## APPLICATION FOR RESERVE COMPETITIVE FUNDS

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

#### **Application Due Date:**

Tuesday, September 15, 2009, 4:30 p.m.

Copies of this application and supporting materials are on the Kansas State Department of Education, (KSDE)

Career and Technical Education Team's website at:

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

Contact: Bobbi Lewis, Senior Administrative Assistant

Kansas State Department of Education

120 SE 10<sup>th</sup> Ave.

Topeka, KS 66612-1182 Phone: 785-296-2078 E-mail: blewis@ksde.org

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#### 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 785-296-3201

## 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 per eligible recipient. Grant activities may begin upon grant approval. This is anticipated to be October 1, 2009. All grant activities must end by June 30, 2010.

**Deadline:** All applications must be received at KSDE, c/o Bobbi Lewis, by Tuesday, September 15, 2009, 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 and an electronic copy by the date specified above. E-mail the electronic copy to <a href="mailto:blewis@ksde.org">blewis@ksde.org</a>.

**Identified Uses of the Reserve Competitive Funds:** The following are the suggested uses of the FY 2010 Reserve Competitive Funds:

- 1. Develop new and innovative clusters/pathways at the local level;
- 2. Develop and implement activities to increase participation and completion of non-traditional programs;
- 3. Develop professional development opportunities that support career clusters implementation;
- 4. Participate in an externship opportunity to enhance/improve all aspects of an industry's knowledge and skills of a currently approved program/cluster;
- 5. Develop a plan to effectively use data to improve, enhance and/or expand career and technical education; and
- 6. Professional development that promotes instructional strategies for the integration of rigorous academics in career and technical education.

You may write towards one or more of the identified uses of the Reserve Competitive Funds.

Components of an acceptable 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. Follow the guidance throughout this application packet for complete information. Applications must not include additional material beyond that allowed on the following list:

- 1. Cover/Assurances Page
- 2. Proposal Narrative
- 3. Activity Sheet (Appendix A)
- 4. Timeline for Activities (Appendix B)
- 5. Reserve Competitive Funds Budget (Appendix C)
- Statement of Assurances

**Deliver or mail to:** Bobbi Lewis, Senior Administrative Assistant

Kansas State Department of Education

120 SE 10<sup>th</sup> 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 10<sup>th</sup> Avenue

Topeka, Kansas 66612-1182

Phone: 785-296-2883 E-mail: kolson@ksde.org

### Title I, Part A

#### Carl D. Perkins Career and Technical Education Improvement Act of 2006 Reserve Competitive Funds Grant Application Timeline

July 1, 2009	Application placed on the website, www.ksde.org
August 25, 2009	ITV Workshop conducted to assist districts in
	completing the application
September 15, 2009	Application must be RECEIVED by 4:30 pm
September 21-22, 2009	Grant Review Committee Meeting
	-Review federal/state requirements
	-Review grant application process
	-Read sample grant application
	-Review grant applications in groups
September 23-28, 2009	KSDE Staff
	-Compile review forms
	-Finalize recommendations for grant awards
	-Review budget for appropriate federal/state
O-1-1-1-1 0000	requirements
October 1, 2009	Notification of grant status
October 1, 2009	Implementation of grant activities may begin
March 1, 2010	Progress report due to KSDE
May 1, 2010	Final Perkins Reserve Funds updated budget due
June 30, 2010	Grant period ends
July 15, 2010	Final Report and Final Expenditure Report due

#### **Grant Application Instructions**

#### I. Introduction/Background

The 2006 Carl D. Perkins Career and Technical Education (CTE) 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 Career and Technical Education (CTE) 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 throughout 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, nonduplicative progression of courses including grades 8 – 14 for Kansas; 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. <u>Purpose:</u> 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, not to exceed \$15,000.

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't 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 (<a href="http://www.ipsr.ku.edu.ksdata/ksah/population/">http://www.ipsr.ku.edu.ksdata/ksah/population/</a>);
- 2) Areas with high percentages of career and technical education students (High Percentage: Total number of participants (from KIDS) + Total Number of concentrators (from CaTE) = Total CTE Universe divided by Total number of concentrators = Percentage which should be at least 60% or more. Use of data from these two sources provides for an unduplicated count); and
- 3) Areas with high numbers of career and technical education students (High Numbers: Total number of participants (from KIDS) + Total Number of concentrators (from CaTE) = Total CTE Universe divided by Total district enrollment = Percentage which should be at least 60% or more. Use of data from these two sources provides for an unduplicated count.)
- **B.** State of Kansas Priority for use of Reserve Funds: The purpose of the Kansas secondary 2009-2010 Carl D. Perkins Reserve Competitive Funds is to fund special projects that will lead to the development of:
  - 1) New and innovative clusters/pathways which support high-skill, high-wage, high-demand occupations;
  - Activities designed to increase students participation and completion in nontraditional programs;

- 3) Professional development opportunities to support career clusters/pathways and the integration of rigorous academics and 21<sup>st</sup> Century skills
- 4) Creative approaches to infuse all aspects if an industry into the career and technical education classroom
- Accountability system(s) to assist in data informed decision making processes to support the core indicators for career and technical education; and
- 6) Rigorous academic and 21<sup>st</sup> Century skills integration through newly developed clusters and/or professional development opportunities
- B. <u>Eligibility:</u> 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. <u>Only one grant application per eligible recipient will be accepted.</u>

#### C. 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 one (1) of the three (3) established criteria.

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

- (1) Rural areas (http://www.ipsr.ku.edu.ksdata/ksah/population/);
- (2) Areas with high percentages of career and technical education students (High Percentage: Total number of participants (from KIDS) + Total Number of concentrators (from CaTE) = Total CTE Universe divided by Total number of concentrators = Percentage which should be at least 60% or more. Use of data from these two sources provides for an unduplicated count); and
- (3) Areas with high numbers of career and technical education students (High Numbers: Total number of participants (from KIDS) + Total Number of concentrators (from CaTE) = Total CTE Universe divided by Total district enrollment = Percentage which should be at least 60% or more. Use of data from these two sources provides for an unduplicated count.)
- **D.** <u>Duration of Grant:</u> The grant is awarded for activities within the timeframe of October 1, 2009 through June 30, 2010.

#### E. State & Federal Reporting Requirements:

LEAs receiving Reserve Competitive Funds must submit a Progress Report due March 1, 2010, Final Report and Final Expenditure Report due July 15, 2010, 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.

#### **C.** 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. Follow 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
- 2. Proposal Narrative
- 3. Activity Sheet (Appendix A)
- 4. Timeline for Activities (Appendix B)
- 5. Reserve Competitive Funds Budget (Appendix C)
- 6. Statement of Assurances

## GRANT APPLICATION INSTRUCTIONS, CRITERIA, AND SUPPORTING FORM

Section I: Identified Uses of the Reserve Competitive Funds

<ol> <li>Develop new and innovative clusters/pathways at the local level that:</li> <li>Expand school/district offerings;</li> </ol>
<ul> <li>Support high-skill, high-wage, high-demand occupations;</li> </ul>
☐ Support labor market needs for the region ( <a href="http://www.dol.ks.gov">http://www.dol.ks.gov</a> );
<ul> <li>Secure partnerships with post-secondary institutions;</li> </ul>
<ul> <li>Create collaborative partnerships with business and industry; and</li> </ul>
<ul> <li>Create strategies to integrate leadership skills.</li> </ul>
Deliverables may include but are not limited to: Program of Study, List of
Advisory Committee Members, Articulation Agreement(s), Submission of Career
Cluster Pathway Program of Study Application, Externship Experiences
Note: This activity should support the design and development of a career cluster/pathway that is not an existing VE 2 program on file with KSDE while being innovative with their approach. It can't support the purchase of equipment for the new cluster. It is the responsibility of the district to set-up the new cluster/pathway.
2. Develop and implement activities to increase participation and completion in nontraditional programs:
<ul> <li>Develop outreach and recruitment activities to increase nontraditional student enrollment;</li> </ul>
<ul> <li>Construct retention and support activities to increase nontraditional student concentrators; and</li> </ul>

Deliverables may include but are not limited to: Development of a Mentor/Mentee program; Recruitment/Outreach event such as a Career Fair or Workshop highlighting persons working in nontraditional fields; Development of recruitment materials (printed or electronic); Professional Development for staff focused on creating a gender-fair institutional environment and/or reducing unintentional bias (ex: "stereotype threat"); Externship experiences in nontraditional fields.  3. Develop professional development opportunities that support career cluster implementation.    Must include secondary academic and CTE teachers, administrators, academic and career guidance counselors who are involved in integrated CTE programs   Support effective integration and use of challenging academics Support the development of practices to improve parental and community involvement   Increase opportunities to utilize research and data to improve instruction   Increase opportunities to utilize research and data to improve instruction   Increase opportunity partnerships  Deliverables may include but are not limited to: Participation at state and national conferences, Professional Development Plan  4. Plan an externship opportunity to enhance/improve all aspects of an industry knowledge and skills of a currently approved program/cluster.   Eligible participants include academic and CTE secondary teachers, administrators and academic and career guidance counselors;   Eligible participants participate in an externship with a business and/or industry for the purpose of upgrading knowledge and skills for the content area they teach and/or supervise;   Externships may range from a minimum of one week (40 hours) to a maximum of two weeks (80 hours);   Externship aw will not exceed \$25 per hour with a maximum salary amount of \$1,000 (This will be dependent upon school/district policy.);   Externships may not be conducted at a business/industry owned or operated by his/her immediate family members; and   Externships will provide the opportunity fo		<ul> <li>Develop leadership activities to promote non-traditional career choices.</li> </ul>
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Deliverables may include but are not limited to: weekly timesheet, weekly journals, narrative report, employer evaluation, revised lesson plans and competency profiles

5.	Develop a data informed decision making process to support the core indicators
	for career and technical education

☐ Develop a plan for your school/district that will effectively use data to improve, enhance and/or expand career and technical education. The plan must include descriptions of how data will be used to:

- ♦ Determine change,
- Determine if goals are being met,
- Determine engagement in continuous school improvement,
- Determine root causes of problems,
- Determine alignment of instruction to standards/competencies,
- ♦ Track professional development,
- Determine strategies to meet accountability provisions of NCLB and Carl D.Perkins legislation, and
- Keep constituents informed about progress the school/district has made.

Deliverables may include but are not limited to: effective data use plan, growth and achievement models, plan for how data will be used to make data-based decisions, data analysis checklist, plan for using Kansas Career Pipeline data/and or career assessment data.

6.	Develop professional development activities that promote instructional
	strategies for the integration of rigorous academics, leadership skills and 21st
	Century skills in career and technical education.

Participate in professional development activities supportive of
integration of academics and 21st century skills into career and
technical education programs/clusters (i.e. Math in CTE)

Partner with academic teachers to design integrated activities for
the career and technical education classroom

Deliverables may include but are not limited to: lesson plans, curriculum mapping, Programs of Study, District/Consortium plan for integrating academics and leadership skills

#### Section II: Proposal Guidelines

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."

#### 1) Application

a) The application must be received by 4:30 pm, Tuesday, September 15, 2009.

- 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) One electronic copy must be submitted by the date specified above. E-mail the copy to <a href="mailto:blewis@ksde.org">blewis@ksde.org</a>.
- 2) Cover/Assurances Pages

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

#### Section III: Proposal Narrative

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

- 1) Describe the data that makes your district an eligible recipient of this grant. (Use and cite data to support the chosen category.)
  - a) rural areas (<a href="http://www.dol.ks.gov">http://www.dol.ks.gov</a>);
  - b) areas with high percentages of career and technical education students; or,
  - c) areas with high numbers of career and technical education students.
- 2) Describe the overall proposed project. Cite data to support your narrative. (What are the proposed activities? What programs/clusters are involved?)
- 3) Describe the importance and/or need for this project. Cite data to support your narrative. (Why do you want to do this project? What is the potential impact of the project?)
- 4) Describe the accountability measures (deliverables/evidence) expected at the project(s) end. Identified deliverables are found following each suggested use of the funds. (What will you measure to determine the success of this project? What deliverables will be used to demonstrate the measurable outcomes?)
- 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). (How will the project be supported financially after grant funding ends?)

#### Section IV: Activity Sheets

- 1) The project activity sheets will provide a specific explanation of the activities that will occur, target start and completion dates, person responsible for the activity, the anticipated goal and how it will be measured, and the estimated amount of funding requested for the activity. The project activity sheets can be found in Appendix A.
  - 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 these indirect costs on the budget summary.
- Clearly describe the proposed expenditure for each project using Reserve Competitive Funds.
- Clearly describe expenditures by budget category. For example: if funds are budgeted for supplies for a selected activity, identify the supplies and their purpose.

#### Section V: Timeline for the Activities

1) Using the timeline provided in Appendix B, outline the projected timeframe for each phase of the activity. Be detailed.

#### Section VI: Reserve Competitive Funds Budget

1) Complete the Reserve Competitive Funds Budget for the entire application. The budget will include an authorized signature by the KSDE Assistant Director, Innovation and Improvement, Academic and Technical Education when the application has been approved. (Appendix C)

#### Section VII: Appendices

- 1. Appendix A is the Project Activity Sheets. (One sheet must be used for each activity.)
- 2. Appendix B is the Timeline for the Activities.
- 3. Appendix C is the Reserve Competitive Funds Budget.
- 4. Appendix D is the Career Cluster Terminology and Labor Market Information Definitions
- 5. Appendix E is the Review Evaluation Criteria Form

#### IV. Review and Approval Procedures

#### A. Application Review Procedures

The Application for Reserve Competitive Funds is reviewed by the KSDE, Innovation and Improvement staff 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 D.

#### 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 LEA 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 LEA'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.

#### **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 1, 2009 through June 30, 2010

LEA/Recipient:	
Application	
Writer:	(Name, Position)
	(Telephone number, Email address)
Fiscal Manager:	
	(Name, Position)
	(Telephone number, Email address)
Application	
Submitted by:	(Signature of Superintendent or Designee) (Date)
Acknowledgeme by Consortium, applicable:	

#### **Proposal Narrative**

- 1) Describe the data that makes your district an eligible recipient of this grant:
  - A. Rural areas (<a href="http://www.ipsr.ku.edu.ksdata/ksah/population/">http://www.ipsr.ku.edu.ksdata/ksah/population/</a>);
  - B. Areas with high percentages of career and technical education students (High Percentage: Total number of participants (from KIDS) + Total Number of concentrators (from CaTE) = Total CTE Universe divided by Total number of concentrators = Percentage which should be at least 60% or more. Use of data from these two sources provides for an unduplicated count); and
  - C. Areas with high numbers of career and technical education students (High Numbers: Total number of participants (from KIDS) + Total Number of concentrators (from CaTE) = Total CTE Universe divided by Total district enrollment = Percentage which should be at least 60% or more. Use of data from these two sources provides for an unduplicated count.)
- 2) Describe the overall proposed project. Cite data to support your narrative. (What are the proposed activities? What pathways/clusters are involved?)
- 3) Describe the importance and/or need for this project. Cite data to support your narrative. (Why do you want to do this project? What is the potential impact of the project?)
- 4) Describe the accountability measures (deliverables/evidence) expected at the project(s) end. Suggested deliverables are found following each suggested use of the funds. (What will you measure to determine the success of this project? What deliverables will be used to demonstrate the measurable outcomes?)
- 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). (How will the project be supported financially after grant funding ends?)

#### 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:

- 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. Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicapped in Vocational Education Programs, 34 C.F.R. Part 100, Appendix B
    - b. Title VI of the 1964 Civil Rights Act, and its implementing regulation at 34 C.F.R. Part 100
  - c. Title IX of the 1972 Education Amendments, and its implementing regulation at 34 C.F.R. Part 106
  - d. Section 504 of the Rehabilitation Act of 1973, and its implementing regulation at 34 C.F.R. Part 104
  - e. Title II of the Americans with Disabilities Act of 1990, and its implementing regulation at 28 C.F.R. Part 35
    - f. Age Discrimination Act of 1975
    - g. 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.

<b>Certification by Authorized or</b>	Institutional Official:
correct, that the filing of this application is	of his/her knowledge the information in this application is duly authorized by the governing body of this organization, or mply with the above statement of assurances.
Type or Printed Name of Authorized Official	Title
Signature of Authorized Official	Date

#### **APPENDICES**

#### **APPENDIX A**

#### FY 2010 Grant Year

District/Consortium Name:	_
Activity Sheet Number	
Description of Activity:	Funding Request \$
Responsible Person(s)	
Start Date:	
Completion Date:	
Expected Deliverable(s):	
03/01/2010 Reported Progress	
07/15/2010 Final Report	

(Each activity requires a completed activity sheet, including Administration funds. Duplicate as needed.)

#### **APPENDIX B**

TIMELINE FOR ACTIVITIES									
	Start and Completion Dates								
A official of	Responsible Person(s)  Activities October November December January February March April May June								
Activities Activity 1	October	November	December	January	1 Col dai y	Water	Дріп	Way	Julie
Person									
Responsible									
Activity 2									
Person									
Responsible									
Activity 3									
Person									
Responsible				I	1	1		<u> </u>	
Activity 4 Person									
Responsible									
Activity 5									
Person									
Responsible		1	1	T	1	1	1	<b>r</b>	
Activity 6									
Person									
Responsible				I	1	1		ı	
Activity 7									
Person Responsible									
Activity 8									
Person									
Responsible									
Activity 9									
Person		•	•	•	•	•			
Responsible				<u> </u>	<u> </u>	ı	<u> </u>		
Activity 10									
Person Responsible									
veshousing	<u> </u>								

#### **APPENDIX C**

#### **RESERVE COMPETITIVE FUNDS BUDGET**

(Amounts must be rounded to the nearest dollar.)

indirect Costs (Administrative costs may not exceed more than 5%.)	<u>Projected</u>	<u>State</u> Approved	Actual
Support Staff (Clerical)			
General Expenses (office space, phone)			
SUBTOTAL INDIRECT	EXPENSES:		
<u>Direct Expenses</u>			
Consultant Fees			
Curriculum Development			
Externships			
Honorariums			
Resources			
Registration Costs			
Substitutes			
Travel			
Other (Please identify)			
SUBTOTAL DIRECT	EXPENSES:		
TOTAL	EXPENSES:		
STATE USE ONLY BE	LOW THIS LINE		
Signature:			
KSDE Authorized Signature		Date	
Approved			
Disapproved			
Comments:			

#### APPENDIX D

#### **Career Clusters Terminology**

**ADVANCED PLACEMENT CREDIT:** Also called a credit transfer agreement, an advanced placement credit is part of the written articulation agreement that provides a non-duplicative program of study by authorizing college credit for a secondary level course covering the same competencies as the postsecondary course.

**APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM:** Please refer to the program standards for each career & technical education area: <a href="http://www.ksde.org/Default.aspx?tabid=249">http://www.ksde.org/Default.aspx?tabid=249</a>.

**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 may be 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. [Section3(5)] Perkins Act of 2006: The Official Guide

including entrepreneurship of an individual. [Section3(5)] Perkins Act of 2006: The Official Guide

CAREER AND TECHNICAL EDUCATION (CTE) COURSE: A CTE course (for an approved cluster/pathway) is one in a progression leading from exploratory to technical to application levels that support state and national standards and competencies. The foundation for CTE courses is the inclusion of knowledge and skills that all students should achieve for a given career. Each course is required to provide enhanced and improved instruction through the integration of rigorous academics, 21<sup>st</sup> century skills, career development skills and student leadership. Courses may include experience-based learning opportunities. Courses, if applicable, can be articulated with a postsecondary institution for advanced placement credit. A course can be a part of a sequence of courses that create an overall program of study assisting the student in preparing a personal plan of study.

CAREER AND TECHNICAL EDUCATION (CTE) SEQUENCE OF COURSES: Those courses that include the career cluster pathway knowledge and skills as recognized by the Kansas Career Clusters. These courses provide 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.

CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSO): 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 with career and technical education programs focusing on leadership, workplace, citizenship and personal development skills for students.

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. 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.

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 or program level, depending on the program area. Profiles for concentrators must be kept on file locally for five years

**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 local advisory committee.

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

KANSAS CAREER CLUSTER(S): 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 FIELD(S): 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 PATHWAY(S):** 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 80 pathways identified.

**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.

**PERSONAL PLAN OF STUDY**: An individualized plan of study for each student. It is a concentrated effort to explore career opportunities to aid a student in making insightful and purposeful decisions about career goals. It is designed to contain student assessments that reflect his/her abilities, personal interests, and both academic strengths and weaknesses. It should: 1) state the students' career goals and intended postsecondary training; 2) contain a comprehensive 6 year educational plan based on the Kansas Career Clusters Model and Programs of Study, grades 8-14; and 3) include any other information that will assist the student in preparing a resume. **PROGRAM(S) OF STUDY:** Incorporate secondary education and postsecondary education elements; include academic and career and

**PROGRAM(S) 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.

#### **Labor Market Information (LMI) Definitions**

Pathways available for state approval at the secondary-level must meet the following criteria:

- Lead to high demand and high skill careers with postsecondary connections and/or industry credentials/certifications or
- Lead to high demand and high wage careers with postsecondary connections and/or industry credentials/certifications

#### **High Demand:** An occupation 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.

#### **High Skill:** An occupation 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:** An occupation 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.

**Wage & Employment Information** is available at <a href="www.ksde.org">www.ksde.org</a> on the Academic & Technical Education page for each of the Pathways in the Kansas Career Fields & Clusters Model. These documents should be used as a starting point for review and consideration when determining if a Pathway leads to high demand, high skill or high-wage occupations.

#### **Other Resources:**

Kansas Department of Labor <a href="http://www.dol.ks.gov">http://www.dol.ks.gov</a>

U.S. Department of Labor http://www.bls.gov/oco/

Career One Stop <u>www.careeronestop.org</u>

Appendix E FY 2010

## REVIEW EVALUATION CRITERIA FORM RESERVE COMPETITIVE FUNDS

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

District Name	Consortium Name, if applicable				Reviewer #	
Criteria- Application Requirements	Complete		Incomplete			1
Application was submitted by due date.						
Cover page/Assurances completed with appropriate signatures.						
Narrative section of the proposal must be double-spaced, Arial font, and not smaller than 11-point						
Reserve Competitive Funds Budget completed with appropriate signatures.						
Timeline identifies who is responsible for each item listed (Same person can't be listed for every item).						
Original application with signature(s) in blue ink and electronic copy submitted.						
Criteria- Narrative	Strong 10-8	Average 7-4	Weak 3-1	Missing 0	Evidence of Strength	Evidence of Weakness
a. Narrative provides support for one of the following areas: rural, areas with high percentages of career and technical education students, or areas with high numbers of career and technical education students.						
b. Data was cited.						
Suggested activities support the Kansas priorities for use of Reserve Funds.						
a. Narrative explains the need for funds requested.						
b. Data was cited.						
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.						

Sustainability strategies are provided for maintaining the projects/activities should future funds no longer be available.								
Accountability measures (deliverables/evidence) expected at the project(s) end are described.								
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 Reserve Competitive Funds Budget are allocated for administrative purposes.								
Expenditures are identified that are necessary to achieve project objectives. Justification for expenditures is comprehensive and includes an accurate estimate of costs.								
Criteria – Budget	Strong 10-8	Average 7-4	Weak 3-1	Missing 0	Evidence of Strength	Evidence of Weakness		
Activity Sheet(s) and Timeline are realistic and appropriate for activities to be completed.								
Items requested in Reserve Competitive Funds Budget are appropriate and sufficient to support identified activities.								
Activity Sheet(s) provides enough detail to support the budgeted cost for each activity.								
Overall Grant Rating Summary		Strong $\square$		Average	• 🗆	Weak □		
Summary Comments:								
Funding Recommendation	Full Funding		g	Fund With Revisions		Do Not Fund		
Summary Comments:								