

Form 1: Grant Application Cover SheetWorks Council Region: Region 5Chairperson of Region: David Shane

Signature of Chairperson: _____

Address: Central Nine Career Center 1999 US Hwy 31 SouthCity: Greenwood State: IN Zip+4: 46143-2938**Fiscal Agent**

Name of Organization: Central Nine Career Center

Contact

Person: David Edds Title: DirectorPhone: 317-888-4401 ext. 274 Date: 04/07/2014Fax: 317-865-8225 Email Address: dedds@central9.k12.in.us

Signature of Fiscal Agent: _____

Project Director *(person responsible for conducting daily grant operations)*Name: Cindy Payton Title: Business ManagerPhone: 317-888-4401 ext. 239 Date: 04/07/2014Fax: 317-865-8225 Email Address: cpayton@central9.k12.in.us**Any Additional Contact Information**Name: Nicole Otte Title: Curriculum DirectorPhone: 317-888-4401 ext. 244 Date: 04/07/2014Fax: 317-885-8670 Email Address: notte@central9.k12.in.us

Explanation of Expenditure	Amount Requested
Salary Expenses	
Benefits and other Salary-Related Expenses	
Equipment	
Continuing Education Credit for Teachers	
Marketing Expenses	
Indirect Costs	
Other Costs:	
TOTAL FUNDS REQUESTED	

Form 3: Application Budget Detail Sheet Match

Note: When entering dollar amounts, round off to the nearest dollar. Submit details explaining the expenditures by category below.

Explanation of Private Investment	Amount of Private Investment
Salary Expenses	
Benefits and other Salary-Related Expenses	
Equipment	
Continuing Education Credit for Teachers	
Marketing Expenses	
Indirect Costs	
Other Costs:	
TOTAL PRIVATE INVESTMENT TOTAL PRIVATE INVESTMENT	

Grant Narrative

A. Statement of Regional Industry Need and Proposed Partnerships 15 Points (2 pages)

Central Nine Career Center is located in Greenwood, IN, is a part of Indiana Works Council Region #5, and serves Area CTE District #37. CTE District #37 encompasses all of Johnson County, and the Southern portion of Marion County. Schools served by Central Nine Career Center include:

- Beech Grove High School
- Center Grove High School
- Franklin Central High School
- Franklin Community High School
- Greenwood Community High School
- Indian Creek High School
- Perry Meridian High School
- Southport High School
- Whiteland Community High School

Even prior to the announcement of this grant opportunity, Central Nine Career Center was working to build stronger partnerships with the local community, businesses, and industry. Through Aspire Johnson County (a group of community volunteers and leaders working to improve four areas of need in the county: Corridors, Branding, Recreation, and Talent), Johnson County Development Corporation, and business and industry from both Johnson and Marion Counties, we have been able to identify needs of all stakeholders.

1. *What are the primary employment sectors in the economic growth region (EGR) where the proposed innovative CTE curriculum will be delivered?*

The Talent Subcommittee of Aspire Johnson County has focused on three employment sectors for local talent attraction and retention: Advanced Manufacturing, Information Technology, and Healthcare. (Supported by workforce data?)

2. *On which sector does the proposed CTE curriculum focus? What industry needs exist in the region for this type of curriculum? What skills gap is being addressed?*

Although the proposed CTE Curriculum will initially focus on Advanced Manufacturing, the plan would be to replicate the process to other sectors moving forward. The Talent Subcommittee of Aspire Johnson County brought together a round table of area manufacturing representatives on January 31, 2014 to collect information regarding their needs as an industry. Their major need of recruiting and retaining a highly skilled workforce is two-fold. They are in need of workers that have both a career/trade skill as well as employability skills, such as collaboration, communication, and work ethic. Another area of need identified by this industry involves improving the image of Advanced Manufacturing that will attract a future workforce.

See the table below that highlights the needs of not only industry, but also those of the educational and the larger community:

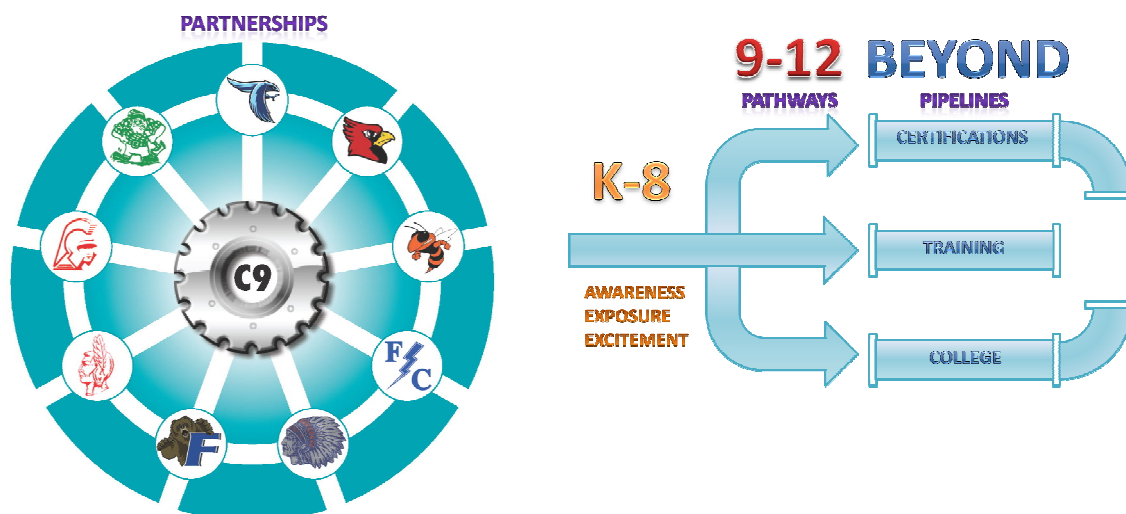
Educational Needs	Employer Needs	Community Need
Industry Presentations Field Trips/Tours/Presentations <ul style="list-style-type: none"> • Students • Teachers • Counselors • Administrators • School Boards • Community Advisory Boards Mentors Internships Job Shadows Teacher Internships Camps (Summer/Breaks) Career Assessments/Pathway Placements Extra Curricular (Clubs, Competitions)	Highly Skilled Workforce <ul style="list-style-type: none"> • Content/Trade Skills • Employability <ul style="list-style-type: none"> ○ Collaboration ○ Communication ○ Work Ethic <ul style="list-style-type: none"> ▪ Attendance Input into Programs Awareness of Industry Certifications	Marketing/Awareness/Image <ul style="list-style-type: none"> • Career Forums Catalog of Opportunities <ul style="list-style-type: none"> • K-12 • Post Secondary • Adult • Employers • Resources Education Multiple Pathways to Success

3. *What partners (including private industry partners offering a match) are collaborating to address this need? These partners may include high schools, CTE centers, postsecondary providers, employers, and community-based organizations.*

i. Please list all partners in a table that outlines the name of the partner and a short description of the role they will play in developing, delivering, or supporting the curriculum.

Educational Partners	Industry Partners	Community Partners
Central Nine Career Center Beech Grove City School Corporation Center Grove School Corporation Clark Pleasant School Corporation Franklin Community School Corporation Franklin Township School Corporation Greenwood Community School Corporation NHJ United School Corporation MSD Perry Township School Corporation Ivy Tech Community College Vincennes University	Endress+Hauser <u>Potential:</u> Community South Direct Shot Eli Lilly Major Tool & Machine Nachi Technology, Inc. NTSupply.com	Johnson County Development Corporation Aspire Johnson County Dream It! Do It! Indiana

B. Description of Proposed Innovative Curriculum
50 Points (4 pages)



1. Please articulate which process will be utilized in developing this curriculum and include a short summary of the curriculum.

The approach to addressing the needs of all stakeholders will be three-fold:

1. Pathways & Pipelines – Educational Programming/Curriculum
 - a. Integration of Industrial Repair & Maintenance into Manufacturing Courses at Central Nine Career Center
 - b. PLTW Implementation Grants to Sending Schools
 - c. Manufacturing Camps for grades 5-8
 - d. Professional Development/Curriculum Writing/Consultant for Soft Skills
2. Partnerships – Business/Education Liaison
3. Awareness – Marketing
 - a. Dream It! Do It! Program
 - b. Community Career+Education Forum
 - c. Billboards, Social media, Radio, etc.

The process to implementing this three-fold approach will begin the introduction of the Industrial Repair and Maintenance course beginning the Fall of 2014. All students enrolled in Central Nine Advanced Manufacturing (Conexus HIRE Technology), Electronics, Precision Machining, and Welding will also be enrolled in one credit of Industrial Repair and Maintenance. Students will be primarily enrolled in their program of choice (POC), but would rotate as a whole class for one-week sessions through each of the other Manufacturing Programs once a semester studying the following concepts with teachers in those specialties:

	Advanced Manufacturing	Electronics & Computer Technology	Precision Machine Technology	Welding Technology
Content	Pneumatics/Hydraulics Problem Solving	Electrical Circuits/Wiring Robotics	Basic Machining	Basic Welding

Students would not only have instruction in their POC, but would get exposure to other Manufacturing disciplines in the process. **We have had positive feedback from industry for this approach. (Direct Quote?)**

Of the eight sending school corporations, only three currently have PLTW Engineering Curriculum. One additional school corporation is looking to add PLTW next school. That still leaves half of our schools lacking in curriculum that directly prepares students for engineering and manufacturing careers. The PLTW curriculum also builds in the employability skills of collaboration and communication. By offering PLTW implementation grants to our sending school corporations, new schools have an opportunity to start programs (as teacher training, and initial equipment costs can be prohibitive), or existing schools have an opportunity to add to or improve their programming.

To increase awareness of manufacturing courses available at both the high schools and the career center, as well as post-secondary and career opportunities, Central Nine would like to offer camps for students in grades 5-8 during summer and/or spring/fall breaks. Central Nine and a significant number of sending schools operate on a balanced calendar where students have two weeks off in both the fall and spring. The camps would be collaborative in nature to include planning and implementation from high school academic and CTE teachers, career center teachers, post-secondary, and business representatives. Camps would attract students with the theme of robotics, and would touch on multiple topics of advanced manufacturing. Students would also have an opportunity to tour both post-secondary and industry partner facilities.

Professional Development/Curriculum Writing/Consultant for Soft Skills – PBL Academy/Institute

In order to meet the needs of educational and business/industry entities, there needs to be a way to continue to strengthen relationships and connect resources. Through the roundtable discussion, the position of a Business/Educational Liaison was proposed by industry representatives. This person would be the central contact/hub for our CTE Region, and would work with both business and educational representatives in connecting resources for presentations, tours, field trips, job shadows, internships, etc. This position would initially connect with manufacturing sector, but would be instrumental in creating similar connections with future employment sectors.

Another component that will be directly connected to the Business/Education Liaison would be program specific Champions and Ambassadors. Dream It! Do It! currently exists as a program that promotes Advanced Manufacturing. Four of our Nine sending high schools currently have a Dream It! Do It! champion. We are looking to expand this opportunity to the other high schools. Dream It! Do It! Indiana's program offers \$500 per school in project reimbursement funding, as well as stipends to champions showing significant enrollment growth. The Business/Education Liaison would work with each champion (implementing the program at the other five schools) to increase awareness to manufacturing careers. Another component would add two student ambassadors at each school to work with the champion. This is a model that would replicate to other sectors in the future.

Changing the image of Advanced Manufacturing is a major component of this programming. One of the major partners in this proposal, Endress+Hauser, is taking the lead by hosting the first annual Community Career+Education Forum this summer (the kick-off for their Talent Pipelines+Pathways campaign). Central Nine has been working in partnership with Endress+Hauser to plan this event that will serve as an evening of awareness and education for students, parents, teachers, counselors, administrators to learn more about Advanced Manufacturing. Not only will Endress+Hauser representatives be present, but other manufacturing and post-secondary representatives, as well.

What is the proposed outcome for this new curriculum? Will it be an industry-recognized certification, dual credits, internships, apprenticeships, or job placement opportunities? How will success be defined?

- Increased enrollment in engineering and manufacturing courses both at high schools and career centers
- Increased dual credit attainment in engineering and manufacturing courses
- Increased exposure to manufacturing through job shadows, internships, presentations, field trips, etc.
- Increased talent pipeline to industry

2. *What innovative models of instruction will be utilized? Why?*

- Soft skills/PBL Academy

3. *What innovative programmatic models will be utilized? Why?*

- PLTW Pre-Engineering Programs

4. *Please describe how employers will be engaged in the development and/or delivery of this curriculum?*

Employers will be engaged at all levels of development. Employers suggested the need of acquiring employees with a wide range of industrial experience (addition of Industrial Repair and Maintenance). Employers serve on advisory committees for program and curriculum improvements throughout the process. Employers will be connected to educational entities through the Business/Education Liaison.

5. *Please describe how post-secondary institutions will be engaged in the development and/or delivery of this curriculum?*

How many students does the grantee expect will enroll in this curriculum? In what timeframe? Please describe any recruiting or counseling efforts that will be funded as part of this grant.

Students are eligible to earn dual credits in various programs, including the manufacturing courses at C9, as well as PLTW courses at the home schools. Postsecondary partners are involved through advisory boards, the Aspire Talent subcommittee, as well as through the Career+Education Forum.

Program	Number Impacted	Timeframe
Community Career+Education Forum	75 students (200 attendees)	Summer 2014
Integration of Industrial Repair & Maintenance into Manufacturing Courses at C9	200 students	Fall 2014
PLTW Implementation Grants	200 students (Increase of 20 students in PLTW programs per implementation grant)	Fall 2014 and beyond
Manufacturing Camps	100 students	Fall 2014
Dream It! Do It! Champions	# of students at each high school	Spring 2015
Business/Education Liaison	# of students in each corporation	Spring 2015
Soft Skills/Teacher PD	20 teachers	Summer 2015

A. Performance Measures, Evaluation, and Sustainability
25 Points (2 pages)

1. *What goals does the grantee have for the following performance metrics?*
 - i. *Number of students entered into the new curriculum*
 - ii. *Number of students in the new curriculum earning an industry-recognized certification or credential*
 - iii. *Number of students in the new curriculum that have entered into a work-based learning experience*
 - iv. *Number of dual credits earned*
 - i. see table above
 - ii. _____% of Industrial Repair & Maintenance Students
 _____% of PLTW Pre-Engineering Students
 - iii. _____% of Industrial Repair & Maintenance Students
 _____% of PLTW Pre-Engineering Students
 - iv. _____% of Industrial Repair & Maintenance Students
 _____% of PLTW Pre-Engineering Students
2. *What outcome based measures will the grantee utilize to evaluate how well the new curriculum was implemented? What measures will be used in order to determine if the program achieved its objective?*
 - Percentage of students entering manufacturing related careers
 - Percentage of students entering manufacturing related post-secondary programs
3. *What efficiency measures might be utilized? For instance, cost per student enrolled in the program.*
 - ??
4. *What is the grantee's plan for sustaining this curriculum after the grant period ends? What plans will be implemented to ensure continued support for the new curriculum (professional development, any additional staff costs, etc.)?*

The plan for sustaining this curriculum will be through continued partnerships among education, business, and community entities. Dependent on success of the Business/Education Liaison, C9 would work to secure this position as a C9 staff member.

C. Budget Narrative
10 Points (2 pages)

1. Please detail all costs outlined on the budget form.
2. Please explain in detail how the private funds will be invested in this curriculum.

Grant Program	Requested	Private Investment	Investor
Career+Education Forum		\$6,000-\$10,000	Endress+Hauser
PLTW Implementation Grants (teacher training, equipment for Elementary, Middle or High School Programs)	\$7,500 per school corporation \$60,000 Total		
Manufacturing Camp	4 Teachers (\$100 stipend per day X 5 Days) \$2,000 Robotic Kits/Supplies (\$200 X 35 kits) \$7,000 Student Meals (\$5 X 100) \$500		
Dream It! Do It! Champions		\$500 per school \$4,500 Potential for additional	Dream It! Do It! Indiana Conexus
Business/Education Liaison	Salary \$50,000 Benefits \$16,500		
Soft Skills Teacher PD	20 Teachers (2 from Each School) \$700 per teacher?? \$14,000 Total		
TOTALS	\$150,000	~\$15,000	