

APPLICATION FOR RESERVE COMPETITIVE FUNDS

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006

Application Due Date:

Wednesday, October 15, 2008, 4:30 p.m.

Copies of this application and supporting materials are on the Kansas State Department of Education, (KSDE) Academic and Technical Education Team's website at:

<http://www.ksde.org/Default.aspx?tabid=249>

Contact : Bobbi Lewis, Senior Administrative Assistant
Kansas State Department of Education
120 SE 10th AVE
Topeka, KS 66612-1182
Phone: 785-296-2078
Fax: 785-296-2294
E-mail: blewis@ksde.org

Table of Contents

Fast Facts for Submitting a Grant Application	3
Reserve Competitive Funds Grant Application Timeline	4
Grant Application Instructions	5
I. Introduction/Background	5
II. Project Description	6
A. Purpose	6
B. State of Kansas Priority: Develop and Implement Program of Study	6
C. Eligibility	7
D. Use of Funds	6
E. Duration of Grant.....	7
F. State and Federal Reporting Requirements	7
III. Required Components of Application.....	7
Grant Application Instructions, Criteria, Supporting Forms.....	8
Section I: Proposal Introduction	8
Section II: Narrative.....	8
Section III: Budget.....	10
Section IV: Attachments	11
Review and Approval Procedures.....	12
A. Review Criteria.....	12
B. Criteria for Application Review and Approval.....	12
C. Complaint and Appeal Procedures	12
Appendix A: Forms	13
Cover Page	14
Statement of Assurances	15
Reserve Competitive Funds Budget Summary	16
Budget Detail Form	17
Review Evaluation Criteria	18
Appendix B: Definitions.....	22
Attachments	
Attachment A: Project Team(s) Participation in Kansas Career Cluster Institute.....	24

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel
120 SE 10th Ave.
Topeka, KS 66612
785-296-3204

Fast Facts for Submitting a Reserve Competitive Funds Grant Application

Awards: Grant awards will range from \$1,000 to \$15,000. In no instance will an annual award exceed \$15,000. Grant activities may begin upon grant approval. This is anticipated to be October 31, 2008. All grant activities must end by June 30, 2009.

Deadline: All applications must be delivered to Bobbi Lewis at KSDE by Wednesday, October 15, 2008, 4:30 p.m. Faxed applications will not be accepted.

Requirements: To be considered, KSDE must receive an application with original signatures in blue ink, two paper copies, and one electronic copy by the date specified above. E-mail the electronic copy to blewis@ksde.org.

Listed below are the required components of an acceptable application in the order they should appear. The narrative sections of the proposal must be double-spaced, Arial font, and not smaller than 11-point. The narrative is limited to five pages. Applications must adhere to the page limitations on the narrative sections. See the guidance in this application packet for complete information. Applications must not include additional material beyond that allowed on the following list:

1. Cover/Assurances Page (Appendix A)
2. Proposal Narrative
3. Budget Summary
4. Budget Detail Form
5. Attachments

Deliver or mail to: Bobbi Lewis, Senior Administrative Assistant
Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182
Phone: 785-296-2078
E-mail: blewis@ksde.org

Grant Program/Application Questions:

Karmey Olson, Education Program Consultant
Kansas State Department of Education
120 SE 10th Avenue
Topeka, Kansas 66612-1182
Phone: 785-296-2883
E-mail: kolson@ksde.org

Title I, Part A

Carl D. Perkins Education Improvement Act of 2006 Reserve Competitive Funds Grant Application Timeline

September 1, 2008	Application placed on the website, www.ksde.org
September 12, 2008	Workshop conducted at Wichita Workforce Center, 150 N. Main, Wichita, KS
October 15, 2008	Application must be RECEIVED by 4:30 pm
October 20-21, 2008	Grant Review Committee Meeting -Review federal/state requirements -Review grant application process -Read sample grant application -Review grant applications in groups
October 22-27, 2008	KSDE Staff -Compile review forms -Finalize recommendations for grant awards -Review budget for appropriate federal/state requirements
October 31, 2008	Notification of grant status
October 31, 2008	Implementation of grant activities may begin
December 1, 2008	Final day to purchase FY2008 equipment
April 1, 2009	Progress report due to KSDE
May 1, 2009	Final Perkins Reserve Funds budget revisions due
June 15, 2009	Final Report due
July 15, 2009	Final Expenditure Report due
June 30, 2009	Grant period ends

Grant Application Instructions

I. Introduction/Background

The 2006 Carl D. Perkins Act authorizes the legislation through Fiscal Year 2012, for a total of six years instead of the current five. While the bulk of the law is very similar to the 1998 Carl D. Perkins Act, there are some significant changes in content and focus. Several themes are evident throughout:

- accountability for results and program improvement at all levels,
- increased coordination within the CTE system,
- stronger academic and technical integration,
- connections between secondary and postsecondary education, and
- links to business and industry.

Source: *Perkins Act of 2006, The Official Guide*

Academic and Technical Integration

With additional links to No Child Left Behind (NCLB), the 2006 Carl D. Perkins Act goes much further toward integrating the academic and CTE accountability systems at the secondary level.

One of the biggest concerns expressed in the hearings leading up to Perkins reauthorization was that academic integration was often not occurring with as much frequency as may be possible, and there was often a divide between academic and CTE teachers when working toward this goal. To address this, the new law places a specific emphasis on professional development that addresses the integration of academic and technical skills, and involves academic and CTE teachers working together whenever possible.

Connections between Secondary and Postsecondary Education

Connections between secondary and postsecondary education are addressed through the Kansas State Career and Technical Education Five-Year Plan. The new law requires the development and implementation of “programs of study.” These programs of study must:

- incorporate secondary education and postsecondary education elements;
- include academic and career and technical content in the coordinated, non-duplicative progression of courses; and,
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor’s degree.

Source: *Perkins Act of 2006, The Official Guide*

II. Project Description

- A. Purpose:** Local Education Agencies (LEA) eligible to receive Reserve Funds under Title I, Part A of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 may submit an application for funding. Available funds are awarded on a competitive basis with each eligible LEA invited to submit a proposal.

The activities in the grant should align with the goals and objectives of the Carl D. Perkins local plan for improvement. Reserve Competitive funds should not be used to extend the projects, services, and/or activities already supported by the local Carl D. Perkins Plan. Projects are encouraged to establish collaborative models and partnerships while utilizing creative and innovative strategies to support the enhancement, improvement and/or expansion of the existing projects, services and/or activities. In case future funding may no longer be available, sustainability strategies for maintaining the projects/activities must be included in the narrative. **Reserve Competitive Funds can not be used to supplant or maintain existing projects but rather create innovative and improved projects for the future of career and technical education.** Individual members of consortia applying for Reserve Competitive Funds must be sure his/her grants are supportive but not repetitive of the host local plan and application.

Meeting the criteria above, the funds will be awarded to eligible recipients for career and technical education activities in:

- 1) rural areas;
- 2) areas with high percentages of career and technical education students; and,
- 3) areas with high numbers of career and technical education students.

- B. State of Kansas Priority for use of Reserve Funds:** The purpose of the Kansas secondary 2008-2009 Carl D. Perkins Reserve Competitive Funds is to develop and implement programs of study to include academic and technical education integration that leads to industry-recognized credentials/certifications, using Career Clusters as an organizing tool.
- C. Eligibility:** An eligible recipient is defined as an LEA, an educational service agency or a consortium, eligible to receive assistance under Section 13; or an eligible institution or consortium of eligible institutions eligible to receive assistance under Section 132.

D. Use of Funds:

The funding for the Reserve Competitive Funds is competitive and will be disbursed according to those districts/consortia submitting applications that meet all established criteria.

The funds will be awarded to eligible recipients for career and technical education activities in:

- (1) rural areas;
- (2) areas with high percentages of career and technical education students; and,
- (3) areas with high numbers of career and technical education students

E. Duration of Grant: The grant is awarded for activities within the timeframe of October 31, 2008 through June 30, 2009.

F. State & Federal Reporting Requirements:

LEAs receiving Reserve Competitive Funds must submit a Progress Report due April 1, 2009, Final Report due June 15, 2009, and Final Expenditure Report due July 15, 2009, and deliverables as specified by the projects.

Participating LEAs may be asked by the KSDE, Innovation and Improvement Team to share/present their projects at conferences and workshops.

III. Required Components of Application

Listed below are the required components of an acceptable application in the order they should appear. The narrative sections of the proposal must be double-spaced, Arial font, and not smaller than 11-point. The narrative is limited to five pages. Applications must adhere to the page limitations on the narrative section. See the guidance in this application packet for complete information. Applications must not include additional material beyond that allowed on the following list:

- 1. Cover/Assurances Page (Appendix A)
- 2. Project Narrative
- 3. Budget Summary
- 4. Budget Detail Form
- 5. Attachments

GRANT APPLICATION INSTRUCTIONS, CRITERIA, AND SUPPORTING FORMS

Section I: Proposal Introduction

The application must be single-sided, paginated, and stapled or clipped in the upper left hand corner. Pages must be standard 8 ½" x 11" paper.

1) Application

- a) The application must be received by 4:30 pm, Wednesday, October 15, 2008.
- b) The application must be submitted in the format provided in this application package. Deviations from the format will not be accepted.
- c) One application must be submitted with a complete set of original signatures, signed by the school district superintendent or designee in blue ink.
- d) Two copies of the document must also be submitted as a copy for grant readers to review.
- e) One electronic copy must be submitted by the date specified above. E-mail the electronic copy to blewis@ksde.org.

2) Cover/Assurances Pages

The cover page must be shown as the first page of the application.

Section II: Narrative

50%

Narrative section of the proposal must be single-sided, double-spaced, Arial font, and not smaller than 11-point, limited to five pages.

- 1) Describe how at least one of the following categories are met through the activities outlined in the application:
 - a) rural areas;
 - b) areas with high percentages of career and technical education students; or,
 - c) areas with high numbers of career and technical education students.

Use and cite data to support the selection.

- 2) Describe how the project(s) selected meet the 2008-2009 state of Kansas priority for use of Reserve Funds. Kansas Priority for use of Reserve Funds were detailed in Section II B.

Suggested Projects and Deliverables are:

a) **KANSAS CAREER CLUSTER INSTITUTE**

The focus of the 1st Kansas Career Cluster Institute is the development and implementation of career clusters and pathways. The grant supports participation at the Kansas Career Cluster Institute held in Wichita, Kansas at the Wichita Airport Hilton Hotel, February 23 – 25, 2009. Specifically: registration, lodging and substitute pay are items to include in the budget. Substitute

pay may only be used for the duration of the Institute and should be included on the Reserve Competitive Fund Budget Summary and the Detailed Budget.

Selection of Kansas Career Cluster Institute participation requires completion of Attachment A: Project Team(s) Participation in Kansas Career Cluster Institute to align with the Budget Detail Form and Budget Summary. Identify the career cluster and the district team members that will be responsible for the development of the project. Use the format provided.

The career clusters/pathways to be developed will be based on high-skill, high-wage, high-demand careers. A district brings a team representative of that career cluster(s)/pathway(s). Required Team composition:

- a. CTE Instructor(s)
- b. Academic Instructors representative of at least one of the four academic content areas (Math, Language Arts, Science, Social Studies)
- c. Guidance Counselor or Career Counselor
- d. Representative from Administration

Note: A best-practice model would include a representative from a post-secondary institution. Post-secondary representation will assist in the development of programs of study to support the required linkages between secondary and post-secondary institutions. A district is not limited to one team.

Deliverables: Development of an action plan for the local-level implementation, determine a process to develop and implement programs of study to include academic and technical education integration and industry-recognized credentials/certifications using Career Clusters as an organizing tool.

b) CAREER CLUSTERS DEVELOPMENT

Professional development opportunities may be obtained outside the State-sponsored Kansas Career Cluster Institute. Additional professional development opportunities specific to career clusters development is an allowable expense.

Deliverables: Documentation on experience to include changes in curricula and/or pedagogy due to the professional development experience. Evidence shall be copies of lesson plans for implementation by Spring 2008 or Fall 2009, depending on date of experience.

c) BUSINESS & INDUSTRY EXTERNSHIPS

Career Cluster/Pathways include knowledge and skills for "all aspects of an industry". Externships promote the necessary comprehension of all aspects of an industry. LEA faculty work for a minimum of 80 hours in all aspects of an industry that meets the high-skills, high-wage, or high-demand definition in new and emerging professions addressing career clusters pathways. Preference will be awarded to externships focusing on non-traditional careers.

Deliverables: Documentation on experience to include changes in curricula and/or pedagogy due to the professional development experience. Evidence shall be copies of lesson plans for implementation by Fall 2009.

d) RESOURCES/SUPPLIES

Resources may be budgeted as a lump sum. A final and complete list of resources will be required when submitting the Progress Report due on April 1, 2009. The selected resources may not exceed the previously submitted allocation and must be supportive of the chosen career cluster/pathway. Valuable resources are available at www.careerclusters.org.

Deliverables: Documentation on experience to include changes in curricula and/or pedagogy due to the professional development experience. Evidence shall be copies of course syllabi for implementation by Spring 2008 or Fall 2009, depending on date of experience.

- 3) Explain how the projects/activities establish collaborative models and partnerships while utilizing creative and innovative strategies to support the enhancement, improvement and/or expansion of the existing projects, services and/or activities.
- 4) Explain how the activities align with the goals and objectives of the Carl D. Perkins local plan for improvement.
- 5) Describe sustainability strategies for maintaining the projects/activities, should future funding no longer be available. Describe any other non-grant funds that will be used to help support the project(s).
- 6) Describe how program development and program improvement initiatives funded by the Reserve Funds are integrated with district-wide improvement plans.
- 7) Give an explanation of the activities to be carried out by the eligible recipients and how these activities will address the most pressing professional development needs of the participating USD(s) or schools, as determined by needs assessments and specified project goals.
- 8) Describe the resources (supplies) that may be purchased to support the development of a specified career cluster/pathway(s), based on local community needs. Valuable resources are available at www.careerclusters.org.
- 9) Describe the accountability measures (deliverables/evidence) expected at the project(s) end. Example deliverables accepted are listed in Section IV: Attachments of this application.

Section III: Budget

50%

- 1) There is a restriction on the amount of funds used for administrative purposes. No more than five percent (5%) of the total allocation received by an eligible agency may be used for administration. Identify indirect costs on the budget summary.
- 2) Clearly describe the proposed expenditure for each project using Reserve Competitive Funds.
- 3) Clearly describe expenditures by budget category. For example: if funds are budgeted for supplies for a selected activity, identify the supplies and its purpose.
- 4) Provide a detailed timeline for the activities.
- 5) Resources to assist in the implementation of career clusters programs of study may be budgeted as a lump sum. A final and complete list of resources will be required when submitting the Progress Report due on April 1, 2009. The selected resources may not exceed the previously submitted allocation and must be supportive of the

chosen career cluster/pathway. Valuable resources are available at www.careerclusters.org.

- 6) Complete one Budget Summary for the entire application. The budget summary must include an authorized signature and date. (Appendix A)
- 7) Budget Detail Form must itemize all proposed expenditures on the Budget Summary. All proposed items of value must be itemized on the Budget Detail Form. (Appendix A)

Section IV: Attachments

Selection of Kansas Career Cluster Institute participation requires completion of Attachment A: Project Team(s) Participation in Kansas Career Cluster Institute to align with the Budget Detail Form and Budget Summary. Identify the career cluster and the district team members that will be responsible for the development of the project. Use the format provided.

IV. Review and Approval Procedures

A. Application Review Procedures

The Application for Reserve Competitive Funds are reviewed by the Innovation and Improvement staff at KSDE to assure compliance with State and Federal requirements and to ensure that all information required by the Application for Reserve Competitive Funds is adequately addressed by the applicant.

B. Criteria for Application Review and Approval

The review process will ensure that a common criteria is used that is based on the guidelines set forth in this Application for Reserve Competitive Funds and on the requirements of the Act and the Kansas State Plan for Career and Technical Education. The Review Evaluation Criteria Form is provided in Appendix A.

C. Complaint and Appeal Procedures

The complaint and appeal process is two-fold. In the event a recipient is dissatisfied with any decision, such as requests for modifications/revisions to the application, the eligible LEA may submit a written complaint to the Assistant Director of Academic and Technical Education, KSDE. The complaint must be submitted within thirty (30) days of the date the agency received notification of KSDE's decision. Upon receipt of the letter of complaint, the Assistant Director will review the complaint and provide comment to the LEA within thirty (30) days. The action taken by the Assistant Director, which includes a review conducted by State staff, shall be deemed final. Such action will be transmitted to the LEA in writing.

Upon written notification of the action by the Assistant Director of Academic and Technical Education, an LEA/recipient may decide to appeal the action to the Director of Innovation and Improvement, KSDE. A written request for an appeal may be made in writing to the Director within thirty (30) days of the recipient's receipt of written notification of the action taken by the Director. A written response describing the decisions and actions of the Director will be provided to the LEA/recipient within fifteen (15) days after the hearing date.

APPENDIX A

Forms

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**

TITLE I, PART A-RESERVE COMPETITIVE FUNDS

APPLICATION COVER SHEET

**THIS APPLICATION IS SUBMITTED FOR PROGRAM YEAR
October 31, 2008 through June 30, 2009**

LEA/Recipient:	_____
Application Writer:	_____ <i>(Name, Position)</i> _____ <i>(Telephone number, Email address)</i>
Fiscal Manager:	_____ <i>(Name, Position)</i> _____ <i>(Telephone number, Email address)</i>

Application Submitted by:	_____	_____
	<i>(Signature of Superintendent or Designee)</i>	<i>(Date)</i>
Acknowledgement by Consortium, if applicable:	_____	_____
	<i>(Signature of Director or Designee)</i>	<i>(Date)</i>

Statement of Assurances

Should the award of funds from the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Title 1, Part A- Reserve Competitive Funds be made in support of activities proposed in this application, the authorized signature certifies to the Kansas State Department of Education that the authorized official will:

1. Upon request, provide the Kansas State Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
2. Implement the activities in accordance with the approved application.
3. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments Act of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. No Child Left Behind Act of 2001.
4. Use grant funds to supplement and not supplant funds from non-federal sources.
5. Submit, in accordance with state guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Kansas State Department of Education.

Certification by Authorized or Institutional Official:

The application certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the application will comply with the above statement of assurances.

Type or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

RESERVE COMPETITIVE FUNDS BUDGET SUMMARY
(Dollar amounts must be rounded to the nearest dollar.)

<u>Indirect Costs</u> (not more than 5%)	<u>Projected</u>	<u>State Approved</u>	<u>Actual</u>
Support Staff (Clerical)			
General Expenses (office space, phone)			
SUBTOTAL INDIRECT EXPENSES:			
Direct Expenses			
Professional Development (Detail expenses)			
Registration(s) to Kansas Career Cluster Institute only (Attachment A)			
Lodging for Kansas Career Cluster Institute only (Attachment A)			
Substitute Pay for Kansas Career Cluster Institute only. (Attachment A)			
Externships (Include Staff Member Name and Place of Externship)			
Resources (Detail expenses) (see: Budget Detail Form, A)			
SUBTOTAL DIRECT EXPENSES:			
TOTAL EXPENSES:			

STATE USE ONLY BELOW THIS LINE

Signature: _____ **KSDE Authorized Signature** _____ **Date** _____

_____ Approved

_____ Disapproved

Comments:

**REVIEW EVALUATION CRITERIA FORM
RESERVE COMPETITIVE FUNDS
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**

School Name	Consortium Name, if applicable				Reviewer #	
Criteria- Application Requirements	Complete		Incomplete			
Application was submitted by due date.	<input type="checkbox"/>		<input type="checkbox"/>			
Cover page/Assurances completed with appropriate signatures.	<input type="checkbox"/>		<input type="checkbox"/>			
Narrative section of the proposal must be double-spaced, Arial font, and not smaller than 11-point, not to exceed 5 pages.	<input type="checkbox"/>		<input type="checkbox"/>			
Budget Summary completed with appropriate signatures.	<input type="checkbox"/>		<input type="checkbox"/>			
Budget Summary funds and Budget Details funds balance.	<input type="checkbox"/>		<input type="checkbox"/>			
Budget Detail identifies who is responsible for each item listed (Same person can not be listed for every item).	<input type="checkbox"/>		<input type="checkbox"/>			
Original application with signature(s) in blue ink, 2 copies, and electronic copy submitted.	<input type="checkbox"/>		<input type="checkbox"/>			
Criteria- Narrative	Strong 10-8	Average 7-4	Weak 3-1	Missing 0	Evidence of Strength	Evidence of Weakness
Narrative provides support for one of the following areas: rural, areas with high percentages of career and technical education students, and areas with high numbers of career and technical education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Narrative describes how the project(s) selected meet the 2008-2009 state of Kansas priority for use of Reserve Funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Suggested project(s) supports the development and implementation of career clusters and pathways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Narrative explains how the project(s) establish collaborative models and partnerships while utilizing creative & innovative strategies to support the enhancement, improvement and/or expansion of the existing projects, services and/or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Criteria- Narrative	Strong 10-8	Average 7-4	Weak 3-1	Missing 0	Evidence of Strength	Evidence of Weakness
Project(s)/activities align with the goals and objectives of the Carl D. Perkins local plan for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sustainability strategies are provided for maintaining the projects/activities should future funds no longer be available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Program development and improvement initiatives funded by the Reserve Funds are integrated with district-wide improvement plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Activities to be carried out by the eligible recipients are explained, including how these activities will address the most pressing professional development needs of the participating USD(s) or schools, as determined by needs assessments and specified project goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Narrative describes the resources (supplies) that will be purchased to support the development of a specified career cluster/pathway(s) based on Labor Market Information (LMI).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Accountability measures (deliverables/evidence) expected at the project(s) end are described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Criteria – Budget	Strong 10-8	Average 7-4	Weak 3-1	Missing 0	Evidence of Strength	Evidence of Weakness
No more than 5% of the total funds requested on the Budget Summary & Budget Detail Form are allocated for administrative purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Expenditures are identified that are necessary to achieve project objectives. Justification for expenditures is comprehensive and includes an accurate estimate of costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Criteria – Budget	Strong 10-8	Average 7-4	Weak 3-1	Missing 0	Evidence of Strength	Evidence of Weakness
Budget Detail Form Timeline is appropriate for activities to be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Items requested in Budget Detail Form are appropriate and sufficient to support identified project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Budget Detail Form provides enough detail to support the selected project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Grant Rating Summary	Strong <input type="checkbox"/>		Average <input type="checkbox"/>		Weak <input type="checkbox"/>	
Summary Comments						
Funding Recommendation	Full Funding <input type="checkbox"/>		Fund With Revisions <input type="checkbox"/>		Do Not Fund <input type="checkbox"/>	
Reviewer Comments						

APPENDIX B

Definitions

ADVANCED PLACEMENT CREDIT: Also called a credit transfer agreement, an advanced placement agreement is a way of providing a non-duplicative program of study by authorizing college credit for a course(s) at the secondary level teaching the same competencies as the postsecondary course.

APPROVED CTE PROGRAM: Please refer to the program standards for each career & technical education area: <http://www.ksde.org/Default.aspx?tabid=249>.

ARTICULATION AGREEMENT: A written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution; to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions. [Section 3(4)] Perkins Act of 2006: The Official Guide

CAREER AND TECHNICAL EDUCATION (CTE): Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. [Section 3(5)] Perkins Act of 2006: The Official Guide

CLUSTER FOUNDATION KNOWLEDGE AND SKILLS: Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area. They are recognized as academics; communications; problem solving and critical thinking; information technology; systems; technical skills; leadership and teamwork; safety, health and environment; ethics and legal responsibility; and employability and career development.

HIGH-SKILL occupation is one that requires all of the following:

- specialized technical training,
- an advanced level of skill sets as defined by each industry and/or education (*Examples: independent decision making, critical thinking, problem solving*),
- a recognized validation of skill attainment or credential (*Examples: certification, registration, licensure*), and
- includes mandatory continuing education and/or training

HIGH-WAGE occupation is one that:

- has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of \$13.75 or higher, and
- offers a wage progression strategy.

HIGH-DEMAND occupation is one that:

- has a critical shortage of workers to fill the employment demands of industry, and
- requires formal training exceeding that which can be provided on the job

PATHWAY KNOWLEDGE AND SKILLS: Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area. They are recognized as academics; communications; problem solving and critical thinking; information technology; systems; technical skills; leadership and teamwork; safety, health and environment; ethics and legal responsibility; and employability and career development.

SEQUENCE OF COURSES: A series of 3 or more courses in which technical and academic education are integrated, and which directly relate to, and lead to, both academic and occupational competencies.

COURSE COMPETENCY: Statement that describes a unit of instruction (or duty area) related to course outcomes. A competency statement contains an active verb (that is observable and measurable) and a noun (instructional area). Specified competencies are identified and validated by business and industry and supported by the local advisory committee.

COMPETENCY PROFILE: A validated listing of units of instruction (or duty area) related to competency statements for each unit. A competency profile is an instrument of accountability, providing detailed information related to course or program instructional content. The profile contains a rating scale (for each competency), student identification and completion information. It includes competency-based applied learning that incorporates Career Cluster Foundation Knowledge and Skills. It is also a record-keeping device used by the instructor and students to chart achievement and skill attainment. Competency profiles may be developed at the course level, depending on the program area. Profiles for concentrators must be kept on file locally for five years.

CTE (CAREER AND TECHNICAL EDUCATION) COURSE: Those courses that include the career cluster pathway knowledge and skills as recognized in the Kansas Career Clusters. These courses are a part of a sequence of courses that provides learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements. Career and technical education courses typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications I and keyboarding are typically not included in the concentrator sequence because they are required for all students. Academic courses are counted only if they reflect industry skill standards.

CTSO (CAREER AND TECHNICAL STUDENT ORGANIZATIONS): The eight organizations are BPA (Business Professionals of America), DECA, FBLA (Future Business Leaders of America), FCCLA (Family, Career and Community Leaders of America), FFA, HOSA (Health Occupations students of America), TSA (Technology Students Association) and SkillsUSA. CTSO's are intra-curricular organizations aligned with career and technical education programs focusing on leadership, workplace, citizenship and personal development skills for students.

INTEGRATION: Strategies that provide the blending of academic and technical learning within a sequence of courses.

KANSAS CAREER FIELDS: Occupations that are organized around broad, common knowledge and skills. They are recognized as Arts, Communication, and Information; Business, Marketing, and Management; Environmental and Agricultural Systems; Industrial, Manufacturing, and Engineering Systems; Health Science; and Human Resources and Services.

KANSAS CAREER CLUSTERS: Occupations that are organized around common knowledge and skills. Kansas identifies 16 broad clusters. The clusters are recognized as the following: 1) Agriculture, Food and Natural Resources; 2) Architecture and Construction; 3) Arts, A/V Technology and Communications, 4) Business Management & Administration; 5) Education and Training; 6) Finance; 7) Government & Public Administration; 8) Health Science; 9) Hospitality and Tourism; 10) Human Services; 11) Information Technology; 12) Law, Public Safety and Security; 13) Manufacturing; 14) Marketing; 15) Science, Technology, Engineering and Mathematics; and 16) Transportation, Distribution and Logistics.

KANSAS CAREER PATHWAYS: Occupations that are organized around more specific knowledge and skills and based on a group of occupations. They are a coherent, articulated sequence of rigorous academic and career related courses, commencing in eighth or ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate and beyond. Currently, there are 79 pathways identified.

INDIVIDUALIZED CAREER PLAN OF STUDY: The sequence of courses that an individual student has chosen for their career objective.

PROGRAMS OF STUDY: Incorporate secondary education and postsecondary education elements; include academic and career and technical content in a coordinated, non-duplicative progression of courses; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree. (page 10) Perkins Act of 2006: The Official Guide.

**Attachment A
Project Team(s) Participation in Kansas Career Cluster Institute**

Career Cluster to be developed: _____

Team Members	Names	Area of Concentration
CTE Instructor		
Academic Instructor		Math
		Language Arts
		Science
		Social Studies
Counselor		Guidance
		Career
Administrator		

Career Cluster to be developed: _____

Team Members	Names	Area of Concentration
CTE Instructor		
Academic Instructor		Math
		Language Arts
		Science
		Social Studies
Counselor		Guidance
		Career
Administrator		

Career Cluster to be developed: _____

Team Members	Names	Area of Concentration
CTE Instructor		
Academic Instructor		Math
		Language Arts
		Science
		Social Studies
Counselor		Guidance
		Career
Administrator		

DUPLICATE PAGE IF NECESSARY.