

FISCAL YEAR 2008

**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 Office of Career and Technical Education (OCTE) within the Indiana Department of Education and the Indiana Commission for Higher Education (CHE). The DWD staff coordinates postsecondary Perkins IV activities in conjunction with CHE 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 DWD-CTE Staff.

Indiana CTE is structured around rigorous academics, career pathways, curriculum integration and articulation agreements to help prepare students for a seamless transition from high school to further education/postsecondary opportunities and work. 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 are committed to completing the postsecondary course sequences of the 81 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 16 secondary site visits and eight (8) postsecondary site visits have been conducted in the spring and fall of 2008.

Postsecondary Perkins Basic Grant Funds

Perkins funds 21 Postsecondary institutions with a total allocation of \$8,202,039 which represents approximately 36% of the total State budget. The majority of this money (\$6,829,101) 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 clusters in CTE.

A certified Pro/Engineer trainer was contracted to conduct a series of three training opportunities. Letters of intent were sent to teachers throughout Indiana. Teachers who demonstrated minimum proficiency through a portfolio received; and an onsite review by the certified trainer received a renewable software site license for up to 300 copies of Pro/Engineer for use in their classrooms and to give to students for home study.

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. Participation was open to Career & Technical Education teachers, Career & Technical Education administrators, school counselors, Business Education teachers, Family and Consumer Science teachers, Technology Education teachers, building administrators, school district administrators and Career & Technical Education state staff.

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 purpose of this study is to investigate the personal, educational, and employment outcomes of CTE participants in Engineering/Science/Technology, Manufacturing/Processing, and Health Services occupational clusters. Many items in the CTE study directly and indirectly correlate to data collected at both the state and national levels. This data will provide an opportunity to analyze the trends, themes, and patterns the longitudinal study cohort has experienced since the study began.

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 24 grant participants from across the state will participate in this program. 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.

National Council for Agricultural Education

The goal of this initiative is to create a rigorous, relevant curriculum that will 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 is 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.

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. Postsecondary institutions will articulate the AutoCAD program, Offset Printing Program, 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.

Advanced Life Science-Food

This project developed and piloted a framework for curriculum and systematic assessment/data collection of student achievement in Advanced Life Sciences-Food. A first draft of the assessment instrument was piloted in the spring of 2007, refined in the summer/fall of 2007 and implemented in the spring of 2008. A total of 25 teachers enrolled for a week long, intensive Teacher Institute in the summer of 2007 and conducted promotional professional development workshops in the spring and fall of 2007 and spring of 2008.

Robotics

31 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.

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. Fifteen institutions participated in the Bio-Medical Science Program.

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.

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. Twenty-three institutions participated using career pathways such as; Advanced Manufacturing, Health Science/Services, Business, IT, and STEM.

Moving Forward

Within the 21st Century economy, employers are requiring workers with advanced skill sets which usually require some type of postsecondary education. Also, the makeup of companies in Indiana will be shifting to industries within the STEM + E (Science, Technology, Engineering, Mathematics + Entrepreneurship) disciplines. To meet this dual need, Indiana Secondary and Postsecondary CTE must improve so that CTE students have the knowledge and skills to excel in today's economy. The purpose of the Moving Forward Grants was to provide funding to secondary and postsecondary institutions to be used for new programs of study, upgrade programs of study, academic integration, and entrepreneurship activities. A key goal of the Moving Forward Grant is to create seamless Programs of Study to help students move seamlessly from high school to postsecondary opportunities.

Workforce Literacy

Ten pilot sites were selected for a demonstration program to improve entry level workers basic workplace skills and explore the viability and effectiveness of various models of workplace basic skills education. It was an employer-focused initiative, in that projects were driven by employers' specific needs for basic workplace skill education. It focused sharply on workplace basic skills, which are the foundational academic and employability skills required for success in the modern workplace and included basic reading, math, communication, problem solving, critical thinking, and computer literacy skills. The education was contextualized to the specific workplace, i.e. educational providers' develop a curriculum that includes specific terminology, materials, and applications from the company hosting the education.

High Schools That Work Data Analysis

Two initiatives were supported for Indiana's High Schools That Work schools. One initiative was to support the participating schools by administering the HSTW Assessment. This initiative provided the HSTW Assessment to existing HSTW schools and to new schools that were identified as having an interest in joining the HSTW network. The second initiative was to provide a two-day HSTW Technical Assistance Visit Leader's Workshop. Individuals from fifty schools were invited to participate in this workshop.

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.

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.

Tomorrow's Manufacturing Workforce

The purpose of this grant was to expand the southeastern region's manufacturing workforce and increase the flow of high school and college graduates into manufacturing careers. The grant funded expansion of manufacturing programs in both secondary and postsecondary levels and the funds were also used to launch a career advancement account program for 100 dislocated workers. In addition to an expansion of enrollments and course offerings, the region was seeking to increase the number of workers attaining the Manufacturing Skills Standard Council (MSSC) certification. Other initiatives of this grant include providing a direct connection and articulation from middle school to high school Project Lead the Way Programs, purchasing a CNC Lathe that allowed a national certification for students enrolled from the National Institute for Metal Working Skills (NIMS), and develop a curriculum that will link current and potential hybrid technical and management courses and degrees offered by IUPUC to meet the advanced manufacturing management workforce needs.

Future Workforce Connection Teacher Internships

Future Workforce Connection is a Career and Technical Education teacher internship program. 2008 was the inaugural year for the program and 26 teachers participated. 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

Learn More Indiana

Learn More Indiana is a strategic statewide communication initiative that supports the state's goal of raising the educational attainment of all Hoosiers. It works to actively communicate with parents, students, families and communities by providing needed information to support learning pre-kindergarten through college completion and to motivate Indiana citizens of all ages to obtain more education. It also conducts student surveys and provides information to colleges and universities located in the State of Indiana about prospective students and their areas of interest.

Professional Development for Occupational Specialist Teachers

This program is implemented through a consortium consisting of Indiana State University and Ball State University faculty and regional trainers. Activities are delivered through face-to-face meetings supplemented by online, asynchronous staff development. A total of 81 Occupational Specialist I teachers were trained. 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. Approximately 85% of the OS I teachers have been issued licenses.

Counseling and Guidance Initiatives

Four 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. Objectives of these initiatives included:

- inform Indiana school counselors about DWD's Career Majors program and Career Majors grant, Hoosier Hot 50 Jobs, WorkKeys, and Pathways of Study as well as other new initiatives that are important to school counselors and to student success
- assisting the Indiana School Counselor Association continue the annual apprenticeship tour and presentations on careers and career resources at its annual conference
- increase student awareness of the value of STEM classes and careers
- as part of the Gold Star Counseling initiative, four full-day workshops were held in Indianapolis 12 Indiana schools completing the Gold Star series and submitting portfolios while seven Indiana schools completed the on-line Gold Star video series and submitted portfolios.

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 with the 2008-2009 school year Indiana is going to use NOCTI assessments to assess ALL students in four program areas and the State will pay for the assessments. We 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.

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 one or more: (1) institutions of higher education that award baccalaureate degrees; (2) labor organizations; (3) employer organizations; (4) economic development organizations, and (5) community-based organizations. Additional members, such as parents, students, counselors are encouraged. Four Tech Prep Requests for Proposals (RFP's) were available via the internet to all institutions. These RFP's were for Planning, Implementation, Mentoring and Project Lead the Way Grants using Tech Prep funds. Over 60 institutions received Tech Prep Funding which was used to prepare students to meet the challenges of the 21st 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) Argos Community School Corp. - (Argos High School)	\$ 15,000
2) White River Valley School District - (Bloomfield Sch Dist., E. Greene Sch., Linton-Stockton Sch. Corp., MSD Shakamak, White River Valley Sch. Dis.)	\$ 90,000
3) Monroe Co. Comm. Sch. Corp. - (Bloomington N. High Sch., Hoosier Hills Career Ctr.)	\$ 30,000
4) Centerville-Abington Comm. Sch. - (Centerville Sr. High Sch., Whitewater Tech. Career Ctr.)	\$ 20,000
5) Evansville-Vanderburgh Sch. Corp. - (Central High School)	\$ 15,000
6) Fayette Co. Sch. Corp. - (Connersville High School)	\$ 15,000
7) Sch. City of East Chicago - (E. Chicago Central High Sch.)	\$ 20,000
8) Eminence Comm. Sch. - (Eminence Middle Sch. & Eminence High Sch.)	\$ 10,000
9) Comm. Sch. of Frankfort - (Frankfort High School)	\$ 20,000
10) Franklin Twnshp. Comm. Sch. Corp. - (Franklin Central High Sch.)	\$ 20,000
11) Greenfield Central Comm. Sch. Corp. - (Greenfield Central High School)	\$ 10,000
12) Tippecanoe Sch. Corp. - (Harrison High School)	\$ 20,000
13) Tippecanoe Sch. Corp. - (McCutcheon High School)	\$ 20000
14) Sch. Town of Highland - (Highland High School)	\$ 20,000
15) Indiana University - (Purdue University, IUPUI, Washington Comm. Sch., Indianapolis Public Sch.)	\$ 15,000
16) Ivy Tech Community College - (Ivy Tech-Evansville, Reitz High Sch.)	\$ 20,000
17) Vincennes University - (Vincennes University, Lincoln High School)	\$ 95,000
18) N. Albany-Floyd Co. Cons. Sch. Corp. (New Albany High School)	\$ 20,000
19) Noblesville Schools - (Noblesville High School)	\$ 20,000
20) East Allen Co. School Corp. - (New Haven High School)	\$ 20,000
21) Northern Wells Comm. Sch. - (Norwell High School)	\$ 20,000

Schools Funded with Tech Prep Funds

<u>Institution</u>	<u>Amount</u>
22) Plainfield Community Sch. Corp. - (Plainfield High School)	\$ 20,000
23) Rochester Community School Corp. - (Rochester Community High School)	\$ 20,000
24) Rockville Consolidated Schools - (Rockville High School)	\$ 20,000
25) South Vermillion Comm. Sch. Corp. - (South Vermillion High School)	\$ 20,000
26) Southwest Parke Comm. Sch. Corp. - (Southwest Parke High School)	\$ 20,000
27) South Vermillion School Corp. - (N. Vermillion, Rockville, S. Vermillion, SW Parke, Turkey Run)	\$ 20,000
28) Seymour Community School Corp. - (Seymour High School)	\$ 10,000
29) MSD of Perry Township - (Southport High School)	\$ 20,000
30) MSD of Perry Township - (Perry Meridian High School)	\$ 9,946
31) Indiana State University (Terre Haute South High School, Terre Haute North High School, West Vigo High School, Indiana State Univ., Ivy Tech)	\$ 65,000
32) Northwestern Cons. Sch. Corp. - (Triton Central High School)	\$ 20,000
33) North West Hendricks Sch. Corp. - (Tri-West High School)	\$ 19,716
34) Vincennes University - (Barre Reeve Jr/Sr H.S., S. Knox Sch. Corp., N. Knox H.S., N. Daviess Jr/Sr H.S.)	\$ 95,000
35) Union Co./College Corner Joint Sch. Dist. - (Union Co. H.S.)	\$ 20,000
36) Wabash City Sch. Corp. - (Wabash H.S.)	\$ 20,000
37) Wawasee Comm. Sch. Corp. - (Wawasee H.S.)	\$ 10,734
38) S. Putnam Community Sch.Corp. - (S. Putnam H.S.)	\$ 10,000
39) Area 30 Career Center - (Area 30 Career Center)	\$ 50,000
40) Brownsburg Community Sch. Corp. - (Brownsburg H.S.)	\$ 14,999
41) Ball State University - (Burris Laboratory Sch.)	\$ 15,000
42) Bartholomew Cons. Sch. Corp. - (C4-Columbus Area Career Connection)	\$ 30,000

Schools Funded with Tech Prep Funds

<u>Institution</u>	<u>Amount</u>
43) Northwest Allen Co. Sch. - (Carroll H.S.)	\$ 50,000
44) Carroll Cons. Sch. Corp. - (Carroll Jr./Sr. H.S.)	\$ 20,000
45) Delphi Comm. Sch. Corp. - (Delphi Comm. H.S.)	\$ 49,928
46) E. Washington Sch. Corp. - (Eastern H.S.)	\$ 37,927
47) East Noble Sch. Corp. - (E. Noble H.S.)	\$ 15,000
48) Elkhart Comm. Sch. Corp. - (Elkhart Central H.S.)	\$ 15,000
49) Hamilton Southeastern Sch. Corp. - (Hamilton Southeastern H.S.)	\$ 14,927
50) E. Allen Sch. Corp. - (Heritage H.S.)	\$ 30,000
51) Vincennes University - (Indianapolis Public Sch.)	\$ 15,000
52) Ivy Tech. Community College - (Charlestown H.S.)	\$ 47,465
53) Ivy Tech. Community College - (Henryville H.S.)	\$ 14,776
54) Ivy Tech. Community College - (Jeffersonville H.S.)	\$ 43,365
55) Ivy Tech. Community College - (Prosser School of Technology)	\$ 50,000
56) Ivy Tech. Community College - (Silver Creek H.S.)	\$ 49,969
57) E. Allen Sch. Corp. - (Leo H.S.)	\$ 30,000
58) Lost River Career Coop. - (Orleans H.S., Paoli H.S., Shoals H.S., Spring Valley, W. Washington H.S.)	\$299,283
59) Tri-Creek Sch. Corp. - (Lowell H.S.)	\$ 30,000
60) E. Allen Sch. Corp. - (New Haven H.S.)	\$ 20,000
61) New Prairie United Sch. Corp. - (New Prairie H.S.)	\$ 15,000
62) Spencer-Owen Comm. Sch. Corp. - (Owen Valley H.S.)	\$ 30,000
63) Perry Central Comm. Sch. Corp. - (Perry Central H.S.)	\$ 44,013

Schools Funded with Tech Prep Funds

<u>Institution</u>	<u>Amount</u>
64) Scott Co. Sch. District #2 - (Scottsburg H.S.)	\$ 20,000
65) Washington Community Sch. - (Washington H.S.)	\$ 25,000

APPENDIX

A

To: Indiana Superintendents, High School Principals
Area Vocational Directors, Postsecondary Administrators

From: Andrew Penca, Commissioner
Department of Workforce Development

Re: Tech Prep/Career Majors Competitive Grant Opportunity

Date: June 22, 2007

The Department of Workforce Development is pleased to announce the availability of federal Tech Prep funds to Indiana high schools, area vocational districts, and two- and four-year institutions. The purpose of these funds is to 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, students will gain the academic and technical skills necessary for success in postsecondary education and in tomorrow's workplace.

The attached Request for Proposals (RFP) provides detailed information to apply for these funds. Grant awards will be made to local consortia if its leadership is committed to meeting the definition of a Career Majors School by the end of Year 6: offering career pathways that include a Career and Technical Education (CTE) course or CTE reimbursable course; adhering to meeting and following the five principles of Career Majors; and producing improved student outcomes by the end of the Year 6 grant cycle.

There are three proposal strategies by which schools can apply for grant funding: planning, implementation and Career Majors School programs. A separate proposal request is written for each of the three program strategies. A school interested in writing to the "planning" strategy, for instance, may want to read only that proposal.

All eligible recipients are encouraged to review this RFP and apply for participation in this program. Conference calls are being planned for mid to late August; you will be notified of the dates and times. If you have questions concerning this RFP, please contact Fannie Cox at 317-232-7355 or at fcx@dwd.in.gov.

Executive Summary

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of funds in the 2007-08 school year for continuation of the Career Majors program. However, there have been significant changes to the Career Majors program for this year.

The newly passed Carl D. Perkins Act of 2006 makes additional requirements and more specific expectations regarding the Tech Prep funding which allows for the Career Majors program. Additionally, DWD determined that modifications to the program were necessary to generate common characteristics and specific student outcome expectations for Career Majors schools. Therefore, this RFP outlines both the expectations of the Career Majors program as well as the specific requirements for funding within this program.

The basic concept of Career Majors is to deliver education in a career-themed manner. Schools that embrace Career Majors can increase learning for students by linking education to a career theme or career pathway and providing relevant experience-driven education within the pathway. As students experience career-themed education, they will become more engaged in learning since the education links with their interests and desires for a future career. By combining engaged students with already existing rigorous course standards, Career Majors schools can produce students that have better academic and technical skills necessary for success in postsecondary education and the workforce.

A renewed focus for the federal Perkins legislation is the integration of academic and technical (CTE) education disciplines. As such, the Career Majors program now **MUST include CTE coursework**. This is a change from previous years as no longer will schools be able to offer pathways void of CTE courses. Schools that do not plan to offer pathways with at least one CTE course or CTE reimbursable course will not be supported. Conversely, CTE dominated pathways must also clearly integrate with academic courses.

The ultimate goal of the Career Majors program is to assist local consortia in implementing career-themed education, combining academic and CTE courses, as broadly as possible within secondary education. **From this goal, DWD defines a Career Majors school as one that has:**

- **At least 50% of its students enrolled in a Career Major,**
- **Offers a minimum of three career pathways**
- **Adheres to all principles identified within the Career Majors Program.**

It is expected that schools within the Career Majors program attain this definition by the conclusion of the sixth year of funding support from DWD.

By the conclusion of this six-year transformation, it is expected that Career Majors schools will produce outcomes for students as follows:

- Improved graduation rate for the school
- Improved attendance
- Improved college going rate (2 year and 4 year)
- Fewer discipline problems
- Increased attainment of dual credits
- Less post secondary remediation

To accomplish these outcomes, a Career Majors school must follow five principles:

1. Engage in 360° Partnerships

Partnerships should establish continuous and active dialogue between teachers, counselors, parents, administration at the secondary and postsecondary levels, along with dialogue amongst business and community partners around the school model to prepare students for success in the global marketplace.

2. Offer Career-Themed Curriculum / Structure

Career-themed education is intended to promote the mastery of knowledge and skills via an enhanced relevance in coursework to career interests of students. While this can be accomplished through a variety of means, it must include rigorous coursework and should include experiential learning opportunities. Career and Technical Education (CTE) courses must be included as part of this structure. Ultimately, the coursework should connect what the student is learning to real world applications and career interests so students are fully engaged.

3. Establish a Post Secondary “Bridge”

A Post-secondary bridge is intended to strengthen and ease the transition between secondary and post secondary education. This is evident via aligned curriculum between both groups and should result in more common and frequently used dual credit agreements. A bridge is best established via consistent dialogue between key secondary and postsecondary faculty and staff, with input from community and business stakeholders. The dialogue should result in change which improves the transition opportunities and outcomes for students.

4. Deliver High Quality Career Guidance

Guidance departments and personnel at the secondary and postsecondary levels are essential to accomplishing the goals of a Career Majors program because they can assist students in achieving career development competencies for use in school and beyond. As such, guidance efforts should be constructed to foster in students an understanding of the why and the how to conduct career planning. This can be evidenced by frequent interaction with students as well as providing and encouraging use of career planning tools and materials. Guidance efforts in Career Majors schools will go far beyond the traditional counseling role of course scheduling.

5. Offer External Education Opportunities

A logical final step for students in their learning within a career themed curriculum would be an opportunity to experience the career which is being studied. Through a variety of methods and resources of partners and counselors, students should have an opportunity to learn outside the classroom. Examples of these opportunities include job shadowing, mentorships, service learning, internships, student competitions (i.e., FIRST/VEX Robotics, Superhigh Mileage cars, etc.), visits to colleges and universities and apprenticeship programs that match their personal and career interests.

There are many characteristics, methods, and ways to evidence each of these principles. Most commonly, the methods include, among others, intense usage of data, high quality professional development, and the adoption of the Indiana Gold Star School Counseling or other counseling initiative. Ultimately, it is expected that via adherence to these principles and the offering of career-themed education, a school will be able to produce the improved student outcomes outlined above.

Therefore, a consortium should only apply for funding within the Career Majors program if its leadership is fully committed to the following:

- **Meet the definition of a Career Majors school by the end of year six:**
50% or more students enrolled in a Career Major and two or more pathways;
- **Offer career pathways which include a CTE course or CTE reimbursable course;**
- **Fully adhere to meeting and then following the five principles of Career Majors;**
- **Produce improved student outcomes by the end of year six.**

DWD recognizes that the expectation of this commitment is different than in past years as are the specifics of the program. Therefore it is expected that many of the current Career Major programs may not meet and may not be willing to meet the desired characteristics of a Career Major school as outlined above.

We encourage all schools, current and new, to review this RFP and consider applying for participation in this program. However, we do expect this RFP to be extremely competitive and we also expect to have fewer awardees this year. Our intent for Career Majors in the future is to ensure results by developing a close relationship and offering more thorough technical assistance to Career Majors schools.

Thank you for your time and interest in the Career Majors Program.

2007/08 Application Timeline

June 22, 2007	Availability of funding/RFP announced
September 14, 2007	Application due to DWD/CTE
October 16, 2007	Award announcement/Clarifications to Applicants
November 1, 2007	Grant start date
February 29, 2008	First Progress Narrative due to DWD/CTE
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Grant Period

The grant period is for 11 months and will begin on November 1, 2007 or upon completion of the state signature process, whichever comes later, and end on October 31, 2008.

To determine yearly grant continuation, programs will be assessed against criteria including but not limited to program design, implementation progress, program quality, and reporting compliance. The office of DWD/Career and Technical Education (DWD/CTE) has sole responsibility and discretion in evaluating this progress and awarding continued funding.

Grant Award

For the purposes of this Request for Proposal (RFP), Planning Grant applicants must commit to meeting all of the requirements of the new Carl D. Perkins Career and Technical Education Improvement Act of 2006, and those outlined in the RFP.

The scheduled award amount for the planning phase of the grant cycle is \$15,000.

Eligibility Guidelines

Eligible applicants are consortia consisting of Indiana high schools, area vocational districts and postsecondary institutions. The scope of this project is based on the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, its respective uses and core indicators.

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) local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary students;
- 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 parents/guardians, students, and counselors.

Data Submission and Reporting

The collection, analysis and utilization of data are critical in determining the success of the program. Evaluating data (what is working, what isn't) to form programmatic and instructional changes helps insure continuous improvement. Participating schools must commit to submitting data to the DWD/CTE via Indiana Technical Education Student Reporting Systems (InTERS). If you have questions about InTERS, need training, have questions about the data requirements, or supplying data, please contact Brin Sisco at bsisco@dwd.in.gov or at 317-234-4278.

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In addition to the student data request, applicants must commit to providing any other data that might be pertinent to the success of the program.

Please note: Funding may be delay or may not be renewed for those not supplying data on a timely basis.

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- a) Completed Cover Letter, Appendix A
- b) Program Budget and Budget Narrative, Appendix B
- c) Detailed narrative responding to items in the "Planning Grant Selection Criteria"
- d) Signed Consortium Agreement, Appendix C

Appendices:

- Cover Letter – must be completed as indicated and included with the grant proposal.
- Budget/Budget Narrative Guidelines
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Acceptable uses of funds:

- Administration – for administration of the grant. To calculate, total all line items, take up to five percent (5%) of line item total. No detailed narrative required;
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- Materials and Supplies - break down requested items, include cost;
- Equipment - break down by item and cost;
- Professional development - includes tuition and conference registration fees; breakdown by activity/event, date and cost, include location;
- Travel – State travel guidelines must be used when calculating travel, meals, and lodging:
 - mileage is calculated at \$.40/mile;
 - in-state hotel rate is \$79; \$93 for Indianapolis, plus tax maximum. Out-of-state hotel accommodations at best available rate;
 - in-state per diem rate is \$26.00/day (\$6.50 for breakfast; \$6.50 for lunch; \$13.00 for dinner); out-of-state per diem rate is \$32.00/day (\$8.00 for breakfast; \$8.00 for lunch; \$16.00 for dinner).

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- Consortium Agreement – A signed Consortium Agreement is a required component of the RFP; applications cannot be submitted for further processing without a signed Agreement.

Application Review

All applications will be reviewed for compliance against a pre-defined set of parameters as outlined in the RFP.

The application review will be performed by an evaluation committee that could be comprised of reviewers from the Department of Workforce Development (DWD), Department of Education, and Indiana CTE stakeholders. The maximum score for the following selection criteria is 100 points.

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Electronic submissions are preferred and should be sent to Cheryl Jones at cjones@dwd.in.gov.

If you are unable to submit electronically, including the signed Consortium Agreement, please mail the hardcopy application and signed Agreement to:

Cheryl Jones
DWD/Career and Technical Education
Section 201
10 N. Senate Avenue
Indianapolis, IN 46204

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For additional information, please contact Fannie Cox at fcx@dwd.in.gov or at 317- 232-7355.

Planning Grant Application Design

Schools that are in the vision/beginning phase of starting a career majors program, career pathway or academy will utilize the planning grant period to conduct activities and analysis to assist in designing a program. The culmination of these activities will result in a plan that can begin implementation in the following year, Year 2. The plan should address activities within the five principles as well as show consideration to the expected student outcomes. Ultimately, through Career Majors, the plan should provide secondary students with the interest and motivation to persist through a career-themed educational pathway and successfully transition to the post secondary world.

By the end of the planning grant period, schools should have most, if not all, of the following characteristics, listed below, in place. Schools do not have to limit themselves to these characteristics; however, the state believes that these minimum characteristics must be in place for a school to eventually become a true Career Majors School.

Engage in 360° Partnerships

Connections have been established between the secondary school leadership, teachers, counselors, parents, post secondary partner(s), business leaders, and community partners. Initial meetings with these partners should have taken place. The connections should be formalized or structured with regular interactions planned. A concept for more in-depth participation of partners should have been discussed or is being developed / considered.

Offer Career-Themed Curriculum / Structure

By the end of the planning period the school should be ready to implement a career major within the school. This means that during the planning period the school must undertake all activities associated with selecting and preparing for this career major. Selecting activities should likely include an evaluation of need within the local economy and within the school as well as consideration of current school capacity/capability (maybe some current programs or teachers lend themselves to easier conversion to offering career-themed instruction). Preparing activities should include professional development as well as facility preparation. Also important is that each career major must include a career and technical education (CTE) course.

As the school develops plans for implementing a career major, it should consider the definition of a career major. Within secondary a career major includes courses that are related or associated with a career which is of interest to the student. As many of the courses as possible that the student is offered should be designed with this career contextualization. Ideally this includes as many academic courses as possible which teach parts, or all, of the curriculum in a contextual manner associated with one career area. Thus a career major must also reference Indiana academic and technical standards. Beyond secondary, a career major provides a sequence of courses which lead to the post secondary (2 year or 4 year) environment. Thus multiple courses within secondary should lead to multiple courses within post secondary. This is best described as a sequence of years called 2+2, 2+4, 4+2. Schools need to keep this definition in mind while developing plans for their curriculum design sequence.

Establish a Post Secondary “Bridge”

While the ultimate goal of the post secondary bridge is to improve the transition of students from secondary to post secondary (apprenticeships, two-year, and four-year schools) education, this improvement will only occur over time. Thus during the planning year efforts should be focused on establishing connections with post secondary partners and initiating dialogue. Early conversations can be broad, aimed at understanding each group’s operations and increasing the amount of information flowing to each group. Future conversations should begin discussing root causes which impede student’s easy transition from secondary to post secondary. It is suggested that schools utilize their 360° Partnerships with businesses and other community partners as a method of gaining attention from post secondary institutions.

Deliver High Quality Career Guidance

During the planning year schools are expected to review their current guidance activities and the effectiveness of those activities. From this review, the school should develop a plan to increase the effectiveness of guidance activities or guidance structure (more tools, more staff, realignment of duties throughout the school) such that students will have improved opportunities for career awareness, exploration, and planning. Other options within this area for the planning year include investigation and review of large scale guidance initiatives / programs like Indiana Gold Star School Counseling or other school counseling programs used by other states or other schools for effective career guidance. Since the ultimate expectation is that guidance efforts in Career Majors schools will go far beyond traditional counseling roles, the planning year is a time to review current activities, research other models or methods of guidance, select changes to be implemented, and devise a plan to eventually complete this implementation.

Offer External Educational Opportunities

The ultimate goal of external education opportunities is for students to have a wide variety and frequent opportunity to experience and explore careers in which they are interested. Similar to the guidance expectation, during the planning year schools are expected to review their current activities associated with external education options, research other models for external education options, select changes to be implemented, and devise a plan to complete the implementation. It is expected that most schools already have in place some external education options and as such we expect for schools to utilize these current programs and expand both their quality and their usage. But beyond current programs, we want schools to eventually utilize the relationships established from their 360° Partnerships to increase the variety and frequency of career experiential opportunities for students. External Educational Opportunities include, but are not limited to, internships (both for credit and not for credit), job shadowing, facility tours, job / career fairs, class presentations from companies, FIRST/VEX Robotics, Superhigh Mileage Cars. This list is not exhaustive.

Student Outcomes Expectations

Improved Graduation Rate for the School

During the planning year, schools should ensure that they can track graduation performance for students who enroll in a career major compared to students not enrolled in a career major. If this is not currently being tracked, then the school should devise a method to do so. Since graduation is a long term metric, it is recommended schools also keep track of student continuation onto their next grade level and associated reasons for non-continuation. With better graduation expected of career major students (because a career majors and associated courses should be more relevant and interesting to students, thus increasing propensity to finish HS) a school’s graduation rate will improve over time with more career majors offered and higher enrollment.

Improved Attendance

During the planning year, schools should ensure that they can track attendance performance for students enrolled in a career major compared to students not enrolled. If this is not currently being tracked, the school should devise a method to do so.

Improved College Going Rate (2 year and 4 year)

During the planning year, schools should ensure that they can track college going plans for students who enroll in a career major compared to students not enrolled in a career major. If this is not currently being tracked, then the school should devise a method to do so. Differentiation should be made between 2-year and 4- year institutions so as to encourage attendance at both. Also, the school should consider expanding this tracking to include not just actual college going rate (only done on seniors) but also college going intentions over time (via a survey every year for career major students) as well as college continuation (via follow-up surveys of graduates, possibly with assistance of the post secondary partner).

Fewer Discipline Problems

During the planning year, schools should ensure that they can track discipline occurrence performance for students who enroll in a career major compared to students not enrolled in a career major. If this is not currently being tracked, then the school should devise a method to do so. Discipline occurrence is left up to the school to define (broad definition is encouraged), but this definition should be consistent over time.

Increased Attainment of Dual Credits

During the planning year, schools should ensure that they can track attainment of dual credit for students who enroll in a career major compared to students not enrolled in a career major. If this is not currently being tracked, then the school should devise a method to do so. Dual Credit definition is left up to the school to define (broad definition is encouraged), but this definition should be consistent over time.

Less Post Secondary Remediation

During the planning year, schools should ensure that they can track rates and amounts of post secondary remediation needed by students who enroll in a career major compared to students not enrolled in a career major. If this is not currently being tracked, then the school should devise a method to do so. The state recognizes that this metric has not been tracked in the past; therefore, it is expected that this will be difficult to track. Thus, it may take schools longer than just the planning year to implement this tracking process. It is also expected that the only way this tracking will occur is with strong partnerships and relationships with the post secondary partner(s) for the career major(s). Thus, if the school cannot implement the tracking process by the completion of the planning year, the school needs to at least address the activities undertaken with the post secondary partner(s) to develop the tracking process.

To: Indiana Superintendents, High School Principals
Area Vocational Directors, Postsecondary Administrators

From: Andrew Penca, Commissioner
Department of Workforce Development

Re: Tech Prep/Career Majors “Implementation” Competitive
Grant Opportunity

Date: June 27, 2007

The Department of Workforce Development is pleased to announce the availability of federal Tech Prep funds to Indiana high schools, area vocational districts, and two- and four-year institutions. The purpose of these funds is to assist in the delivery of quality educational initiatives designed to increase student interest, motivation and learning. By participating in rigorous and content relevant courses, students will gain the academic and technical skills necessary for success in postsecondary education and in tomorrow’s workplace.

The attached Implementation Grant Request for Proposals (RFP) provides detailed information for interested schools to apply for implementation grant funds. Grant awards will be made to local consortia if its leadership is committed to the following concepts: meeting the definition of a Career Majors School by the end of Year 6: offering career pathways that include a Career and Technical Education (CTE) course or reimbursable course; adhering to meeting and following the five principles of Career Majors; and, producing improved student outcomes by the end of Year 6 of the grant cycle.

There are three proposal strategies by which schools can apply for grant funding: Planning, Implementation and Career Model/Mentor Schools. A separate proposal request is written for each of the three program strategies.

All eligible recipients are encouraged to review this RFP and apply for participation in this program. Conference calls are being planned for mid to late August; you will be notified of the dates and times. If you have questions concerning this RFP, please contact Fannie Cox at 317-232-7355 or at fcox@dwd.in.gov.

Executive Summary

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of funds in the 2007-08 school year for continuation of the Career Majors program. However, there have been significant changes to the Career Majors program for this year.

The newly passed Carl D. Perkins Career and Technical Education Improvement Act of 2006 makes additional requirements and more specific expectations regarding the Tech Prep funding which allows for the Career Majors program. Additionally, DWD determined that modifications to the program were necessary to generate common characteristics and specific student outcome expectations for Career Majors schools. Therefore, this RFP outlines both the expectations of the Career Majors program as well as the specific requirements for funding within this program.

The basic concept of Career Majors is to deliver education in a career-themed manner.

Schools that embrace Career Majors can increase learning for students by linking education to a career theme or career pathway and providing relevant experience-driven education within the pathway. As students experience career-themed education, they will become more engaged in learning since the education links with their interests and desires for a future career. By combining engaged students with already existing rigorous course standards, Career Majors schools can produce students that have better academic and technical skills necessary for success in postsecondary education and the workforce.

A renewed focus for the federal Perkins legislation is the integration of academic and technical (CTE) education disciplines. As such, the Career Majors program now **MUST include CTE coursework**. This is a change from previous years as no longer will schools be able to offer pathways void of CTE courses. Schools that do not plan to offer pathways with at least one CTE course or CTE reimbursable course will not be supported. Conversely, CTE dominated pathways must also clearly integrate with academic courses.

The ultimate goal of the Career Majors program is to assist local consortia in implementing career-themed education, combining academic and CTE courses, as broadly as possible within secondary education. **From this goal, DWD defines a Career Majors school as one that has:**

- **At least 50% of its students enrolled in a Career Major**
- **Offers a minimum of three career pathways**
- **Adheres to all principles identified within the Career Majors Program**

It is expected that schools within the Career Majors program attain this definition by the conclusion of the sixth year of funding support from DWD.

By the conclusion of this six-year transformation, it is expected that Career Majors schools will produce outcomes for students as follows:

- Improved graduation rate for the school
- Improved attendance
- Improved college going rate (2 year and 4 year)
- Fewer discipline problems
- Increased attainment of dual credits
- Less post secondary remediation

To accomplish these outcomes, a Career Majors school must follow five principles:

1. Engage in 360° Partnerships

Partnerships should establish continuous and active dialogue between teachers, counselors, parents, administration at the secondary and postsecondary levels, along with dialogue amongst business and community partners around the school model to prepare students for success in the global marketplace.

2. Offer Career-Themed Curriculum / Structure

Career-themed education is intended to promote the mastery of knowledge and skills via an enhanced relevance in coursework to career interests of students. While this can be accomplished through a variety of means, it must include rigorous coursework and should include experiential learning opportunities. Career and Technical Education (CTE) courses or CTE reimbursable courses must be included as part of this structure. Ultimately, the coursework should connect what the student is learning to real world applications and career interests so students are fully engaged.

3. Establish a Postsecondary “Bridge”

A Postsecondary bridge is intended to strengthen and ease the transition between secondary and post secondary education. This is evident via aligned curriculum between both groups and should result in more common and frequently used dual credit agreements. A bridge is best established via consistent dialogue between key secondary and postsecondary faculty and staff, with input from community and business stakeholders. The dialogue should result in change which improves the transition opportunities and outcomes for students.

4. Deliver High Quality Career Guidance

Guidance departments and personnel at the secondary and postsecondary levels are essential to accomplishing the goals of a Career Majors program because they can assist students in achieving career development competencies for use in school and beyond. As such, guidance efforts should be constructed to foster in students an understanding of the why and the how to conduct career planning.

This can be evidenced by frequent interaction with students as well as providing and encouraging use of career planning tools and materials. Guidance efforts in Career Majors schools will go far beyond the traditional counseling role of course scheduling.

5. Offer External Education Opportunities

A logical final step for students in their learning within a career-themed curriculum would be an opportunity to experience the career which is being studied. Through a variety of methods and resources of partners and counselors, students should have an opportunity to learn outside the classroom. Examples of these opportunities include job shadowing, mentorships, service learning, internships, student competitions (i.e., FIRST/VEX Robotics, Superhigh mileage cars, etc.), visits to colleges and universities and apprenticeship programs that match their personal and career interests.

There are many characteristics, methods, and ways to evidence each of these principles. Most commonly, the methods include, among others, intense usage of data, high quality professional development, and adoption of the Indiana Gold Star School Counseling Initiative or other counseling program. Ultimately, it is expected that via adherence to these principles and the offering of career-themed education, a school will be able to produce the improved student outcomes outlined above.

Therefore, a consortium should only apply for funding within the Career Majors program if its leadership is fully committed to the following:

- **Meet the definition of a Career Majors school by the end of year six:**
50% or more students enrolled in a Career Major and a minimum of three career pathways;
- **Offer career pathways which include a CTE course or CTE reimbursable course;**
- **Fully adhere to meeting and then following the five principles of Career Majors;**
- **Produce improved student outcomes by the end of year six.**

DWD recognizes that the expectation of this commitment is different than in past years as are the specifics of the program. Therefore, it is expected that many of the current Career Major programs may not meet and may not be willing to meet the desired characteristics of a Career Major school as outlined above.

We encourage all schools, current and new, to review this RFP and consider applying for participation in this program. However, we do expect this RFP to be extremely competitive and we also expect to have fewer awardees this year. Our intent for Career Majors in the future is to ensure results by developing a close relationship and offering more thorough technical assistance to Career Majors schools.

Thank you for your time and interest in the Career Majors Program.

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Grant Award

For the purposes of this Request for Proposal (RFP), successful Implementation Grant applicants must commit to meeting all of the requirements of the new Carl D. Perkins Career and Technical Education Improvement Act 2006 and those outlined in the RFP.

The scheduled award amount is up to \$50,000 for Implementation school sites.

Eligibility Guidelines

Eligible applicants are consortia consisting of Indiana high schools, area vocational districts and postsecondary institutions. The scope of this project is based on the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, its respective uses and core indicators.

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:

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For additional information, please contact Fannie Cox at fcx@dwd.in.gov or at 317- 232-7355.

Implementation Grant Application Design

Consortia applying for implementation funds must be ready to implement at least one Career Majors program or pathway annually and to institute those processes that will lead it to becoming a Career Model/Mentor School by the end of Year 4.

In order to receive a grant for implementation, schools should have most, if not all, of the following characteristics, listed below, in place. Schools do not have to limit themselves to these characteristics; however, the State believes that these minimum characteristics must be in place for a school to be on track to becoming a Career Model/Mentor School. The State also knows that since implementation is a long period, the grant applicants will differ widely on their success to implementation of these characteristics. Thus, included below is commentary, where appropriate, on levels of expectations for implementation of new career majors versus implementation progress of career majors which were started in previous years.

Engage in 360° Partnerships

Connections have been established and partnerships have been formalized or structured within the school, between the secondary school leadership, teachers, counselors, parents/guardians, postsecondary partner(s), business leaders, and community partners. Meetings or interactions with these partners should have take place on a regular basis, at least twice annually. These interactions allow partners the opportunity to provide input and influence implementation of the career major. This influence should certainly contain issues associated with the additional principles of career majors and should also contain, but is not limited to, curriculum interactions or participation to advance student knowledge about the career.

For example, if a school selects a Health Care Career Major, an obvious partner is the local hospital. The hospital liaison should have regular interaction with the school and should certainly be assisting the school with external education opportunities and with the post secondary bridge. Additionally, the hospital liaison could be involved in professional development of teachers, in program-wide curriculum planning, or within the curriculum as a frequent speaker to provide students with a real world connection to the material they are learning.

It is expected that schools far along in their implementation will have more robust partnerships established for the oldest career majors and the status for those career majors should be expressed as such. For schools early in implementation, or for advance schools offering a new career major, it is expected that partnership interaction may not be fully active, but plans or conversations for enhanced interactions should be in place.

Offer Career-Themed Curriculum / Structure

By the end of the fourth year (three years of implementation and one of planning) a school should be structured such that it meets the definition of a Career Model/Mentor School. That entails the school having at least 50% of its students enrolled in a career major and the school offering at least two different career majors. Also important is that each career major include a career and technical education (CTE) course/CTE reimbursable course. Therefore the school must conduct activities to both implement / advance current career major program(s) while also evaluating and planning for additional career major program(s). It is expected that a majority of implementation funding is spent on this principle.

As the school develops plans or implements a career major, it must always consider the definition of a career major. Within secondary, a career major includes courses that are related or associated with a career which is of interest to the student. As many of the courses as possible that the student is offered should be designed with this career contextualization. Ideally, this includes as many academic courses as possible which teach parts, or all, of the curriculum in a contextual manner associated with one career area. Thus, a career major must also reference Indiana academic and technical standards. Beyond secondary, a career major provides a sequence of courses which leads to the postsecondary (2-year or 4-year) environment. Thus, multiple courses within secondary should lead to multiple courses within post secondary. This is best described as a sequence of years called 2+2, 2+4, or 4+2. Schools need to keep this definition in mind while developing plans for their curriculum design sequence.

Common activities within this principle include professional development throughout the school. Lead teachers of all subjects need to be trained on how to design career-themed curriculum which is both relevant and rigorous. Also, the new curriculum needs to be introduced and advanced to the remaining teachers within the career major. This is usually best done by the lead teachers, given their time and capability constraints. For schools early in their implementation, focus should be on professional development of the lead teachers. For schools further in their implementation, focus should be on developing more teachers (greater scale) and on developing teachers more broadly (greater depth).

Another common activity within this principle is curriculum development. Teachers must be given the time, resources, and equipment to thoroughly transition their curriculum and course lesson plans to offer career-themed education. Generally, curriculum development is done before offering a career major; however, this activity should also be on-going for current career majors. Data that is collected should be used to influence and enhance the program on an on-going basis. Feedback obtained from students and student expectation indicators will help to indicate how to improve the curriculum in order to improve the program. This effort is the best method of continuous improvement.

For schools that are looking to offer additional career majors, the school must undertake activities associated with selecting which career major to offer. Selection activities should likely include an evaluation of need within the local economy and within the school as well as consideration of current school capacity/capability (maybe some current programs or teachers lend themselves to easier conversion to offering career-themed instruction).

Establish a Post Secondary “Bridge”

Connections have been established with post secondary partner(s) and interactions with these partners are structured and frequent. Improvement of the transition of students from secondary to postsecondary (apprenticeships, two year, and four year schools) education is occurring. An improvement of transition occurs when program sequences, and associated curriculum, are aligned between the two levels.

The goal of improved transition is simply better prepared students entering postsecondary which will lessen remediation.

Methods to obtain this improvement include discussions about the root causes of remediation need and/or lack of college participation. Root causes can often times be discovered during thorough reviews of curriculum at both levels. A great example is within mathematics. A common component that is tested for entrance into postsecondary courses is fractions and fractions are not usually covered in the late stages of secondary curricula; as such, students may struggle on the entrance exam. Ultimately, the best way to establish a strong post secondary bridge is to understand the root causes of the problem and work on resolving the root causes.

Deliver High Quality Career Guidance

The overall goal for this initiative is to increase the effectiveness of guidance activities or guidance structure (more tools, more staff, realignment of duties throughout the school) such that students will have improved opportunities for career awareness, exploration, and planning. Other options within this area include large scale guidance initiatives / programs like Indiana Gold Star School Counseling Initiative or programs used by other states or other schools for effective career guidance. Since the ultimate expectation is that guidance efforts in career majors schools will go far beyond traditional counseling roles, the planning year is a time to review current activities, research other models or methods of guidance, select changes to be implemented, and devise a plan to eventually complete this implementation. Therefore, the implementation grant activities are to implement the plan while continuously evaluating its impact.

For schools early in their implementation please discuss the plans to offer high quality guidance and the status of those plans. What activities have been completed, were they successful, what activities still remain? For schools farther along in implementation, please discuss the results and satisfaction of activities you implemented. Is the school now offering high quality career guidance? If so, how? In what ways is the school continuously improving its high quality career guidance offerings?

Offer External Educational Opportunities

The ultimate goal of external educational opportunities is for students to have a wide variety and frequent opportunities to experience and explore careers in which they are interested. External Educational Opportunities include, but are not limited to, internships (both for credit and not for credit), job shadowing, student competitions (i.e., FIRST/VEX Robotics, Superhigh mileage cars, etc.), facility tours, job / career fairs, and class presentations from companies. This list is not exhaustive.

Activities within this principle are similar to the guidance expectation. During the planning year, schools are expected to review their current activities associated with external educational options, research other models for external educational options, select changes to be implemented, and devise a plan to complete the implementation. Then, in the implementation years, schools are to implement the plan while continuously evaluating its impact.

It is expected that most schools already have in place some external education options and, as such, it is expected that schools utilize these current programs and expand both their quality and their usage. Beyond current programs, schools should plan to eventually utilize the relationships established from their 360° Partnerships to increase the variety and frequency of career experiential opportunities for students. For example, if the school currently offers internship opportunities via ICE courses, great. However, what other opportunities (classroom presentations from companies, for example) are being planned or implemented to give students additional career exploration opportunities.

For schools far along in their implementation, what new external educational opportunities do you have in place and how have they been effective?

Student Outcomes Expectations

Improved Graduation Rate for the School

New career major programs: Based on the baseline of students not enrolled in a career major, establish an internal goal for this metric that shows improvement over time. Of course, the goal is only for those students enrolled in the career major. Schools should look at not only graduation rate but student continuation onto the next grade level.

For older career major programs: What has been the school's prior year performance in this category? Please analyze this performance as to causes for good or poor performance as well as performance to the school's internally established goal. Will the school change in the upcoming year based on these results? If so, what?

Improved Attendance

New career major programs: Based on the baseline of students not enrolled in a career major, establish an internal goal for this metric that shows improvement over time. Of course, the goal is only for those students enrolled in the career major.

For older career major programs: What has been the school's prior year performance in this category? Please analyze this performance as to causes for good or poor performance as well as performance to the school's internally established goal. Will the school change in the upcoming year based on these results? If so, what?

Improved College Going Rate (2 year and 4 year)

New career major programs: Based on the baseline of students not enrolled in a career major, establish an internal goal for this metric that shows improvement over time. Of course, the goal is only for those students enrolled in the career major. Differentiation should be made between 2- and 4-year institutions so as to encourage attendance at both. The school may also wish to expand this expectation by tracking and establishing goals for college going *intentions* over time (via a survey every year for career major students) and/or college *continuation* (via follow-up surveys of graduates, possibly with assistance of the postsecondary partner).

For older career major programs: What has been the school's prior year performance in this category? Please analyze this performance as to causes for good or poor performance as well as performance to the school's internally established goal. Will the school change in the upcoming year based on these results? If so, what?

Fewer Discipline Problems

New career major programs: Based on the baseline of students not enrolled in a career major, establish an internal goal for this metric that shows improvement over time. Of course, the goal is only for those students enrolled in the career major. Discipline occurrence is left up to the school to define (broad definition is encouraged), but this definition should be consistent over time.

For older career major programs: What has been the school's prior year performance in this category? Please analyze this performance as to causes for good or poor performance as well as performance to the school's internally established goal. Will the school change in the upcoming year based on these results? If so, what?

Increased Attainment of Dual Credits

New career major programs: Based on the baseline of students not enrolled in a career major, establish an internal goal for this metric that shows improvement over time. Of course, the goal is only for those students enrolled in the career major. Dual Credit definition is left up to the school to define (broad definition is encouraged), but this definition should be consistent over time.

For older career major programs: What has been the school's prior year performance in this category? Please analyze this performance as to causes for good or poor performance as well as performance to the school's internally established goal. Will the school change in the upcoming year based on these results? If so, what?

Less Post Secondary Remediation

New career major programs: Based on the baseline of students not enrolled in a career major, establish an internal goal for this metric that shows improvement over time. Of course the goal is only for those students enrolled in the career major. The state recognizes that this metric is difficult to track and that it may take longer for schools to implement tracking. If this is the case with your school, please discuss activities planned to implement tracking of the metric.

For older career major programs: What has been the school's prior year performance in this category? Please analyze this performance as to causes for good or poor performance as well as performance to the school's internally established goal. Will the school change in the upcoming year based on these results? If so, what?

Implementation Grant Selection Criteria

Schools that have at least one year of planning and schools which may already have one or more Career Major pathways may both pursue implementation funding. The implementation period for this grant design is a maximum of three years or Years 2 through 4. An implementation plan design must be provided annually and grant funds will be awarded based upon the performance outcomes of the previous year's plan. School programs will be evaluated annually for compliance and performance by Department of Workforce Development staff. A successful design implementation must discuss:

1. Implementation Status on each of the Five Principles

50 points

a) Engage in 360° Partnerships

For each career major, to what extent have connections been established between teachers, counselors, parents, postsecondary partners, business and community leaders? Who is involved (names) in these connections? How often do interactions occur? Do partners have an opportunity to provide input and influence curriculum? Are external partners active in the career major? In what other ways have partnerships benefited the curriculum? For those career majors that are starting implementation, if necessary, please discuss the *plans* regarding these questions.

b) Offer Career-Themed Curriculum / Structure

For each career major, please discuss and review your curriculum design sequence. Does each career major sequence include a CTE course? Is it designed to offer a sequence of years of schooling in secondary into postsecondary of 2+2, 4+2, or 2+4? Are Indiana academic and technical standards referenced? Where is that evidence displayed? Do students declare or enroll in a major? By the school's estimation, what percent of the lessons are contextual / career-themed? What percent are project based? For those career majors that are starting implementation, if necessary, please discuss the *plans* regarding these questions.

For the school, please discuss activities and plans for professional development of teachers and staff to understand and implement contextual / career-themed teaching. Do you have lead teachers for the different subject areas? If so who are they?

For the school, please discuss activities and plans for curriculum development. If curriculum development is continuing, please discuss the process (who is involved, what activities will take place, etc). If curriculum development is complete (e.g. the school has implemented all the career majors it intends to implement), please discuss how the curriculum was developed and process for continuous improvement of the curriculum.

For those schools that are starting implementation, if necessary, please discuss the *plans* regarding these questions.

c) Establish a Postsecondary "Bridge"

For each career major, to what extent have connections been established with one or more postsecondary partners? Have any activities occurred to study alignment of program sequences? Have root causes of remediation been studied? If this research has been conducted, what were the results and what changes have been made to improve the situation? How does the school feel student transition from secondary to post secondary education has been improved?

For those career majors that are starting implementation, if necessary, please discuss the *plans* regarding these questions.

Item B will also influence this principle in regards to the existence of a career major sequence of courses connecting secondary and postsecondary.

d) Deliver High Quality Career Guidance

For the school, to what extent have guidance activities been increased in effectiveness? Please review current resource capabilities (tools, staffing, alignment of duties) compared to capabilities at the beginning of the career majors initiative? Do students have improved opportunities for career awareness, exploration and planning? If so, how? How often do career majors students receive counseling / career-planning during the school year? Has the school implemented the Indiana Gold Star School Counseling initiative or other counseling initiative/program? How are counseling initiatives evaluated for impact and continuously improved? For those schools that are starting implementation, if necessary, please discuss the *plans* regarding these questions.

e) Offer External Education Opportunities

For each career major, to what extent do students have opportunities to experience and explore careers? Please describe those opportunities and how many students participate in them. What opportunities are new within the Career Majors Program? Do 360° Partners offer external educational opportunities? How are external educational opportunities being continuously improved? For those career majors that are starting implementation, if necessary, please discuss the *plans* regarding these questions.

2. Sustainability and Adequacy of Resources **10 points**

The narrative should include availability of facility, equipment, supplies, external funding, human capital, and other applicable resources, and an overall plan for sustainability of the program at the end of the grant cycle.

3. Budget and Budget Narrative **10 points**

Provide a detailed budget and budget narrative indicating use of funds for the current year's initiative

4. Project Evaluation and Outcomes **30 points**

A successful applicant must discuss performance in regards to the six expected student outcomes. Described in more detail in the application design section, these include:

- a) Improved graduation rate for the school, b) Improved attendance, c) Improved college going rate (2 year and 4 year), d) Fewer discipline problems, e) Increased attainment of dual credits, f) Less post secondary remediation

The applicant must review performance in each category, analyze the performance as to causes for good or poor performance, and compare that performance to the school's internally established goals. Also, the applicant must discuss their continuous improvement process and plan including future performance goals (i.e. how will future curriculum be influenced). For those schools that are starting implementation, if necessary, please discuss the *plans* regarding these questions.

To: Indiana Superintendents, High School Principals
Area Vocational Directors, Postsecondary Administrators

From: Andrew Penca, Commissioner
Department of Workforce Development

Re: Tech Prep/Career Majors “Model/Mentor School” Competitive
Grant Opportunity

Date: June 22, 2007

The Department of Workforce Development is pleased to announce the availability of federal Tech Prep funds to Indiana high schools, area vocational districts, and two- and four-year institutions. The purpose of these funds is to assist in the delivery of quality educational initiatives designed to increase student interest, motivation and learning. By participating in rigorous and content relevant courses, students will gain the academic and technical skills necessary for success in postsecondary education and in tomorrow’s workplace.

The attached Request for Proposals (RFP) provides detailed information to apply for these funds. Grant awards will be made to local consortia if its leadership is committed to the following concepts: meeting the definition of a Career Majors school by the end of Year 6 of the grant cycle; offering career pathways that include a Career and Technical Education (CTE) course/reimbursable course; adhering to meeting and following the five principles of Career Majors; producing improved student outcomes by the end of Year 6 of the grant cycle.

There are three proposal strategies by which schools can apply for grant funding; Planning, Implementation, and Career Model/Mentor School programs. For instance, the school interested in writing to this strategy, “Career Model/Mentor School”, may only want to read this proposal. A separate proposal request is written for each of the three program strategies.

All eligible recipients are encouraged to review this proposal and apply for participation in this program. Conference calls are being planned for mid to late August; you will be notified of dates and times. If you have questions concerning this RFP, please contact Fannie Cox at 317-232-7355 or at fcx@dwd.in.gov.

Executive Summary

The Indiana Department of Workforce Development (DWD) is pleased to announce the availability of funds in the 2007-08 school year for continuation of the Career Majors program. However, there have been significant changes to the Career Majors program for this year.

The newly passed Carl D. Perkins Act of 2006 makes additional requirements and more specific expectations regarding the Tech Prep funding which allows for the Career Majors program. Additionally, DWD determined that modifications to the program were necessary to generate common characteristics and specific student outcome expectations for Career Majors schools. Therefore, this RFP outlines both the expectations of the Career Majors program as well as the specific requirements for funding within this program.

The basic concept of Career Majors is to deliver education in a career-themed manner.

Schools that embrace Career Majors can increase learning for students by linking education to a career theme or career pathway and providing relevant experience-driven education within the pathway. As students experience career-themed education, they will become more engaged in learning since the education links with their interests and desires for a future career. By combining engaged students with already existing rigorous course standards, Career Majors schools can produce students that have better academic and technical skills necessary for success in postsecondary education and the workforce.

A renewed focus for the federal Perkins' legislation is the integration of academic and technical (CTE) education disciplines. As such, the Career Majors program now **MUST include CTE courses or CTE reimbursable courses**. This is a change from previous years as no longer will schools be able to offer pathways void of CTE courses. Schools that do not plan to offer pathways with at least one CTE course/CTE reimbursable course will not be supported. Conversely, CTE dominated pathways must also clearly integrate with academic courses.

The ultimate goal of the Career Majors program is to assist local consortia in implementing career-themed education, combining academic and CTE courses, as broadly as possible within secondary education. **From this goal, DWD defines a Career Majors school as one that has:**

- **At least 50% of its students enrolled in a Career Major**
- **Offers a minimum of three pathways**
- **Adheres to all principles identified within the Career Majors Program**

It is expected that schools within the Career Majors program attain this definition by the conclusion of the sixth year of funding support from DWD.

By the conclusion of this six-year transformation, it is expected that Career Majors schools will produce outcomes for students as follows:

- Improved graduation rate for the school
- Improved attendance
- Improved college going rate (2 year and 4 year)
- Fewer discipline problems
- Increased attainment of dual credits
- Less post secondary remediation

To accomplish these outcomes, a Career Majors school must follow five principles:

1. Engage in 360° Partnerships

Partnerships should establish continuous and active dialogue between teachers, counselors, parents, administration at the secondary and postsecondary levels, along with dialogue amongst business and community partners around the school model to prepare students for success in the global marketplace.

2. Offer Career-Themed Curriculum / Structure

Career-themed education is intended to promote the mastery of knowledge and skills via an enhanced relevance in coursework to career interests of students. While this can be accomplished through a variety of means, it must include rigorous coursework and should include experiential learning opportunities. Career and Technical Education (CTE) courses or CTE reimbursable courses must be included as part of this structure. Ultimately, the coursework should connect what the student is learning to real world applications and career interests so students are fully engaged.

3. Establish a Post Secondary “Bridge”

A Post-secondary bridge is intended to strengthen and ease the transition between secondary and post secondary education. This is evident via aligned curriculum between both groups and should result in more common and frequently used dual credit agreements. A bridge is best established via consistent dialogue between key secondary and postsecondary faculty and staff, with input from community and business stakeholders. The dialogue should result in change which improves the transition opportunities and outcomes for students.

4. Deliver High Quality Career Guidance

Guidance departments and personnel at the secondary and postsecondary levels are essential to accomplishing the goals of a Career Majors program because they can assist students in achieving career development competencies for use in school and beyond. As such, guidance efforts should be constructed to foster in students an understanding of the why and the how to conduct career planning. This can be evidenced by frequent interaction with students as well as providing and encouraging use of career planning tools and materials. Guidance efforts in Career Majors schools will go far beyond the traditional counseling role of course scheduling.

5. Offer External Education Opportunities

A logical final step for students in their learning within a career-themed curriculum would be an opportunity to experience the career which is being studied. Through a variety of methods and resources of partners and counselors, students should have an opportunity to learn outside the classroom. Examples of these opportunities include job shadowing, mentorships, service learning, internships, student competitions (i.e., FIRST/VEX Robotics, Superhigh mileage cars, etc.) visits to colleges and universities and apprenticeship programs that match their personal and career interests.

There are many characteristics, methods, and ways to evidence each of these principles. Most commonly the methods include, among others, intense usage of data, high quality professional development, and adoption of the Indiana Gold Star School Counseling initiative or other school counseling initiative. Ultimately, it is expected that via adherence to these principles and the offering of career-themed education, a school will be able to produce the improved student outcomes outlined above.

Therefore, a consortium should only apply for funding within the Career Majors program if its leadership is fully committed to the following:

- **Meet the definition of a Career Majors school by the end of year six:**
50% or more students enrolled in a Career Major and a minimum of three pathways;
- **Offer career pathways which include a CTE course or CTE reimbursable course;**
- **Fully adhere to meeting and then following the five principles of Career Majors;**
- **Produce improved student outcomes by the end of year six.**

DWD recognizes that the expectation of this commitment is different than in past years as are the specifics of the program. Therefore it is expected that many of the current Career Major programs may not meet and may not be willing to meet the desired characteristics of a Career Majors school as outlined above.

We encourage all schools, current and new, to review this RFP and consider applying for participation in this program. However, we do expect this RFP to be extremely competitive and we also expect to have fewer awardees this year. Our intent for Career Majors in the future is to ensure results by developing a close relationship and offering more thorough technical assistance to Career Majors schools.

Thank you for your time and interest in the Career Majors Program.

2007/08 Application Timeline

June 22, 2007	Availability of funding/RFP announced
September 14, 2007	Application due to DWD/CTE
October 16, 2007	Award announcement/Clarifications to Applicants
November 1, 2007	Grant start date
February 29, 2008	First Progress Narrative due to DWD/CTE
October 31, 2008	Grant end date
December 19, 2008	Second Progress Narrative due to DWD/CTE/Close-out Report due to DWD Grant Accounting

Grant Period

The grant period is for 11 months and will begin on November 1, 2007 or upon completion of the state signature process, whichever comes later, and end on October 31, 2008.

To determine yearly grant continuation, programs will be assessed against criteria including but not limited to program design, implementation progress, program quality, and reporting compliance. The office of DWD/Career and Technical Education (DWD/CTE) has sole responsibility and discretion in evaluating this progress and awarding continued funding.

Grant Award

For the purposes of this Request for Proposal (RFP), Career Majors School applicants must commit to meeting all of the requirements of the new Carl D. Perkins Career and Technical Education Improvement Act of 2006, and those outlined in the RFP.

The scheduled award amount for the 2007/08 grant cycle for Career Model/Mentor Schools is \$30,000.

Eligibility Guidelines

Eligible applicants are consortia consisting of Indiana high schools, area vocational districts and postsecondary institutions. The scope of this project is based on the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, its respective uses and core indicators.

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:

- 7) local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary students;
- 8) (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;

- 9) 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:

- 11) labor organizations,
- 12) employer organizations,
- 13) economic development organizations,
- 14) community-based organizations, and,
- 15) additional members such as parents/guardian, students, and counselors.

Data Submission and Reporting

The collection, analysis and utilization of data are critical in determining the success of the program. Evaluating data (what is working, what isn't) to form programmatic and instructional changes helps insure continuous improvement. Participating schools must commit to submitting data to the DWD/CTE via Indiana Technical Education Student Reporting Systems (InTERS). If you have questions about InTERS, need training, have questions about the data requirements, or supplying data, please contact Brin Sisco at bsisco@dwd.in.gov or at 317-234-4278.

Additionally, each applicant must agree to submit a progress reporting covering the period November 1, 2007 through February 15, 2007 by February 29, 2007. The final performance report narrative and close-out report is due December 19, 2008.

In addition to the student data request, applicants must commit to providing any other data that might be pertinent to the success of the program.

Please note: Funding may be delay or may not be renewed for those not supplying data on a timely basis.

Instruction Guidelines and Application Format

All proposals must be typewritten/word processed on standard 8 ½ x 11 paper and organized in the following format and contain all listed items in the order indicated below. Proposal should not be more than **10 pages** in length, double spaced, **excluding** appendices.:

- i) Completed Cover Letter, Appendix A
- j) Program Budget and Budget Narrative, Appendix B
- k) Detailed narrative responding to items in the "Planning Grant Selection Criteria"
- l) Signed Consortium Agreement, Appendix C

Appendices:

- Cover Letter – must be completed as indicated and included with the application.
- Budget/Budget Narrative Guidelines
Applicants must provide a budget and budget narrative of participation to match the proposed plan over the grant period. This should include cost estimations for personnel salaries, benefits, travel (estimated airfare, mileage, number of nights for hotel and per diem expenses), materials and supplies, equipment, consultant and subcontractor fees.

Acceptable uses of funds:

- Administration – for administration of the grant. To calculate, total all line items, take up to five percent (5%) of line item total. No detailed narrative required;
- Salaries and Benefits – i.e., includes stipends for professional development and common planning time for teachers and faculty. Include the number of hours at the approximate rate and benefits;
- Contracted Services – may include consultants for professional development and technical support (including organizing and facilitating professional development opportunities for teachers, faculty and counselors, consortia meetings, work-based learning opportunities, etc.), software leases, stipends for consortia members that are not employed by the fiscal agent, and other contracts for services;
- Materials and Supplies - break down requested items, include cost;
- Equipment - break down by item and cost;
- Professional development - includes tuition and conference registration fees; breakdown by activity/event, date and cost, include location;
- Travel – State travel guidelines must be used when calculating travel, meals, and lodging:
 - mileage is calculated at \$.40/mile;
 - in-state hotel rate is \$79; \$93 for Indianapolis, plus tax maximum. Out-of-state hotel accommodations at best available rate;
 - in-state per diem rate is \$26.00/day (\$6.50 for breakfast; \$6.50 for lunch; \$13.00 for dinner); out-of-state per diem rate is \$32.00/day (\$8.00 for breakfast; \$8.00 for lunch; \$16.00 for dinner).

Note: Please round budgeted amounts to the nearest dollar.

Unacceptable uses of funds:

- t-shirts;
- pens and pencils;
- billboards;
- plaques;
- bags;
- furniture, i.e., desks, tables, or cabinets.

Line Item Changes – Administration costs may not exceed the five percent (5%) maximum. Budgetary changes must first be approved by the DWD/CTE office.

- Consortium Agreement – A signed Consortium Agreement is a required component of the RFP; applications cannot be submitted for further processing without a signed Agreement.

Application Review

All applications will be reviewed for compliance against a pre-defined set of parameters as outlined in the RFP.

The application review will be performed by an evaluation committee that could be comprised of reviewers from the Department of Workforce Development (DWD), Department of Education, and Indiana CTE stakeholders. The maximum score for the following selection criteria is 100 points.

Application Submission

Applications are due by 4:30 p.m. on Friday, September 14, 2007. Submissions received after this date and time will not be reviewed.

Electronic submissions are preferred and should be sent to Cheryl Jones at cjones@dwd.in.gov. If you are unable to submit electronically, including the signed Consortium Agreement, please mail the hardcopy application and signed Agreement to:

Cheryl Jones
DWD/Career and Technical Education
Section 201
10 N. Senate Avenue
Indianapolis, IN 46204

Hard copy submissions must be received by 4:30 p.m., Friday, September 14, 2007.

For additional information, please contact Fannie Cox at fcox@dwd.in.gov or at 317- 232-7355.

“Career Model/Mentor School” Application Design

Consortia applying for funding as a Career Model/Mentor School must be ready to offer technical assistance to other schools in the network that either are at the beginning of their Career Majors program or are having difficulty with specific aspects of the program. This grant will be given to a small number of career majors schools who have implemented the program well and who have had strong results by using the program.

Applicants for this funding must meet the definition of a career majors school in that they have at least 50% of their students enrolled in a career major, they offer two or more career major sequences, and they follow the five principles. Schools which obtain this grant will be beginning their fifth year of implementation. Understanding that the guidelines contained in the RFP may be more stringent for schools wanting to apply for Career Model/Mentor Schools funding, the first year can be viewed as a “transition” year. During this time, schools will be working toward meeting the requirements of the Career Model/Mentor School by completing a large portion of the requirements Year 1. They further will be able to thoroughly document successful program outcomes and will be in the enviable positioning of being an example for other schools to emulate.

A Career Model/Mentor School will meet all the characteristics set out in the implementation grant application (*for further definition, please carefully review the implementation grant application which can be obtained from Fannie Cox and is available on our website at www.in.gov/dwd/partners/tech_ed_career_majors.html.*) Further, these schools will commit to activities which share information with and spread best practices to other schools regarding their experiences with each of the five principles and the six expected student outcomes. The Career Model/Mentor School will decide the best methods to conduct these activities, of which some suggestions include:

Engage in 360° Partnerships

Career Model/Mentor Schools could help other schools to plan for 360° Partnerships by offering advice on:

- Consideration of whom to include as partners,
- How to establish partnerships,
- How (and how often) to conduct partner interactions,
- How to improve partnerships internally within the school,
- Ways to expand partnerships beyond career major concepts for maximum school impact.

Also Career Model/Mentor Schools could potentially help schools to execute 360° Partnerships by:

- Participating within initial meetings of partners,
- Offering an opportunity to watch their partnership meetings.

Offer Career-Themed Curriculum / Structure

Career Model/Mentor schools could help other schools to plan for effective Career--themed Curriculum / Structure by offering advice on:

- Evaluating community need and selecting a career major,
- Obtaining professional development for lead teachers,
- Offering professional development for all teachers,

Efforts to develop more teachers with knowledge of career-themed education (scale) and to develop teachers more broadly in this arena (scope),
Process used to develop curriculum,
Using data to influence curriculum development and improvement.

This could include activities like making the school available (at the Career Model/Mentor School's discretion for date and times) for site visits from other schools, making available curriculum for examples and samples, and making available teachers (on a limited basis) for mentoring and counsel.

Establish a Post Secondary "Bridge"

Career Model/Mentor Schools could help other schools to plan for establishing a Postsecondary "Bridge" by offering advice on:

- Ways to establish connections & increase participation from postsecondary partners,
- Ideas on what to improve in the transition from secondary to postsecondary,
- Activities to conduct to determine root causes of poor transition,
- Activities to conduct to resolve the root causes.

In general, Career Majors/Mentor Schools can also undertake activities that will spread knowledge and best practices in whatever manner they deem most effective.

Deliver High Quality Career Guidance

Career Model/Mentor Schools could help other schools to plan for delivering High Quality Career Guidance by offering advice on:

- Useful tools, structure, or duties which can improve career guidance,
- Findings on research into large scale guidance initiatives like Indiana Gold Star School Counseling initiative or programs used by other states or schools,
- Developing a plan for High Quality Career Guidance,
- Continuous improvement activities.

In general, Career Model/Mentor Schools can also undertake activities that will spread knowledge and best practices in whatever manner they deem most effective.

Offer External Educational Opportunities

Career Model/Mentor Schools could help other schools to plan for offering External Education Opportunities by offering advice on:

- Improving currently existing external educational options,
- Utilizing 360° Partnerships to create more external education options,
- Ideas for improving variety and frequency of opportunities for students,

In general Career Model/Mentor Schools can also undertake activities which will spread knowledge and best practices in whatever manner they deem most effective.

Student Outcomes Expectations

Improved Graduation Rate for the School

Career Model/Mentor Schools could help other schools by making available:

- Their definition for tracking this measure,
- Their process for tracking this measure,
- Their performance goals for this measure,
- Analysis of their performance,
- Their continuous improvement process and plan.

Improved Attendance

Career Model/Mentor Schools could help other schools by making available:
Their definition for tracking this measure,
Their process for tracking this measure,
Their performance goals for this measure,
Analysis of their performance,
Their continuous improvement process and plan.

Improved College Going Rate (2 year and 4 year)

Career Model/Mentor Schools could help other schools by making available:
Their definition for tracking this measure,
Their process for tracking this measure (including differentiation of 2 & 4),
Their performance goals for this measure,
Analysis of their performance,
Their continuous improvement process and plan,
Process to track college going intentions over time (if applicable),
Process to track college going continuation over time (if applicable).

Fewer Discipline Problems

Career Model/Mentor Schools could help other schools by making available:
Their definition for tracking this measure,
Their process for tracking this measure,
Their performance goals for this measure,
Analysis of their performance,
Their continuous improvement process and plan.

Increased Attainment of Dual Credits

Career Model/Mentor Schools could help other schools by making available:
Their definition for tracking this measure,
Their process for tracking this measure,
Their performance goals for this measure,
Analysis of their performance,
Their continuous improvement process and plan.

Less Post Secondary Remediation

Career Majors/Mentor Schools could help other schools by making available:
Their definition for tracking this measure,
Their process for tracking this measure (and how they obtain data),
Their performance goals for this measure,
Analysis of their performance,
Their continuous improvement process and plan.

“Career Model/Mentor School” Grant Selection Criteria

1. Career Model/Mentor School Grant Project Design

A successful Career Model/Mentor School grant applicant must demonstrate successful implementation of the Career Majors model as well as willingness to mentor other schools that are early in their implementation progress. The narrative should address:

Implementation Status on each of the Five Principles

30 points

a) Engage in 360° Partnerships

For each career major, to what extent have connections been established between teachers, counselors, parents, post-secondary partners, business and community leaders? Who is involved (names) in these connections? How often do interactions occur? Do partners have an opportunity to provide input and influence curriculum? Are external partners active in the career major? In what other ways have partnerships benefited the curriculum?

b) Offer Career-Themed Curriculum / Structure

For each career major, please discuss and review your curriculum design sequence. Does each career major sequence include a CTE/CTE reimbursable course? Is it designed to offer a sequence of years in secondary into post secondary of 2+2, 4+2, or 2+4? Are Indiana academic and technical standards referenced? Where is that evidence displayed? Do students declare or enroll in a major? By the school’s estimation, what percentage of the lessons are contextual / career-themed? What % are project based?

For the school, please discuss activities and plans for professional development of teachers and staff to understand and implement contextual / career-themed teaching. Do you have lead teachers for the different subject areas? If so who are they?

For the school, please discuss activities and plans for curriculum development. If curriculum development is continuing please discuss the process (who is involved, what activities will take place, etc). If curriculum development is complete (e.g. the school has implemented all the career majors it intends to implement) please discuss how the curriculum was developed and process for continuous improvement of the curriculum.

c) Establish a Post Secondary “Bridge”

For each career major, to what extent have connections been established with one or more post-secondary partners? Have any activities occurred to study alignment of program sequences? Have root causes of remediation been studied? If this research has been conducted, what were the results and what changes have been made to improve the situation? How does the school feel student transition from secondary to post secondary education has been improved?

Part b will also influence this principle in regards to the existence of a career major sequence of courses connecting secondary and post secondary.

d) Deliver High Quality Career Guidance

For the school, to what extent have guidance activities been increased in effectiveness? Please review current resource capabilities (tools, staffing, alignment of duties) compared to capabilities at the beginning of the career majors initiative? Do students have improved opportunities for career awareness, exploration and planning? If so, how? How often do career majors' students receive counseling / career-planning during the school year? Has the school implemented the Indiana Gold Star Counseling initiative or other school counseling initiative? How are counseling initiatives evaluated for impact and continuously improved?

e) Offer External Education Opportunities

For each career major, to what extent do students have opportunities to experience and explore careers? Please describe those opportunities and how many students participate in them. What opportunities are new within the Career Majors Program? Do 360° Partners offer external education opportunities? How are external education opportunities being continuously improved?

Willingness to Mentor other schools

20 points

As described in the application design section, mentor schools must provide assistance in a variety of ways. Please address some of the suggestions included in the application design section. What will your school offer in terms of mentor activities? How will it provide advice to interested schools? What information will it make available to interested schools throughout the network? What capacity does the school feel it has in regards to the number of schools it can mentor? Would the school be willing to participate in a statewide or regional conference to share its practices? What other experience, if any, does the school have in sharing best practices?

2. Sustainability and Adequacy of Resources

10 points

The narrative should include availability of facility, equipment, supplies, external funding, human capital, and other applicable resources, and an overall plan for sustainability of the program at the end of the grant cycle.

3. Budget and budget narrative

10 points

Provide a detailed budget and budget narrative indicating use of funds for the current year's initiative

4. Project Evaluation and Outcomes

30 points

A successful applicant must demonstrate successful performance in regards to the six expected student outcomes. Student outcomes are covered in the Executive Summary and Application Design sections.

The applicant must review performance in each category, analyze the performance as to causes for good or poor performance, and compare that performance to the school's internally established goals. Also the applicant must discuss their continuous improvement process and plan including future performance goals (i.e. does the school plan to continue tracking performance in the future, how will future curriculum be influenced). Finally, please comment on the school's willingness to share with other schools the definition for each measure and the process for tracking data.

To: Indiana Superintendents, High School Principals,
Area Vocational Directors, Postsecondary Administrators

From: Andrew Penca, Commissioner
Department of Workforce Development

Re: Tech Prep Competitive Grant Opportunity

Date: April 24, 2007

The Department of Workforce Development is pleased to announce the availability of federal Tech Prep funds to Indiana high schools, area vocational districts, and two- and four-year postsecondary institutions. The purpose of these funds 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, economics, reading, writing, communications, and workplace skills for Indiana students.

Included in these efforts are programs which will prepare students for the high wage/high demand, skilled jobs of the 21st Century. Foremost among these programs is Project Lead the Way (PLTW). Project Lead the Way is a curriculum program that provides a flexible sequence of pre-engineering courses that introduces students to the scope, rigor, relevance and discipline of engineering and engineering technology. When combined with a rigorous academic curriculum, the combination will prepare students for a successful secondary education and, further, students who are well prepared for postsecondary education and employment.

The attached Request for Applications (RFA) provides detailed information and instructions to apply for these competitive grant funds. Grant applications are due Wednesday, May 16, 2007. If you have questions, please contact Fannie Cox at (317) 232-7355 or at fc Cox@dwd.in.gov.

DWD Career and Technical Education Request for Applications

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Request for Applications

This application announces the availability of grant funding to assist Indiana high schools, area vocational districts, and postsecondary institutions in preparing students to meet the challenges of the 21st Century through the implementation of a career-themed pathway utilizing the curriculum of Project Lead the Way (PLTW). A fully developed program, PLTW, provides the curriculum, teacher and counselor preparation, institution and industry relational links, and applied knowledge and skills to better prepare students to meet the challenges required of tomorrow's workforce. A new type of career and technical education program of study, PLTW has the potential to support the growth in numbers of the next generation of engineers, scientists, and technology workers.

For the purposes of this RFA, successful applicants must be prepared to commit to a four (4)-year PLTW curriculum implementation, and to meeting all of the requirements of the new 2006 Carl D. Perkins' legislation. A minimum of one new PLTW course must be offered for each year of the grant cycle.

PLTW meets the requirements of a tech-prep program of study as it:

- aligns with and meets the academic standards developed by Indiana;
- meets the educational and course sequence requirements;
- integrates academic, and career and technical instruction, and offers opportunities for work-based and worksite learning where appropriate and practical;
- provides technical preparation in an engineering or engineering technology, which is a high skill, high wage occupation;
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction in a coherent sequence of courses;
- leads to an associate or a baccalaureate degree or a postsecondary certificate in the engineering career field;
- can lead to placement in appropriate employment or to further education;
- includes professional development activities for teachers, which meets the Tech Prep and Perkins' guidelines;
- utilizes educational technology in operation of the program.

2007/08 Application Timeline

April 16, 2007	Announcement/RFA available
May 16, 2007	Application due to DWD/CTE
June 1, 2007	Award Announcement/Clarifications to Applicants
June 8, 2007	Application packets mailed for signature
June 29, 2007	Packets signed and returned to DWD/CTE
July 1, 2007	Grant start date
January 15, 2008	First Progress Narrative due to DWD/CTE
June 30, 2008	Second Progress Narrative due DWD/CTE
June 30, 2007	Student data due to DWD/CTE
September 30, 2008	Grant end date
October 30, 2008	Close-out Reports due to DWD Grant Accounting

Award Amount

Grant awards will be made on an annual basis. The scheduled award amounts for the four-year (4) grant cycle are \$20,000, \$15,000, \$10,000, and \$10,000 for years one through 4, respectively.

The amount and duration of funding will depend on the number of years of previous funding awards for the implementation of PLTW. For example, secondary sites or Consortia that started PLTW in the 2006/07 school year will be eligible for three (3) additional years of funding. For sites that are farther along in their implementation strategies, i.e., started PLTW three (3) or two (2) years ago, will be eligible for an additional one (1) or two (2) years, respectively.

In general, sites that have received funding for four (4) or more years and/or funds totaling more than \$60,000 or more will not be eligible for these grant funds.

It is expected that a site will receive funding for all four years; however, the site must meet specific implementation targets in order to receive the next successive year's award. **The Department of Workforce Development reserves the right to not renew a grant for a subsequent year if PLTW implementation targets are not being met.** These targets 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 the school's 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 (2nd) year of the program;
- Accurate and timely submission of enrollment and performance data via the INTERS system of the Department of Workforce Development.

Grant Period

The grant period is for 15 months and will begin on July 1, 2007 or upon completion of the state signature process, whichever comes first, and end on September 30, 2008.

The program development strategy is for a four-year (4) implementation plan of PLTW at the secondary level. Grant applications will be requested every year and grant awards will be made on an annual basis. It is fully expected that a grantee will receive funding for all four (4) years of the grant cycle presuming that program plans meet requirements outlined in the RFA.

To determine yearly grant continuation, programs will be assessed against criteria including but not limited to implementation progress, program quality, and reporting compliance. **The office of DWD/Career and Technical Education has sole responsibility and discretion in evaluating this progress and awarding continued funding.**

Eligibility Guidelines

The scope of this project is based on the requirements of the Carl D. Perkins Act of 2006, its respective uses and core indicators.

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:

- 10) local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary students;
- 11) (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;
- 12) 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:

- 16) labor organizations,
- 17) employer organizations,
- 18) economic development organizations,
- 19) community-based organizations, and,
- 20) additional members such as parents, students, and counselors.

Required Program Components

The applicant should respond to the RFA specifications in the form of a narrative.

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

This signed Agreement indicates a commitment from the participating secondary school, area vocational school, eligible postsecondary institution(s), business representative(s), etc., affirming that they have formed a consortium to develop, implement and sustain the plan outlined in the application. The Agreement must also include the roles and responsibilities of each member within the proposed project.

- Each applicant must submit a design for an academic and technical, non-duplicative sequence of courses that includes the last two years of high school and, at a minimum, the first two years of postsecondary education offering an associate degree, two (2)-year apprenticeship or certificate program, or a four (4)-year baccalaureate degree.
- Each applicant must identify the number of students enrolled in each course indicating the proportional representation of race/ethnicity and gender. The goal is for the PLTW enrollment to mirror the general school population.
- Each applicant must have formal articulation agreements in place by the end of year one (1).
- Each applicant must agree to submit end-of-course assessment data via the standard process utilized by PLTW.

- Each applicant must agree to submit student data to the Department of Workforce Development using the Indiana Technical Education Student Reporting System (INTERS). This data will determine the impact of the program implementation on a comprehensive set of student outcomes, including:
 - academic and technical skill achievement;
 - high school graduation rate, ranking compared with trends over last several years;
 - dual credit attainment;
 - student skill attainment;
 - completion of a State or industry-recognized certificate or licensure;
 - enrollment in the same field or major as at the secondary level and completion of postsecondary education;
 - prevalence of postsecondary remedial coursework;
- Each applicant must agree to submit a progress report covering the period July 1, 2007 through January 31, 2008, due on February 15, 2008. The final performance report narrative is due September 30, 2008, and the fiscal close-out report is due October 30, 2008.

Please note: Funding may be delayed or may not be renewed for those not supplying data on a timely basis

While submission of this data is commonly done by the Area Vocational District via their standard reporting process of CTE students, successful applicants must ensure that this submission is done accurately and timely.

Use of Funds

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

- Administrative costs up to five percent (5%) of budget
- Curriculum development/alignment
- Planning time for meetings, time for career guidance programs and activities
- Data collection and evaluation
- Equipment costs
- Professional development
- Stipends
- Transcript analysis
- Travel (for site visits or professional development)

Instruction Guidelines and Proposal Format

All proposals must be typewritten/word processed on standard 8 ½ x 11 paper and organized in the following format and contain all listed items in the order indicated below. Proposal should not be more than **8 pages** in length, double spaced.

- m) Completed cover letter, Appendix A
- n) Signed Consortium Agreement, Appendix B
- o) Detailed narrative responding to items in the “Required Program Components”
- p) Program plan as outlined in the “Application Review” Section, Items 1- 4
- q) Program Budget and Budget Narrative, Appendix C

Application Review

All applications will be reviewed for compliance against a pre-defined set of parameters as outlined in the RFA.

The application review will be performed by an evaluation committee that could be comprised of reviewers from the Department of Workforce Development (DWD), Department of Education, and the Commission of Higher Education (CHE), and Indiana CTE stakeholders.

The maximum score for the following selection criteria is 100 points.

1. Quality of Project Design

30 points

The extent to which the applicant's proposed plan demonstrates commitment and readiness to implement an aligned sequence of PLTW courses in a progressive four-year continuum that comprises a program for effective knowledge and skill development training, employment preparation, and postsecondary study in the field of engineering or engineering technology. Rather than a reiteration of the design and benefits of PLTW (what it is, how it works), the successful applicant's plan will have demonstrated how the implementation of PLTW courses fits its school-wide education strategy and its benefit to students. The narrative should include:

- strategy for implementation, including the names, titles, phone numbers and email addresses of those individuals who participated in developing, review the plan;
- any current or new initiatives in addition to the standard PLTW program which correlate with PLTW;
- narrative discussion of how PLTW will fit into your school and community as a priority program and how the program implementation will benefit your students;
- how the rationale for the implementation of PLTW relates to the community's economic goals;
- discussion of formal articulation agreements that include dual credit;
- recruitment activities to sustain enrollment;
- commitment to school certification by the end of Year 2.

2. Quality of Management Plan

15 Points

The extent to which the management plan outlines specific, measurable goals, objectives and outcomes to be achieved by the proposed program, including, but not limited to:

- program that meets Indiana academic and technical standards;
- commitment to school certification;
- recruitment and retention activities;
- formal articulation agreements;
- professional development opportunities for counselors to enable counselors to more effectively support student progress;
- career guidance activities;
- plans to address end-of course assessment and submission of data;
- for current PLTW sites, please discuss the plan for offering upper level courses; i.e., at the Career Center; individual course offerings at the school site.

3. Sustainability and Adequacy of Resources*

20 Points

Provide a detailed budget and budget narrative indicating use of funds for the current year initiative. Additionally, the narrative should include availability of facility, equipment, supplies, external funding, human capital, and other applicable resources, and an overall plan for sustainability of the program.

4. Project Evaluation and Outcomes

35 Points

- Describe how data collection, utilization and analysis will be used to determine the program's overall academic effectiveness on student outcomes. Performance indicators must include:
 - the success of students enrolled in PLTW courses when compared to non-enrolled students via GPA of PLTW enrolled students versus non-PLTW enrolled students; the number of graduates enrolled in postsecondary engineering or engineering technology courses;
 - the number of students enrolled in postsecondary remedial coursework;
 - The number of PLTW students who completed a baccalaureate degree within the normal time for completion of the program;
 - The number of students who entered employment after high school and the field of employment.
- Discuss your plan for addressing matriculation from first course to second course, etc.

The successful applicant must agree to provide any reports, data, and other information deemed necessary for the implementation and success of the program.

Additionally, the successful applicant must agree to participate in PLTW's evaluation process by responding to surveys/questionnaires in a timely manner.

Budget/Budget Narrative Guidelines

Applicants must provide an annual budget and budget narrative of participation to match the implementation plan over the grant period. This should include cost estimations for personnel salaries, benefits, travel (estimated airfare, mileage, number of nights for hotel and per diem expenses), materials and supplies, equipment, consultant and subcontractor fees for up to four (4) years.

Acceptable for uses of funds:

- Administration – for administration of the grant. To calculate, total all line items, take up to five percent (5%) of line item total. No detailed narrative required;
- Salaries and Benefits – i.e., includes stipends for professional development and common planning time for teachers and faculty. Include the number of hours at the approximate rate and benefits;
- Contracted Services – may include consultants for professional development and technical support (including organizing and facilitating professional development opportunities for teachers, faculty and counselors, consortia meetings, work-based learning opportunities, etc.), software leases, stipends for consortia members that are not employed by the fiscal agent and other contracts for services;
- Materials and Supplies - break down requested items, include cost;
- Equipment - break down by item and cost;
- Professional development - includes tuition and conference registration fees; breakdown by activity/event, date and cost, include location;
- Travel – State travel guidelines must be used when calculating travel, meals, and lodging:
 - mileage is calculated at \$.40/mile;
 - in-state hotel rate is \$79; \$93 for Indianapolis, plus tax maximum. Out-of-state hotel accommodations at best available rate;
 - in-state per diem rate is \$26.00/day (\$6.50 for breakfast; \$6.50 for lunch; \$13.00 for dinner); out-of-state per diem rate is \$32.00/day (\$8.00 for breakfast; \$8.00 for lunch; \$16.00 for dinner).

Note: Please round budgeted amounts to the nearest dollar.

Unacceptable uses of funds:

- t-shirts;
- pens and pencils;
- billboards;
- plaques;
- bags;
- furniture, i.e., desks, tables, or cabinets.

Line Item Changes – Administration costs may not exceed the five percent (5%) maximum. Budgetary changes must first be approved by the DWD/CTE office.

Application Submission

Applications are due by 4:30 p.m. on Wednesday, May 16, 2007. Submissions received after this date will not be reviewed. Electronic submissions are preferred and should be sent to Cheryl Jones at cjones@dwd.in.gov. If submitting electronically, please mail the application and completed Consortium Agreement as indicated below.

A hard copy application, with completed Consortium Agreement, should be mailed separately to:

Cheryl Jones
DWD/Career and Technical Education
Section 201
10 N. Senate Avenue
Indianapolis, IN 46204

For additional information, please contact Fannie Cox at fcx@dwd.in.gov or at 317-232-7355.

Appendix A

Request for Application Cover Page

1. Funding Request

Requested amount:	
School(s) involved:	
Student population:	
Current PLTW course offering(s):	
Planned PLTW offering:	
# of students enrolled:	

2. Designated Grantee/Fiscal Agent

Organization name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone number:	
Fax number:	
Email address:	

3. Contact Person

First name:	
Last name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone number:	
Fax number:	
Email address:	
Economic growth region:	

Appendix B

**Request for Application
Budget Plan/Narrative**

YEAR OF FUNDS P __

CFDA #: 84.243
FEDERAL AGENCY: USDOE

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

Appendix C

**Request for Application
Consortium Agreement**
(Make additional copies as needed)

Briefly describe role of secondary school representative(s):

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Role:

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Role:

