



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

TO: Indiana Area CTE Directors and Staff

FROM: Melissa Rekeweg, State Director of Career & Technical Education and  
Assistant Director, Division of College & Career Readiness

RE: FY13 Perkins Local Plan Amendments and Budgets Grant Application

DATE: March 19, 2012

The Indiana Department of Education (IDOE) is pleased to announce the availability of federal Basic Grant funds for the 2012-13 school year (contingent on federal funding).

The attached Basic Grant form with amendments and budget for 2012-13 funding. A Basic Grant Summary Report for the 2011-12 year will be sent to area CTE districts at the conclusion of the fiscal year.

The completed Basic Grant must be received no later than May 18, 2012 via email to [tlovelad@doe.in.gov](mailto:tlovelad@doe.in.gov).

Questions should be directed to:

Tina Lovelady  
[tlovelad@doe.in.gov](mailto:tlovelad@doe.in.gov)  
317.232.9189

Chris Kaufman  
[ckaufman@doe.in.gov](mailto:ckaufman@doe.in.gov)  
317-232-9171

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# Indiana Basic Grant Amendments and Budget for Fiscal Year 2013 Application

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## Executive Summary

The Indiana Department of Education (IDOE) is pleased to announce the availability of funding for the 2012-2013 school year/fiscal year 2013 for secondary Perkins Basic Grants. 2012-2013 will be the fifth year of the five-year Basic Grant Local Plan that was approved for each area CTE district effective July 1, 2008.

The recipient shall abide by all state and federal regulations. The FY13 Local Plan Amendments & Budget is effective when signed and dated by the recipient and approved by the Indiana Department of Education. It may be modified by mutual agreement.

The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Plan Amendments & Budget in accordance with all the terms and conditions of this application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Plan Amendments & Budget and attachments is current, accurate, and complete, and attests that s/he participated in the development of the document and supports it.

Title I of the federal Perkins Act of 2006 (Perkins IV) requires that all Local Plan Amendments & Budgets for each program year:

- Be submitted by each area CTE district,
- Meet all nine required uses listed in Appendix B before funding is spent on permissive uses, and
- Improve the area CTE districts Basic Grant Student Performance Indicators listed in Appendix C.

## What's New in FY13

Several changes have been made to the Basic Grant Amendments and Budget form for the 2012-13 school year including:

- Check boxes for the required uses are replaced with narrative boxes.
- Documentation is required showing consortia knowledge of the Local Plan.
- Perkins summary grid no longer requires previous year's data to be entered.
- Use of Advisory Committees must be described.

- In the required uses special population section you are asked to explain how your programs identify and adopt strategies to overcome barriers for special populations.
- On the activity summary pages you are asked to explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.
- Final report and application documents have been separated.

## **2012-2013 Basic Grant Amendments and Budget Details**

Grant Period - The FY13 grant period is 12 months and will begin on July 1, 2012 or upon completion of the state signature process, whichever comes later, and will end on June 30, 2013.

Award Amounts - Each Indiana area CTE district is eligible to receive a grant award calculated using the local appropriation formula specified in Perkins IV. Individual district allocation estimates are listed in Appendix E.

Grant Proposal Format - All grant proposals must be submitted using the forms included in this document on standard 8.5 x 11 paper, with Arial 11-point type, and printed on one side only.

Activity Forms and Summary Budget - Each Local Plan Amendments & Budget proposal must include activity and/or program pages and a summary budget to delineate how funds will be used. The activity/program pages must indicate total cost of goods and services to be acquired during the grant cycle.

Grant Proposal Submission - An e-file with electronic signatures or a scanned and signed document should be emailed to Tina Lovelady at [tlovelad@doe.in.gov](mailto:tlovelad@doe.in.gov) by 5:00 pm on May 18, 2012. Receipt of applications will be acknowledged by email no later than May 22, 2012.

Grant Proposal Review - Grant proposals will undergo a technical review upon submission to ensure completeness, accuracy and projected effectiveness. A grant agreement cannot be initiated until the Local Plan Amendments & Budget are approvable.

Award Notification - Grant agreements will be disseminated to area CTE directors if their Amendments & Budget are approvable on or before June 08, 2012.

## **Data Submission and Reporting FY 2012-2013**

A Final Report will be due July 31 for the grant period ending on June 30. If the Final Report shows encumbered funds, the award recipient must expend those funds by September 30, 2013, and submit a second Fiscal Report by September 30, 2013 that shows all encumbered funds as spent, or return any unspent monies. The last day for requesting reimbursement for FY13 grant funds is September 13, 2013. All anticipated expenditures between September 13<sup>th</sup> and September 30<sup>th</sup> must be requested on September 13<sup>th</sup>, 2013.

Applicants must commit to provide any other data IDOE and/or IDWD requires for success of the program. Electronic transfers of funds may be delayed or a repayment requested if reporting requirements are not met as indicated in the above-referenced timelines.

## **Budget Modifications**

A budget modification may be submitted anytime before **May 31, 2013**. Budget modifications should be sent to Tina Lovelady at [tlovelad@doe.in.gov](mailto:tlovelad@doe.in.gov). The budget modification form is included as Appendix F and can be found at <http://www.doe.in.gov/achievement/career-education/cte-fundingadministration>.

## **Reimbursement Forms**

Reimbursement forms may be submitted twice a month. Reimbursement forms should be sent to Tina Lovelady at [tlovelad@doe.in.gov](mailto:tlovelad@doe.in.gov). The reimbursement form is included as Appendix G and can be found at <http://www.doe.in.gov/achievement/career-education/cte-fundingadministration>.

## **Use of Funds**

Each grant proposal must provide an estimated budget for each activity. Note: A minimum of 10% of the proposed budget must be targeted for activities for each Basic Grant Student Performance Indicator that a district failed to meet for one year. If the school failed to meet the same indicator for two continuous years a minimum of 15% of the proposed budget must be targeted for activities that will improve the failed indicators. If the school failed to meet the same indicator for three continuous years a minimum of 20% of the proposed budget must be targeted for activities that will improve the failed indicators. Districts with one or two year failures 40% is the maximum of the total allocation is required to be targeted for all failed indicators. If any of the failed indicators was a third year failure the maximum total is 50%. These activities should result in positive change to the targeted student performance indicators. Districts wanting an exception to the minimum targeted dollar requirement not already approved in an improvement plan must send a brief explanation detailing how the smaller amount will be used and how it will impact the failed indicator to Tina Lovelady at [tlovelad@doe.in.gov](mailto:tlovelad@doe.in.gov) by April 27, 2012 (put "Basic Grant Exception Request" in the subject line of the e-mail). An explanation is required for each indicator for which an exception is requested. A copy of the approved exception reply must be attached to the budget page. If you already asked for a waiver in your improvement plan you do not need to send a basic grant exception request.

All required usage categories (Appendix B) must be met collectively within the activities, and may be funded with Perkins or non-Perkins funds. All required uses must be met before permissive usage categories (Appendix B) can be targeted. Use of funds must be consistent with legislation outlined in the Perkins Act of 2006 and must align with the allowable expenditures (Appendix C).

Each activity description should be detailed enough for Indiana Department of Education staff to ascertain that all required usage categories are being met, that no funds are being utilized for disallowed expenditures, and that activities meet the general Perkins guidelines. Additionally, the budget description for that activity should be specific enough that its use is understandable by IDOE staff. Salaries must indicate how many positions are being funded, their full-time equivalent and the functions associated with that position.

## **General Grant Eligibility Criteria**

In order to be eligible for Perkins funding, a potential activity must pass several tests:

- **Is the activity of sufficient size and scope to effectively impact performance measures?**  
**Indiana CTE - Size Scope and Quality Definitions**

#### Size

- At least one career cluster and state-recognized pathway is offered in each program/content area that is currently provided in the area district.
- A minimum class size of 10 students or continuous progress towards increased class size.
- Students in the district have access to a minimum of 5 state approved pathways.

#### Scope

- Consortium must meet a minimum of once a year and maintain meeting documentation.
- Links or pathways must exist between the secondary and postsecondary CTE programs of study.
- A graduation plan/pathway plan is in place for each student in the career pathway that identifies recommended academic and technical courses, which connect to postsecondary education (including jobs, apprenticeships, military, two and four year postsecondary schools).

#### Quality

- Implement a continuous program improvement process approved by the State
- Achieve performance targets established for Perkins core indicators
- Demonstrate excellent student safety in CTE labs
- Each program/content area must have an advisory committee that meets a minimum of once a year
- Evidence of appropriate teachers licensing, professional development & dual credit agreements.
- School has adopted curriculum and is meeting state standards in course instruction.

- **Is the activity required by another federal, state or local law?**

If so, this would be supplanting so it would not be eligible for funding.

- **Does the activity address a core indicator area that is deficient?**

If you are currently not meeting your local agreed upon level in any of the core indicators, at least 10%, 15%, or 20% of your Perkins funds must go to each indicator with an improvement plan to an effort to meet it in the future.

- **Is there data to support the identified need for the proposed activity and can the impact of Perkins funding be measured?**

All aspects of use of Perkins funds must be supported by data and the school/institution must have the capacity to measure improvement attained as a result of the use of Perkins funds.

#### **Description of Annual Local Plan Budget Categories:**

The Perkins annual local budget has several primary categories. Institutions need to establish accounts consistent with these categories so Perkins funds can be properly identified and required reports submitted.

- Administration
  - Limited to 5% of total grant amount—do not round up

- Limited to functions required to execute the grant and should not include any program activities; must be an allowable expense
- Salaries/Fringe Benefits
  - Full or part-time employees
  - Benefits to include health insurance, FICA, retirement, etc.
  - Stipends for professional development; common planning time for teachers and faculty, etc.
- Travel
  - Travel/mileage reimbursement for conferences, trips to businesses, schools, etc. for support of CTE programs
- Contractual Services
  - May include consultants, honorariums, software lease, and other contract services
- Equipment
  - Equipment purchased must show evidence of benefit to CTE programs
  - Equipment products with a useful life expectancy of 1 year or more and an original cost of \$500 or more may be included. Equipment purchases that are \$500 or above should be recorded on the school's equipment list.
- Materials/Supplies
  - Consumable products, under \$500 and with a life expectancy of 1 year or less
- Miscellaneous
  - Items that do not fit in any of the categories above that meet the allowable expenses set forth by Perkins. These can include non-contractual fees and travel paid directly to individual consultants, postage, printing and publications, equipment rentals/lease, etc. It is required that use of the miscellaneous category be substantiated with projected expenditures.



### **Perkins Documentation Timeline**

March 19, 2012	Perkins Local Plan Amendments & Budgets for 2013 disseminated
May 18, 2012	Completed Local Plan Amendments & Budgets Application for FY13 due to IDOE
June 8, 2012	Grant Agreements sent to area CTE directors with approved Local Plan Amendments & Budgets Application for FY13
July 1, 2012	Grant Start Date (contingent upon the state signature process)
July 31, 2012	Final Report FY12 due to IDOE (this will be sent in May)
June 30, 2013	Grant End Date
May 31, 2013	Last day for Budget Modifications
September 30, 2013	Last day to spend FY13 encumbered funds (reimbursement date will be mid month)
September 30, 2013	Final Fiscal Report due showing FY13 encumbered funds spent

## Part I. Contact Information

By their signatures, the undersigned individuals attest that they shall abide by all state and federal regulations. The eligible recipient hereby assures, certifies and agrees to operate and perform the activities and programs in the Local Plan Amendments & Budget in accordance with all the terms and conditions of the application and criteria affecting such programs – including meeting the nine required uses of these funds listed in Appendix B and addressing each of the Basic Grant Student Performance Indicators listed in Appendix D.

The signatures of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Plan Amendments & Budget and attachments is current, accurate, and complete, and attest that they participate in the development of the documentation and supports it.

Area CTE District Name:	Central Nine Career Center	ER #	5
Address	1999 U. S. 31 South	City	Greenwood, IN 46143
CTE Director Name	Dr. Stephen Hagen	District #	37
Signature		Date	May 18, 2012
Grant #	13-4700-4265	CFDA #	84.048
Reporting Period	July 1, 2012	to	June 30, 2013
Signature of Chief Administrator		Date	May 18, 2012
Contact Person	Dr. Stephen Hagen	Phone	317-888-4401, ext. 270
E-mail	<a href="mailto:shagen@central9.k12.in.us">shagen@central9.k12.in.us</a>	Fax #	317-865-8225

## Consortia Approval of District Local Plan

Each District should review their plans for the use of the Perkins funds with the members of the consortia and provide documentation of the review. The documentation can be one of the following:

- Minutes of the consortium meeting showing who was present and that they have reviewed the District's programs.
- Consortium members' signatures on Appendix H.

## Part II. Basic Grant Program and Activities Summary for 2012-13

Please copy and submit one page for each new, continuation or eliminated activity or program.

**Activity/Program Title:**

Academic Integration

**Activity/Program Number:**

C9001

**Check if Activity or Program is:**

- ☒ Continuation of 2011-12 activity/program. Complete the box below.  
☐ New activity/program. Complete the box below.  
☐ Eliminated activity/program. Use description to explain what activity will be eliminated and why.  
☐ Funded by federal, state or local dollars sources other than Perkins funds.

### **Activity/Program Summary**

Activity or Program  
Description

**Common Core State Standards.** The licensed English teacher will continue working with instructors to integrate the Common Core Standards and the Reading Literacy Standards for CTE curricula. In addition, the teacher will work with instructors to incorporate the Writing Literacy Standards in their respective CTE curricula. Activities will include the following:

1. Provide professional development for core standard integration of reading literacy standards in Central Nine CTE curricula.
2. Provide professional development for core standard integration of writing literacy standards in Central Nine CTE curricula.
3. Assist CTE teachers in the development of SPN (Successful Practices Network) quadrant D lesson plans and grading rubrics.
4. Assess and evaluate integration completion in each CTE program.
5. Provide references for training options.

An additional service available for 2012-13 will be a licensed math/science teacher who will be leading the teachers in many of the same activities as the Academic Integration Specialist in curriculum integration and mapping.

**Standardized Testing.** The English teacher will conduct all the standardized testing of new and returning students in CTE program areas.

1. This will include SRI and EOC exams, as well as the Compass testing for Ivy Tech when requested.
2. Disaggregate the accumulated data and report to teachers and administration any further implementation or changes needed to meet projected goals for student achievement.

**Curriculum Mapping.** Curriculum mapping falls under the auspices of Central Nine's Curriculum Director. That individual will oversee the process and give feedback and final approval for any documents



processed during this mapping activity. During the 2012-13 academic year, Central Nine Career will continue the implementation of school-wide curriculum mapping which was implemented in the 2011-12 school year.

The English and math teachers will facilitate the completion of this process with instruction and approval from the Curriculum Director. The one-year programs have completed their mapping and will add the math component, then progress to a regular update routine. Those CTE program instructors who teach a two-year course of study will be continuing with the second year of mapping to include the following activities:

1. Integrate academic curriculum in the second year of their respective CTE program.
2. Align CTE courses/programs with the common core standards.
3. Incorporate CTE reading and writing Literacy Standards as well as math utilizing the expertise of the math and English teachers.
4. Organize the CTE course programming in a month-by-month system;
5. Engage the faculty in the development of math and literacy-based lesson plans and instructional strategies that incorporate the rigor and relevance of the SPN framework.

**Developmental Reading Course Option.** In the 2012-13 school year, a Developmental Reading course option will be available through the English teacher. This will allow students who cannot take advantage of this opportunity at their home school to receive credit for this course to increase their reading level and enhance their comprehension ability. Approval for the awarding of credits to students will be obtained from the home school counselor via the Central Nine Guidance Counselor. Achieve 3000 software, approved by the Indiana DOE, will be utilized in the instruction of these students as well as those who are working to enhance their literacy without taking advantage of the credit option. The software license is for 250 users and can be used for Developmental Reading and Literacy Enhancement activities, SAT and ACT prep, Accu-Placer and Compass entrance test prep, ECA prep for re-test, and ESL instruction.

**High Schools That Work Staff Development Conference.** Since 1993, Central Nine has actively participated in the summer conferences that SREB (Southern Regional Education Board) offers annually. Seven teachers and one administrator are attending in the summer of 2012 in New Orleans, and two teachers and one administrator are scheduled for the conference from July 17-20, 2013 in Charlotte, NC.

**Successful Practices Network (SPN).** Membership in this organization will be maintained as a resource for teachers as they incorporate both reading and writing literacy standards and other academics in their respective CTE curricula. They offer professional development online. Surveys will be conducted during the 2012-13

	school year to ascertain the level of rigor and relevance perceived in the CTE programs. Surveys will be completed by teachers, other staff, students, and community representatives.
Expected Outcomes (in numbers or %)	
If program or activity is to be eliminated, give a brief explanation	N/A
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	The English and math teachers will be working with the instructors to incorporate common core standards in their CTE curriculum, and make sure that math and English are covered in a manner relevant to the career materials being taught. In addition, the English teacher will be providing Developmental Reading and Literacy Enhancement to students who fall below the standard on the SRI examination given at the beginning of the year. The materials utilized in this process are related to their career areas. One half of her salary/fringe under Perkins is counted toward this goal. The remaining funding for her is still utilized for the previous deficiency of academic achievement, as progress was made after the first year of that improvement plan, and it is Central Nine's goal to maintain that level and elevate the scores even higher as the lexiles continue to increase for the coming school year.

### Proposed Budget

Enter the budget for this activity or program. Enter total of all activity/program budgets on page 21.

Amount and Type of Expense	Budgeted Amount
1. Personnel (Salaries)	
2. Fringe Benefits	
3. Staff Travel	
4. Contractual Services	
5. Equipment	
6. Materials/Supplies/Communication	
7. Other (please specify)	
<b>Total</b>	
<b>Budget Detail (optional)</b> how you calculated figures above: See below.	

Position	Teacher	FT/PT	Salary	Medical	Dental	Life Ins.	LTD	TRF	FICA	VALIC	VEBA	TOTAL
Acad. Integ.	Arnold	FT	58,118	12,228	362	78	221	6,102	4,446	1,162	291	83,007
Curric. Integ. Stipends	All		3,000					315	230			3,545

Stipend – Achieve 3000	Arnold		200					21	15			236
Curriculum Planning	Arnold		503				2	53	39	10	3	609

Substitutes for Curriculum Development time	\$1,690 (\$65 X 30 = \$1,690)
Achieve 3000 Software	\$12,311
Successful Practices Network Surveys	\$3,275
Successful Practices Network Memb. Renewal	\$3,500
High Schools That Work Summer Conf.	\$7,781

**TOTAL: \$115,954**

## Part II. Basic Grant Program and Activities Summary for 2012-13

Please copy and submit one page for each new, continuation or eliminated activity or program.

**Activity/Program Title:**

Special & General Instructional Assistance

**Activity/Program Number:**

C9002

**Check if Activity or Program is:**

- ☒ Continuation of 2011-12 activity/program. Complete the box below.  
☐ New activity/program. Complete the box below.  
☐ Eliminated activity/program. Use description to explain what activity will be eliminated and why.  
☐ Funded by federal, state or local dollars sources other than Perkins funds.

### Activity/Program Summary

Activity or Program Description	<p><b><u>Instructional Assistance.</u></b></p> <ol style="list-style-type: none"> <li>1. An Instructional Assistant (IA) is provided in a program where there is a high concentration of students needing extra assistance to complete the curriculum, or in a program where the logistics of students in the lab area creates a safety issue without providing this extra help. They will be cross trained to prevent lack of coverage in the event of the absence of an IA.</li> <li>2. When a student needs extra help in order to enhance his/her chances of success in a program, the certified Special Education teacher on site assesses the need and arranges for services for that student. One of the Instructional Assistants is assigned to the Special Education Department to provide help to students who come to that office for assistance.</li> </ol> <p>The Special Education teacher also serves as a liaison between the home school special education department's Teacher of Record (TOR) and the students for whom she is the Teacher of Service (TOS) at Central Nine. As a result of this continuous dialog, students are meshed into their program area as seamlessly as possible.</p> <ol style="list-style-type: none"> <li>3.</li> </ol>
Expected Outcomes (in numbers or %)	
If program or activity is to be eliminated, give a brief explanation	N/A
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	The Instructional Assistants are essential to keep students on task in areas of greatest need and help with skill attainment of students who need extra help in order to stand the best chance of success.

### Proposed Budget

Enter the budget for this activity or program. Enter total of all activity/program budgets on page 21.

Amount and Type of Expense	Budgeted Amount
----------------------------	-----------------

1. Personnel (Salaries)	
2. Fringe Benefits	
3. Staff Travel	
4. Contractual Services	
5. Equipment	
6. Materials/Supplies/Communication	
7. Other (please specify)	
<b>Total</b>	
<b>Budget Detail (optional)</b> how you calculated figures above: See below.	

Position	Employee	FT/PT	Salary	FICA	TOTAL
Instructional Asst.	Sherri Kotter	FT	12,285	940	13,225
Instructional Asst.	Erin Dalton	FT	12,285	940	13,225
Instructional Asst.	Gayle Brooks	FT	12,285	940	13,225
Instructional Asst.	Marchell Phelps	FT	12,285	940	13,225
Instructional Asst.	Beth Welsh	FT	12,285	940	13,225

Salaries: \$10.50/hr X 6.5 hrs./day X 180 days = \$12,285

Fringe: 13,225 X .0765 = \$940

Salary	\$12,285
Fringe	<u>940</u>
Total	\$13,225 X 5 = \$66,125

**TOTAL: \$66,125**

## Part II. Basic Grant Program and Activities Summary for 2012-13

Please copy and submit one page for each new, continuation or eliminated activity or program.

**Activity/Program Title:**

Career Guidance & Academic Counseling

**Activity/Program Number:**

C9003

**Check if Activity or Program is:**

- ☒ Continuation of 2011-12 activity/program. Complete the box below.  
☐ New activity/program. Complete the box below.  
☐ Eliminated activity/program. Use description to explain what activity will be eliminated and why.  
☐ Funded by federal, state or local dollars sources other than Perkins funds.

### Activity/Program Summary

Activity or Program  
Description

**Career Guidance and Academic Counselor.** This full time individual will counsel students in a non-traditional manner that involves supporting them throughout their skill training and into their chosen post high school option. The responsibilities of this individual are enumerated below.

1. Encourage and guide students in exploring postsecondary options and dual credits for CTE completers. Follow up with students after college visits to support the student in overcoming barriers to reach their postsecondary goals.
2. Emphasize activities such as Fearless Females for non-traditional students in program areas.
3. With assistance from local military personnel, administer the ASVAB test to help with career choices.
4. Conduct a FAFSA Day where students are instructed and assisted in the completion of financial aid documents.
5. Utilize the Central Nine trailer for promotional activities, using students, graduates, business people, etc. to assist with activities.
6. Help organize the College/Career Day held each fall.
7. Compile historical data regarding the following:
  - a. ACTE awards for excellence for student, programs, and guidance areas. Encourage new nominations and assist in the process.
  - b. Collect past data on Vocational Student Organization successes.
  - c. Disaggregate graduate follow-up and other program data to assess where more service and emphasis is needed.

**Recruitment/Placement Specialist.** This part time position will assist in transitioning students from high school into postsecondary options including college, military and the work force.

1. This part time individual will also be utilizing Central Nine's promotional trailer to enrich the guidance initiatives.
2. Visit participating high schools throughout the year to promote interest in Central Nine programs among the students, and assist them in finding an appropriate area of aptitude and

	<p>interest.</p> <p>3. This person will make area industry visits to find appropriate placement/internships for current Central Nine students.</p> <p><b><u>Early College and Career Readiness.</u></b> Central Nine is exploring the possibility of obtaining an Early College endorsement through University of Indianapolis. The process starts with a team of teachers and administrators attending the Early College New Schools Conference from July 31 to August 1, 2012.</p> <p>The Center of Excellence in Leadership and Learning (CELL) at the university is a catalyst and collaborator for dynamic and innovative education change to dramatically impact student achievement throughout Indiana. CELL's efforts are rooted in the principle that all students, regardless of background, should graduate from high school prepared for postsecondary education, training and success in the 21st-century global economy.</p> <p>4.</p>
If program or activity is to be eliminated, give a brief explanation	N/A
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	The Career Guidance and Academic Counseling position offers a rare opportunity to impact students on a one-on-one basis. This individual assists the students in exploring postsecondary options and keeps them motivated to achieve success in their Central Nine program of study. One half of her budgeted amount for salary is also counted toward this goal.

### Proposed Budget

Enter the budget for this activity or program. Enter total of all activity/program budgets on page 21.

Amount and Type of Expense	Budgeted Amount
1. Personnel (Salaries)	
2. Fringe Benefits	
3. Staff Travel	
4. Contractual Services	
5. Equipment	
6. Materials/Supplies/Communication	
7. Other (please specify)	
<b>Total</b>	
<b>Budget Detail (optional)</b> how you calculated figures above: See below.	

Position	PT/FT	Instructor	Salary	Medical	Dental	Life Ins.	LTD	TRF/PERF	FICA	VALIC	VEBA	TOTALS
Guid/Career	FT	Karin Graves	36,750						2,811			39,561
Recruit/Place	PT	TBA	26,602	6,114	181	39	102	2,793	2,035	532	133	38,531
Early College Tchr. Stipends		TBA	600					64	46			710

Pathways Consulting  
Guidance/Career  
Materials

Emily Campbell  
Karin Graves

\$1,000  
\$4,000 (travel)  
\$1,000

TOTAL: 84,802



## Part II. Basic Grant Program and Activities Summary for 2012-13

Please copy and submit one page for each new, continuation or eliminated activity or program.

**Activity/Program Title:**

Career Data & Communications Specialist

**Activity/Program Number:**

C9004

**Check if Activity or Program is:**

- ☒ Continuation of 2011-12 activity/program. Complete the box below.  
☐ New activity/program. Complete the box below.  
☐ Eliminated activity/program. Use description to explain what activity will be eliminated and why.  
☐ Funded by federal, state or local dollars sources other than Perkins funds.

### Activity/Program Summary

Activity or Program Description	<p>For the FY13 grant, only one-fourth of the cost of this position will be funded through the Perkins Basic grant. The duties performed by this individual continue to be of the utmost importance in documenting the success of Central Nine Career Center as a whole, and to communicating those achievements to the community.</p> <p><b><u>Data responsibilities.</u></b></p> <ol style="list-style-type: none"> <li>1. Gather and report data for core indicators and related aspects of school operations.</li> <li>2. Organize Form 30 enrollment data collection efforts.</li> <li>3. Compile local data on Professional Career Internships (PCI) and Health Careers Internships.</li> <li>4. Analyze and disaggregate data from participating high school regarding demographics of students enrolled; feed this data to the Career Guidance person for further analysis.</li> <li>5. Complete graduate follow up information and coordinate data disaggregation with Career Guidance person.</li> </ol> <p><b><u>Communication responsibilities.</u></b></p> <ol style="list-style-type: none"> <li>1. Promote community involvement through Open Houses, Safe Halloween and other functions.</li> <li>2. Update website with CTE program and scheduling information, and upcoming events.</li> <li>3. Program digital informative billboard at Central Nine entrance with up-to-date and relevant information flowing to publicize events.</li> <li>4. Gather and approve information for the Centralizer which is published quarterly.</li> <li>5. Coordinate all Governing Board program showcases where students and instructors describe their program to the group and give highlights of their career training at Central Nine.</li> <li>6. Assist with promotional activities which coordinate with those put in place by the individuals in the Career/Guidance area.</li> </ol>
Expected Outcomes (in numbers or %)	

If program or activity is to be eliminated, give a brief explanation	N/A
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	

### Proposed Budget

Enter the budget for this activity or program. Enter total of all activity/program budgets on page 21.

Amount and Type of Expense	Budgeted Amount
1. Personnel (Salaries)	
2. Fringe Benefits	
3. Staff Travel	
4. Contractual Services	
5. Equipment	
6. Materials/Supplies/Communication	
7. Other (please specify)	
<b>Total</b>	
<b>Budget Detail (optional)</b> how you calculated figures above: See below.	

Position	Employee	FT/PT	Salary	Life Insurance	LTD	PERF	FICA	TOTAL
Data/Comm. Spec.	Laura Showalter	PT (1/4)	11,332	19	48	1,445	867	13,710

Contracted Services                      \$4,000  
Materials                                      \$13,000

**TOTAL:     \$30,710**

## Part II. Basic Grant Program and Activities Summary for 2012-13

Please copy and submit one page for each new, continuation or eliminated activity or program.

Activity/Program Title:

Program Improvement

Activity/Program Number:

C9005

Check if Activity or Program is:

- ☒ Continuation of 2011-12 activity/program. Complete the box below.  
☐ New activity/program. Complete the box below.  
☐ Eliminated activity/program. Use description to explain what activity will be eliminated and why.  
☐ Funded by federal, state or local dollars sources other than Perkins funds.

### Activity/Program Summary

Activity or Program  
Description

Program improvement is an ongoing goal of Central Nine; consequently, activities change from year to year depending upon the direction the school finds most advantageous in regard to providing the best possible education for those enrolled.

**PLTW Pre-engineering initiative.** Due to a last-minute change in personnel for 2011-12, the course offerings remained the same as the initial year of the program. Plans are still intact for team teaching projects with the Precision Machining instructor including training on manual mills and lathes and the new Haas Mini-mill for CNC simulations. This collaboration will transition the pre-engineering students into the area of CNC programming which is essential knowledge in the field of mechanical engineering. In addition, plans are to undergo the certification process during the coming school year.

**Introduction to Veterinary Assisting.** The grant continues to fund one-half of the Veterinary Assisting instructor's salary and benefits. Projected enrollment for the 2012-13 school year stands at 32. During the 2012-13 school year, the instructor, with assistance from the advisory committee, is exploring the possibility of expanding to a two-year program and pursuing the TVMA certification from Texas.

**Master Teacher.** The Master Teacher position will be new for the 2012-13 school year. This individual, Tom Jacobs, has been selected from the current staff; he has 25 years of experience at Central Nine and has proven over the years to be one of the most effective, well-prepared, and conscientious teachers and mentors on campus. His responsibilities will include the following, but the position will evolve throughout the year according to the needs of the instructional staff.

1. The Master Teacher will model proper instructional techniques and lesson plan construction. He will meet as needed with teachers to guide them in the improvement of these important areas of their teaching responsibilities.
2. Cluster groups will meet frequently to discuss High Schools That Work (HSTW) Best Practices from SREB (Southern Regional

	<p>Education Board) and other sources.</p> <ol style="list-style-type: none"> <li>3. The Master Teacher will be involved in new teacher training for those first-year teachers at Central Nine.</li> <li>4. He will observe all program instructors in the classroom and lab. A minimum of one 40 minute and one 20 minute observation will take place, with additional sessions as needed throughout the school year.</li> <li>5. After completing observations, the Master Teacher will carry out an informative evaluation with each instructor. Then he will work with a team of administrators conducting formal assessments with the teachers.</li> </ol> <p><b><u>GAERF (Graphic Arts Education and Research Foundation)</u></b></p> <p><b><u>Testing.</u></b> The Graphic Imaging program instructors will schedule all two-year program completers for the 2012-13 school year to complete two GAERF certification tests. They will select their two strongest areas of knowledge from the following: Advertising &amp; Design, Digital File Preparation/Digital File Output, Graphic Communications, Offset Press Operations/Binding and Finishing, and Screen Print Technicians.</p> <p><b><u>Technology Professional Development.</u></b> This activity will continue for FY13 with an enhanced approach regarding the usage of the program. It will be organized in a similar fashion to the “Apple Computer Store” where their sales force provides quick and easily-understood information with regard to specific needs. One of the three instructors will be available periodically to offer their wide variety of expertise on any new and existing technology being utilized at Central Nine. Each member of this team of peers is highly skilled in the various software packages and classroom applications currently in use at the school. They will customize and individualize the tutoring to expedite the process without wasting time, yet they will allow the time needed to be effective.</p> <p><b><u>Equipment updates.</u></b> Central Nine strives to acquire and maintain the newest technology in order to adequately ready students for both college and careers. Technology in several of the STEM-related programs needs to be modernized or replaced in order to keep pace with current and emerging industrial technology.</p>
Expected Outcomes (in numbers or %)	
If program or activity is to be eliminated, give a brief explanation	N/A
Explain how program will assist in the improvement of core indicators not met, with an emphasis on gaps among different categories of students.	<p>The new Master Teacher position will impact student achievement in the classroom as a result of more effective methods of presenting material to students and assuring that they are being adequately trained in their career area. Tom Jacobs, the Master Teacher, was exemplary in preparing his students during his tenure in his teaching position. Passing these qualities and techniques on to his colleagues will prove to be an asset to all those who he mentors in this position. The goal of</p>

this position is to better prepare Central Nine's instructors to be effective teachers, thus equipping the students with more thorough knowledge and skills to pursue postsecondary education, the military, and/or a career. The full amount of Tom's salary/fringe being provided under this grant is being counted toward this required amount.

### Proposed Budget

Enter the budget for this activity or program. Enter total of all activity/program budgets on page 21.

Amount and Type of Expense	Budgeted Amount
1. Personnel (Salaries)	
2. Fringe Benefits	
3. Staff Travel	
4. Contractual Services	
5. Equipment	
6. Materials/Supplies/Communication	
7. Other (please specify)	
<b>Total</b>	
<b>Budget Detail (optional)</b> how you calculated figures above: See below.	

Position	PT/FT	Instructor	Salary	Medical	Dental	Life Ins.	LTD	TRF/PERF	FICA	VALIC	VEBA	TOTALS
PLTW – Pre--engineering	PT	TBA	26,602	6,114	181	39	102	2,793	2035	532	133	38,531
Vet. Asst.	PT	Jessica Smith	22,664	6,114	181	39	86	2,380	1,734	453	113	33,765
Master Tchr.	PT	Tom Jacobs	40,579	6,114	181	39	154	4,261	3,104	812	203	55,447
Tech PD	Hrly	Jacobs/Paprocki/Schubert	4,296				17	451	329	86	21	5,200

GAERF Testing	\$600
PLTW Pre-engineering certification cost	\$1,000
PLTW yearly fee	\$1,000
Equipment	\$55,853

**TOTAL: \$191,396**

## Summary Budget for 2012-13

The two tables on this form ask for the same information but is organized in two ways, by Activity/Program and by Budget Type. Number and list below the names of the activities or programs proposed for the 2012-13 school year, as well as those included in your school improvement plan, and a proposed budget for each. Complete and submit only ONE copy of this page summarizing all Program/Activity requests. Totals for both tables below should be identical.

### Total by Activity/Program

#	Name of CTE Activity or Program	Proposed Budget
1	C9001 – Academic Integration	\$115,954
2	C9002 – Special & General Instructional Assistance	\$66,125
3	C9003 – Career Guidance & Academic Counseling	\$84,802
4	C9004 – Career Data & Communications Specialist	\$30,710
5	C9005 – Program Improvement	\$191,396
	Administration	
	<b>TOTAL</b>	<b>\$488,987.00</b>

### Total Category I by Budget Type

Amount and Type of Expense	Proposed Budget
1. Administration	\$0.00
2. Personnel (Salaries)	\$292,671
3. Fringe Benefits	\$86,306
4. Staff Travel	\$11,781
5. Contractual Services	\$16,065
6. Equipment	\$68,164
7. Materials/Supplies/Communication	\$14,000
8. Other (please specify)	\$0.00
<b>TOTAL</b>	<b>\$488,987.00</b>

## Perkins Summary Grid

Enter the numbers of the activities and/or programs proposed for **2012-13** into the Required and Permissive Use columns and into the row(s) where the activity/program supports a Student Performance Indicator (see Appendix D) in the grid below. Activity and program numbers may be used multiple times. Districts may also choose to add Pathway/Tech Prep activities and program numbers to this grid.

Required Uses										
	1	2	3	4	5	6	7	8	9	All Permissive Uses
1S1										
1S2										
2S1										
3S1										
4S1										
5S1										
6S1										
6S2										
2X										
3X										
4X										
5X										
6X										
CR										
1S1 /LT										
1S2 /LT										

## Appendix A – Dual Credit Course List

Complete the form below or attach a document with a list of the courses and/or programs with which you have dual credit agreements in the 2012-13 school year and other information about the respective postsecondary institutions (instate and/or out-of-state). *This list should include dual credit courses and programs recognized in the Indiana College and Career pathways.*

<i>HS Course Title</i>	<i>College Course #</i>	<i>College Course Title</i>	<i>Postsecondary Institution Name</i>	<i>List Per Credit Hour cost (if any) to student</i>

The following pages contain the dual credit options currently available to students at Central Nine Career Center. We anticipate the list to remain the same throughout the summer, but it could be amended during the 2012-13 school year.



# Dual Credit Programs at Central Nine Career Center 2011 – 2012

Central Nine Program	Ivy Tech Community College Course	Approved Instructor(s)	DUAL CREDIT
Automotive Service Technology	AUTC 100 Introduction to Transportation	Vern Huddleson, William Clark	YES
Automotive Service Technology	AUTC 109 -- Engine Performance I	Vern Huddleson, William Clark	YES
Automotive Service Technology	AUTC 127 – Engine Repair	Vern Huddleson, William Clark	YES
Automotive Service Technology	AUTC 145 – Powertrain Service	Vern Huddleson, William Clark	YES
Automotive Service Technology	AUTC 113 – Electrical & Electronics	Vern Huddleson, William Clark	YES
Culinary Arts Careers I, II, & III	HOSP 102 – Basic Food Theory and Skills	Joshua Schubert, Jodi Traub, Clint Smith	YES
Culinary Arts Careers I, II, & III	HOSP 105 – Introduction to Baking	Joshua Schubert, Jodi Traub, Clint Smith	YES
Culinary Arts Careers I, II, & III	HOSP 101 Sanitation and First Aid	Joshua Schubert, Jodi Traub, Clint Smith	YES
Drafting/Computer Aided Design	DESN 102 – Technical Graphics	Joe Boner	YES
Drafting/Computer Aided Design	DESN 103 – CAD Fundamentals	Joe Boner	YES
Drafting/Computer Aided Design	DESN 220 – Advanced CAD	Joe Boner	YES
Emergency Medical Tech	PARM 102 – EMT Basic Training (7.5 credits)	Julie Zimmer/Elbert Davidson	YES
Fire Science	FIRE 100 – Fire Suppression	Kyle Brooks	YES
Fire Science	FIRE 101 – Fire Technology	Kyle Brooks	YES
Fire Science	FIRE 103 – Strategy and Tactics	Kyle Brooks	YES
Graphic Imaging Technology	VISC 102 – Fundamentals of Imaging	Brad Magness	YES
Graphic Imaging Technology	VISC 115 – Intro to Computer Graphics	Brad Magness	YES
Health Careers I	HLHS 100 – Intro. To Health Careers	Patricia Lawton. Susie Hagerty, Genia Karnes	YES
Health Careers I	HLHS 101 – Medical Terminology	Susie Hagerty,-Genia Karnes, Pat Lawton	YES
Health Careers Practicum (2 <sup>nd</sup> yr)	HLHS 101 – Medical Terminology	Patricia Lawton	YES
Health Careers Practicum (2 <sup>nd</sup> yr)	HLHS 107 – CNA Preparation (5 credits)	Patricia Lawton	YES

# Dual Credit Programs at Central Nine Career Center      2011 – 2012

Central Nine Program	Vincennes University Course	Approved Instructor	Dual Credit
Auto Collision Technology	BODY 100 – Body Repair I	Jeremy Ross	YES
Auto Collision Technology	BODY 100L – Body Repair I Lab	Jeremy Ross	YES
Auto Collision Technology	BODY 150 - Body Repair II	Jeremy Ross	YES
Auto Collision Technology	BODY 150L - Body Repair II Lab	Jeremy Ross	YES
Aviation Support Operations	AFLT 110 – Ground Instruction for Flight Maneuvers	John Hanes (VU)	YES
Aviation Support Operations	AFLT 160 – Power Plant Lecture for Pilots	John Hanes (VU)	YES
Aviation Support Operations	AFLT 258 – Air Transportation	John Hanes (VU)	YES
Aviation Support Operations	AMNT 100 – Introduction to Aviation	John Hanes (VU)	YES
Aviation Support Operations	AFLT 100 – Primary Ground School	John Hanes (VU)	YES
Aviation Support Operations	AFLT 285 – ATC Procedures and Weather	John Hanes (VU)	YES
Aviation Support Operations	AMNT 103 – Basic Aircraft Science	John Hanes (VU)	YES
Building Trades Technology	ARCH 102 – Architectural Drafting and Print Reading (4 crs)	Dan Everett	YES
Building Trades Technology	CNST 100 – Construction Seminar	Dan Everett	YES
Building Trades Technology	CNST 120 – Construction Safety	Dan Everett	YES
Building Trades Technology	CNST 261 – The Indiana Residential Code for 1 & 2 Family Dwellings	Dan Everett	YES
Diesel Service Technology	AUTO 110 – Transportation Electrical	Brian Bair	YES
Diesel Service Technology	AUTO 110L – Transportation Electrical Lab	Brian Bair	YES
Diesel Service Technology	AUTO 105 Transportation Fundamentals	Brian Bair	YES
Drafting/Computer Aided Design	DRAF 101 – Introduction to Drafting	Joe Boner	YES
Drafting/Computer Aided Design	DRAF 120 – Computers for Technology	Joe Boner	YES
Drafting/Computer Aided Design	DRAF 140 – Introduction to CAD	Joe Boner	YES
Electronics Technology	ELEC 100 – Basic Electricity and Electronics	David Griffin	YES
Electronics Technology	ELEC 110 – Basic Component & Circuit Analysis	David Griffin	YES
Electronics Technology	ELEC 130 – Digital Logic I	David Griffin	YES

# Dual Credit Programs at Central Nine Career Center      2011 – 2012

Central Nine Program	Vincennes University Course	Approved Instructor	Dual Credit
Emergency Medical Tech	EMTB 212 – Emergency Medical Care	Elbert Davidson	YES
Graphic Imaging Technology	DESN 155 – Computer Aided Layout	Tom Jacobs	YES
Graphic Imaging Technology	DESN 120 – Computer Illustration & Graphics	Tom Jacobs	YES
Health Careers Practicum	HLTH 210 – Community Health and Wellness	Pat Lawton	YES
Horticulture/Landscape Management	HORT 105 – Intro. to Landscape Horticulture	Joe Ramey	YES
Information Technology	COMP 175 – Programming Design and Logic	Mike Paprocki	YES
Information Technology	COMP 176 – Introduction to Visual Programming	Mike Paprocki	YES
Information Technology	COMP 110 – Intro to Computer Concepts	Mike Paprocki	YES
Information Technology	CMET 240 – Computer Maintenance I	Mike Paprocki	YES
Information Technology	CPNS150 – Computer Telecommunications	Mike Paprocki	YES
Law Enforcement	LAW 100 – Survey of Criminal Justice	Tom Shively	YES
Law Enforcement	LAW 106 – Intro to Traffic Control	Tom Shively	YES
Law Enforcement	LAW 150 - Introduction to Criminology	Tom Shively	YES
Law Enforcement	LAW 160 – Criminal Investigation	Tom Shively	YES
Precision Machine Technology	PMTD 110 – Manufacturing Process	Darryl Willoughby	YES
Precision Machine Technology	PMTD 110L – Manufacturing Processes Lab	Darryl Willoughby	YES
Precision Machine Technology	PMTD 117 – Basic Machining I	Darryl Willoughby	YES
Precision Machine Technology	PMTD 118 – Basic Machining II	Darryl Willoughby	YES
Veterinary Assisting	HIMT 110 – Medical Terminology	Jessica Smith	YES
Welding Technology	WELD 160 – General Welding	Jim Phillips	YES
Welding Technology	WELD 165 – Advanced General Welding	Jim Phillips	YES

# Articulation Agreement Programs at Central Nine Career Center

## 2011 – 2012 (being updated)

Central Nine Program	Course at Post-Secondary Educational Institution	Instructor/Post-Secondary Institution	ARTICULATION AGREEMENT
Dental Assisting	CSC 102 General Dentistry	Jan Tunis/Kaplan College	YES
Dental Assisting	CSC 103 Environmental Hazards	Jan Tunis/Kaplan College	YES
Dental Assisting	DLC 101 Chairside Assisting Lab 1	Jan Tunis/Kaplan College	YES
Dental Assisting	DSC 101 Oral Anatomy	Jan Tunis/Kaplan College	YES
Dental Assisting	DSC 102 Oral Histology and Embryology	Jan Tunis/Kaplan College	YES
Dental Assisting	BSC 101 Microbiology	Jan Tunis/Kaplan College	YES
Dental Assisting	CSC 104 Oral Health Education	Jan Tunis/Kaplan College	YES
Dental Assisting	DLC 201 Dental Materials Lab	Jan Tunis/Kaplan College	YES
Dental Assisting	DSC 103 Dental Materials I	Jan Tunis/Kaplan College	YES
Dental Assisting	DSC 203 Dental Materials II	Jan Tunis/Kaplan College	YES
Dental Assisting	GEC 101 Oral Communications I	Jan Tunis/Kaplan College	YES
Dental Assisting	GEC 102 Spelling and Terminology	Jan Tunis/Kaplan College	YES
Dental Assisting	GEC 201 Oral Com II	Jan Tunis/Kaplan College	YES
Dental Assisting	GEC 203 Written Com	Jan Tunis/Kaplan College	YES
Dental Assisting	CSC 102 General Dentistry	Jan Tunis/Kaplan College	YES
Dental Assisting	CSC 103 Environmental Hazards	Jan Tunis/Kaplan College	YES

# Articulation Agreement Programs at Central Nine Career Center

## 2011 – 2012

<b>Central Nine Program</b>	<b>Course at Post-Secondary Educational Institution</b>	<b>Instructor/Post-Secondary Institution</b>	<b>ARTICULATION AGREEMENT</b>
Medical Assisting	AH101-Fundamentals of Allied Health	Lisa Pfeiffer/Kaplan College	<b>YES</b>
Medical Assisting	AH102-Introduction to Allied Health	Lisa Pfeiffer/Kaplan College	<b>YES</b>
Medical Assisting	CS101-Academic Strategies	Lisa Pfeiffer/Kaplan College	<b>YES</b>
Medical Assisting	CS102-Academic Skills	Lisa Pfeiffer/Kaplan College	<b>YES</b>
Medical Assisting	MAG155-Musculoskeletal,Digestive,Respiratory	Lisa Pfeiffer/Kaplan College	<b>YES</b>

## Appendix B - Required and Permissive Uses

Each Basic Grant application must include details on the projected use of Perkins dollars over the course of the 5 year grant period to fulfill each of the nine required usage categories listed below.

### Required Usage Categories

1. Strengthen the academic and career and technical skills of CTE students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study, to ensure learning in the core academic subjects and CTE subjects.
2. Link CTE at the secondary level with the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work, based learning experiences
4. Develop, improve, or expand the use of technology in CTE, which may include—
  - (A) Training of career and technical education teachers, faculty, and administrators to use technology;
  - (B) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
  - (C) Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
  - (A) In-service and pre-service training on—
    - Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
    - Effective teaching skills based on research that includes promising practices;
    - Effective practices to improve parental and community involvement; and
    - Effective use of scientifically based research and data to improve instruction
  - (B) Support of education programs for CTE teachers to stay current with all aspects of an industry;
  - (C) Internship programs that provide relevant business experience; and
  - (D) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

## **Permissive Usage Categories**

Perkins IV funds may be used for the following twenty (20) activities:

1. Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. Provide career guidance and academic counseling, students participating in career and technical education programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
3. Develop and support local education and business (including small business) partnerships, including for—
  - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
  - (B) Adjunct faculty arrangements for qualified industry professionals; and
  - (C) Industry experience for teachers and faculty;
4. Provide programs for special populations
5. Assist career and technical student organizations;
6. Provide mentoring and support services;
7. Provide opportunities for leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. Provide teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;
9. Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students;
10. Develop initiatives that facilitate the transition of CTE students into baccalaureate degree programs, including—
  - (A) Articulation agreements with postsecondary educational institutions
  - (B) Postsecondary dual and concurrent enrollment programs;
  - (C) Academic and financial aid counseling for CTE students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
  - (D) Other initiatives—
    - To encourage the pursuit of a baccalaureate degree; and
    - To overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11. Provide activities to support entrepreneurship education and training;
12. Improve or develop CTE courses, including the development of new proposed career and technical programs of study for consideration by the State and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which CTE students at the

secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

13. Develop and support small, personalized career-themed learning communities;

14. Provide support for family and consumer sciences programs;

15. Provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade their technical skills;

16. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job;

17. Support training and activities (such as mentoring and outreach) in non-traditional fields;

18. Provide support for training programs in automotive technologies;

19. Pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

(A) Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;

(B) Establishing, enhancing, or supporting systems for—

- Accountability data collection under this Act; or

- Reporting data under this Act;

(C) Implementing career and technical programs of study;

(D) Implementing technical assessments;

20. Support other CTE activities that are consistent with the purpose of this Act including not more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.



## Appendix C – Allowable & Non-Allowable Expenditures

### Allowable Expenditures

Funds may be used in the following ways for secondary and postsecondary recipients. Costs must be broken down by cost per unit and include the final calculation of final costs.

- Administration—not more than 5% of total amount requested;
- Salaries/benefits: e.g., stipends for professional development, common planning time for teachers and faculty. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item;
- Contract services—may include consultants, stipends, software lease, etc.;
- Materials and supplies—breakdown requested items by cost, number to be purchased and total;
- Equipment—breakdown requested items by cost, number to be purchased and total;
- Professional development—e.g., conference and registration fees;
- Travel—state or federal travel guidelines can be followed when calculating mileage, lodging and meals. The state guidelines are:
  - mileage is calculated at the rate of \$.44/mile;
  - hotel rates—in-state is \$89; \$97 for Indianapolis, plus tax, maximum; out-of-state is best available rate;
  - per diem—in-state is \$26/day (\$6.50 for breakfast and lunch each, \$13.00 for dinner); out-of-state is \$32/day (\$8.00 for breakfast and lunch each, \$16.00 for dinner).
  - Reimbursement levels are selected on the local level and cannot exceed federal rates.

### Non-Allowable Expenditures

Non-allowable expenses include but are not limited to the following:

- Student expenses or direct assistance to students, e.g., pens, pencils, T-shirts, bags, tuition, fees, books;
- Capital expenditures;
- Furniture including desks, tables, cabinets;
- Entertainment;
- Awards and memorabilia;
- Individual memberships, including memberships or anything relating to lobbying;
- Fines and penalties;
- General advertising, advertising/recruitment campaign, fundraising;
- Car rental;
- Consumable materials and supplies that are not integral to CTE instructions and supplies;
- Expenses that supplant;
- Contribution and donations;
- General administration apart from program administration.

## Appendix D - Student Performance Indicator Descriptions

**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.

**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.

Basic Grant Student Performance Indicators	Indicator Description
<b>1S1 Academic Achievement in Reading/Lang Arts</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p> <p>Number of CTE concentrators who have passed the English/ Language Arts portion of the Graduation Qualifying Exam (GQE)</p>
<b>1S2 Academic Achievement in Mathematics</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p> <p>Number of CTE concentrators who have passed the Mathematics portion of the Graduation Qualifying Exam (GQE)</p>
<b>2S1 Technical Skill Attainment</b>	<p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the assessments during the reporting year.</p> <p>Number of CTE concentrators who passed state-approved technical skill assessments defined for Indiana Career Pathways.</p>
<b>3S1 School Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>

	Number of CTE concentrators who earned a regular secondary school diploma.
<b>4S1 Student Graduation Rate</b>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Number of CTE concentrators who were included as graduates in the state's calculation.</p>
<b>5S1 Placement</b>	<p><b>Numerator:</b> Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p> <p>Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, military service or employment in second quarter after leaving secondary education.</p>
<b>6S1 Nontraditional Participation</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Number of CTE participants from underrepresented gender groups who participated in a program leading to employment in nontraditional fields.</p>
<b>6S2 Nontraditional Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Number of CTE concentrators from underrepresented gender groups who participated in a program leading to employment in nontraditional fields.</p>
<b>Additional Indicators</b>	<b>Indicator Description</b>
1EXT Tech Prep Enrollment	Number of Tech Prep students who enrolled in one or more courses in a CTE program or Indiana College and Career Pathway.
2EXT Postsecondary Enrollment	Number of Tech Prep students who graduated last year and are enrolled in postsecondary during the current year.
3EXT Cluster Match	Number of Tech Prep students who graduated last year and are enrolled in postsecondary during the current year in the same major or career cluster/pathway as they were in high school.
4EXT Industry Certification/ Licensing	Number of Tech Prep students who graduated last year with a state or industry-recognized certificate, license or credential.
5EXT Dual Credits	Number of Tech Prep students who graduated last year with transcribed postsecondary credits (dual credits).

6EXT Remediation	Number of Tech Prep students who graduated last year and who enrolled in postsecondary remedial mathematics, writing, or reading courses upon entering postsecondary education.
Comp Rate	The number of secondary CTE students enrolled in the program who completed the program during their 4 years in high school.
1S1/LT	The number of secondary CTE students enrolled in the program who failed the language arts test in 10 <sup>th</sup> grade and then passed the subsequent language arts test in either 11 <sup>th</sup> or 12 <sup>th</sup> grades.
1S2/LT	The number of secondary CTE students enrolled in the program who failed the math test in 10 <sup>th</sup> grade and then passed the subsequent math test in either 11 <sup>th</sup> or 12 <sup>th</sup> grades.

## Appendix E - Perkins Proposed Allocations

FY 13 Funds Available July 1, 2012 to June 30, 2013

ACTED	Recipient	FY 12	FY13
1	School City of East Chicago	\$150,060	\$150,060
2	School City of Hammond	\$523,040	\$523,040
3	Gary Community School Corporation	\$581,505	\$581,505
4	Hanover Community School Corp	\$95,520	\$95,520
5	Porter County Education Interlocal	\$274,523	\$274,523
6	Michigan City Area Schools	\$266,912	\$266,912
7	South Bend Community School Corporation	\$444,645	\$444,645
8	Elkhart Community Schools	\$701,214	\$701,214
9	Garrett-Keyser-Butler Community Schools	\$319,544	\$319,544
10	Twin Lakes School Corporation	\$176,184	\$176,184
11	Culver Community Schools Corporation	\$201,920	\$201,920
12	Warsaw Community Schools	\$127,735	\$127,735
13	Wawasee Community School Corporation	\$108,358	\$108,358
14	Fort Wayne Community Schools	\$908,603	\$908,603
16	Logansport Community School Corporation	\$107,651	\$107,651
17	Heartland Career Center	\$109,936	\$109,936
18	MSD Bluffton-Harrison	\$291,165	\$291,165
19	Tippecanoe School Corporation	\$389,644	\$389,644
20	Kokomo-Center Township Consolidated School Corporation	\$238,460	\$238,460
21	Marion Community Schools	\$165,315	\$165,315
22	Muncie Community Schools	\$326,631	\$326,631
23	Crawfordsville Community Schools	\$148,778	\$148,778
24	MSD Washington Township	\$842,447	\$842,447
25	Elwood Community School Corporation	\$67,576	\$67,576
26	Anderson Community School Corporation	\$250,396	\$250,396
27	New Castle Community School Corporation	\$127,176	\$127,176
28	Richmond Community School Corporation	\$138,213	\$138,213
29	South Vermillion Community School Corporation	\$76,312	\$76,312
30	Area 30 Interlocal	\$83,600	\$83,600
31	MSD Wayne Township	\$546,242	\$546,242
32	Indianapolis Public Schools	\$1,289,726	\$760,247
32-TA	IDOE Turnaround Schools	\$0	\$529,479
33	MSD Lawrence Township	\$212,733	\$212,733
34	Fayette County School Corporation	\$185,655	\$185,655
35	Vigo County School Corporation	\$321,916	\$321,916
36	Monroe County Community School Corporation	\$286,901	\$286,901
37	Central Nine Career Center	\$488,987	\$488,987

38	Blue River Career Programs	\$94,762	\$94,762
40	North Lawrence Community Schools	\$153,247	\$153,247
41	Bartholomew Consolidated School Corporation	\$312,555	\$312,555
42	Southeastern Career Center	\$324,417	\$324,417
43	Twin Rivers Vocational Area	\$290,765	\$290,765
44	Lost River Career Cooperative	\$55,668	\$55,668
45	New Albany-Floyd County Consolidated School Corporation	\$563,403	\$563,403
46	Evansville-Vanderburgh School Corporation	\$505,294	\$505,294
47	Greater Jasper Consolidated Schools	\$113,852	\$113,852
48	Tell City-Troy Township School Corporation	\$32,080	\$32,080
49	MSD Warren Township	\$219,761	\$219,761

**Appendix F - INDIANA DEPARTMENT OF EDUCATION  
Perkins 12-13 Basic Grant Budget Modification Form**

**Final Date to Submit is May 31, 2013**

**Grantee Information**

ACTED Name		Corporation #	
Street Address			
City, State, Zip			

Cost Category	Current Approved Budget	Requested Modification	Revised Totals
1. Administration			
2. Personnel			
3. Fringe Benefits			
4. Staff Travel			
5. Contractual Services			
6. Equipment			
7. Materials/Supplies & Communications			
8. Other			
<b>Totals</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Amount directed towards improvement plan:			

Rationale for each requested modification:


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Printed Name of  
Administrator

Signature

Title

Date

*Request to modify the budget and/or activities as indicated above is:*

<input type="checkbox"/> Approved	<input type="checkbox"/> Declined
Comments:	
IDOE Signature:	Date:

**Appendix G - INDIANA DEPARTMENT OF EDUCATION  
12-13 Perkins Basic Grant Reimbursement Form**

**Reimbursements are processed twice a month at IDOE.  
Refer to the reimbursement schedule for processing dates and the final due date.**

Grantee Information					
ACTED Name			Corporation #		
Street Address					
City, State, Zip					
Project Year: 7/1/12 thru 6/30/13			Fund 6200 series		Receipt Acct 4299
BUDGET SUMMARY					

Budget Categories	Approved Budget	Expenses for the Month of: _____	Total Expenses to Date
1. Administration			
2. Personnel (Salaries)			
3. Fringe Benefits			
4. Staff Travel			
5. Contractual Services			
6. Equipment			
7. Materials / Supplies / Communications			
8. Other			
Totals	0	0	0
		AMOUNT TO BE REIMBURSED	
Total spending required for improvement plan			

Signature of Business Official: \_\_\_\_\_ Date: \_\_\_\_\_



[Submit for to: Tina Lovelady at tlovelad@doe.in.gov](mailto:tlovelad@doe.in.gov)

## Appendix H - Consortium Signatures for Grant Submission

### Consortium Member

Name:		Title:	
<b>Signature:</b>		School Name:	
Phone:		E-mail:	

### Consortium Member

Name:		Title:	
<b>Signature:</b>		School Name:	
Phone:		E-mail:	

### Consortium Member

Name:		Title:	
<b>Signature:</b>		School Name:	
Phone:		E-mail:	

### Consortium Member

Name:		Title:	
<b>Signature:</b>		School Name:	
Phone:		E-mail:	

### Consortium Member

Name:		Title:	
<b>Signature:</b>		School Name:	
Phone:		E-mail:	

### Consortium Member

Name:		Title:	
<b>Signature:</b>		School Name:	
Phone:		E-mail:	

### Consortium Member

Name:		Title:	
<b>Signature:</b>		School Name:	
Phone:		E-mail:	

