



Project Lead the Way

February 2008

CAREER & TECHNICAL EDUCATION



INDIANA
WORKFORCE
DEVELOPMENT

Request for Proposals
For Tech Prep Grants
Fiscal Year 2008-2009



**The Carl D. Perkins Career and Technical Education Improvement Act of 2006
2008-09 Indiana Career and Technical Education “Project Lead the Way” RFP**

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To: Area Vocational Directors

From: Teresa Voors, Commissioner
Department of Workforce Development

Re: The Carl D. Perkins Career and Technical Education Improvement
Act of 2006 – Tech Prep “Implementation” RFP

Date: February 29, 2008

The Department of Workforce Development is pleased to announce the availability of \$3.2 million in federal Tech Prep funds to Indiana Area Vocational Directors. The purpose of this Request for Proposal (RFP) is to solicit proposals from consortia comprised of area vocational districts, secondary, postsecondary institutions and business/employer partners for the planning and implementation of projects that meet the Perkins’ IV definition of Career and Technical Education. Tech Prep Consortia, led by Area Vocational Directors (AVDs), will identify career clusters and pathways utilizing the framework of knowledge and skills and aligning courses to prepare students to be successful in further education and a technology rich work environment.

There are three (3) proposal strategies for which a Consortium can apply: 1) a Planning Grant for sites that have not been previously funded through the Department of Workforce Development for pathways leading to a Program of Study; 2) implementation strategies that will lead to a program of study, or 3) implementation of Project Lead the Way (PLTW), a pre-engineering pathway. The “planning” and “implementation” pathways must be in STEM career-related fields or occupations listed on the “Hoosier Hot 50 Jobs” list.

All eligible recipients are encouraged to review this RFP and apply for participation in this program. A series of regional meetings will be held March 3, 4, 6 and 10, to respond to questions. Notifications of times and locations have been provided. If you have questions concerning this RFP, please contact Fannie Cox, 317-232-7355 or by email at fc Cox@dwd.in.gov.

Executive Summary

The Indiana Department of Workforce Development-Career and Technical Education (DWD-CTE) is pleased to announce the availability of \$3.2 million for the 2008-2009 school year for the planning and implementation of Tech Prep projects. The purpose of the Request for Proposal (RFP) is to provide funding local Consortia, led by Area Vocational Directors, who will be responsible for specific Tech Prep projects that meet the requirements outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

RFP Dissemination:

Friday, February 29, 2008

Deadline:

Six (6) non-bound Proposals must be received no later than 4:30 p.m., Friday April 18, 2008. Any proposals received after that time and/or date will not be reviewed.

Required Components:

To be considered for funding, proposals must describe planned, Measurable program improvements to address gaps in program and student performance. All components of the RFP must be addressed in order for proposals to be considered for funding.

Priorities:

To be considered for funding, proposals must address, in detail, the following eight (8) essential elements of Tech Prep:

- Tech Prep programs that lead to a minimum of an Associate Degree, national certification, credential or apprenticeship;
- Articulation between secondary and postsecondary institutions;
- Curriculum development supporting integrated/applied academics;
- Tech Prep Professional Development to support the eight elements;
- Professional Development for counselors;
- Equal access for special populations;
- Preparatory Services including career guidance;
- Coordination with the Basic Grant

Eligible Applicants:

Eligible applicants are consortia consisting of area vocational districts, secondary and postsecondary institutions, and business/employer partners. The scope of this project is based on the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, its respective used and core indicators.

Applications must be prepared and submitted by a consortium. To be eligible for this grant opportunity, a consortium must include, at a minimum, one member in each of the following three categories:

- 1) local education agency (LEA), an intermediate educational agency, educational service agency, or area vocational district serving secondary schools;
- 2) (a) regionally accredited institution of high education that offers a two-year associate degree program, or a two-year postsecondary apprenticeship program, certificate or licensure, or (b) a proprietary institution of higher education that offers a two year associate degree program, or (c) four-year institutions offering a baccalaureate degree program;
- 3) Business/employer or consortium of employers that require high-skill/high-wage employees.

Consortia may also and are encouraged to include one or more of the following:

- 1) labor organizations;
- 2) employer organizations;
- 3) economic development organizations;
- 4) community-based organizations, and,
- 5) additional members such as parent/guardian, students, and counselors.

Special consideration will be given to those proposals that included community partners, parents, and students as part of their consortium.

Proposal Review:

Grant proposals will undergo a technical review upon submission to ensure completeness. Incomplete proposals or those not following the order outlined in the Requirements will be disqualified and will not be read or scored.

A review committee consisting of Indiana Department of Workforce Development/Career and Technical Education (DWD-CTE) and its stakeholders will evaluate proposals. Reviewers will assign numerical scores and prepare comments.

To be considered for funding, each proposal will be scored against a pre-determined set of parameters as outlined in the RFP. To receive funding, a proposal must receive a combined average score of 70 out of 100 points. Final approval for award will be determined by DWD-CTE.

When making decisions about awards, DWD-CTE reserves right to take into consideration geographic distribution and demonstrated readiness. DWD-CTE reserves the right to fund or not fund consortia that were previously funded. Funding and the level of funding will be based on the quality and appropriateness of the information submitted.

No appeals process is in place. Recommendations are final.

Application Timeline:

February 29, 2008	Availability of funding announced
April 18, 2008	Applications due to DWD/CTE
May 9, 2008	Award notifications to Applicants
July 1, 2008	Grant Start Date
December 31, 2008	Progress Narrative due to DWD/CTE
June 15, 2009	Second Progress Narrative due to DWD/CTE
June 30, 2009	Grant End Date
August 15, 2009	Close-out Packet due to Grant Accounting

Award notification:

Notification of awards will be emailed on or before May 9, 2008.

Grant period:

The grant period is 12 months and will begin on July 1, 2008 or completion of the State signature process, whichever comes later, and end on June 30, 2009.

Proposal Format:

All proposals must be submitted on standard 8.5 x 11 paper and organized in the following format and contain all listed items in the order indicated below.

Proposals should not be more than 10 typed pages, excluding appendices.

Proposals must be 12 point type font, with 1.5 line spacing, minimum of 1 inch margins, printed on one side only.

- a. Cover Letter
- b. Budget Narrative and Budget Form
- c. Detailed narrative responding to ten (10) Questions
- d. Signed Agreement

Data Submission and Reporting:

The collection, analysis and utilization of data are critical in determining the success of the program. Participating schools must commit to submitting data to the DWD/CTE via Indiana Technical Education Student Reporting system (InTERS). If you have questions about InTERS, need training or have questions about the data requirements, please contact Brin Sisco at bsisco@DWD.in.gov or at 317-234-4278.

Additionally, each applicant must agree to submit a progress report covering the period July 1, 2008 to December 15, 2008 submitted by December 31, 2008. The final report narrative and close-out report is due by June 15, 2009. In addition to the student data request, applicants must commit to provide any other data that might be pertinent to the success of the program.

Note: Funding may be delayed, may not be renewed or a repayment of funds requested if data submissions are not met as indicated in the above-referenced timelines.

Use of funds:

Each proposal must detail costs of each item and how calculated. Funds may be used for the following. Read the Carl D. Perkins Career and Technical Education Improvement Act of 2006, which can be found at http://www.rules.house.gov/109_2nd/text/s250/s250_conf_rept.pdf for details on allowable and non-allowable expenditures.

- a. Administration, not more than 5% of total requested;
- b. Salaries/Benefits: i.e., stipends for professional development, common planning time for teachers and faculty. Include lead person responsible, the number of individuals involved in the activity, their role, number of hours, rate, benefits, and deliverable. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item.
- c. Contract Services: may include consultants, stipends, honorarium, software lease, and other contract services;
- d. Materials/Supplies: breakdown requested items by cost, number to be purchased, intended use and by whom, and how the planned purchase will benefit the program;
- e. Equipment: breakdown requested items by cost, number to be purchased, intended use and by whom, and how the planned purchase will benefit the program. It is strongly recommended that not more than 50% of the total requested amount is spent on equipment purchases.
- f. Travel: State travel guidelines must be used when calculating travel, meal and lodging:
 - mileage is calculated at the rate of \$.40/mile;
 - in-state hotel rate is \$89; \$93 for Indianapolis, plus tax maximum;
 - out-of-state rate is at best available rate.
 - in-state per diem is \$26/day (\$6.50 each for breakfast and lunch each; \$13.00 for dinner);
 - out-of-state per diem is \$32/day (\$8.00 for breakfast and lunch each; \$16 for dinner).

Note: Please round all budgeted amounts to the nearest dollar.

Proposal submission: Six un-bound copies of the proposal are due by 4:30, Friday, April 18, 2008. These should be mailed to:

Fannie Cox
Indiana Department of Workforce Development
10 North Senate Avenue, Section 201E
Indianapolis, IN 46204

Essential Elements of Technical Preparation Programs

1. Programs that lead to an Associate or Baccalaureate Degree, apprenticeship, certificate, or credential

All Tech Prep programs have a sequence of appropriate, advanced, academic and technical courses. These programs must have at least two years of secondary level education linked to at least two years of postsecondary-level education. Various combinations of sequential coursework can be provided. Options include: beginning Tech Prep programs in the ninth grade with a four-year sequence at the secondary level, continuing with two additional years of baccalaureate level education. Nationally recognized certificate, credential or apprenticeship of at least two years following secondary education is another option allowed by the law:

- a. The curriculum structure and technical instruction must provide more rigorous academic and technical skill preparation to meet the workforce demand and the challenges of an increasingly technological society;
- b. The transition plan is such that students can make successful transitions from secondary to postsecondary study without remediation;
- c. Assurance that incoming students are prepared for the rigor of more challenging coursework such that they obtain the knowledge and skills and are prepared for further education or employment in high skill/high demand occupations;
- d. Has all students leaving high school with postsecondary credit or having met the standards for postsecondary studies to avoid remedial courses.

2. Articulation between Secondary and Postsecondary Institutions

Tech Prep programs within each Consortium have articulation agreements that provide a seamless pathway between secondary and postsecondary institutions. A data-driven process is in place to follow students from secondary Tech Prep programs to postsecondary Tech Prep programs.

There is a signed articulation agreement for each current year funded program that aligns the courses a student can take at the secondary level with those at the postsecondary level for a specific program major. The articulation agreement for new “planning” sites must be in place by the end of the grant period, June 30, 2009. For programs already in development, Years 2-4, signed articulation agreements must be in place by the end of the current year’s grant cycle, June 30, 2009.

3. Curriculum Development Supporting Integrated/Applied Academics

Tech Prep program curricula are aligned with Indiana’s academic and career and technical education standards.

As organizations change, so must the knowledge, skills and abilities of its employees for it to remain efficient and competitive. Consortia must work collaboratively to integrate curriculum and standards to ensure that students have a solid academic preparation as well as quality CTE options, the latest information and in-demand skills that lead to further education or employment in high demand/high wage fields.

4. Tech Prep Professional Development Supporting the Eight Elements

Members of the Tech Prep Consortium provide opportunities for secondary and postsecondary instructors, faculty and administrators to participate in Tech Prep professional development. This includes any type of professional development processes provided by the Consortium that focus on enhancing the essential and supporting elements of Tech Prep.

5. Professional Development for Counselors

Guidance departments and personnel at both the secondary and postsecondary levels are essential to accomplishing the goals of Tech Prep programs because they can assist students in achieving career development competencies for use in school and beyond. Professional development includes any processes provided by the consortia focused on enhancing the essential and supporting elements (i.e., recruiting students and ensuring program completion, knowledge, skills and occupational information needed to assist students with career exploration, educational opportunities, education financing, and exposure to high-skill/high wage or high demand occupations.

6. Equal Access for Special Populations

Career and technical education programs prepare students, including special populations, for subsequent employment in high skill/high wage occupations, including those in STEM, or for participation in postsecondary education. If needed, review the definition of “special populations” in the Carl. D. Perkins Career and Technical Education Act of 2006.

7. Preparatory Services including Career Guidance

Guidance departments and personnel at the secondary and postsecondary levels are essential to accomplishing the goals of CTE/tech prep programs because they can assist students in achieving career development competencies for use in school and beyond. As such, guidance efforts should be constructed to provide the insight the students need to make reliable and actionable career decisions.

8. Coordinate with the Basic Grant

Tech Prep Consortia activities must coordinate with activities under the Title I, Perkins VI Basic Grant.

Grant Selection Criteria

Option 3

Tech Prep “Project Lead the Way (PLTW)” Pathway

The purpose of the Tech Prep “Project Lead the Way (PLTW) RFP is to fund the development and implementation of PLTW sites in Indiana. For the purposes of the RFP, applicants must be prepared to commit to a four (4) year PLTW curriculum implementation strategy, with the capstone course offered in Year 4, and to meeting all of the requirements of the Perkins legislation. A minimum of one new PLTW course must be offered each year of the four (4)-year cycle.

Grant awards will be made on an annual basis \$20,000, Year 1; \$15,000, Years two (2) through four (4). The total scheduled award amount for the four (4)-year grant cycle is up to \$65,000. Grant funds will be awarded based on the performance outcomes of the previous year’s plan. School programs will be evaluated annually for compliance and performance by the Department of Workforce Development staff and its stakeholders. These funds are not for Planning grants or for Biomedical Science pathways or programs.

For those sites that have been previously funded, the amount and duration of funding will depend on the number of years of previous funding. For example, if the Consortium was funded in 2006-07, Year 1, and funded in the 2007-08 school year, Year 2, if approved, will be eligible to receive an award up to \$15,000 for 2008-09. As indicated in the above-referenced award schedule, the 2008-09 school year represents the third year, Year 3, of funding.

In general, sites that have received funding for four (4) or more years and/or PLTW funding totaling \$70,000 or more are not eligible for these funds.

It is expected that a Consortium will receive funding for all four (4) years; however, the Consortium must meet specific implementation targets in order to receive the next successive year’s award. The Department of Workforce Development reserves the right to not award funding for a subsequent year if PLTW implementation targets are not met.

These targets include, but are not limited to:

- offering an additional PLTW course each year of the grant cycle until at least four courses, including the capstone course, are available for students to enroll;
- completion or attempted completion of the PLTW Certification process conducted by Purdue University by the conclusion of the second (2) year of the program. If certification not achieved by the end of Year 2, must provide an explanation and a plan to complete within the next year.
- submission of end-of-course assessment to the PLTW national data assessment group, True Outcomes;
- accurate and timely submission of enrollment data to DWD-CTE via InTERS;
- participation in PLTW’s evaluation process by responding to surveys and/or questionnaires in a timely manner.

Minimum requirements

The successful applicant's plan will demonstrate a commitment and readiness to implement an aligned sequence of courses that comprises a program for effective knowledge and skill development training, employment preparation, and postsecondary study in the field of engineering or engineering technology.

1. Consortium Application

30 Points

Under the Perkins Act of 2006, each Consortium that desires to receive a Tech Prep grant must submit an application containing a five (5)-year plan to the Department of Workforce Development. Each Consortium must also enter into an agreement with the Department of Workforce Development to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(b) of the Act.

Realizing that some Consortia may submit multiple proposals for schools within their district, please understand that only one Plan is required no matter the number of proposals submitted. The Plan, however, must be attached to each proposal submitted.

Each five (5) year plan should:

- Provide for the effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- Be developed in consultation with business, industry, institutions of higher education and labor organizations;
- Address effectively the issues of school dropout prevention and re-entry, and the needs of special populations;
- Provide education and training in an area of skill, including an emerging technology, in which there is significant workforce;
- Demonstrate how tech programs will help students meet high academic and employability competencies; and
- Demonstrate success in, or provide assurances of coordination and integration with basic grant funds.

2. Program Design

60 Points

Please respond to the following questions. While it is anticipated that responses will be concise, it is also anticipated that responses will be no more than five (5) pages in length.

Will the program be carried out under an articulation agreement between participants in the Consortium? List Consortium members and explain their roles.	
Will the program integrate academic and career and technical education instruction? How?	
Will the program provide technical preparation in a career field, including STEM, high-skill, high-wage or high-demand	

activities? Which field? Is it a Hoosier Hot 50 Job? Why is this program needed in your district?	
Will the program lead to technical skill proficiency, an industry recognized credential, certificate or a degree? Which?	
Will the program meet the academic standards of the State?	
Will the program link secondary and postsecondary institutions through: a. non-duplicative sequence of courses? Provide course titles and sequence. b. Concurrent enrollment in secondary education and postsecondary education coursework?	
Will the program use work-based or worksite learning experiences in conjunction with business and all aspects of an industry? How?	
Will the program include in-service, professional development for teachers, faculty and administrators? What is the planned deliverable? How many people will be included in the activity? How will it be shared among key personnel? How will students benefit? How many and what other in-services, professional development opportunities are planned? Briefly describe.	
Will the program include professional development programs for counselors? What will the professional development program include? How many counselors will it include?	
Will the program provide equal access to individuals who are members of special populations? How will the program provide services appropriate to the needs of special populations?	

3. Budget Narrative and Budget Form

10 Points

Each Tech Prep program proposal must include a detailed budget narrative, budget, and a plan to sustain the program after funding ends. As part of the narrative, please include availability of facility, equipment, supplies, external funding, human capital, and other applicable resources.

Appendix A

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 2008-09 Indiana Career and Technical "PLTW" Education Cover Page

1. Funding Request

Requested amount:	
School(s) involved:	
School Population:	
Planned PLTW Course(s)*:	
# Students to be enrolled:	

*Course(s) Title:

2. Designated Grantee/Fiscal Agent

First Name:	
Last Name:	
Title:	
Organization name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone number:	
Fax number:	
Email address:	
FEIN:	

3. Grant Contact Person

First name:	
Last name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone number:	
Fax number:	
Email address:	
Economic growth region:	

4. Technology Coordinator

First Name:	
Last Name:	
Telephone number:	
Fax number:	
Email address:	

5. Previous Course Offerings – name, year implemented

	Year

Appendix B

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 2008-09 Indiana Career and Technical Education “PLTW” RFP Budget Narrative

Breakdown by specific line item, i.e., Administration, Equipment, show the cost of each and how calculated.

Note: Please round to the near dollar.

Appendix C

**The Carl D. Perkins Career and Technical Education Improvement Act of 2006
2008-09 Indiana Career and Technical Education "PLTW" RFP
Budget Form**

**CFDA #: 84.243
FEDERAL AGENCY: USDOE**

FUNCTION	OBJ/SUBJ	COST CATEGORY PROJECT CODE	BUDGET
700	7509	ADMINISTRATIVE COST	
700	7510	SALARIES/BENEFITS	
700	7511	CONTRACT SERVICES	
700	7512	TRAVEL	
700	7515	MATERIALS & SUPPLIES	
700	7546	EQUIPMENT PURCHASES	
700	7557	PROFESSIONAL DEVELOPMENT	
700	7517	MISCELLANEOUS	
TOTAL			

Appendix D

Carl D. Perkins Career and Technical Education Improvement Act of 2006 2008-09 Indiana Career and Technical Education "PLTW" RFP

Consortium Agreement (Make additional copies as needed)

Secondary school representative(s):

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Secondary School Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary institution representative(s):

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Postsecondary Institution Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Employer partner:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role:

Employer Organization Name

Signature of Authorized Representative

Date

Typed or Printed Name and Title

Describe role: