



TENNESSEE

SCHOOL SYSTEM: OBION COUNTY
SYSTEM NUMBER: 660

**THE CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
Year Two Action Plan
Funding Period: July 1, 2009-June 30, 2010**

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For State Use Only:

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* Items for which a page number is not listed would be documented in the TCSP (Tennessee Comprehensive System-wide Planning Process).

COMPLIANCE: 2009-2010

A. STATEMENT OF ASSURANCES

The OBION COUNTY board of education hereby assures that:
(LEA)

1. The LEA shall:
 - a. identify the number of special populations students enrolled in Career and Technical Education (CTE) programs;
 - b. assess the Career and Technical needs of the students identified as special population; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
2. Career and Technical Education services shall be provided to individuals of special populations.
3. Career and Technical Education programs shall be in compliance with equal access provisions of Section 504 of the Rehabilitation Act of 1973 and 1992. Individuals covered under this Act will be monitored for compliance of equal access to quality Career and Technical programs.
4. Programs funded under Section 135 of the Carl D. Perkins Career and Technical and Technology Education Act of 2006 shall comply with the statutory requirement in Section 135.
5. A program in Career and Technical Education shall be provided which:
 - a. encourages students, through career counseling, to pursue a coherent sequence of courses in a program area within a state recognized career cluster which leads to a high skill, high wage, or high demand job culminating in a credential, certificate, of higher education degree;
 - b. assists students who are economically disadvantaged, handicapped, limited English proficiency, in the care of foster parents and nontraditional students to succeed through supportive services such as counseling, English-language instruction, child care, an special aids; and
 - c. is of such sequence, scope and quality (by State Plan definition) as to bring about improvement in the quality of education offered by the school.
6. Sufficient information will be provided to the State Board of Education to enable it to comply with provisions of Section 121.
7. Local programs of Career and Technical Education shall be evaluated and reported annually, beginning with the 2007/2008 school year, using core indicators and measures of performance as approved by the State Board of Education, and in compliance with requirements of Section 122 of the Carl D. Perkins Career and Technical Education Act of 2006.
8. Special population students are provided with Career and Technical Education program(s)/project(s) in the most integrated setting possible by:
 - a. curriculum modification;
 - b. equipment accommodation;

- c. classroom accommodation;
 - d. supportive personnel; and/or
 - e. instructional aids and devices.
9. Counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services will be provided.
10. Systems receiving federal Career and Technical Education funds are required to designate a Career and Technical Education administrator, supervisor or director (full or part-time) for the administration of Career and Technical Education funded programs in their system. New employees or appointees upon assignment for Career and Technical Education administration responsibilities shall meet one of the following employment standards:
- Persons holding career and technical education supervisory positions including local directors, supervisors, coordinator specialists, assistant principals for career and technical education and center administrators shall have one of the following sets of qualifications:
- a. A bachelor's degree in career and technical education from an accredited four-year college or university, three years of teaching experience in an approved career and technical education program and two years of appropriate employment experience in a recognized occupation, or
 - b. A bachelors' degree with a career and technical education endorsement, three years of teaching experience, two years of appropriate work experience, and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development, or
 - c. An endorsement as a PreK-12 administrator or secondary supervisor or principal and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development.
11. Equal opportunities in Career and Technical Education programs will be provided to persons without discrimination because of race, gender, religious preference, national origin, or disability.
12. Federal funds will not be used to supplant state or local funds designated for Career and Technical Education.
13. In order to expend Perkins funds, statistical, financial, student data and descriptive reports required by the Tennessee Board of Education and/or the Tennessee Department of Education in regard to Career and Technical Education programs will be submitted in a timely manner.
14. Provisions will be made for including appropriate representation of Career and Technical Education personnel on Individualized Education Plan (IEP) Committees and/or Transition Planning Committees for students with disabilities.
15. An opportunity will be provided for individuals enrolled in private schools to participate in Career and Technical Education programs, services, and activities.
16. The expenditure of federal Carl D. Perkins funds must be targeted toward quality programs which meet the ten quality indicators as listed in the State Plan and Local Plan Application.

17. State and local funds are used to provide services in secondary schools or sites served with federal funds awarded under the Act.
18. Counseling and instructional services designed to facilitate in the transition from high school to post-secondary education, employment and career opportunities, or the military will be provided.
19. Local systems are required to expend in total or on a per pupil basis an amount equal to or greater than the preceding year for Career and Technical Education (maintenance of effort).
20. A written process is in place to verify that federal program improvement funds are spent on only those programs that meet the ten (10) Career and Technical Education quality program indicator criteria. This process and verification should be used prior to spending dollars and should be made available to auditors.

COMPLIANCE: 2009-2010

B. CONDITIONS

Reports and other information required by the State Department of Education will be submitted within the dates established, and documentation will be maintained for five years.

1. Federal Career and Technical Education funds made available will be used to supplement and increase the amount of state and local funds for Career-Technical Education and in no case to supplant such state and local funds.
2. An inventory will be maintained of all equipment purchased in whole or in part with Carl D. Perkins funds provided by the State Board of Education, and all such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.
3. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds provided by the State Board of Education) in any program, project or activity other than for which it was originally purchased or disposed of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR). Inventory must be maintained (for the length of the Perkins IV law) and items appropriately tagged.
4. Carl E. Perkins funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event that funds should need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to amend the plan and this request must include an explanation of proposed changes along with a revised copy of the budget. A form has been provided to systems for this purpose.

5. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan.

6. Career and Technical Education programs will operate consistently with all federal and state requirements and regulations including Education Department General Administrative Regulations (EDGAR) and Office of Management and Budget (OMB) Circulars 133, 87, and 102.
7. This plan and budget were prepared using the instructions provided by the State Department of Education and accurately reflects the information required at the time of preparation.
8. All required parties required in Perkins were involved in the development of the plan.
9. The eligible recipient certifies that the conditions stipulated in this application will be complied with in providing programs, services, and activities for Career and Technical Education and that funds will be used as stipulated in the application.
10. Parents of each Career and Technical Education student will be provided with a list of competencies at the beginning of each course taken.
11. Teachers will apprise students of course content and learning expectations using competency profiles at the beginning of the course.

SIGNATURE PAGE

Note: Each LEA that is a member of a consortium must complete and submit a Signature Page as part of the Action Plan. (Duplicate this page as needed.)

Key in information below to submit with plan.

(Mail original signature page to your regional field service consultant) DO NOT FAX

Director of Schools: David Huss

Career and Technical Director: James Faulkner

System: OBION COUNTY-660

Date: 05/15/09

Consortium: No

COMPLIANCE: 2009-2010

CTE Director Employment Standard and Matrix

Note: Each CTE director that is a member of a consortium must complete the following information as part of the Action Plan. (Duplicate this page as needed.)

Identify the individual (local Career and Technical administrator, supervisor or director) in your system responsible for the administration of the Career and Technical Education funded programs.

Name: James Faulkner

Date Hired for Career and Technical Director Position: 07/01/07

List all Endorsements Codes Held (including Career and Technical, Academic, and Administrative) and Title of Area of Endorsement
Pre K-12 Professional Administrator

Teacher License #: 00442030

Completing Matrix: No

COMPLIANCE 2009-2010

A. To receive Perkins funds, a system must have one Program of Study that includes a post-secondary component. Each junior high school that is a member of a consortium must declare a program of study. This program of study must be a program of study that leads into a feeder high school program of study. This POS will not have a postsecondary component. (Duplicate this page as needed.)

- Enter the name of the (one) **Cluster and Program of Study** your system has selected in order to receive Perkins funds:

Cluster: 16.0 Transportation, Distribution and Logistics

Program of Study: Collision Repair Technology 16.42

- Indicate with an "X" the post-secondary component and list the applicable postsecondary institution.

Postsecondary Institution: Nashville Auto Diesel College

Dual Enrollment

Dual Credit

Articulation Agreement

B. Indicate with an "X", each Core Indicator of Performance that did not meet (N) 90% of negotiated level of performance

1S1 1S2 4S1

Note: Systems not meeting 90% of the negotiated level of performance MUST write an improvement plan using the form on the following page (page 09.10). Activities and required funding must be included in the Goal Sheet Action Steps as well as the Budget Summary. The action steps in the improvement plan must focus on the core indicators that did not meet the 90% negotiated level of performance.

Systems meeting 90% of the negotiated level of performance on all core indicators of performance will skip page 09.10.

IMPROVEMENT PLAN: Core Indicators of Performance (Form may be duplicated as needed.)

Information must be completed on each core indicator that did not meet 90% of the negotiated level of performance.

Core Indicator Not Met			Plan of Action for Improvement	Cross Walk with Local Plan (Indicate Goal(s) & Action Step(s))	
1S1	Corrective Action Year	Check Year (X)			
	Yr. 1				
	Yr. 2			REQUIRED FUNDING	Amount
	Yr. 3			10% Professional Development	\$
	Yr. 4			5% Programs & Other Activities	\$
<hr/>					
1S2	Corrective Active Year	Check Year (X)			
	Yr. 1				
	Yr. 2			REQUIRED FUNDING	Amount
	Yr. 3			10% Professional Development	\$
	Yr. 4			5% Programs & Other Activities	\$
<hr/>					
\$					
4S1	Corrective Action Year	Check Year (X)			
	Yr. 1				
	Yr. 2			REQUIRED FUNDING	Amount
	Yr. 3			10% Professional Development	\$
	Yr. 4			5% Programs & Other Activities	\$

COORDINATION 2009-2010

1. If your LEA has formed a consortium with another system, please address the following: (A consortium must be formed if Perkins allocation is less than \$15,000.)

Consortium Members:

Consortium Fiscal Agent:

Consortium Goals and Action Steps

Process for Determining Consortium Budget:

Process for Reporting Data on Performance Levels:

The CTE Directors for each consortium will be responsible for negotiating the local levels of performance for the LEA. The methodology for reaching agreement on local levels of performance with consortia is the same as with single recipients and will be negotiated separately for each LEA within the consortium.

**If a system cannot provide an appropriate sequence of courses, the system should be a member of a consortium regardless of the funds generated.*

Section 134 Local Application Requirements – Perkins IV

Provide a brief description for each of the following. Bulleted items are acceptable. Do not exceed two (2) pages.

1. Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted (negotiated) levels of performance Sec. 134(b)(2).
 - The system will provide professional development to assist teachers with improving program area competency mastery and quality program attainment status.
 - The system will place emphasis on CTE programs being integrated with core academic areas and increasing non-traditional participation.
 - The system will make available to all stakeholders report card data so that program improvements can be made based on current data.
 - The system will seek dual credit/enrollment and articulation agreements with post-secondary institutions to allow for seamless transition for CTE students to post-secondary programs and employment.
 - The system will inform all stakeholders concerning the current levels of performance of all CTE programs and the methods and strategies being utilized by the system to maintain/improve those performance levels.
 - CTE instructors will teach course competencies and standards to ensure the student attainment of the necessary knowledge and skill acquisition in each CTE course.
 - All CTE instructors will be properly endorsed or industry certified.
 - Through parent-teacher conferences, mid-nine weeks progress reports, open houses, advisory committee meetings, faculty meetings.....the system will review progress and adjust methods/strategies periodically throughout the school year in order to improve the CTE programs being offered.
 - When areas are discovered to be deficient, the system will seek information from various resources to attempt to correct the problem(s).
 - The system will offer academic tutoring to CTE students both before and after the regular school day for core academic classes.
 - Finally, the system will accept the responsibility of obtaining and maintaining satisfactory levels of performance which will require the cooperative assistance of all teachers, supervisors, administrators, and support personnel to be achieved.

2. Describe
 - (a) how the LEA will ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - The school system will seek to offer complete programs of study in all program areas where there is sufficient demand.
 - The transition of the school system to block scheduling at both high schools beginning in the fall of 2009 will allow CTE students to maintain a dual path approach to their education even with the new academic demands of the high school redesign standards.

- All CTE programs will maintain valid records documenting student performance with specific attention given to standards, competencies, and technical skill attainment.
- CTE instructors will include academic standards into their CTE curriculum.
- Partnering with core academic instructors will be utilized to enhance the course curriculum and provide relevance to both academic and CTE programs.
- The CTE director will evaluate the Programs of Study being offered and determine if students are being exposed to the necessary knowledge and skill attainment to be successful at the secondary and post-secondary level and provide for a seamless transition into the workforce.

(b) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects
Sec. 143(b)(3)(d).

- New county-wide block scheduling will allow CTE students to maintain CTE membership and enroll in challenging academic courses as well.
- Guidance counselors at both high schools have received professional development pertaining to Programs of Study and are offering dual credit/enrollment and articulation opportunities to students in CTE courses.
- The planned construction of on-site CTE classrooms and shops at the two county high schools will reduce travel time and assist students in maintaining dual path participation.
- Additional dual enrollment opportunities are being explored to assist with post-secondary placement of students.
- CTE instructors will teach the standards and competencies necessary for successful completion of the course and Program of Study to assist with transition to post-secondary training or the workforce.

3. Describe

(a) how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic guidance counselors, representatives of business, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs, and

- We utilize active advisory committee groups to assist the system in determining the continued value of current CTE programs and explore the possibilities of new ones.
- Through Open House and Parent-Teacher conferences we keep parents and students actively involved in the continual refinement of all programs being offered.
- Instructors maintain their industry certifications and keep informed of changes in the industry standards for their program areas.
- We have utilized all stakeholders in the planning of the new CTE on site facilities and programs.

- **Advisory committee groups and Program Area Alumni groups meet monthly or quarterly in order to maintain quality programs, active participation, and a unified focus for the Programs of study.**

(b) how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of Perkins IV, including career and technical programs of study Sec. 134 (b)(5).

- **Through program area meetings, advisory committee meetings, and faculty meetings, we provide all stakeholders with necessary information concerning Perkins IV and our program areas. This information is also distributed by the various other means such as news releases, school board meetings, program area websites, alumni meetings, and school newsletters, just to name a few.**

YEAR TWO ACTION PLAN: FISCAL YEAR 2009-2010

Total Allocation:\$50,944.00

Section A: Goal 1 – Action Plan Development

System Goal	Improve academic performance of CTE concentrators in reading, language arts, and math by 0.5 percentage points
Which local plan component(s) does this goal address?	a,b,c,d,e,f,k,l,m,n,o
Which core indicator of performance is addressed?	1s1, 1s2, 2s1
Which TCSPP Component V Goal and Action Step are addressed as applicable?	Goal 1-Improve Graduation Rate Goal 2-Academic Attainment

Section B: ACTION STEPS

Section C.1 - IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology and equipment. Address Special Populations as applicable.	For each of the Action Steps you list, give timeline, Required & Permissive Uses of Funds, Line Item # & Amount, Evaluation Strategy and Expected Outcome.(For Evaluation Strategy, define how you will evaluate the action step.)				
	Action Step Timeline	Required (R) & Permissive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline	Expected Outcome
Require all full-time CTE teachers to attend summer conference PD 1,2,3,4,5	July 2009	R-5 P-3,8,18	72130-524 \$2,500.00	CTE Director and Supervisors of Instruction will perform teacher observations and assess student performance	Improved teachers effectiveness and student performance
Utilize STEPS program to assist incoming CTE 9 th graders with high school transition PD 1,3	June 1, 2009 through April 1, 2010	R-6,9 P-2	Provided by LEA	Review of academic indicators of CTE students for 09-10 school year by CTE Director and HS guidance counselors	Improved academic performance and increased completion of POS by CTE students
Maintain web-based credit recovery program at both high schools to assist CTE students in achieving academic/technical progress PDB	06/01/09-05/31/10	R-1,4	LEA funds will be provided to equip a 10 station mobile computer lab for CTE students to use for credit recovery program	CTE Director will check on the completion rate of CTE students engaging in credit recovery Aug + Dec 2009 and May 2010	Increased graduation rate and completion rate
Provide system wide professional development to integrate core academic skills into CT curriculum PD 1,2,4 PDB	July 28,30,31	R-1,5 P-8	System wide PD in next school year's calendar	CTE director will evaluate teachers/ assess student learning for 09-10	Improve teaching performance and student achievement

Sec. C.2 - IMPLEMENTATION PLAN

Professional Development to Support Goal 1 Action Steps (as applicable) <i>Identify PD component addressed.</i>	Audience: CTE teachers, HS guidance counselors, Supervisors of Instruction, HS administrators All full time CTE teachers will attend summer conference CTE Director and HS administrators will meet to develop CTE curriculum to identify new POS's to address student interest and market demand/industry needs Fall 2009 inservice will be used to create CTE/Academic Cooperation	
	Sub-Total	\$2,500.00

YEAR TWO ACTION PLAN: FISCAL YEAR 2009-2010

GOAL 2 – Action Plan Development

Section A –Identify which need(s) component addresses.

System Goal	Improve graduation rate (4S1) from 86.20% to 90% for CTE concentrators
Which local plan component(s) does this goal address?	a,b,c,d,g,h,l,p
Which core indicator of performance is addressed?	3S1, 4S1, 5S1
Which TCSPP Component V Goal and Action Step are addressed as applicable?	Goal 1 graduation rate

Section B: ACTION STEPS

Section C.1 - IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology and equipment. Address Special Populations as applicable.*

For each of the Action Steps you list, give timeline, Required & Permissive Uses of Funds, Line Item # & Amount, Evaluation Strategy and Expected Outcome.(For Evaluation Strategy, define how you will evaluate the action step.)

Action Step Timeline	Required (R) & Permissive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline	Expected Outcome	
Increase student participation in CTSO organizations and promote local, regional, state, and national competition for the CTSO membership by providing personnel and financial support	08/01/09-07/31/10	R-1,2,6,7,8,9 P-7,9,10,12,17	72130 355 \$10,180.00	CTE Director and CTSO sponsors will assess participation rate and program completion data	Increased participation in CTSO groups and increased graduation rate
Provide additional updated/modernized equipment to enhance teaching/learning in CTE courses and Programs of Study	07/01/09-06/30/10	R-1,4,7,9 P-4,7	71300-730 \$35,800.00	CTE Director and system administration will provide equipment and supplies based on program need and program enrollment	Improved instruction and student performance Increased POS completion
Restructure and offer new CTE courses which align with Programs of study and assist with post-secondary transition and placement	07/01/09-08/01/10	R-1,2,6,7,8,9 P-4,7,9,10,12,17		CTE and High School Administration will assess local,regional and state market/industry needs and assess student interest	Increased student completion and participation in CTE POS and post-secondary placement

Section C.2 - IMPLEMENTATION PLAN

Professional Development to Support Goal 2 Action Steps (as applicable) <i>Identify PD component addressed.</i>	Component(s) Year II: Tutoring at both high schools will be made available to assist CTE students with academic deficiencies both before and after the school day
	Sub-Total \$45,980.00

Equipment List to Support Goal 2 Action Steps (Identify program and equipment to be purchased.) The list must be specific . T&I must identify sub-clusters.	Program by School:	Equipment:
	Collision Repair Carpentry Cosmetology Health Science Contextual Acad. Agriculture Computer	Frame Rack (\$18,699.00) Face Framing Table (\$2,999.00) Foot Spa (\$2,094.00) Hillrom Bed Package (\$3,695.00) 3-HP Touchsmart tx2z series laptops (\$3,465.00) CEV-Plant/Animal Systems Instructional Material (\$4,107.00) Webcams/microphones (\$741.00)

YEAR TWO ACTION PLAN: FISCAL YEAR 2009-2010

GOAL 3 – Action Plan Development							
Section A –Identify which need(s) component addresses.							
System Goal	To increase non traditional participation by 3.5%						
Which local plan component(s) does this goal address?	a, b, l, o						
Which core indicator of performance is addressed?	6S1, 6S2						
Which TCSP Component V Goal and Action Step are addressed as applicable?	Goal 1 Graduation Rate						
Section B: ACTION STEPS			Section C.1 - IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology and equipment. Address Special Populations as applicable.</i>			For each of the Action Steps you list, give timeline, Required & Permissive Uses of Funds, Line Item # & Amount, Evaluation Strategy and Expected Outcome.(For Evaluation Strategy, define how you will evaluate the action step.)				
			Action Step Timeline	Required (R) & Permissive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline	Expected Outcome
Utilize freshman studies course to allow student to explore careers aligned with CTE Programs of Study			8/1/09-5/25/10	R-3,4,9 P-3		HS administration and CTE Director will track 09-10 9 th graders to document POS completion	Increased POS completion and increased non traditional participation in all CTE areas
Recruit non-traditional students by providing on-site CTE presentations and services			06/01/09-08/01/09			CTE will evaluate data of non-traditional students for the 09-10 school year	Increased non traditional population
Modify current and prospective CTE programs to allow for successful completion by special populations			7/1/09-8/1/09	R-6,9 P-4		CTE director, special education supervisor, and HS	Increase special population enrollment in

				dept heads will work to modify course requirements for special population students	CTE programs
Transition to block scheduling at both high schools will allow for all students to enroll in more CTE courses as electives	08/01/09			CTE Director will evaluate nontraditional membership in CTE programs	Increased nontraditional membership in CTE programs
Professional Development to Support Goal 3 Action Steps (as applicable) <i>Identify PD component addressed.</i>					
	Sub-Total				
Equipment List to Support Goal 3 Action Steps (Identify program and equipment to be purchased.) The list must be specific . T&I must identify sub-clusters.	Program by School:		Equipment:		
	Program by School:	Equipment:			
	Program by School:	Equipment:			

Goal Summary Sheet			
Goals		Amount	
Goal 1	Subtotal	\$ 2,500.00	
Goal 2	Subtotal	\$45,980.00	
Goal 3	Subtotal	0.00	
Goal 4	Subtotal	n/a	
Goal 5	Subtotal	n/a	
72230 Supervisor/Director	Subtotal	\$ 2,464.00	
99100 Indirect Costs	Subtotal	0.00	
Grand Total		\$50,944.00	

- Notes: 1. The Goal Summary Sheet grand total must equal LEAs allocation.
2. The Goal Summary Sheet grand total must equal the Budget Summary federal grand total.