higher education that offer a two-year associate degree program or a two-year postsecondary apprenticeship program, certificate or licensure, (b) a proprietary institution of higher education that offers a two-year associate degree program, or (2) four-year institutions offering a baccalaureate degree program;
- 3) business/employer or consortium of employers that require high-skill/high-wage employees.

Consortia may also and are encouraged to include one or more of the following:

- 1) labor organizations,
- 2) employer organizations,
- 3) economic development organizations,
- 4) community-based organizations, and
- 5) additional members such as counselors, parents, and students.

### **Grant Proposal Timeline**

February 20, 2009	Availability of funding announced
March 20, 2009	Proposals due to DWD/CTE
April 17, 2009	Award notifications
July 1, 2009	Grant Start Date
December 31, 2009	Progress Narrative due to IWD/CTE
May 14, 2010	Second Progress Narrative due to IWD/CTE Signed Articulation Agreement
June 30, 2010	Grant End Date
August 13, 2009	Close-out Packet due to Grant Accounting

**Grant Period**

The grant period is for 12 months and will begin July 1, 2009 or upon completion of the state signature process, whichever comes first, and end on June 30, 2010.

**Award Amount**

The scheduled award amounts for the four-year cycle are \$20,000, year one and \$15,000 for years two (2) through four (4).

**Award Notification**

Notification of grant award will be announced on or before April 17, 2009.

**Grant Proposal Format**

All proposals must be submitted on standard 8.5 x 11 paper, organized in the following format, must be 12 point type, with 1.5 line spacing, a minimum of 1 inch margins, and printed on one side only. Proposals should not be more than 8 typed pages, **excluding** appendices.

- a. Cover page
- b. Five (5) year Consortium Plan\*
- c. Program Design
- d. Non-duplicative course sequence
- e. Budget Narrative
- f. Budget Form
- g. Signed Consortium Agreement
- h. Articulation Agreement

**\*Please Note:** If a 5-Year Consortium Plan was submitted for the previous grant cycle, 2008-2009, and the proposal was funded, a 5-Year Plan for this grant cycle is not required. Check the DWD website for a listing.

**Grant Proposal Review**

Grant proposals will undergo a technical review upon submission to ensure completeness. Incomplete proposals or those not following the order outlined in the Requirements will not be considered as appropriate applications and will not be scored.

A review committee consisting of DWD/Career and Technical Education (DWD/CTE) staff and its stakeholders will evaluate proposals. Reviewers will assign numerical scores and prepare comments.

To be considered for funding, each proposal will be scored against a predetermined set of parameters outlined in the RFP. To receive funding, a proposal must receive a combined average score of 70 out of 100 points. Final approval for award will be determined by DWDCTE.

When making decisions about awards, DWD/CTE reserves the right to take into consideration geographic distribution and demonstrated readiness.

There is not appeals process in place. Award recommendations are final.

## Use of funds

Each proposal must detail costs of each item and how calculated. Use of funds is consistent with legislation outlined in the Perkins' Act of 2006.

- Administration – not more than 5% of total amount requested
- Salaries/benefits: i.e., stipends for professional development, common planning time for teachers and faculty. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item;
- Contract services – may include consultants, stipends, software lease, etc.
- Materials and supplies – breakdown requested items by cost, number to be purchased and total.
- Equipment – breakdown requested items by cost, number to be purchased, and total.
- Professional development – i.e., conference and registration fees,
- Travel – State travel guidelines must be followed when calculating travel, meals, and lodging:
  - mileage is calculated at the rate of \$.44/mile;
  - in-state hotel rate is \$89; \$93 for Indianapolis, plus tax maximum. Out-of-state rate is at best available rate.
  - In-state per meal diem is \$26/day (\$6.50 for breakfast and lunch and \$13.00 for dinner);
  - Out-of-state meal per diem is \$32/day (\$8.50 for breakfast and lunch and \$16.00 for dinner).

Some examples of non-allowable uses include the following:

- Student expenses or direct assistance to students, i.e., pens, pencils, t-shirts, bags, tuition, fees, books
- Capital expenditures
- Furniture, including desks, tables, cabinets
- Entertainment
- Awards and memorabilia
- Individual memberships, including memberships or anything relating to lobbying;
- Magazine subscriptions
- Fines and penalties
- General advertising, advertising/recruitment campaign, fundraising
- Car rental
- Consumable materials and supplies
- Expenses that supplant
- Contributions and donations
- General administration apart from program administration

Note: Please round all budgeted amounts to the nearest dollar.

**Data Submission and Reporting**

Each award recipient must agree to submit a progress narrative covering the period July 1, 2009 to December 18, 2009 by December 31, 2009. The final report narrative is due May 14, 2010. Signed Articulation Agreements are also due on May 14, 2010. Applicants must commit to provide any other data to DWD/CTE that might be pertinent to the success of the program.

Note: Funding may be delayed or may not be renewed or a repayment of funds requested if reporting requirements are not met as indicated in the above referenced times.

**Proposal submission**

Six (6) unbound copies of the proposal are due by the close of business on Friday, March 20, 2009. These should be mailed to the address information below. Fax or email copies will not be accepted as official applications.

Jessica Stevens  
Indiana Workforce Development  
10 N. Senate Avenue, SE203  
Indianapolis, IN 46204

**Grant Selection Criteria  
Indiana Career and Technical Education**

**“Year 1” PLTW Pre-Engineering Grant Proposal**

Schools that are interested in implementing the Project Lead the Way Pre-Engineering Program of Study as a Year 1 site (first time funded by IWD/CTE) should apply for these funds.

**Minimum Requirements**

Priority will be given to those proposals that demonstrate a commitment and readiness to implement an aligned sequence of courses that comprises a program for effective knowledge and skill development training, employment preparation and postsecondary study in the field of engineering or engineering technology.

**1. Consortium Plan**

**30 Points**

Under the Perkins Act of 2006, each consortium that desires to receive a Tech Prep grant must submit an application containing a five (5)-year plan to the DWD. Each consortium must also enter into an agreement with the DWD to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(b) of the Act.

Realizing that some consortia may submit multiple proposals for schools within their district, only one Plan is required no matter the number of proposals submitted. The Plan, however, must be attached to each proposal submitted.

**Please note:** If a 5-Year Consortium Plan was submitted for the previous grant cycle, 2008-2009, and the proposal was funded, a 5-Year Plan for this grant cycle is not required. Check the DWD website for a listing.

Each Plan must address the following, indicating how it will:

- Provide for the effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- Be developed in consultation with business, industry, institutions of higher education and labor organizations;
- Address effectively the issue of school drop-out prevention and re-entry, and the needs of special populations;
- Provide education and training in an area of skill, including an emerging technology, in which there is significant workforce;
- Demonstrate how tech programs will help students meet high academic and employability competencies; and
- Demonstrate success in or provide assurances of coordination and integration with basic grant funds.

## 2. Program Design

50 Points

Please respond to the following ten (10) questions. While it is anticipated that responses will be concise, it is also anticipated that responses will be no more than five (5) pages in length.

1. Will the program be carried out under an articulation agreement between participants in the consortium? List Consortium members and explain their roles. (Appendix G)
2. Will the program integrate academic and career and technical education instruction? How?
3. Will the program provide technical preparation in a career field, including STEM, requiring high-skill, high-wage or high-demand occupations? Which field? Is it a Hoosier Hot 50 Job? Why is this program needed in your community? What is the level of community support for this program?
4. Will the program lead to technical skill proficiency, an industry-recognized credential, certificate or a degree? Which? How many dual credits will the student be eligible to receive upon graduation?
5. Will the program meet the academic standards of the State? List. Please do not include a site reference.
6. Will the program link secondary and postsecondary institutions through:
  - a. a non-duplicative sequence of courses? Review [www.careercluster.org](http://www.careercluster.org) for sample sequences. Provide a course sequence.
  - b. concurrent enrollment in secondary education and postsecondary education coursework?
7. Will the program use work-based or worksite learning experiences in conjunction with business and all aspects of an industry? How? Discuss opportunities for students.
8. Will the program include in-service, professional development for teachers, faculty and administrators? Discuss the plan and include who will participate. How will it be shared among key personnel? How will students benefit? How many and what other in-services, professional development opportunities are planned to ensure that staff is able to provide current and in-demand knowledge and skill requirements to students?
9. Will the program include professional development opportunities for counselors? What will these include? How many counselors will be included?
10. Will the program provide equal access to individuals who are members of special populations? How will it provide services appropriate to the needs of special populations? This discussion should include details about recruitment of these students.

### **3. Budget Narrative and Budget Form**

**10 Points**

Each Tech Prep program proposal must include a detailed budget narrative which delineates how funds will be used.

As part of the narrative, please include availability of facility, equipment, supplies, external funding, human capital, and other applicable resources.

### **4. Budget Form**

**10 Points**

All proposals should include a Budget form indicating total costs of goods and services to be acquired by the project.



INDIANA  
**WORKFORCE**  
DEVELOPMENT  
AND ITS **WorkOne** CENTERS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006

2009 - 2010 Indiana Career and Technical Education

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To: Area Vocational Directors

From: Teresa Voors, Commissioner  
Indiana Department of Workforce Development

Re: The Carl D. Perkins Career and Technical Education Improvement  
Act of 2006 - 2009/10 PLTW Continuation Grant Proposals

Date: February 20, 2009

The Indiana Department Workforce Development (DWD) is pleased to announce the availability of federal Tech Prep funds to Indiana Area Vocational Directors (AVDs). The purpose of this Request for Proposal (RFP) is to solicit proposals from Consortia comprised of area vocational districts, secondary and postsecondary institutions, and business and employer partners for the implementation of Tech Prep projects that meet the requirements outlined in The Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Included in these efforts are projects that will prepare students for educational and employment demands of the 21<sup>st</sup> Century. When combined with rigorous academic curricula, this combination of career and technical education will prepare students for a successful postsecondary transition and, further, students who are well prepared for postsecondary education and employment.

The attached RFP provides detailed information to apply for these funds. All eligible recipients are encouraged to review this RFP and apply for participation in this program. For additional information, please contact Fannie Cox at 317-232-7355 or at [fcx@dwd.in.gov](mailto:fcx@dwd.in.gov).

Attachment

## Executive Summary

The purpose of this announcement is to provide funding to local Consortia, led by area Vocational Directors, for specific Tech Prep projects that meet the Perkins' IV definition of Career and Technical Education (CTE). All Tech Prep Programs must:

- Be carried out under an articulation agreement between all members of the consortium;
- Consist of at least two years of secondary and 2 years of postsecondary education;
- Utilize work-based and worksite learning experiences, where possible;
- Lead to technical skill proficiency, an industry-recognized credential or a degree in a specific career field;
- Lead to placement in high-skill or high-wage employment or further education;
- Utilize CTE Programs of Study whenever practical;
- Meet the academic standards set by the State of Indiana;
- Link secondary and postsecondary education institutions through articulation agreements, dual enrollment and work-based learning experiences;
- Use educational technology and distance learning, as appropriate, to more fully involve all consortia participants;
- Include professional development for teachers, faculty, administrators and counselors;
- Provide equal access to special populations;
- Provide for preparatory services to assist Tech Prep participants;
- Coordinate with activities conducted under the Basic State Grant.

While it is anticipated that sites will receive funding for all four (4) years, the site must meet specific implementation targets in order to receive the successive year's award. The DWD reserves the right not to renew an award if PLTW and DWD targets are not being met. These include, but are not limited to:

- Offering an additional PLTW course each year of the grant program until at least three courses are available for students to enroll.
- Conducting the PLTW end-of-course assessment for each course offered;
- Submission of the end-of-course assessment data to the PLTW national data assessment group, True Outcomes;
- Completion or the attempted completion of the PLTW certification process, conducted by Purdue University, by the conclusion of the second (2<sup>nd</sup>) year of the program;
- Accurate and timely submission of enrollment and performance data via INTERS (Indiana Technical Education Reporting System) of the DWD.

It is the intent of the DWD to fund Tech Prep projects for four (4) years at the secondary level. By the conclusion of the fourth year of transformation, it is expected that schools will produce outcomes for students that include:

- Improved graduation rates
- Improved attendance
- Improved college going rate (2 year and 4 year)
- Fewer discipline problems
- Increased attainment of dual credits
- Provide technical preparation in a career field
- Less postsecondary remediation
- Increased rates of postsecondary education in STEM-related fields

## **Proposal Timeline**

February 20, 2009	Availability of funding announced
March 20, 2009	Proposals due to DWD/CTE
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December 31, 2009	Progress Narrative due to IWD/CTE
May 14, 2010	Second Progress Narrative due to IWD/CTE
	Signed Articulation Agreement
June 30, 2010	Grant End Date
August 13, 2009	Close-out Packet due to Grant Accounting

## **Grant period**

The grant period is 12 months and will begin on July 1, 2009 or completion of the State signature process, whichever comes later, and end on June 30, 2010.

## **Award Amount**

The award amount for PLTW Pre-engineering grants is \$15,000 for years two (2) through four (4). For PLTW Biomedical Sciences Continuation grants, the amount is \$20,000 for Year 2, \$15,000 for year three (3) and, \$10,000 for year four (4).

## **Award Notification**

Notification of awards in the amount will be emailed on or before April 17, 2009.

## **Use of Funding**

Each proposal must detail costs of each item and how calculated. Use of funds is consistent with legislation outlined in the Perkins Act of 2006.

Funds may be used in the following ways for secondary and postsecondary recipients. Costs must be broken down by cost per unit, where applicable, and include the final calculation of final costs.

- Administration – not more than 5% of total amount requested
- Salaries/benefits: i.e., stipends for professional development, common planning time for teachers and faculty. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item;
- Contract services – may include consultants, stipends, software lease, etc.
- Materials and supplies – breakdown requested items by cost, number to be purchased and total.
- Equipment – breakdown requested items by cost, number to be purchased, and total.
- Professional development – i.e., conference and registration fees,
- Travel – State travel guidelines must be followed when calculating travel, meals, and lodging:
  - mileage is calculated at the rate of \$.44/mile;
  - in-state hotel rate if \$89; \$93 for Indianapolis, plus tax maximum. Out-of-state rate is at best available rate.
  - In-state per meal diem is \$26/day (\$6.50 for breakfast and lunch and \$13.00 for dinner);
  - Out-of-state meal per diem is \$32/day (\$8.50 for breakfast and lunch and \$16.00 for dinner).

**Non-allowable uses include the following:**

- Student expenses or direct assistance to students, i.e., pens, pencils, t-shirts, bags, tuition, fees, books
- Capital expenditures
- Furniture, including desks, tables, cabinets
- Entertainment
- Awards and memorabilia
- Individual memberships, including memberships or anything relating to lobbying
- Magazine subscriptions
- Fines and penalties
- General advertising, advertising/recruitment campaign, fundraising
- Car rental
- Expenses that supplant
- Consumable materials and supplies
- Contributions and donations
- General administration apart from program administration

**Grant Proposal Format**

All proposals must be submitted on standard 8.5 x 11 paper and organized in the following format and contain all listed items in the order indicated below.

Proposals should not be more than **8** typed pages, **excluding** appendices. Proposals must be 12 point type font, with 1.5 line spacing, minimum of 1 inch margins, printed on one side only.

- a. Cover Page
- b. Program Narrative
- c. Course Sequence
- d. Budget Narrative
- e. Budget Form
- f. Signed Consortium Agreement
- g. Articulation Agreement

**Grant Proposal Review**

A review committee consisting of DWD/Career and Technical Education (DWD/CTE) staff and its stakeholders will evaluate proposals. Reviewers will assign numerical scores and prepare comments. To receive funding, a proposal must receive a score of 70 out of 100 points. No appeals process is in place. Recommendations are final.

**Proposal submission**

Six un-bound copies of the proposal are due by the close of business on Friday, March 20, 2009. These should be mailed to the address as indicated below. Fax or email copies will not be accepted as official applications.

Jessica Stevens  
Indiana Department of Workforce Development  
10 North Senate Avenue, SE203  
Indianapolis, IN 46204

## **Grant Selection Criteria**

### **Tech Prep “PLTW Continuation” Grant Proposal**

Schools that have one or more years of PLTW Pre-engineering or Biomedical Sciences course implementation may pursue this funding stream. The implementation period for this RFP is three years, Years 2, 3 and 4.

#### **Minimum Requirements**

The successful applicant’s plan will demonstrate a commitment and readiness to implement an aligned sequence of courses that comprises a program for effective knowledge and skill development training, employment preparation, and postsecondary study in the field of engineering, engineering technology or bio-medical sciences.

#### **1. Program Narrative**

**80 Points**

The Program Narrative for the Continuation Grant period is the most important part of the application because it a summary of the progress to date and the details of what will be accomplished during the coming grant period. Do not repeat details that may have been provided in semi-annual reports; instead highlight major outcomes and accomplishments.

##### **A. Progress-to-Date**

**30 Points**

In this section, the applicant should include a summary of progress-to-date on the major objectives contained in the previous year’s grant application. If progress has not been made in line with the previous year’s plan, please explain why. A bulleted format response to the following is preferred.

- a. Course title, CIP Code, student outcomes
- b. Course sequence
- c. Number of students enrolled, grade level, gender.
- d. Number of students concurrently enrolled in math and science; identify courses, include CIP Code; postsecondary coursework;
- e. Actual Outcomes when compared to goals and degree to which met. This narrative should include, but is not limited to student outcomes (i.e., external learning opportunities, skill attainment, credit attainment), teacher certification status, site certification and when obtained;
- f. Evaluation – describes assessment instruments used, shows how evaluation will be used for program improvement.
- g. Provide a copy of the Articulation agreement

**B. Proposal for the 2009/2010 Grant Period****50 Points**

In this section, the applicant must clearly outline its objectives for the upcoming grant period. A bulleted format response to the following is preferred:

- a. Course title; description, CIP Code, student outcomes
- b. Anticipated enrollment: grade level, gender; number of students from previous course;
- c. Number of students concurrently enrolled in math, science courses, CIP codes;
- d. Number who intend to finish the secondary level pathway sequence;
- e. Number who plan to attend postsecondary and enroll in same pathway;
- f. Discuss plan to fulfill the national PLTW mission and activity requirements;
- g. Describe new/on-going external learning opportunities for students and expected proficiency levels;
- h. Provide a course sequence – secondary to postsecondary
  - i. Discuss professional development plan – staff, administrators, counselors;
  - j. Discuss community/partnership support of project; its role in program's success;
  - k. Discuss how data will be used for program improvement processes;
  - l. Discuss plan for granting of dual credit to students;
  - m. Discuss recruitment and retention plan;
  - n. Challenges of program implementation

**2. Budget Narrative****10 Points**

All proposals should include a narrative which clearly delineates how funds will be used to support the program implementation.

**3. Budget Form****10 Points**

All proposals should include a Budget form indicating total costs of goods and services to be acquired by the project.