

Consolidated Annual Report, Program Year 2013 - 2014

Indiana

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Perkins funding supported development of College and Career Pathways Panels composed of teachers and industry representatives to review and make recommendations on submitted certifications/credentials in their area. The approved certifications were then added to the State's Pathways Guidance Document. Indiana Department of Education staff reviewed contact and other pertinent information for inclusion in the updated document.

Perkins funds supported a statewide project that included exploring the use of Precision Exams course assessments to determine alignment with Indiana's College and Career Pathways and potential use of these stackable assessments as a viable method of determining concentrator or completer status in the future. The exams are administered in a pre- and post-test scenario so student growth within the CTE courses can be determined. This also helps guide program evaluation and classroom instruction with student performance available in disaggregate by standard/objective. Perkins funds supported numerous trainings that were provided to teachers and administrators.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Perkins funds supported staff and contract personnel as we enhanced our data validation and error checking procedures. We enabled the system to identify concentrator and completer status, taking the burden off of the locals to verify that students meet these specific definitions. We further improved the import utility to enable users to import data from other systems. We developed an online Perkins grant application website to streamline the application/scoring/approval process. We also added additional report/querying capabilities to allow users to make more decisions based on actual data from the CTE system.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Assessments were conducted in the following ways:

Perkins funds support the Workplace Specialist I Teacher Training program that trains our beginning CTE teachers who are transitioning from industry into the classroom. The training has specific units designed to help teachers understand and work well with special populations, including helping special populations prepare for future careers in high skill, high wage, and high demand occupations. This training program was evaluated by an external evaluator, by the program participants, by the administrators of those participants, and by the teacher educators who directed the program and provided teacher training.

The Indiana Department of Education (IDOE) is collaborating with the Indiana Girls Collaborative Project (INGCP) to analyze how widespread communication is being accomplished around women in STEM. In addition to this collaborative, program specialists at the department have participated in a variety of presentations, workshops, and inservices around the state promoting best practices in STEM education and evaluating equitable access of content and curriculum. In the spring of 2014, in collaboration with INGCP and the Indiana Afterschool Network, the IDOE hosted a Girls-in-STEM summit to promote programs around the state ensuring equity in STEM, CTE data and best practice were provided. This program was evaluated by participants and presenters.

During 2013-2014, the Indiana Department of Education conducted three civil rights audits of local programs that were Perkins recipients, in coordination with the Indiana Department of Homeland Security (IDHS). During the visits, the IDOE civil rights coordinator ensured that proper documentation, such as public announcements and “non-discrimination” notices, were in compliance and on display, while IDHS officials inspected the facility for compliance with the Americans with Disabilities Act (ADA). The Civil Rights Coordinator attended training in May 2014 to ensure knowledge of new legislation concerning Civil Rights Compliance policies and procedures. We used a checklist of required documentation and inspection processes aligned to Federal statutes to assess local CTE programs for Civil Rights compliance. We used federally approved biennial targeting plans to document ongoing monitoring activities and select which facilities to visit in upcoming years. We ensured the needs of Special Populations were being met by analyzing enrollment data, procedures and processes for recruiting, and placement and assessment data for Special Populations students who completed CTE programs at the inspected facilities. Special Population students at facilities being audited to ascertain ways to improve the program to give them better outcomes and better prepare them for further education or for high wage/high demand careers. The Department also submitted and got approval from the Federal Civil Rights Office to proceed with its developed Targeting Plan for identifying facilities for audit in upcoming years..

The State increased its technical review of the activities and evaluation methods described in the local applications, improvement plans and final reports submitted by districts. An extensive dialog occurred with those that narrowly addressed the alignment of stated activities towards efforts to improve student performance indicators and the formative evaluation methods to gauge them. Additionally, local districts were required to provide detailed budgetary notes to identify more precisely how funds would be spent. Required Use 1. Annual reports, monitoring visits,

Additional steps taken to assess CTE programs included collaborating with Indiana Department of Workforce Development in the collection of secondary and postsecondary CTE data reports, InTERS (data collection system) training and technical assistance on its use for local recipients.

Sixteen (16) audits/monitoring visits of local Perkins recipients (12 secondary, 4 postsecondary) were conducted.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

A variety of activities were conducted, including:

Training for Family and Consumer Sciences teachers and FCCLA advisors has included a continuous focus on utilization of technology in the classroom. Technology based workshops were incorporated into numerous trainings during the year including but not limited to: FCCLA Adviser Workshop Live Binders Training, Indiana ACTE Workshops on Social Media for the Classroom, Education Professions Teachers Network and Early Childhood Education Teachers Network Meetings, Pre-PAC virtual training on utilizing online assessments, All Family and Consumer Sciences Professionals Statewide Conference included multiple breakout sessions and roundtable presentations on using innovative technologies in the classroom and on the job.

IDOE program leaders developed and used Google Groups to share resources and encourage networking among CTE teachers. We continued communication with educators across the state and into neighboring states via the Learning Connection, our statewide online educator collaboration and networking system. In collaboration with the Division of eLearning at the IDOE, eLearning conferences were hosted, utilized CTE presenters, and were attended by CTE instructors.

We continually encouraged teachers involved in the Math-in-CTE program to utilize services such as Dropbox and the Communities of Practice, DOE's newest web based portal for educator collaboration, to develop and refine lesson plans. All Math-in-CTE participants were required to submit lessons via these online services. State program leaders attended workshops on integrating technology in the classroom and passed best practices on to instructors via newsletter and other communications.

Digital discussion tools were demonstrated and used at the eLearning and All-Write conferences to show teachers how to use technology for fielding questions that need to be answered without disrupting presentations or class.

With our revisions to increase rigor and flexibility in Work Based Learning, technology industries are encouraged to collaborate and offer internships. Additionally, these industries serve vital roles on local and regional advisory boards.

One-on-one and group training sessions on InTRS, the State's CTE data collection site, for new users and those needing additional support were made available at multiple times and in multiple sites throughout the state.

The State also partnered with Precision Exams to explore the use of online, technology-enhanced assessments in CTE.

All content specific areas utilize technology to conduct virtual work groups to review and revise pathway plans and standards and specifications for the logical sequences of courses in those pathways and as tools for the development of new course frameworks and standards. The participants are trained to use the technology tools prior to utilization for pathways work.

Through a Perkins-funded project, the American Student Achievement Institute (ASAI) provided an online portfolio/accountability system, including student, parent, and teacher surveys that helped inform decisions during the strategic planning process aligned to school improvement planning. ASAI also provided an Indiana Gold Star Intro Workshop for both 1st time and renewal schools and a monthly training webinar series for both first-time and renewal schools. In addition, ASAI oversaw the gold star review process, which includes six reviewers who determined whether or not the schools have met the 'Gold Star' criteria (comprehensive, data-driven program). The majority of Indiana school counseling graduate programs are also utilizing the portfolio/accountability system.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

The State offered a multitude of professional development opportunities. To ensure such opportunities were relevant to teachers, faculty, guidance counselors and administrators, these groups were surveyed. Survey results were tabulated and categorized by the topics and the depth of professional development requested. Topics were chosen by using a majority rule as well as recommendations from State CTE specialists and the Indiana Association of Career and Technical Education Directors. These recommendations were evaluated on the quality, depth, scope of impact and applicability of content. Professional development topics offered (not already mentioned previously) are as follows:

Family and Consumer Sciences Professional Development programs: AAFCS strand as part of the Indiana ACTE conference, FCCLA New Adviser Workshop, Early Childhood Education Network Meeting, Education Professions Network Meeting, Culinary Arts/ProStart Network Meeting, Utilizing Assessments Pre-Conference Event, Spring Family and Consumer Sciences Conference, district based trainings for Family and Consumer Sciences teachers, FCCLA in the classroom teacher training

IDOE Academic and CTE Specialists in collaboration with the Division of eLearning at the IDOE co-presented at ELearning conferences that were hosted by school districts around the state of Indiana and included participation by CTE instructors. Teachers were made aware of the new Indiana Academic Standards for E/LA and Mathematics and new Indiana Content Literacy Standards. How to best incorporate these new standards in all classes including CTE classes and how to integrate the new academic standards regular education students and with special population students was presented. The process to create the new standards was also presented. The IDOE Secondary Mathematics Specialist presented at the All-Write conference regarding how mathematics and the new Indiana Academic Standards for Mathematics could be integrated in math and CTE classes. This included the new Indiana Content Literacy Standards specifically for technical studies CTE courses.

CTE staff assisted the Academic Math Specialist with presenting on Indiana's new Academic and Content Literacy Standards. Tailored information from this presentation was used to develop CTE specific presentations for our audience of Career and Technical teachers.

CTE staff assisted in the development of a Best Literacy Practices in Technical Subjects presentation. Additionally, they coordinated Welding Workshops for CTE instructors throughout the state. Training included hands-on demonstrations on latest welding tools and resources.

Research and best practice models were used in the process of revising our previous cooperative education program and creating a Work Based Learning model of progressively involved WBL experiences, which is applicable to all areas of CTE and able to be implemented in all schools. Workplace Specialist I Training is a program that trains our teachers transitioning from industry into the classroom. The training has specific units designed to help teachers understand and work well with special populations. This unit includes helping special populations prepare for future careers in high skill, high wage, and high demand occupations. Research of effective teaching skills is a key component of the Workplace Specialist Training. Three universities collaborate to help provide the training with a focus on the most current research in effective teaching practices; effective practices to improve parental and community involvement; and effective use of scientifically based research and data to improve instruction.

Teachers are encouraged to use data to improve instruction through various assessments offered. These assessments offer the educators the chance to review growth data by utilizing a pre-test and post-test option. The teachers have attended numerous trainings on utilization of the data to impact teaching.

CTSOs represented in the State are also required to provide professional development opportunities for advisors. These opportunities can be held in conjunction with student competitions or as separate programs. Nonetheless, these opportunities advocate the importance of parental and community involvement.

CTE administrators participated in onsite industry tours in the area of supply chain and logistics.

4. During the reporting year, how did your state provide 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?

Information about recruitment and retention of nontraditional students in Early Childhood Education was included as part of the Early Childhood Education Teacher Network meeting. Teachers were encouraged to promote males in Early Childhood by the guest speaker, a male Early Childhood Professor from Purdue University. Numerous district Family and Consumer Sciences professional development opportunities focused on recruiting non-traditional students in a variety of programs. Information was also shared with ECE at local district professional development opportunities.

The Indiana Department of Education is undertaking a major statewide initiative to certify STEM schools. Through this initiative we hope expand and provide preparation for non-traditional fields and emerging professions in addition to enabling special populations of students to participate in such fields. The planning and development of this process took place during the reporting year. STEM certified schools will be career preparatory focused with special attention to the technical disciplines. In addition, the IDOE adopted pathways in the STEM cluster to promote the inclusion of more specialized technical and professional career pathways.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

All eligible recipients are required to address the needs of special populations. Support to these individuals are evident in the following ways:

Curriculum modifications and accommodations are followed per a student's IEP; Instructional Aides, tutoring and other devices specific to student's needs are made available; Computer software/online instruction; lab, classroom and equipment modifications are made; and Career counseling, job coaching and support group activities.

The State also ensures that one of the requirements to complete the Workplace Specialist training program, led by Ball State University, is to include substantive training on working with special populations.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The following modes of delivery were used for providing technical assistance:

Conducted presentations on CTE initiatives at The Association of Transportation Teachers (IATT), The Fire Instructors meeting, and the ISCA Counselors conference. Also presented at Indian Trails Career Center and the Muncie Area Career Center on updates from the Department. Processed Non-Standard Course waivers for CTE programs as needed. Reviewed and recommended new CTE courses/pathways for development and piloting (Robotics I & II). Researched feasibility of pathways and courses suggested by recipients (Industrial Maintenance, Energy Pathway).

Addressing all phone calls and emails, as well as providing professional development workshops

DWD providing technical assistance to the entities it oversees to ensure adherence to all state regulations.

Working collaboratively with Indiana ACTED and delivering technical assistance presentations at monthly meetings.

Presenting to guidance counselors and groups of superintendents at statewide conferences and upon CTE directors request.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

150000

Number of students participating in Perkins CTE programs in state correctional institutions:

2577

Describe the CTE services and activities carried out in state correctional institutions.

Indiana Department of Corrections (IDOC), Indiana Department of Workforce Development (IDWD), and Indiana Department of Education (IDOE) have partnered together to identify and track post-release employment opportunities for released offenders using the North American Industry Classification System (NAICS).

IDOC used funding to enhance program offerings aligned with industries identified by NAIC as being more amenable to hiring ex-offenders.

Funds were used for enhancing the following programs at correctional facilities: Construction, Hospitality, Manufacturing, Repair and Maintenance, and Restaurant Services.

Funding was also used to train students to use an online skills assessment and employment tool called WorkIndiana.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The state does not allocate Perkins funds specifically for this purpose, as indicated in our approved state budget.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Formula allocations to local recipients included Charter Schools USA in Indianapolis Public Schools and Edison Learning in Gary, Indiana.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

The state used Perkins funds to support numerous Family and Consumer Sciences initiatives, providing professional development activities for Family and Consumer Sciences teachers including: Early Childhood Education Teacher network, Education Professions Teacher network, Culinary Arts Teacher network, New CTE Teacher Workshop, collaborative conferences with Indiana ACTE and AAFCS for teachers, Assessment Pre-Conference, and a spring All Family and Consumer Sciences Professionals Conference. Perkins funds supported teacher participation in pathway panels to review pathways and revise/update curriculum for logical sequences of courses in Family and Consumer Sciences pathways.

Perkins funds were utilized to support FCCLA. These activities included programmatic support, Summer Leadership Academy, Adviser Training, New FCCLA Adviser Workshop, FCCLA Fall Rally, and FCCLA State Conference.

Perkins funds helped support state program leadership, technical assistance, professional development activities, and participation in professional organizations at the local, district, state, and national levels.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Perkins funding supported a project with local and district CTE directors

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Crosswalks between CTE courses that qualify for science credit and Science courses have been created to promote the inclusion/collaboration of different academic subjects. In addition, through the STEM schools initiative, we have promoted STEM integration between CTE disciplines and the core academic coursework.

Alternative math pathways for students to earn Core 40 and Core 40 with Academic Honors Diploma track by taking CTE Courses that have been identified as Quantitative Reasoning course for their application of math in those courses.

Assisted Math Specialist in procuring Mathematics instructors familiar with the Math-in-CTE pedagogy to assist in developing Quantitative Reasoning Course. Hosted breakout session on encouraging gender equity in STEM education at Fall IACTED Conference to help improve Non-traditional Indicator. Posted lessons developed in Math-in-CTE program online to be used by CTE and Mathematics instructors around the state.

2. During the reporting year, how did your state support 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.

Indiana has spent time revising and updating standards for Work Based Learning based on input from industry and the field. The promotion of WBL encourages teacher and CTE programs to work cooperatively with industry and community representatives to give students a real world experience and engage the community in the practice. These community and industry representatives serve actively as advisory committee members with the CTE programs.

Pathway panels included business and industry representative as well as secondary and post secondary instructors. These panels maintained the integrity of existing programs of studies. Additionally we collaborated with Apprenticeship programs to provide additional education opportunities to Indiana students in Construction Trades including carpentry, electrical, and HVAC.

CTSOs in Indiana are built on partnerships among secondary and postsecondary educators, parents, community leaders, and business and industry partners. The project-based learning, community service, and service learning opportunities enable students to achieve state academic standards and career and technical skills at the highest cognitive levels of synthesis and real-world application.

Collaborated with the Women in Engineering program and National Association of Women in Construction to host a breakout session on the importance of nontraditional recruitment in Engineering and Construction at the annual IACTED conference. The session gave instructors

The Indiana Career Council, composed of education, com, legislative, and business and industry leaders, was created to focus on coordination of those constituencies in the education, jobs skills development and career training system, and to match education and skills training with the jobs market. Their Strategic Plan, "Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce" focuses on three organizing pillars of transformation: 1) system alignment, 2) worker- and student-centric services, and 3) demand-driven programs and investments.

Eleven Indiana Regional Works Councils facilitate partnerships on a regional basis. Representatives of DOE and DWD operate in partnerships with CTE Districts, Vincennes University and Ivy Tech Community College, along with business and industry in increasing the opportunity for students to succeed whether they want to go to college, learn a trade, or start their career right out of high school.

The DWD started using the Tests Assessing Secondary Completion (TASC) instead of the GED in order to better serve the adult education population. DWD provides incentives for local adult education programs for meeting various performance outcomes in a tiered format. The individuals are encouraged to progress through the tiers which includes a transition to postsecondary incentive which can be earned when the student passes the appropriate Accuplacer cut scores or enrolls in college level math and English courses at a non-profit or public 2 or 4 year post secondary institution. The DWD also offers a program titled "WorkINdiana" and this program assists individuals with obtaining a certification in a specific career path ranging from welding to HVAC and can result in the individual becoming part of the workforce as they work closely with local businesses.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Many of our CTE Districts used Perkins funds to fund career guidance and counseling positions.

In alignment with the Indiana Department of Education's initiative of increasing Indiana educator and counselor effectiveness, we funded the Indiana Student Achievement Institute's project to increase the number of Indiana K-12 schools with comprehensive and accountable school counseling and guidance programs that are aligned with the Indiana Program Standards for School Counseling, Indiana School Counselor Standards and the Indiana Student Standards for Guidance. Schools and school counseling & guidance programs that participated in this professional development opportunity and receive the Gold Star Award implemented plans that included the establishment of a program vision and mission, data-based accountability, standards-driven student guidance (academic, college/career, and social/personal) activities, counseling and advocacy, program management, the alignment of resources and an annual improvement plan.

The American Student Achievement Institute (ASAI) provided an online portfolio/accountability system, including student, parent, and teacher surveys that helped inform decisions during the strategic planning process aligned to school improvement planning. ASAI also provided an Indiana Gold Star Intro Workshop for both 1st time and renewal schools and a monthly training webinar series for both first-time and renewal schools. In addition, ASAI oversaw the gold star review process, which includes six reviewers who determined whether or not the schools have met the 'Gold Star' criteria (comprehensive, data-driven program). The majority of Indiana school counseling graduate programs are also utilizing the portfolio/accountability system.

The Redesigning School Counseling (RSC) process enables schools to develop a data-driven and accountable school counseling program that aligns with academic goals in the school improvement plan. RSC places a heavy emphasis on data-based decision making. RSC schools collect and analyze several types of data (academic achievement, career and postsecondary education plans, student choice, guidance needs, counseling needs, student perceptions of their counselor's, counselor time-use data) to help inform decisions during the strategic planning process.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Teachers visited and participated in in-service professional development provided by the postsecondary institutions; districts also hosted representatives/coordinators from the various postsecondary schools to review credentials and assist teachers in the collection of necessary documentation required to secure dual credits.

By changing the definition of a post secondary CTE student to better align with the 2+2 model, we provided an incentive for post secondary institutions to partner/work more closely with the secondary schools to better assist in the matriculation of students. This in turn, could increase the Perkins allocation for the institution.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

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. Local education and business partnerships were developed 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. 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. Secondary and postsecondary students were awarded for their outstanding contributions as well secondary and postsecondary programs were recognized for outstanding programs.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Indiana supported the following CTSOs: BPA, DECA, FBLA, FCCLA, FFA, HOSA and SKILLS USA.

Student leadership training programs at the district, regional, state and national levels provided quality leadership activities for state and local officers as well as members at every level.

A CTSO Coordinating Workshop took place where CTSO advisors were able to collaborate and address membership and meeting the needs of new and existing members.

Indiana FCCLA takes pride in its ability to work with all populations of students. To help academically diverse students, Indiana FCCLA has projects and initiatives created to target and challenge all learning levels. This allows students of academically diverse backgrounds the ability to participate and achieve recognition for their work and their successes. Indiana FCCLA assists students from financially diverse backgrounds by working hard to maintain and not raise pricing structures. In addition, Indiana FCCLA along with the American Association of Family and Consumer Sciences provides scholarships to attend state meetings so that those with financial issues can still attend. An ongoing initiative of FCCLA is to target our most diverse schools in Indianapolis to join the organization and be active participants. Consideration is being made about offering a special price incentive for the new schools to learn more about the organization. Indiana FCCLA and its Districts and Chapters provide accommodation for students with special needs. Examples include adjustments in criteria for competitive events to accommodate physically challenged students, development of less complex State Projects for students with academic challenges, and provision of deal interpreters for hearing impaired members. Our final focus on special populations deals with gender. Indiana FCCLA works diligently to provide special programming and recruitment efforts to retain and increase male membership and participation. This effort happens at the state, district, and chapter level.

SkillsUSA has aggressively focused on recruitment and student leadership development. Funds were spent on chapter startup visits and other recruitment activities. Student leaders were sent to professional development workshops hosted by the National organization aimed at honing leadership qualities.

BPA, DECA and FBLA saw continued growth in membership during the grant year. This is because they support CTE programs by offering co-curricular resources teacher could use in enhancing the educational experience of students interested in the areas of business, marketing, and IT. They also provide opportunities for student to compete on the state and national level, which say record attendances. BPA, DECA, and FBLA also supported the State's focus on improving of Perkin's indicators, such as non-traditional participation.

FFA, for example, has seen tremendous growth and has increased its membership to more than 11,000. The Indiana FFA provided handicapped accessibility and any needed accommodations for learning disabilities in whatever way is required for all activities and CDE's. The Indiana FFA works directly with the national AgrAbility organization providing awards for chapters who do activities and projects benefiting disabled people in rural Indiana with more than 300 FFA members directly involved in that effort. FFA provided a section of the Indiana FFA State Fair Pavilion exhibit to AgrAbility to share with fairgoers the resources available for disabled.

This display at the Indiana State Fair FFA Pavilion is located in the very heavily trafficked "animal wing" where over 100,000 people pass through during the 17 days of fair. AgrAbility shared that FFA's efforts to serve them resulted in more direct contacts for people who needed help than any other effort they had.

The Indiana FFA has a strong Career Development Event area called "Living to Serve Community Service" where those chapters willing to fill out the application can document efforts directed towards the needy in their communities. Just those documented involve over 2,000 FFA members involved in areas of: 1) Food Security- Food drives for area food pantries, community gardens, and farm to school programs are just a few common examples. Many others take place including "backpack" programs and direct food efforts during the holiday season. 2) Economically Disadvantaged- multiple schools engage in helping the less fortunate including multiple Christmas assistance programs and efforts for the homeless. Chapters also have programs for members to become members regardless of their financial situation. These efforts include but are not limited to chapters paying for everyone's dues, fundraising efforts that pay for all or partial fees, and jacket sharing where graduates donate their FFA jackets to be re-lettered and provided to those that lack the funds to purchase one. 3) Developmentally Disabled- One school with 133 members does especially tremendous work with these special populations by hosting multiple events for them throughout the year where an average of 280 people are in attendance.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Perkins funds were used to support the development of new Work Based Learning Standards and Manual through the support of a teacher workgroup. Additionally, funds were utilized to provide training and presentations about WBL. Perkins funds also supported training for teachers in specific aspects of CTE areas that heavily involve students gaining real-world experiences such as Culinary Arts training, Early Childhood Education, and Education Professions

Perkins funds were used to support specialized teacher training in a number of Trade & Industrial Education areas. Some of these programs included NATEF Training for Automotive Instructors and the Lincoln Welding Workshop at Vincennes University for instructors who utilize welding in their curriculum. Funds were also used to help develop linkages between CTE programs and local businesses and industry.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Perkins funds were used to support the development of new Work Based Learning Standards and Manual through the support of a teacher workgroup. Additionally, funds were utilized to provide training and presentations about WBL. Perkins funds also supported training for teachers in specific aspects of CTE areas that heavily involve students gaining real-world experiences such as Culinary Arts training, Early Childhood Education, and Education Professions.

Perkins funds were used to develop linkages between business as well as secondary and postsecondary education. One example of this was the development of new College and Career Pathways. Each newly developed Pathway or Concentration involved input from all of these sectors. In addition, business and industry partners helped review new certifications and credentials that arose in their respective areas.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Funds were utilized to support development of several courses and pathway alignments including Work Based Learning, Education Professions, Culinary Arts, and Human and Social Services

Funds were used to convene pathway panels to develop new pathways and to revise existing ones. New pathways include Tractor/Trailer Operations and Building Facilities Management. Revised pathways include Automotive, Diesel, and Collision Repair. An Energy Pathway was also explored and piloted.

Funds were used to support the development of standards for Introductory courses and evaluation of industry-based certifications in the areas of Entrepreneurship and Computer Science. The courses that were created help expand the offers in those areas addressing the need for individuals with related skills.

The Indiana Department of Education is undertaking a large initiative to certify STEM schools. Through this initiative we hope expand and provide preparation for non-traditional fields and emerging professions in addition to enabling special populations of students to participate in such fields. The planning and development of this process took place during the reporting year. STEM certified schools will be career preparatory focused with special attention to the technical disciplines. In addition, the IDOE adopted the STEM cluster to promote the inclusion of more specialized and technical career pathways. Perkins funds supported participation of CTE educators - teachers and administrators across the state in this initiative .

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

The Family and Consumer Sciences Professional Development Conference included workshops and roundtable focused on entrepreneurship education. Additionally, Indiana FCCLA has competitive events with the focus on entrepreneurship and youth sessions with speakers from this topic.

CTSOs used Perkins funds to solicit resources and support from local businesses and entrepreneurs.

Local, regional, and national SkillsUSA and FFA competitions include a business and entrepreneurship component.

Indiana Business Professionals of America, Indiana DECA, and Indiana Future Business Leaders of America support entrepreneurship education by providing resources teachers can use to expand on entrepreneurship instruction in the classroom. Students can then compete at the district, state, and national levels in competitive events that further their knowledge and skills related to entrepreneurship. Additionally, all three CTSOs bring in successful entrepreneurs to speak to the students.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

Family and Consumer Sciences utilized funds to include teacher recruitment activities at all of its Professional Development events.

Perkins funds also supported an Agriculture Education recruitment and retention coordinator. The coordinator developed and delivered various workshops and informational packets that addressed specific AgEd-related recruitment strategies that all AgEd stakeholders could implement. Specific goals relating to increasing the the number of AgEd majors needed to fill vacant teaching positions were set and achieved.

Funds are utilized to support our Workplace Specialist Training program for individuals moving from Industry into the classroom. Additionally, these teachers attend a New Teacher Workshop as part of the training.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Pathways Assessment Guidelines for 2013-2014

Every Indiana Area Career and Technical Education (CTE) District that receives federal Perkins funding is required to report annually on the number of students taking and percentage passing the state's identified Technical Skills Attainment measures. These measures – including technical certifications, licenses and dual credit final exams or end-of-course assessments – are identified for each College and Career Pathway and are referred to as Pathways Assessments (PAs).

The number of Indiana students taking Pathway Assessments and the percentage meeting the student performance indicators for Technical Skill Attainment (TSA), called 2S1, must increase each year in each CTE District and statewide. Indiana published a list of all of the approved industry-recognized assessments and end-of-course examinations that were used in Indiana to calculate Technical Skills Attainment in 2013-2014.

Guidelines for implementation of the assessments for that school year were developed and published at .

Which Students Must Be Tested?

The guidelines specified the Indiana College and Career Pathways for which Technical Skill Attainment measures were required in 2013-2014, along with the Pathway Assessments that were required. All students who were completers (see definitions on page 1) in 2013-2014 of one of the College and Career Pathways listed in the chart needed to be tested via the Pathway Assessment specified in the chart. This included students who completed a logical sequence of courses in one of the College and Career Pathways at the end of the first semester. Further, students who completed one or more of the courses specified in the chart needed to be tested as they finished the individual courses even though they will not be completers until a later year.

When Are Students To Be Tested?

Assessments were to be administered when students were ready to be tested unless otherwise specified by the test vendor, certifying agency or postsecondary program. Generally, that meant testing as close as possible to the finish of instruction on the content being tested. All schools MUST follow the postsecondary test, pretest, retest policy for dual credit courses or the requirements of the test vendors for industry-recognized testing and credentialing.

Selection of Dual Credit Final or Assessments for Industry-Recognized Certifications or Credentials

For courses in which both dual credit agreements and industry-recognized credentials exist, it is recommended that students be provided with opportunity to earn both the dual credit and the industry-recognized credential.

Who Covers the Costs of the Assessments?

The State of Indiana pays for testing for the certifications specified in the chart, unless noted otherwise. The State paid only for the tests or assessment packages and did not pay for separate practice tests or separate pre-tests or for any re-tests or for cost of credentials if separate from the cost of the assessment. Districts were responsible for ordering and paying separately with their local funds for costs of items such as blueprints, separate pre-tests and other materials not provided as part of the assessment packages.

Each student required to complete the assessment or certification had a unique Indiana Student Testing Number (STN) and this STN was to be used during the testing process. The school and teacher must verify that accurate STNs are provided in each student record. The costs of assessments given to students without valid STNs in their test records were not covered by the state.

The area CTE director/administrator was responsible for ALL schools in the district that had qualifying programs and for meeting with the teachers in all schools in the district to make sure that they were aware of the requirements for Pathway Assessment(s) and the procedures to be followed. The director was responsible for communicating with superintendents, principals, counselors and teachers regarding the requirements of the assessment process. For any student on a district's completer list who was not tested, directors were asked by the state to supply the reason the student did not complete the test (e.g. student is failing class, student dropped the class, etc).

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	9129	18549	49.2155911369885
Postsecondary Students	370	7878	4.6966235085047

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Step 8: Program Improvement Plans

Extension Requested?

Yes

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
2P1	FAUPL 27 Total 23.8 Male 20 American Indian 20 Black 14 Hispanic 14 Two races 18	Will improve the number of students who received attainment of industry-recognized credentials, certificates, or degrees. Collaborate with CTE departments to track and provide intervention designed to ensure that the CTE concentrator is on-track towards degree completion. 14 of the post-secondary schools have implemented "Starfish Retention Solution". This program is designed to provide an early notification system to identify students who are having difficulties which will allow for the use of appropriate interventions. Through existing data students performance will be automatically identify as who are at or near an "at-risk" level.	Chris Deaton	06-30-15
3P1	FAUPL 71 Total 63 Male 60 Asian 46 Black 48 Two races 60	To implement early detection 14 of the post-secondary schools have created a "customer service/call center" which will operate 18 hours per day, seven	Chris Deaton	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	FAUPL 33 Total 28 Male 6 American Indiana 15 White 27 Two races 27	<p>days a week. The primary goal of the call center is to improve retention and completion rates for college. This is accomplished by providing students a single resource for them to locate the assistance or direction they need to be successful.</p> <p>-Require faculty to work collaboratively with Career Services and the Academic Advising Center to encourage students who have not declared a major to participate in utilizing Indiana Career Exploration (ICE) digital resources. -Require that they train academic regional admissions and advising staff on CTE career opportunities through CTE programming. -Conduct "Job Fair" highlighting CTE career opportunities for non-traditional populations in CTE programming. -Host summer camps designed to elevate awareness and develop interest in science, technology, engineering, and mathematics education and careers targeting middle school students. -Coordinate efforts among schools and program leaders to evaluate and tailor awareness of opportunities for non-traditional participants and ultimately to attract students into non-traditional programs and career pathways.</p>	Chris Deaton	06-30-15
5P2	FAUPL 33 Total 26.5 Male 7 American Indian 0 Asian 0 Black 25	-Develop advanced workshops that speak to the needs of special populations of students who are working to balance school, family, and work schedules. -CTE faculty and staff, along with the Office of Career Services will work better	Chris Deaton	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
6S1	FAUPL 35 Total 27.4 Male 3.4 Female 66 Disabled 17 Single Parent 23	<p>to mentor and prepare students for degree completion and to obtain employment. -Continue to utilize current college advisors to establish a tracking system that will determine where students are in the process and whether they have completed, continued on to a higher degree or entered the workforce.</p> <p>For recruitment and retention of males in Early Childhood Education, a focused workshop will be incorporated into the Spring Family and Consumer Sciences Conference. The workshop will provide teachers with non-traditional mentors in the field of Early Childhood Education. It will include strategies for recruiting non-traditional students and methods for supporting these students in the pathway towards completion. Additionally, plans for a fall workshop for Early Childhood Educators will be organized to include special focus on recruiting non-traditional students. Another action that is planned for the Spring Family and Consumer Sciences Conference is a workshop for teachers of the new Nutrition Science Careers pathway/program of study. This pathway is currently being piloted at one school in Indiana. This teacher will lead the workshop and will be sharing about the development of the course and utilizing the pathway as a tool to engage male students in Family and Consumer Sciences fields. A final action will be to conduct a webinar series for the Preparing</p>	Alyson McIntyre-Reiger	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
6S1	FAUPL 35 Total 27.4 Male 3.4 Female 66 Disabled 17 Single Parent 23	<p>for College and Careers teachers. The webinar will focus on creating and teaching a unit about non-traditional careers. These teachers play a crucial role in the career planning sequence for students. Integrating the importance of non-traditional recruitment at this basic/foundational course level will help Indiana improve our numbers in recruitment and retention of non-traditional students.</p> <p>Commission a series of interviews and surveys to investigate why boys don't choose non-traditional careers at the rate girls do, why non-traditional students who are enrolled in a non-traditional pathway choose to leave that pathway and what pathway, if any, they move to. Use 6S1 and 6S2 data to identify actual students to interview/survey. Analyze data and develop strategic plan in concert with Statewide Advisory Committee for CTE, Area CTE District Directors, and Indiana STEM Education state leaders. We are seeking time on the spring agendas of the Indiana Association of CTE District Directors, Indiana Association of School Superintendents, Indiana Association of School Principals, and Indiana Afterschool Network to present on the topic and engage CTE directors and school principals and superintendents in planning and implementing these activities.</p>	Jeremy Eltz	06-30-15
6S2	FAUPL 32 Total 12 Male 4 Female 23 American Indian 8.7	Commission a series of interviews and surveys to	Jeremy Eltz	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	Disabled 6.7 Single Parent 5.8	investigate why boys don't choose non-traditional careers at the rate girls do, why non-traditional students who are enrolled in a non-traditional pathway choose to leave that pathway and what pathway, if any, they move to. Use 6S1 and 6S2 data to identify actual students to interview/survey. Analyze data and develop strategic plan in concert with Statewide Advisory Committee for CTE, Area CTE District Directors, and Indiana STEM Education state leaders. We are seeking time on the spring agendas of the Indiana Association of CTE District Directors, Indiana Association of School Superintendents, Indiana Association of School Principals, and Indiana Afterschool Network to present on the topic and engage CTE directors and school principals and superintendents in planning and implementing these activities.		
6S2	FAUPL 32 Total 12 Male 4 Female 23 American Indian 8.7 Disabled 6.7 Single Parent 5.8	Explore innovative programs of study in non-traditional careers for possible addition to Indiana's career pathways. Present findings to Statewide Advisory Committee for CTE and to Area CTE District Directors to engage them in implementation of feasible pathways.	Peggy Wild	06-30-15

Local Program Improvement Plans

Secondary - 46 Area CTE Districts in Indiana, disaggregated by indicator:

1S1 - 2

1S2 - 0

2S1 - 20

3S1 - 0

4S1 - 9

5S1 - 27

6S1 - 41

6S2 - 45

Postsecondary - 17 institutions in Indiana, disaggregated by indicator:

1P1 - 13

2P1 - 12

3P1 - 12

4P1 - 0

5P1 - 11

5P2 - 9