

## FY19 Perkins Basic Grant – Summary

The Perkins basic grant for the fiscal year beginning July 1, 2018 and ending June 30, 2019 contains five activities which are described below. Total allocation for Funding Year 2019 is still undetermined. DOE has requested that we budget at our FY18 Budget of **\$576,833**. Adjustments will be made once new allocations are released by DOE in the coming weeks.

(FY 18: 576,833, FY17: \$592,020 FY16: \$569,958 FY15: \$546,706 FY14: \$596,512)

### I. Academic Integration

**\$114,802**

Utilization of the Academic Integration Specialists in both English and Math is an integral component to our Perkins Local Plan. There is continued need to increase academic integration in CTE programs, particularly with new teachers, as they typically have content knowledge, but need assistance in integrating English and Math. This budget includes a full time English Integration Specialist, as well as a half-time Math Integration Specialist. These licensed instructors work with CTE instructors to build English and Math standards into curriculum mapping, lesson planning, and project-based learning instruction. There is also an emphasis on working with students to earn dual credit through improved college placement scores on the Accuplacer assessment. Both Ivy Tech Community College and Vincennes University require specific Accuplacer scores for students to be eligible for Dual Credit. The Integration specialists will work with those students (as well as those that still need to pass academic end of course assessment tests) to receive remediation. Four staff members will be given the opportunity to attend the Fall ACTE Vision professional development conference in order to increase strategies for academic and CTE integration. Teachers will learn from other schools' best integration practices.

### II. Special & General Instructional Assistants

**\$148,262**

Instructional assistants (IAs) provide assistance to instructors in both specific and general program areas. Even though IAs are primarily placed in one program area, they are also exposed to other CTE programs areas, so that they may be utilized more significantly. IAs, with guidance from the CTE Teacher, work with students to provide additional skill development, academic assistance, and supervision. This service is very valuable especially in programs where students are split between classroom and lab settings. This budget amount would fund 7 Instructional Assistants for 2018-19. Beyond direct program assistance, there is potential for assistance from the Instructional Assistants with PBIS (Positive Behavior Interventions and Supports), as well as ISS (in school suspension) supervision and course work makeup.

### III. Career Guidance & Academic Counseling

**\$ 61,232**

The main role of the Career Pathways Counselor will be to make sure that students are aware of and prepared for career, training, and postsecondary education opportunities. The Career Pathways Counselor will work with students, business/industry, and post-secondary representatives to access post-secondary and work-based learning opportunities as a business and education liaison. Work will continue in 2018-19 on the implementation of the Governor's Work Ethic Certification (IMPACT) alongside our Project Implementation Specialist (through September). After that time, the Career Pathways Counselor will be the lead on maintaining this project. Career awareness activities that would also fall under this position include, but are not limited to: College Day, Career/Employment Fair, activities for nontraditional students, and FAFSA preparation. The Career Pathways Counselor will also work with the Student Services Coordinators to help make younger students aware of CTE coursework. This preparation begins with students while they are still enrolled in middle school. Students begin planning their high school schedules at this age, and it is imperative that students are made aware of career opportunities, as well as what academic requirements must be met in order to enroll at Central Nine Career Center. The Career Pathways Counselor, in conjunction with the Student Services Coordinators, will work with students to assess their career interests, and further plan coursework that aligns those career interests to College and Career Pathways. There is also additional funding in this category for assessments associated with industry based certifications.

### IV. Career Data and Communications Specialist

**\$ 67,114**

The Career Data Specialist will be responsible for submission of all State CTE, DOE/DWD data requirements and reports. Some of those reports include: graduate follow-ups and social security number collection (4S1), dual credits/certifications (4X, 5X), student completion status (3S1), and technical skill attainment (2S1). The Data & Communication Specialist will also organize, analyze, and disaggregate data from all sending schools for Form 30A. The Communications & Media Specialist will be responsible for activities that will promote Career and Technical Education college and career pathway information in a format that is engaging to high school students utilizing innovative methods and tools (maintaining of website/social media, local high school events, open houses, tours, Electronic News Blasts, Video announcements, etc.).

### V. Program Improvement

**\$185,423**

Central Nine Career Center follows Technology Centers that Work (TCTW) priorities and key practices. The original Focus teams were implemented in 2014, and were re-evaluated for the 2017-18 school year. The six Focus Teams for 2017-18 aligned with the acronym IMPACT and included: Industry/IMPACT, Marketing, PBIS, Assessment & Data, Communication & PD, and Technology. For 2018-19 we will update the former Master Teacher position to a CTE Innovation Coach with a heavier emphasis on coaching teachers towards improvement. Some of the CTE Innovation Coach duties include: teacher improvement, professional development, new teacher training, project based learning, and technology integration. Based on input from local industry partners, student enrollment, and a preliminary advisory committee, we will be adding a new program in 2018-19 – Early Childhood Education. Funding will be used to hire a full-time Early Childhood instructor. We will also continue with Year 2 funding of our Construction Trades: HVAC program. Funds will also be used to cover the PLTW annual fee for our PLTW-Biomedical Program. Following our increased communication and awareness with our sending school CTE Instructors, Counselors, and Administrators from 2016-17 and 2017-18, we will again budget funds for CTE Teacher Professional Development. The remainder of the funds will be placed in the "Technology for Program Improvement Category." The new Early Childhood Instructor will have priority to these funds, and any additional funds will be utilized as needed by programs needing IT and/or technology/equipment improvements throughout the year, or as the budget is modified at the end of 2018-19.