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FISCAL YEAR 2012

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

CONSOLIDATED ANNUAL REPORT

NARRATIVE PERFORMANCE INFORMATION

Table of Contents

I. INTRODUCTION

Through House Enrolled Act 1340, enacted by the Indiana General Assembly in 2010, the Indiana Department of Education became the designated State Eligible Agency (SEA) for the receipt and administration of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Under this state law, the Indiana State Board of Education replaced the Indiana Commission for Career and Technical Education as the State Eligible Agency (SEA) responsible for development, implementation and supervision of the state plan for career and technical education. The law also created the Career and Technical Education Advisory Committee.

The Indiana Department of Education (DOE) Division of College and Career Readiness provides staff support for the CTE Advisory Committee and State Board of Education. Together with the postsecondary CTE staff at the Indiana Department of Workforce Development (DWD), the Division of College and Career Readiness staff provides state leadership for Perkins activities and fulfills reporting responsibilities in cooperation with DWD and the Indiana Commission for Higher Education (CHE). The DWD staff coordinates postsecondary Perkins IV activities through Memorandums of Understanding and the DOE staff coordinates secondary Perkins IV activities and assigned State Leadership activities.

Indiana CTE is structured around rigorous academics, career pathways, curriculum integration and secondary-postsecondary articulation agreements to help prepare students for a seamless transition from high school to continuing 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 College and Career Pathways (programs of study). The Pathways build upon a required set of rigorous academic and technical courses that prepare students for both further education and employment. CTE staff is committed to completing the secondary/postsecondary course sequences identified in the Pathways and to increasing the number of statewide dual credit agreements that result in transferable, transcripted credits for high school graduates.

The Staff from DWD and DOE engage 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 secondary and postsecondary participation. With this collaboration, these innovative programs provide rigorous course sequences that lead to high student performance and a readiness to enter the workforce in occupations aligned with the economic demands of the local and state labor market.

A variety of industry recognized certification and degree programs are available statewide. Programs have been designed to prepare high school graduates and postsecondary students for first-time careers as well as to provide knowledge and skills for career changes or upgrade their skill levels for job promotions and movement up the career ladder. Effective CTE secondary and postsecondary programs, including those that lead to an associate degree, are characterized by close working relationships with employers and paving smooth transitions for students entering the workforce at higher levels of income and employment success.

II. STUDENT DEFINITIONS

Secondary CTE Participant
A CTE Participant is a secondary student who is enrolled in at least one state funded career and technical education course.

Secondary CTE Concentrator
A CTE Concentrator is an Indiana student who has earned at least six (6) credits in CTE pathway courses in a state approved College and Career Pathway (revised January 2012).

Secondary CTE Completer
A CTE Completer is a CTE Concentrator who has taken the state-specified pathway assessment in a state approved College and Career Pathway

Postsecondary CTE Participant
A postsecondary CTE participant is a student who was enrolled in CTE during secondary education and has enrolled in an associate or certificate program in postsecondary in one of the following cluster areas:

1. Science, Engineering & Technologies
2. Health Services
3. Business, Management & Administration
4. Information Technology
5. Transportation & Logistics
6. Architecture & Construction
7. Manufacturing & Processing

Postsecondary CTE Concentrator
A postsecondary CTE concentrator is a postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate or a degree.

III. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES

A. Required Use of Funds

Required Use #1 : Conducting an assessment of the career and technical education programs funded under *Perkins IV*;	
Summary of Initiative(s)	**Activities**
Indiana Department of Workforce Development (DWD) An agreement (MOU) with the Indiana Department of Workforce Development (DWD) and Indiana Department of Education (DOE) was reached. In compliance with the "Guide for the Submission of State Plans" from the Act, DWD established and updated Locally Agreed Upon Performance Levels (LAUPL) for each eligible institution as well as monitored and supported local performance accountability systems, comprised in Section 113 of the Act, to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return on investment for Federal funds in career and technical education initiatives and activities.	DWD collected, compiled and reported all required secondary and postsecondary CTE data reports under Section 113 of the Act to the United State Department of Education (USDOE), in accordance with USDOE guidelines and deadlines, including the CAR, Maintenance of Effort, and other required reports. DWD was responsible for administering the Perkins postsecondary basic grant including the collection of data, reporting of performance indicators, annual site visits to postsecondary recipients for programmatic and fiscal auditing, and holding postsecondary recipients responsible for following the institution's approved local grant application in accordance with the required and permissive uses of such funds required in the Act. DWD completed negotiations and compiled results for local and state locally agreed upon student performance levels (LAUPL) for secondary and postsecondary recipients. DWD managed all contracts and all actions necessary for the continued functioning of the InTERS data system including InTERS updates, patches, importing improvements, training to secondary and postsecondary CTE recipients, and technical assistance on its use. DWD participated with DOE in annual site visits to secondary area career and technical education districts for programmatic and fiscal auditing.
Local Program Audits The DOE oversees the conduct of Civil Rights audits for selected Career and Technical Education Districts each year. This practice ensures that ALL students in CTE programs have access to the programs that help them engage and graduate from school and be college and/or career ready.	DOE staff and contract personnel planned, coordinated, and conducted Civil Rights visits in seven CTE Districts. The Indiana Department of Homeland Security participated in the Civil Rights audits to assure that facilities are in compliance with current regulations. The DOE staff and contract personnel provided follow-up services to schools with any non-compliance findings. Through an MOU with DWD, Civil Rights audits were conducted for two postsecondary institutions.
Required Use #2: Developing, improving, or expanding the use of technology in career and technical education;	
Summary of Initiative(s)	**Activities**

Indiana Career Explorer To increase the accessibility of Indiana's existing electronic graduation plan available through Indiana Career Explorer) an additional feature, an activation code, allowed schools, counselors, students and parents access to graduation requirements, course offerings, and student achievement.	Additional services included necessary reporting capabilities and development for an activation code customization that helped ensure schools, counselors, students, and parents were aware of state graduation requirements, course offerings, and student achievement. The following functions were added to Indiana's existing electronic graduation plan: Reporting capabilities on the Indiana Graduation Plan Checklists to Stay on Track, Development of the status (Complete or Incomplete) of Indiana's graduation plans, and customization of the Kuder Navigator registration process within the Indiana Career Explorer to avoid the entry of the N Activation Code.
FIRST Robotics Competition Twenty FIRST Robotics teams enabled high school students to apply math and science principles to design, assemble, and test robots capable of performing specific tasks.	This program helped students develop STEM skills through brainstorming, real-world problem solving, hands-on learning, teamwork, mentoring, project timelines, and deadlines. The accompanying competitions showed students that the technological fields hold many opportunities for careers that will allow them to apply concepts of teamwork, professionalism, STEM, and invention needed to compete and succeed in our global economy.
Indiana Teachers Robotics Workshop The six-year partnership of the DOE and/or DWD, Ivy Tech Community College, Autodesk, Inc., Innovation FIRST Inc., and Indiana public school engineering and technology 7- 12 educators has led to immediate and tangible links to schools, universities and industry in our state. The 2012 Indiana Robotics Educators (IRE) summer workshops were held June through August at Ivy Tech Community College campuses in Kokomo, Madison, Valparaiso, Columbus and Indianapolis. The workshops had 95 attendees representing 88 high schools from around the state.	The workshop served as an opportunity for teachers to experience a comprehensive hands-on approach to integrated curriculum in order to develop a deeper exposure to the necessary state and national standard requirements of education in science, math, and technology utilizing robotics. Project enticed high school science, math and technology teachers to use robotics as a teaching tool and implement a standards-based robotics curriculum. Identified and invited CTE teachers who work in the Indianapolis city schools and northwestern districts that support minority students and students wishing to enter non-traditional areas of study after high school. Formed partnerships with teachers in the southern part of the state to work with some of the poorest school districts in the state.
Training for InTERS The InTERS Data Collection system was used to conduct between 10 and 20 data site visits/audits each year at the local CTE districts to ensure that all data collection policies and procedures are being followed and the all data being reported is valid and reliable. During these visits, technical assistance on the data collection and	Conducted a total of 10 introductory and advanced training sessions, which also included information on report writing. Provided quality InTERS software training and technical support to each secondary area school district for collecting secondary and non-credit adult vocational-

reporting processes and systems was provided to local data personnel as needed.	technical program inventories and enrollments.
Indiana ACTE In partnership with Indiana ACTE and its subject matter affiliates, the DOE provided support for implementing technology in CTE for all CTE teachers and administrators.	Provided workshop sessions on educational technology and digital delivery systems and increasing technology rigor and relevance for all CTE teachers and for subject-matter specific groups of teachers. Workshop session topics included: • Automotive Handheld Scanners and Lab Scopes • Indiana Child Labor Laws • Using 2.0 websites in the classroom • Principles of Engineering • Project Learning Tree • Bring Your Own Device (BYOD) in the Classroom
Required Use #3: Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;	
Summary of Initiative(s)	**Activities**
The Math-In-CTE The Math-In-CTE model is a curriculum integration model designed to enhance mathematics embedded in CTE content that provides the opportunity for math and CTE teacher teams to work together in communities of practice, and to identify where math intersects with CTE concepts and applications. The program was developed by the National Research Center for Career and Technical Education (NRCCTE). The lesson plans will be accessible to all instructors via the Learning Connection community.	In 2012 the program was implemented in Indiana with approximately 38 instructors (19 Math instructors and 19 CTE instructors) completing a five-day professional development workshop in July of 2012. The trained teachers formed work teams that revised the lesson plans and received feedback from program participants via an online community on the Learning Connection website developed exclusively for instructors participating in the Math-in-CTE program.
Quantitative Reasoning In September of 2012 the Department hosted a workshop to align standards for CTE courses that had been identified as Quantitative Reasoning courses. These are courses that were determined to have enough mathematical content to be able to count for both math credit and CTE credit. Math and CTE Specialists at the Department made the initial selections based on existing standards. Teacher teams consisting of CTE and Mathematics instructors identified the alignment between the CTE standards and the mathematical standards and develop appropriate examples for other instructors to use as a guide as they implement Common Core in these courses.	The lesson plans, which contain the aligned standards and quantitative reasoning examples, were made accessible to all instructors via the Learning Connection community.
Indiana ACTE Professional Development Indiana ACTE provided professional development to	Workshop sessions included: Indiana's College and Career Pathways, Meeting State and Federal Mandates,

300 or more content area CTE teachers during the Indiana ACTE state conference:	Differentiated Instruction, Educational Technology and Digital Delivery Systems, Increasing Rigor and Relevance, Work Based Learning, Academic Integration, AP and IB in CTE, Meeting Common Core Math Standards in CTE, and Common Core Standards for Literacy in Technical Subjects
New CTE Teacher Preparation Indiana ACTE provided financial support for each Indiana ACTE affiliate for reimbursement of costs to provide follow-up professional development activities to 500 or more content area CTE teachers on high priority topics initiated at the Indiana ACTE fall professional development conference (Indiana's College and Career Pathways, Meeting State and Federal Mandates, Indiana College and Career Pathways, Differentiated Instruction, Digital Delivery Systems, Increasing Rigor and Relevance, Work Based Learning, Academic Integration, Math in CTE, and Common Core Standards for Literacy in Technical Subjects) to Career and Technical Education (CTE) teachers during the Indiana ACTE state conference.	Planned, coordinated, developed, reserved presenters to deliver the following workshop sessions: • Pathways • Integrating Indiana Common Core Literacy Standards • Dual credits in CTE • Advisory Committees • Working with your CTE Director • CTSO Leaders Tell All • Top 10 Tips for Top Notch Teachers
Indiana Teachers Robotics Workshops The six-year partnership of the Indiana Department of Education and/or Indiana Department of Workforce Development, Ivy Tech Community College, Autodesk, Inc., Innovation FIRST Inc., and Indiana public school engineering and technology 7- 12 educators has led to immediate and tangible links to schools, universities and industry in our state. The 2012 Indiana Robotics Educators (IRE) summer workshops were held June-August at Ivy Tech Community College campuses in Kokomo, Madison, Valparaiso, Columbus and Indianapolis. The workshops had 95 attendees representing 88 high schools from all over the state. The stated purpose of these workshops is to introduce high school science, math and technology teachers to use robotics as a teaching tool and a standards-based robotics curriculum.	The workshop served as an opportunity for teachers to experience a comprehensive hands-on approach to integrated curriculum in order to develop a deeper exposure to the necessary state and national standard requirements of education in science, math, and technology utilizing robotics. Targeted training offerings to specifically support underserved populations, particularly in the Indianapolis and northwest portion of the state and the poorer counties in the southeastern corner of the state. Identify and invite CTE teachers that work in the Indianapolis city schools and northwestern districts that support minority students and students wishing to enter non-traditional areas of study after high school. Formed partnerships in the southern part of the state to work with some of the poorest school districts in the state. IRE supports these teams for entire competition season, providing individualized technical support and mentoring.
Professional Development for Workplace Specialist Teachers This program was implemented through a consortium of regional trainers and in-service teacher educators from Indiana State University, Indiana University Purdue University Indianapolis, and Ball State University faculty. Activities were delivered through a 45clock-	Training services were provided to qualified occupationally competent individuals so they could complete the requirements of the Career and Technical Workplace Specialist Initial Practitioner teaching license. A total of 82 Workplace Specialist Initial Practitioner

hour program on teaching using online, asynchronous classes and face-to-face meetings supplemented by local staff development activities. These	teachers enrolled in the training; 61 completed the training and qualified for the Workplace Specialist Probationary Practitioner license.
Required Use #4: Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education	
Summary of Initiative(s)	**Activities**
Math in CTE The Math-In-CTE model is a curriculum integration model designed to enhance mathematics embedded in CTE content that provides the opportunity for math and CTE teacher teams to work together in communities of practice, and to identify where math intersects with CTE concepts and applications. The program was developed by the National Research Center for Career and Technical Education (NRCCTE). In 2012 the program was implemented in Indiana with approximately 38 instructors (19 Math instructors and 19 CTE instructors) completing a five day workshop in July of 2012. During the workshop work teams developed approximately 46 CTE based mathematically enhanced lesson plans which they piloted beginning in the fall of 2012.	The work teams revised the lesson plans and received feedback from program participants via an online community on the Learning Connection website developed exclusively for instructors participating in the Math-in-CTE program.
Quantitative Reasoning In September of 2012 the Department hosted a workshop to align standards for CTE courses that had been identified as Quantitative Reasoning courses. These are courses that were determined to have enough mathematical content to be able to count for both math credit and CTE credit. Math and CTE Specialists at the Department made the initial selections based off of existing standards. Teacher teams consisting of CTE and Mathematics instructors were called in to show the alignment between the CTE standards and the mathematical standards and develop appropriate examples for other instructors to use as a guide as they implement Common Core in these courses.	The lesson plans which contain the aligned standards and quantitative reasoning examples are accessible to all instructors via the Learning Connection community.
College and Career Pathways The primary goal of this project was to align Indiana's College and Career Pathways (Programs of Study) to Indiana's workforce needs and develop Pathway Plans based on High Wage, High Demand careers as defined by Indiana's labor market data.	Pathway Plans created a logical sequence of aligned secondary and post secondary courses and identified secondary-postsecondary dual credit courses. Pathway (Program) Assessments were identified for all pathways and guidelines for implementation were developed. End of Course Assessments were developed for Career and Technical Education courses that are foundational to multiple pathways.
Required Use #5: Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations	
Summary of Initiative(s)	**Activities**
Special Populations/ Non traditional	The grants provided professional development, CTE

Southern Indiana Education Center (SIEC) researched effective programs that result in an increased student awarness and enrollment and completion of non-traditional CTE programs. SIEC sent mini-grant applications to Indiana CTE districts and secondary schools for implementation or expansion of effective non-traditional CTE programs. After collecting and evaluating the mini-grants, SIEC disbursed 14 awards.	marketing to non-traditional students, metoring programs for special population students in CTE, and career guidance to CTE special population students.
Required use #6: Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study;	
Summary of Initiative(s)	**Activities**
Math in CTE The Math-In-CTE model is a curriculum integration model designed to enhance mathematics embedded in CTE content that provides the opportunity for math and CTE teacher teams to work together in communities of practice, and to identify where math intersects with CTE concepts and applications. The program was.	The program, which was developed by the National Research Center for Career and Technical Education (NRCCTE), was implemented in Indiana.
Math in CTE train the trainer workshops Six Math-in-CTE facilitators participated in a refresher training on the MIC pedagogy in June 2012 just prior to the start of the 2012-2013 MIC program.	The NRCCTE sent out a trainer to ensure facilitators were still cognizant of the Math-in-CTE pedagogy and introduced new topics such as alignment with the Common Core State Standards.
College and Career Pathways The primary goal of this project was to align Indiana's College and Career Pathways (Programs of Study) to Indiana's workforce needs and develop Pathway Plans based on High Wage, High Demand careers as defined by Indiana's labor market data.	Development teams, which included business and industry, postsecondary and government agency representatives, created Pathway Plans that outlined a logical sequence of aligned secondary and post secondary courses and identified secondary-postsecondary dual credit courses. Pathway (Program) Assessments were identified for all pathways and guidelines for implementation were developed in a partnership with trade associations and assessment providers. Professors at multiple higher education institutions validated standards for courses that were foundational to multiple pathways in which End of Course Assessments were developed for Career and Technical Education courses.
Business and Industry Career Readiness The DOE chose The Indiana Chamber Foundation to bring together employers statewide to make a recommendation on a career readiness assessment (s) for Indiana students. The Indiana Chamber Foundation has specific knowledge and experience working with business and industry leaders around the state.	The DOE reached out to various employers statewide in an effort to develop a career awareness education component by holding regional meetings, and providing training to secondary schools to determine the appropriate methods for utilizing the chosen career readiness tool(s).

Indiana Homeland Security The IDHS Division of Fire and Building Safety Code Enforcement & Plan Review Branch was responsible for monitoring school corporations for Fire Safety Law inspections and ADA accessibility compliance**.**	IDHS conducted seven on-site facility reviews of selected sub-recipients in coordination with DOE contractor performing the comprehensive reviews with the school corporation/career centers. IDHS conducted the facility inspections for the secondary civil rights administration process. All visits were a minimum of either one full-day, or two full days for the larger school corporations.
Required use #7: Serving individual State institutions	
Summary of Initiative(s)	**Activities**
Correctional Department Supported the career and technical education programs for incarcerated offenders housed within the Department of Correction. The Department of Correction continued to present fine career technical programs and increased offerings, updated materials and technology, expanded program technology, and enhanced teaching through partnerships and certifications.	Supported post-release employment opportunities by providing a Business and Information Technology program to offenders who have completed the academic GED program. The BIT program provided offenders to explore a variety of careers, learning skills and concepts in the areas of keyboarding and word processing, computer applications and solutions, entrepreneurship and principles of business. More than 6,000 incarcerated adults at nine facilities were eligible for the program. Equipment was updated for the program at seven of the facilities. Such items included servers, desktops with monitors, printers, and current software to support the certified instructors in the delivery of the program.
Required use #8: Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and	
Summary of Initiative(s)	**Activities**
Special Populations/Non traditional Southern Indiana Education Center (SIEC) researched effective programs that result in an increased student awarness and enrollment and completion of non-traditional CTE programs.	SIEC sent mini-grant applications to Indiana CTE districts and secondary schools for implementation or expansion of effective non-traditional CTE programs. After collecting and evaluating the mini-grants, SIEC disbursed 14 awards. The grants provided professional development, CTE marketing to non-traditional students, mentoring programs for special population students in CTE, and career guidance to CTE special population students.
Required use #9: Offering technical assistance for eligible recipients	
Summary of Initiative(s)	**Activities**
*All initiatives outlined in this narrative were implemented with the understanding that technical assistance would be provided to districts and their educators as requested or deemed necessary.	The DOE CTE specialists were responsible for addressing all phone calls and emails, providing professional development workshops and offering solutions. DWD provided technical assistance to the entities it oversees to make sure they adhere to all state regulations.

	Worked with Indiana ACTED on regular basis and delivered technical assistance presentations at monthly meetings. Created FAQ documents, newsletters, and webinars and utilized the Learning Connection and subject specific ListServs. Presented to guidance counselors and groups of superintendents at CTE directors request to explain pathways. Posted pathway documents to assist schools in implementing pathways and developing pathway plans (programs of study). Ensured compliance with federal and state regulations with special regards to the relationship with Homeland Security and conducting Local Program audits.

B. Permissible Uses of Funds

Permissible Use #1: Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including encouraging secondary and postsecondary students to graduate with a diploma or degree; and exposing students to high skill, high wage, occupations and non-traditional fields	
Summary of Initiative(s)	**Activities**
ACT Explore Contract The ACT, Inc. is a not-for-profit, independent organization that provides assessments and assessment support to schools across the country. The organization's assessments measure college and career readiness in a unique way that is not replicated by any other supplier. Furthermore, the organization's suites are widely accepted by both universities and employers as indicators of student knowledge, learning, and/or abilities.	During the 2011-2012 academic year, the DOE conducted a study of the value of the ACT suite of assessments in a few identified Indiana school corporations, which cumulatively serve approximately 6,000 students in grades nine (9) through eleven (11), and conducted the same study for the College Board suite of assessments in different corporations serving analogous populations. These studies provided information for potential future programs related to college and career readiness.
American Student Achievement Institute The American Student Achievement Institute (ASAI) was chosen as the organization to implement the Indiana Gold Star School Counseling and Guidance Program Accountability Project due to a past history with and in-depth knowledge of comprehensive school counseling and guidance in alignment with the national American School Counseling Association (ASCA) model. IASAI has organized and facilitated these trainings over the past ten years for the Indiana Department of Education (DOE), which has resulted in the development of 164 certified Indiana school counseling programs.	Established data-specific goals for improving student achievement and related goals in the areas of student choices, guidance and counseling. Implemented a school counselor evaluation system based on Indiana School counseling Program Standards for school counseling and Indiana student guidance standards to programs. Collected and analyzed data and made programmatic changes to improve student achievement based on data.

	Developed effective course materials and units of instruction as determined by the demonstrated needs of their students.
Permissible Use #3: Support for initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs	
Summary of Initiative(s)	**Activities**
Awards for Excellence This program is a positive public relations activity to highlight, promote, and recognize secondary, postsecondary and adult students, programs, guidance/personnel services and partnerships at the local level that exemplify outstanding career and technical education excellence. Nominations for this award come from all over the state and undergo a rigorous evaluation process conducted by teams of educators and business and industry representatives. The evaluation process has changed over the years to reflect the advances in education and workplace requirements.	The year 2011-2012 marked the 28th Anniversary of the Awards for Excellence Ceremony. Thirteen secondary students and ten postsecondary students were recognized for their outstanding contributions. Along with these students, there was one secondary program and one postsecondary program that were recognized as outstanding CTE programs. Developed and supported local education and business partnerships by engaging business representatives in the application review process. During the application review process secondary and postsecondary instructors worked with business and industry partners to review applications and arrange the ceremony. This program also facilitated the improvement of career guidance and academic counseling programs by including this as an award category. Consequently, the programs that strive earn this award improve the career guidance and counseling programs. Postsecondary representatives were among the judges and coordinators of the ceremony. In addition they often gave student winners scholarships to their institutions.
Entrepreneurship Expansion project The DOE collaborated with the Indiana Business Education Association on the creation of a curriculum guide for entrepreneurship education. This curriculum guide provided educators information on effective teaching skills based on research. This guide also supports the need for CTE teachers to stay current with all aspects of entrepreneurship.	A team of Indiana teachers who have shown success in teaching entrepreneurship were brought together for a two-day workshop to discuss and review best practices and lesson plans. Teachers then synthesized that information into a standards- aligned curriculum guide for others teaching entrepreneurship to use.
Permissible Use #4: Support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations	
Summary of Initiative(s)	**Activities**
CTSO Coordination The CTSOs in Indiana collaborate on all CTSO events to take advantage of economy of scale and to benefit from knowledge and skills of each group. The State Advisors for each Indiana CTSO form the Indiana CTSO Coordinating Council.	This CTSO Coordinating Council served as a resource for all Indiana CTSOs and planned and managed All-CTSO activities, including training for all state and district officers and leadership training for all CTSO members.
BPA Business Professionals of America (BPA) is an	BPA conducted regional, state, and national level activities and tests of competency in various areas of

organization which prepared students in the field of business, emphasized working efficiently, not only in an office setting, but also in a wide variety of business situations. Members took advantage of a wide variety of professional development opportunities underscored with pride in the free enterprise business system.	business/office occupations. The Special Recognition Awards Program and the Torch Awards Program were open to participation by all chapters and recognized outstanding, actively involved members on the local, regional, state, and national levels.
DECA DECA is a co-curricular, international youth organization emphasizing development in civic consciousness, leadership skills, 21st century skills, and vocational understanding for the student members. DECA offers a comprehensive program of competitive events that contribute to the development of skills necessary for careers in marketing, merchandising, management, and entrepreneurship.	The organization offered in-service and pre-service activities for instructors who serve or are preparing to serve as advisors of a local chapter to provide networking opportunities and best practices for building chapters. Student leadership training programs at the district, regional, state and national levels provided quality leadership activities for state and local officers. The DECA Competency-Based Competitive Events enabled students to extend their marketing careers interests and skills and to measure the degree to which skills have been acquired
FBLA FBLA is a dynamic organization of young people preparing for success as leaders in business, government, and community. FBLA is co-curricular organization and supports the content taught in Business, Marketing and Information Technology courses in Indiana.	FBLA has developed a unique value program that develops leadership, communications and team skills through the Annual Fall Leadership conference and state-wide student competitions.
FCCLA The goals of Indiana FCCLA focused on the multiple roles of family member, wage earner and community leader. Members who participated in the FCCLA expanded their leadership potential and developed the skills for life planning, goal setting, problem solving, decision making, and interpersonal communications necessary in the home and workplace.	Family and Consumer Sciences teachers who serve as FCCLA chapter advisors were provided professional development on integration of Indiana Common Core State Standards for Literacy in Technical Subjects, use and application of technology to improve instruction, and providing standards-based business and industry experiences. Indiana FCCLA served on the Family and Consumer Sciences Teacher Education Council in order and planned and implemented professional development activities for pre-service and in-service teachers and chapter advisors.
FFA An MOU with Indiana State Department of Agriculture and Indiana FFA is utilized to implement the FFA programs and services, which are an integral part of the instruction and operation of a total agricultural education program.	Local, district and state level FFA activities provided students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the total agricultural science and business program. The activities of the FFA paralleled the methodology of the instructional program and directly relate to

	occupational goals and objectives.
HOSA The Indiana HOSA CTSO provided students and teachers with activities and programs that promoted leadership development, occupational skill building and personal growth through the Health Occupations pathway.	Members competed at the State Leadership Conference in occupational and leadership events. Qualifying participants moved on to compete in the National Leadership Conference.
SKILLS/USA SkillsUSA is dedicated to creating a partnership of students, educators and business and industry working together to ensure that America has a skilled work force. This organization provides students and teachers with activities and programs that help promote leadership development, occupational skill building, and personal growth through Trade and Industry and Health Sciences education.	Skills/USA provided technical assistance to District Coordinators and managed all aspects of the State Leadership and Skills Conference. They also visited schools and career centers with its state officers to recruit new chapters and provide technical assistance to local advisors in all aspects of chapter management.
Permissible Use #9: Support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations	
Summary of Initiative(s)	**Activities**
Entrepreneurship Expansion project The DOE collaborated with the Indiana Business Education Association (IBEA) on the creation of a curriculum guide for entrepreneurship education. In order to create these curriculum guides, teachers from around the state that have shown success at teaching entrepreneurship were brought together for a 2-day workshop.	This curriculum guide provided educator information on effective teaching skills based on research and supported the need for CTE teachers to stay current with all aspects of entrepreneurship.
College and Career Pathways The primary goal of this project was to align Indiana's College and Career Pathways (Programs of Study) to Indiana's workforce needs and develop Pathway Plans based on High Wage, High Demand careers as defined by Indiana's labor market data.	Pathway Plans created a logical sequence of aligned secondary and postsecondary courses and identified secondary-postsecondary dual credit courses. Pathway (Program) Assessments were identified for all pathways and guidelines for implementation were developed and implemented. End of Course Assessments were developed for Career and Technical Education courses that are foundational to multiple pathways.
Permissible Use #11: Providing for activities to support entrepreneurship education training	
Summary of Initiative(s)	**Activities**
Entrepreneurship Expansion project The DOE collaborated with the Indiana Business Education Association on the creation of a curriculum guide for entrepreneurship education. In order to create these curriculum guides, teachers from around the state that have shown success at teaching entrepreneurship were brought together for a 2-day workshop. During this workshop they discussed and	This curriculum guide provided educator information on effective teaching skills based on research and supported the need for CTE teachers to stay current with all aspects of entrepreneurship.

reviewed best practices and lesson plans, then synthesized that information into a standards aligned guide for use by others teaching entrepreneurship.	

IV. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

Indiana's Career Clusters and initial College and Career Pathways were developed, piloted, reviewed and finalized. Review included identification of DOE's preferred technical skill assessments for each Pathway. For the 2011-2012 year, Indiana used assessments that led to industry-recognized certifications, professional licensing exams, dual credit final exams developed by postsecondary faculty, and specified End of Course Assessments (ECAs), including PLTW ECAs, for the measurement of technical skill attainment. The state paid for and required local programs to use specified pathway assessments that lead to industry-recognized certification. Indiana will continue to allow professional licensing exams and the assessments that lead to industry-recognized certifications, along with specified ECAs and any dual credit final exams to measure technical skill attainment. Each year, the State collaborates with business and industry and postsecondary partners to identify additions to the list of required pathway assessments. Moving forward, pathway assessments will be specified for each newly identified College and Career Pathway in Indiana.

Pathway/Concentration	*Required Assessment(s)*
Automotive Services	End of Course Assessments/Final Exams for Dual Credit courses • Ivy Tech AUTC 107 or 109 AND AUTC 113 - or - • VU AUTO 105, AUTO 110 **OR** NA3SA Automobile Assessments – all tests that fit the local curriculum – minimum of 4, including Brakes, Electrical/Electronic Systems, Engine Performance, Suspension & Steering
Biotechnology (PLTW Biomedical Courses)	PLTW End of Course Assessments/Final Exams are a required component of the three Biomedical courses that have course assessments (PBS, HBS, MI)
Collision Repair	End of Course Assessments/Final Exams for Dual Credit courses **OR** NA3SA Collision Repair Assessments – all tests that fit the local curriculum – 2 by the end of Collision Repair I, total of 4 by the end of Collision Repair II
Construction Trades	End of Course Assessments/Final Exams for Dual Credit courses: • Ivy Tech CONT 101, CONT 106 - or - • VU CNST 120, ARCH 102 **OR** Home Builders Institute exam: • HBI Basic Principles of Construction, or • HBI Carpentry Basic, or • HBI Wiring Basic **OR** HVAC Excellence
Criminal Justice	End of Course Assessments/Final Exams for Dual Credit courses • Ivy Tech CRIM 101, 113 - or - • VU LAWE 150, 160
Culinary Arts	End of Course Assessments/Final Exams for Dual Credit **OR** ProStart Year I and Year II National Exams **OR** Culinary Arts Pre-PAC Assessment

Pathway/Concentration	*Required Assessment(s)*
Dental	End of Course Assessments/Final Exams for Dual Credit courses • Ivy Tech DENT 102,115,116
Diesel	End of Course Assessments/Final Exams for Dual Credit courses • VU AUTO 105, AUTO 110 **OR** NA3SA Automobile Assessments – all tests that fit the local curriculum – 2 by the end of Diesel I, total of 4 by the end of Diesel II
Drafting and Design - Architectural	End of Course Assessments/Final Exams for Dual Credit courses • Ivy Tech DESN 105, DESN 113 - or - • VU ARCH 221
Drafting and Design - Mechanical	End of Course Assessments/Final Exams for Dual Credit courses • Ivy Tech DESN 104, DESN 220 - or - • VU DRAF 120
Early Childhood	End of Course Assessments/Final Exams for Dual Credit courses **OR** Early Childhood Education Pre-PAC Assessment **OR** Schools certified to administer the Child Development Associate (CDA) credentials may submit CDA results.
Education Professions	End of Course Assessments/Final Exams for Dual Credit courses **OR** Education Fundamentals Pre-PAC Assessment
Electronics and Computer Technology	End of Course Assessments/Final Exams for Dual Credit courses • VU ELEC 130 • Ivy Tech EECT 112 EECT 121 **OR** ETA SET (Student Electronics Technician) **OR** ESPA Certified-EST®
Emergency Medical Services	Indiana EMT Certification
Engineering (PLTW Pre-engineering courses)	PLTW End of Course Assessments/Final Exams are a required component of every course in the PLTW Pre-engineering program
Fire Science	Indiana Firefighter I and II Certifications
Food Science	End of Course Assessments/Final Exams for Dual Credit course **OR** Food Science Fundamentals Pre-PAC Assessment
Health Science	NCHSE exams
Human Services	End of Course Assessments/Final Exams for Dual Credit courses **OR** Family and Community Services Pre-PAC Assessment
Manufacturing	MSSC (all four exams)
Precision Machine Technology	End of Course Assessments/Final Exams for Dual Credit courses • IVY Tech MTTC 105, MTTC 110 - or - • VU PMTD 117, 118 **OR**

Pathway/Concentration	*Required Assessment(s)*
	NIMS Online Theory Exam – Level I
Welding	End of Course Assessments/Final Exams for Dual Credit courses **OR** AWS SENSE Level 1 Certification test for modules 2, 3, 8-unit 1, 8-unit 3, and 9, and one welding process.

V. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

State-adjusted Secondary Indicators of Performance

The state of Indiana did not meet the State-adjusted level of performance for the following secondary indicators: 1S1, 1S2 and 6S2. A major change in the way the State of Indiana determines student achievement for 1S1 and 1S2 occurred in 2011-2012 when the State changed from ISTEP+, a state-normed test of academic achievement, to End of Course Assessments (ECAs) in math and language arts. Indiana's State-adjusted level of performance was based on student performance on the ISTEP+ test wherein the State met its AUL for past three years, but since the change in assessment this year to ECAs, there are more districts not meeting their AUL for 1S1 and 1S2. While the ECAs may provide a better measure of student achievement over time, the performance levels are not comparable to the previously utilized ISTEP+ scores; therefore, Indiana's State-adjusted levels of performance need to be renegotiated.

For 6S2, the results have been impacted by the previous change in the completer definition as well as a change from using CIP codes to Indiana Department of Education (DOE) course codes. A CTE Completer is a CTE Concentrator who has taken the state-specified pathway assessment in a state approved College and Career Pathway. The previous definition was based only on the course sequences completed rather than on those who had taken a pathway assessment prescribed by the State. The unexpected consequence of this change has been a decrease in the number of non-traditional students who meet the completer definition, even though schools and districts are increasing their use of pathway assessments overall. Our improvement plan includes identifying and developing pathway assessments for additional pathways and working with the schools and CTE districts to improve the overall numbers of completers, with an increased focus on helping non-traditional students overcome barriers that keep them from taking pathway assessments and meeting the completer definition. Moreover, the State will analyze the newly developed crosswalk to better assure alignment of the CIP and DOE course codes.

The State recognizes a trend in the performance of recipients who fail to meet one or more indicators. The tendency is that recipients serving large rural districts (ranging from 5 to 12 counties and sending school corporations) and large urban districts fall into this category. When examining the data against the geographical location and the size of the districts (by land area or concentration of students), it is evident that the larger in size, the less accessibility recipients have to students and staff from sending schools. As the State works to help these districts improve their performance on these indicators, special attention will be paid to identify and share strategies that work for increasing access to these students and staff.

Analysis of the State's accountability data reveals disparity among some disaggregated student categories. In particular, it is noted that African American students, those with disabilities, and limited English proficiency did not perform as well compared to all students on the indicators, particularly on 1S1 and 1S2. As the State works to improve performance on these indicators in all student categories, special attention will be paid to students in these disaggregated groups.

When the State of Indiana fails to meet an indicator, it is in large part because local programs are failing to meet the same indicator. Therefore, the DOE requires each secondary CTE district to use a percentage of their total Perkins Basic Grant allocation on these indicators as well as any of the other indicators they did not meet at the local level, as follows:

- For a first year failure to meet a performance goal, **10 percent of the CTE district's Perkins funding must be allocated to achieve this goal or improve performance on this indicator.**

- For a second year failure to meet a performance goal, **20 percent of the CTE district's Perkins funding must be allocated to achieve this goal or improve performance on this indicator.**
- For a third year failure to meet a performance goal, **25 percent of the CTE district's Perkins funding must be allocated to achieve this goal or improve performance on this indicator.**

Beginning in the fall of 2012, state staff and contract personnel have and will continue to assist local districts to improve the deficient core indicator(s) by monitoring the implementation of local improvement plans and by providing technical assistance on a statewide basis as well as targeted assistance to those CTE districts with the lowest performance levels.

State-adjusted Postsecondary Indicators of Performance
The State of Indiana did not meet the following postsecondary performance indicators: 2P1 and 3P1. Therefore, the Department of Workforce Development requires each postsecondary institution to use a percentage of their total Perkins Basic Grant allocation on these indicators as well as any of the other indicators they did not meet at the local level, except non-traditional participation and completion as the state has traditionally met these. The amount of funds required to be spent are as follows:

- For a first year failure to meet a performance goal, **10 percent of the local institution's Perkins funding must be allocated to achieve this goal or improve performance on this indicator.**
- For a second year failure to meet a performance goal, **20 percent of the local institution's Perkins funding must be allocated to achieve this goal or improve performance on this indicator.**
- For a third year failure to meet a performance goal, **25 percent of the local institution's Perkins funding must be allocated to achieve this goal or improve performance on this indicator.**

The local postsecondary Perkins plans, including improvement plans when required, are reviewed and approved by the Educational Review Committee of the State Workforce Innovation Council (SWIC). Local plans and improvement plans are monitored by DWD staff and contract personnel.

VI. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

The total number of secondary CTE districts and postsecondary institutions that failed to meet at least 90 percent of agreed upon local-adjusted levels of performance follows:

Secondary Indicators		Number that did not meet agreed-upon levels
1S1	Attainment of Academic Skills–Reading/Language Arts	43
1S2	Attainment of Academic Skills – Mathematics	38
2S1	Technical Skill Attainment	30
3S1	School Completion	All met this indicator
4S1	Student Graduation Rates	9
5S1	Placement	2
6S1	Nontraditional Participation	4
6S2	Nontraditional Completion	9

Postsecondary Indicators		Number that did not meet agreed-upon levels
1P1	Technical Skill Attainment	3
2P1	Credential, Certificate, or Degree	15
3P1	Student Retention of Transfer	15
4P1	Student Placement	All met this indicator
5P1	Nontraditional Participation	5
5P2	Nontraditional Completion	2

Beginning in the spring of 2013 (the first program year succeeding the program year for which the eligible recipient failed to meet an indicator) the secondary CTE districts and postsecondary institutions will be required to develop improvement plans for each failed indicator, indicating their use of the required percentages of total Perkins allocations to improve performance on that indicator, as follows:

- For a first year failure to meet a performance goal, **10 percent of the local Perkins allocation must be used to achieve this goal or improve performance on this indicator.**
- For a second year failure to meet a performance goal, **20 percent of the local Perkins allocation must be used to achieve this goal or improve performance on this indicator.**
- For a third year failure to meet a performance goal, **25 percent of the local Perkins allocation must be used to achieve this goal or improve performance on this indicator.**

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

- *Improvement Plan Year 1:* State staff will monitor progress and provide technical assistance as needed.
- *Improvement Plan Year 2:* State staff may prescribe how local funds must be used to address deficient core indicators.
- *Improvement Plan Year 3:* State staff will prescribe how local funds must be used and 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.

Beginning in the fall of 2012 and continuing through 2013-2014 program year, DOE staff and contract personnel are providing technical assistance to selected CTE districts with multiple years of failing scores on a core indicator to analyze data and target specific programs and student populations most in need. State DWD staff will work with the State Workforce Innovation Council to review, approve and monitor postsecondary improvement plans.

Tech Prep Grant Award Information

The DOE did not receive a Tech Prep grant award for the fiscal year 2012 since Federal funding no longer is provided for Tech Prep; however, Tech Prep carryover funds were used from the previous years and awarded to local applicants wanting to continue an existing activity or program, or to support a new activity or program during the grant period beginning June 1, 2012 and ending on September 30, 2012.
Allocations of the carryover funds were non-competitive and formula-based wherein the total amount of funds available per district varied based on the number of applications received. Prior to submitting the application, the local consortium approved the activity or program.

The application called for a detailed explanation of the activity or program to show compliance with the eight required uses and correlation to improvement in the student performance indicators outlined by the Tech Prep grant. The application also included a budget form with each category of funds to indicate the total cost of goods and services acquired by the activity or program. Use of these funds had to be consistent with legislation outlined in the Perkins Act of 2006.

In 2012, we completed desk audits on the 2010-2011 Tech Prep carryover formula grants. We will complete desk audits on the 2011-2012 Tech Prep carryover grants during 2013.

2011-2012 Tech Prep Carryover Allocations by Area CTE District

District	Recipient	FY12 Total
2	School City of Hammond	$16,146
4	Hanover Community School Corp	$3,553
5	Porter County Education Interlocal	$8,991
6	Michigan City Area Schools	$8,090
7	South Bend Community School Corporation	$12,210

District	Recipient	FY12 Total
8	Elkhart Community Schools	$21,942
10	Twin Lakes School Corporation	$5,211
12	Warsaw Community Schools	$4,015
14	Fort Wayne Community Schools	$26,400
16	Logansport Community School Corporation	$3,475
17	Heartland Career Center	$3,091
18	MSD Bluffton-Harrison	$8,707
19	Tippecanoe School Corporation	$11,047
20	Kokomo-Center Township Consolidated School Corporation	$6,648
22	Muncie Community Schools	$9,540
23	Crawfordsville Community Schools	$4,340
24	MSD Washington Township	$24,175
25	Elwood Community School Corporation	$1,864
26	Anderson Community School Corporation	$7,017
27	New Castle Community School Corporation	$4,067
28	Richmond Community School Corporation	$3,705
29	South Vermillion Community School Corporation	$2,085
30	Area 30 Interlocal	$2,293
31	MSD Wayne Township	$17,466
33	MSD Lawrence Township	$6,611
34	Fayette County School Corporation	$5,254
35	Vigo County School Corporation	$8,885
36	Monroe County Community School Corporation	$8,579
37	Central Nine Career Center	$17,097
41	Bartholomew Consolidated School Corporation	$9,991
42	Southeastern Career Center	$9,554
43	Twin Rivers Vocational Area	$8,035
44	Lost River Career Cooperative	$1,537
45	New Albany-Floyd County Consolidated School Corporation	$17,181
46	Evansville-Vanderburgh School Corporation	$16,678
47	Greater Jasper Consolidated Schools	$3,279
48	Tell City-Troy Township School Corporation	$918
49	MSD Warren Township	$6,901
	TOTALS	$327,697