



Career Technical Education Demonstration Project Grant Program 2012-2014 Request for Proposals



Cindy Hill

State Superintendent of Public Instruction
Wyoming Department of Education

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OPPORTUNITY FOR HEARING

An applicant whose application is recommended for disapproval may request a hearing before the State Superintendent of Public Instruction or designee. Formal written notification requesting such a hearing must be submitted within thirty (30) calendar days of receipt of notice that the application is recommended for disapproval to:

Cindy Hill

State Superintendent of Public Instruction

Wyoming Department of Education

Hathaway Building, Second Floor

2300 Capitol Avenue

Cheyenne, Wyoming 82002-0050

Hearings will be held in accordance with the Wyoming Administrative Procedure Act, W.S. 16-3-101 through 16-3-115, and Section 425 of the General Education Provisions Act.

Cindy Hill, Superintendent of Public Instruction



**Wyoming
Department of
Education**

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Program Information Review

Program Purpose

The Career Technical Education (CTE) Grant Program is based on Wyoming's Career Technical Education Strategic Plan developed in 2007 entitled, "New Directions for High School Career and Technical Education in Wyoming". The program's purpose is to continue the work started in 2008 to: (i) Prepare high school students for postsecondary options, including two (2) year and four (4) year college, apprenticeship, military and formal employment training; (ii) Connect academic and technical curriculum grounded in academic and industry standards; (iii) Provide innovative strategies for ensuring student access to career choices, as well as opportunities for work-based learning and dual enrollment in related postsecondary education courses; (iv) Support workforce, education and economic need of Wyoming.

The school district of the awarded project may apply to the Wyoming Department of Education (WDE) for reimbursement of expenses associated with planning, development, and implementation of a CTE demonstration project as a new or expansion to any existing high school CTE program in a school district. Amounts awarded under this program shall be used for the following: 1) Curriculum development, 2) Project design costs, and 3) Fund initial purchases of equipment and supplies incurred for the project. Project proposals must focus on systematic development of academic core-career technical education integration, curriculum alignment with industry standards, career clusters, career pathways, career guidance, and course sequencing. The CTE demonstration project proposal must also lead secondary students to one or more of the options of workforce entry, certificate or credential obtainment, and/or post-secondary education.

Career Technical Education (CTE) and Science, Technology, Engineering and Math (STEM) Integration

The 2012-2014 CTE demonstration project grant proposals must focus on the integration of Career Technical Education (CTE) and Science, Technology, Engineering and Math (STEM) education.

The U.S. Department of Commerce, in consultation with the National Economic Council, released a report in January 2012 entitled, "The Competitiveness and Innovative Capacity of the United States." This report emphasizes educating our workforce and addresses the lack of STEM participation and preparation in K-12 schools. Providing our students with STEM education will better prepare them for a competitive world no matter if they continue in STEM fields or not. "It is not sufficient in today's global economy for a nation to have a generally skilled and educated workforce. Increasingly, the specific skills embodied in science, technology, engineering, and mathematics (STEM) education fuel the innovative processes that are especially valuable to our economy as they look to expand their workforces. These STEM skills are not only important for those working towards advanced degrees. All levels of the education system should incorporate the critical thinking and other skills that are the hallmark of STEM education" (US Department of Commerce, 2012).

The STEM field has increased dramatically over the last 10 years and is expected to continue to increase at an even faster rate. Those in STEM fields are earning more on average than other fields and experience unemployment less often than non-STEM workers (US Department of Commerce, 2012). "As a result, providing more students with the skills to work in STEM fields is crucial both to the nation's economic future and to improving the incomes of our workers" (US Department of Commerce, 2012).

Incorporating CTE and STEM education is a progressive concept and will greatly impact the competitiveness of our nation.

In 2010, roughly 8% of Wyoming's occupations were in STEM related fields (Bullard, 2012). The Research and Planning section of the Wyoming Department of Workforce Services projected 21,442 job openings in STEM fields between 2010 and 2020 (Bullard, 2012). With a large number of older workers (65 and older) in STEM related fields, there will be a need for Wyoming to replace those workers within the next 10 years (Bullard, 2012).

One objective identified in the Wyoming strategic plan is curriculum development for core academic and technical courses (Hoachlander, Klein, & Studier, 2007). The strategic plan calls for integrating "rigorous academics with challenging technical education—organized around major industry sectors of career clusters" (Hoachlander et al., 2007). In the past, academic subjects have been taught with little application within industry. Hoachlander et al. (2007) mention, "Students would benefit from infusing more academic content into CTE curriculum, as well as from including more attention to industry-related application of academic concepts in the core academic curriculum."

The National Research Center for Career and Technical Education (NRCCTE) has identified the need to integrate core academic subjects into CTE education. They have launched initiatives to promote and develop Math-in-CTE, Literacy-in-CTE, and Science-in-CTE models. So far these studies have provided valuable information to reinforce the benefits of academic and CTE integration on student achievement. The Math-in-CTE study showed that students receiving Math-in-CTE instruction performed significantly better on post tests than did their peers who received regular CTE instruction (NRCCTE, 2012). The NRCCTE currently offers professional development to assist teachers with integrating math and CTE, and in the future will also offer science in CTE trainings.

ConnectEd, The California Center for College and Career, published an article called, "Making STEM Real" which stresses the importance of real-world work. The article discusses four crucial elements for implementing STEM which include: An Integrated Curriculum, Project-Based Learning, Work-Based Learning, and Continuous Improvement (Hoachlander & Yanofsky, 2011). ConnectEd coined the term "linked-learning" to describe their integrated curriculum approach. "Linked learning promotes career pathways that include rigorous academics, rigorous CTE, work-based experiences and student support services to ensure that students succeed" (ConnectEd, 2012). Hoachlander & Yanofsky (2011) stated, "One of the great promises of STEM is breaking down the isolation of science and mathematics—from each other and from the fabric of technology and design in the world outside school." For more information on "Linked Learning" go to http://www.connectedcalifornia.org/linked_learning/resources.

ConnectEd. (2012). College and Career Readiness: What Do We Mean? A Proposed Framework. Revised Draft Version 1.1. Berkeley: CA. ConnectEd: The California Center for College and Career.

David Bullard. (2012). Presentation of STEM and Health Care Occupations Available Online. *TRENDS*, 49 (1) 23. Retrieved June 26, 2012 from <http://doe.state.wy.us/LMI/trends/0112/0112.pdf>

Hoachlander, G., Klein, S., & Studier, C. (2007). New Directions for High School Career and Technical Education in Wyoming: A Strategic Plan. Berkeley: CA. MPR Associates, Inc.

Hoachlander, G., & Yanofsky, D. (2011). Making STEM Real. *Educational Leadership*. 68 (6) 60-65. Retrieved June 26, 2012 from <http://www.connectedcalifornia.org/downloads/MakingSTEMReal-EducationalLeadershipMagazine2011.pdf>

National Research Center for Career and Technical Education (NRCCTE). (n.d.). Math in CTE Study. Retrieved June 26, 2012 from http://136.165.122.102/UserFiles/File/Snapshots/Math_in_CTE.pdf

U.S. Department of Commerce. (2012). The Competitiveness and Innovative Capacity of the United States. Retrieved June 26, 2012 from http://www.commerce.gov/sites/default/files/documents/2012/january/competes_010511_0.pdf

Partnership Development

Hoachlander, Klein, and Studier (2007) mention “the absence of industry-specific standards means that the content and rigor of career and technical education programs vary statewide.” In order to alleviate this variation it is important to recognize the value of business and industry partners to educational development. Identifying appropriate technical knowledge, skills, and equipment necessary for programs is crucial to developing standards and programs of study that align with industry expectations. In addition to a business or industry partner, it is important to identify a community college or University partner as well. Developing a relationship with a post-secondary institution promotes dual and concurrent enrollment opportunities. This also provides possible articulation to ensure programs of study and career pathways support post-secondary options.

In order to apply for this grant program, the Local Education Agency (LEA) school district must partner with, at least, one Wyoming community college and/or the University of Wyoming and one business/industry partner. The partnership must result in an articulation agreement between the school district and post-secondary institution, related to the proposed project. An assurances sheet is provided in the appendices section in order to assure the participation of actively committed representatives.

Allowable Activities

The demonstration project grant award may use the funds to carry out a broad scope of development and implementation activities to improve existing CTE programs or start new CTE programs that encourage improvement and innovation of CTE and STEM delivery in the state of Wyoming including the following:

- Convergence/Integration of STEM and CTE curriculum;
- Project design activities;
- Equipment and supply purchases;
- Curriculum development and implementation;
- Career cluster/pathway development;
- Career guidance and academic counseling;
- Curriculum alignment with industry standards;
- Alignment of curriculum, instruction and assessment;
- Development and implementation of innovative secondary school-based delivery models (career academies, small learning communities);
- Literacy and/or numeracy development through CTE;
- Development of high school student work-based learning opportunities;
- Development of high school dual enrollment opportunities in related postsecondary education courses;
- Activities leading to career certification, credential or postsecondary degree;
- Activities leading to a Wyoming Career Readiness Certificate for high school students;
- Professional development for educators;
- Other activities that prepare high school students for career and college.

Disallowed Activities

- Activities not allowable under state and federal guidelines;
- Salary and benefit expenditures;
- Unapproved project and budget changes.

Project Timeline

- | | |
|-------------------|---|
| ▪ October 1, 2012 | State Funding and Monitoring Begin |
| ▪ June 30, 2013 | Project Year One Ends with Midterm Evaluation |
| ▪ July 1, 2013 | Project Year Two Begins |
| ▪ June 30, 2014 | State Funding Ends with Final Evaluation |

Project Coordinator

A project coordinator must be assigned as the manager of the grant. This individual will serve as the primary point of contact for information dissemination and coordination with the CTE demonstration project grant program manager. The project coordinator will oversee all aspects of the grant to include budgetary accountability and compliance, ensuring the program goals are met, as well as organizing, compiling and submitting necessary reports and data in a timely and quality manner. The project coordinator must be a staff member of the Local Education Agency (LEA) school district.

Application Guidelines

Proposal Requirements

All proposal applications must follow established format and instructions and contain the five components listed. Carefully read the entire grant application and guidelines document before beginning to prepare an application.

All project proposal applications must:

- Follow established format and instructions;
- Contain five components:
 1. Application cover sheet (see form #1) and Table of Contents;
 2. Project narrative that describes the creation and implementation of the proposed project and demonstrates:
 - a. Partnership understanding of the needs of career technical education, economic development and workforce development in Wyoming;
 - b. Partnership capacity to meet the program's purposes and sustain the project after the two year funding period.
 3. Project implementation plan as detailed in the Implementation Plan and Focus section below;
 4. Project budget proposal narrative, detailed line item yearly budgets, and timeline (form #3);
 5. Appendices section.
- Complete coversheet with the LEA school district contact, community college contact, and/or the University of Wyoming contact (if applicable) and participating business or industry partner contact;
- Have assurances sheet signed by the LEA school district superintendent, community college president and/or the University of Wyoming president (if applicable) and CEO of participating business or industry partners;
- Be written in a standard font (size 12), double spaced.

Cover Sheet and Table of Contents

Project proposal applications must complete the application coversheet (form #1) and contain a table of contents.

Assurances

Project proposal applications must have the signed assurances sheet (form #2) included in the Appendices section.

Implementation Plan

Proposal narratives for a CTE demonstration project grant must provide an implementation plan that details how the project will address the eleven identified focus areas below. The implementation plan must include action steps, identified resources, timeline, responsible individual(s) and resulting evidence of success.

Focus Areas

- 1) **Leadership and Policies**—Formation of administrative policies to promote integration of CTE and STEM Program of Study development and implementation by local school boards and district leaderships.
- 2) **Partnerships**—Promotion of relationships among secondary and postsecondary education, business, and other community stakeholders to support rigorous CTE/STEM Program of Study design, implementation, and maintenance.
- 3) **College and Career Readiness**—Establishment of college and career readiness standards that define what students are expected to know and be able to do to enter and advance in college, postsecondary training, or careers.
- 4) **Course Sequences**—Creation of effective CTE/STEM Programs of Study that offer a non-duplicative sequence of secondary and postsecondary courses that ensure students are able to transition to postsecondary education or training without duplicating classes or requiring remedial coursework or preparation.
- 5) **Credit Transfer**—Development of articulation and credit transfer agreements that provide opportunities for secondary students to be awarded postsecondary credit while still enrolled in high school.
- 6) **Teaching and Learning Strategies**—Development of innovative and creative instructional approaches that enable teachers and instructors to integrate academic and technical instruction, and students to apply academic and technical learning in their Program of Study courses. Use of CTE to develop literacy and/or numeracy skills in real life situations.
- 7) **Professional Development**—Identification of a need for project focused professional development. Identification of relevant, research based professional development opportunities and offering of those professional development activities to promote the sustained, intensive, and focused involvement of school and college administrators, teachers, and faculty.
- 8) **Career Guidance and Academic Counseling**—Promotion and expansion of career guidance and academic counseling activities that help students explore STEM educational opportunities so they can make informed decisions about which Program of Study to pursue.
- 9) **Technical Skill Assessment**—Involvement with national, state, and/or local assessment activities that provide ongoing information about the extent to which students are attaining the

necessary knowledge and skills for entry into, and advancement in, postsecondary education, training, and careers in their chosen Program of Study.

10) **Accountability and Evaluation systems**—Utilization of systems and strategies to gather quantitative and qualitative data on both local Program of Study components and student outcomes to support development and implementation of rigorous CTE/STEM Programs of Study at the local level. Project objectives should undergo formative and summative evaluations. Data collection on student engagement, student achievement, and college and career readiness.

11) **Sustainability**—A plan in place to continue the project after two year funding period.

12) **OPTIONAL: Elements for Greater Consideration**

Greater consideration will be given to proposal applications that include and/or support the following elements:

- a. Cash or In-kind contributions from partnership members;
- b. Development and implementation of innovative CTE delivery models such as career academies and small learning communities;
- c. Non-Traditional student focus;
- d. Career guidance and academic counseling;
- e. Other Innovations that support academic and CTE integration, technology and distance learning in CTE, and work-based learning.

Budget Narrative

Each proposal application must include a budget narrative, a detailed line item budget that contains the project total, timeline and, allocation costs and explanations for requested funds in the series 300—Purchased Services, series 400—Supplies and Materials, and series 500—Equipment.

Appendices Section

Each proposal application must include an appendices section containing signed assurance sheet (form #2), letters of support and participation from each project member, and copies of signed secondary-postsecondary articulation agreements related to the project.

Application Deadline and Submission

CTE demonstration project grant proposals must be submitted electronically by 5:00pm on Friday, September 14th, 2012 to the Wyoming Department of Education, CTE demonstration project grant program manager, Jennifer Anderson at: jennifer.anderson@wyo.gov. The original application and four copies must then be mailed to the Wyoming Department of Education postmarked no later than Monday, September 17th, 2012.

When mailing original allocation and copies, address submission to:

Jennifer Anderson
Wyoming Department of Education, CTE Section
2300 Capitol Ave., Hathaway Bldg., 2nd Fl
Cheyenne, WY 82002-0050

The Wyoming Department of Education reserves the right and discretion to reject any and all proposal applications received as a result of this announcement and will do so if the proposal application does not adhere to eligibility criteria or application preparation and submission instructions. Prompt notification of this determination will be sent upon receipt.

Application Review Process

The WDE Career Technical Education (CTE) section and its selected grant reviewers will evaluate and score the proposal applications using a predetermined scoring rubric included below.

Notification of Funding Decision

Applicants will be notified of the final funding decision through email correspondence no later than Monday, October 1st, 2012. All applicants will receive formal letters from the WDE notifying them of the funding decision.

Funding and Eligibility

Eligible Applicants

Any authorized representative of a Wyoming school district may complete and submit a project proposal application. Entities eligible to apply for CTE demonstration project grants must belong to a partnership consisting of, at least, one Wyoming School district, one Wyoming community college and/or the University of Wyoming and one Wyoming business/ industry partner for the purposes of the partnership grant. Project secondary and postsecondary partners must have signed articulation agreements related to the proposed project.

Available Funds

State funds have been allocated for the 2012-2014 biennium for the CTE Demonstration Project Grant Program. The CTE Demonstration Project Grant Program is a competitive grant program; therefore not all applicants who submit proposal applications will receive funding. Not all grant funds have to be allocated and any proposal may be partially funded. State grant funding will be limited to a two year project with a project maximum of \$125,000. The local school district will be the designated LEA for the purpose of handling the project finances. There is no minimum funding amount. State grant assistance will be limited to one CTE demonstration project grant per applicant from October 1, 2012 through June 30, 2014.

It is of extreme importance that all funds requested are **reasonable and necessary** for carrying out the goals and objectives of the grant proposal. All awards are subject to availability of CTE demonstration project grant funds and appropriate development and implementation of programming. Any project that receives a CTE Demonstration Project Grant may use the funds for allowable activities during the grant period upon award date beginning October 1, 2012 ending June 30, 2014. Unexpended grant funds may not be carried over to support programming after June 30, 2014. Funds from this grant program cannot be used to reimburse activities conducted prior to October 1, 2012 and without notification of a Demonstration Project grant award. Funds from this grant program cannot be used for activities not related to those outlined in the Grant Application and Program Guidelines or other activities not allowable under state and federal guidelines. Disallowed grant activities or non-reporting may result in discontinuation of grant funding and may require refunding of disbursed funds.

Project Reporting

Budget

The project coordinator shall email reports to the WDE CTE demonstration project grant program manager by the end of each month during the project period. **Failure to report for two consecutive months may result in the loss of grant program funds and the ability to receive demonstration grant funds in the future.** The project coordinator is responsible for any other reporting and coordination/facilitation of project meetings as necessary. The required monthly report may consist of any Microsoft Office Suite program or Adobe PDF format. For participant's convenience, there is no required document format provided the monthly report addresses the prior month activities and expenditures. Monthly activity should include progress towards the implementation plan's focus areas, action steps, identified resources, timeline, responsible individual(s) and resulting evidence of success. Please send monthly reports and other correspondence via email to the Wyoming Department of Education CTE demonstration project grant program manager, Jennifer Anderson at: jennifer.anderson@wyo.gov.

Invoicing

Applicant projects must be able to provide services on a cost reimbursement basis. Awarded applicant projects will be reimbursed monthly based on expenditure information submitted via invoices on LEA school district letterhead. Invoices must be submitted (electronically preferred) each month by the 15th day of the month to the Wyoming Department of Education CTE demonstration project grant program manager. Reimbursements will not exceed the awarded grant funds. Once an invoice is received, funds will typically be provided to districts within 4-6 weeks. Invoice must contain the following detailed information for expenditures in the prior month to expedite payment:

- Date
- Invoice Number
- Project ID Number (on Grant Award Letter)
- LEA Number
- Series Total in 300 series—Purchased Services, 400 Series—Supplies and Materials and 500 series—Equipment
- Invoice Total

Management Requirements for Equipment

Equipment purchased through the demonstration grant project funds will be owned by the school district partner. All equipment purchased with demonstration grant program funds must be tagged with project identification information including year, grant number, CTE Demonstration Project Grant Program and school district of ownership.

Project Changes and Evaluation

Changes

Changes to original grant proposals and budgets any time during the project must be submitted in writing (hardcopy and/or email) and approved by the WDE CTE demonstration project grant program manager prior to implementation or expenditure.

Evaluation

Grant activities will be monitored and evaluated during the demonstration project partnership grant period by the Wyoming Department of Education, CTE Section (and/or any of its agents or contractors) at the midterm and end of the CTE Demonstration Project. The Wyoming Department of Education may request data on student outcomes after project award period ends.

Wyoming Department of Education Contact

Primary Contacts

The primary contacts for the CTE Demonstration Project Grant Program are:

Jennifer Anderson

CTE Program Manager
Wyoming Department of Education
2300 Capitol Ave., Hathaway Bldg. 2nd Fl
Cheyenne, WY 82002-0050
307-777-3549, 307-777-6234 (fax)
jennifer.anderson@wyo.gov



Guy Jackson

CTE Section Supervisor
Wyoming Department of Education
2300 Capitol Ave., Hathaway Bldg. 2nd Fl
Cheyenne, WY 82002-0050
307-777-3655, 307-777-6234 (fax)
guy.jackson@wyo.gov



In addition to regular reporting requirements, program participants are encouraged to communicate on a regular basis with the CTE demonstration project grant program manager and/or the CTE section supervisor for support and assistance. The program manager will conduct regular site visitations and/or telephone conferences during the length of the grant period or when special circumstances require.

Application Forms
CTE DEMONSTRATION PROJECT GRANT APPLICATION COVERSHEET
2012-2014

APPLICANT INFORMATION

School District: _____

Address: _____

Phone: _____ E-mail: _____

PROJECT COORDINATOR INFORMATION

Name: _____ E-mail: _____

Cell Phone: _____ Business Phone: _____

PROJECT INFORMATION

Grant Project Title: _____

Amount Requested: _____

Program Funding Category: _____ Existing _____ New

CORE PROJECT PARTNERS

1. College (Required): _____

Contact: _____ Phone: _____

2. Business or Industry: (Required): _____

Contact: _____ Phone: _____

3. Other School Districts (Optional): _____

Contact: _____ Phone: _____

4. Other (Optional): _____

Contact: _____ Phone: _____

ASSURANCES

If the proposal is selected for funding as a 2012-2014 CTE demonstration project grant, the project partners will:

1. Abide by all district, state and federal laws applicable to the proposal.
2. Comply with all project guidelines and meet all reporting requirements.
3. Provide documentation, evaluations, and data as requested by the WDE Project Manager.
4. Support and assist monitoring by the WDE Project Manager.
5. Allow project staff to present at national, state or local level workshops at the request of the WDE to promote the demonstration site model.
6. Provide school and partnership facilities that appropriately accommodate the demonstration project.
7. Allow access to those outside the partnership and provide technical assistance about the project.

District Superintendent

Date

College/University President

Date

Business or Industry Representative

Date

FORM #3

**CTE DEMONSTRATION PROJECT BUDGET ACCOUNTING STRUCTURE
2012-2014 CTE DEMONSTRATION PROJECT GRANT PROPOSAL**

Total Amount Requested:

300 SERIES- Purchased Services

Identify budget line items under the 300 series—Purchased Services . Itemize specific expenditures described and justified in the budget narrative below. Identify a date in which to have the expenditure completed by.	Expenditure Date	Year	Program Costs
1		1	
2		1	
3		1	
4		1	
5		1	

Year One Total		
-----------------------	--	--

Purchased Services	Expenditure Date	Year	Program Costs
1		2	
2		2	
3		2	
4		2	
5		2	

Year Two Total		
-----------------------	--	--

Series 300 Total		
-------------------------	--	--

Budget Narrative: Explain all reasonable and necessary funding requests as outlined above.

FORM #3

**CTE DEMONSTRATION PROJECT BUDGET ACCOUNTING STRUCTURE
2012-2014 CTE DEMONSTRATION PROJECT GRANT PROPOSAL**

Total Amount Requested:

400 SERIES- Purchased Services

Identify budget line items under the 400 series—Supplies and Materials . Itemize specific expenditures described and justified in the budget narrative below. Identify a date in which to have the expenditure completed by.	Expenditure Date	Year	Program Costs
1		1	
2		1	
3		1	
4		1	
5		1	

Year One Total		
-----------------------	--	--

Purchased Services	Expenditure Date	Year	Program Costs
1		2	
2		2	
3		2	
4		2	
5		2	

Year Two Total		
-----------------------	--	--

Series 400 Total		
-------------------------	--	--

Budget Narrative: Explain all reasonable and necessary funding requests as outlined above.

FORM #3

**CTE DEMONSTRATION PROJECT BUDGET ACCOUNTING STRUCTURE
2012-2014 CTE DEMONSTRATION PROJECT GRANT PROPOSAL**

Total Amount Requested:

500 SERIES- Purchased Services

Identify budget line items under the 500 series—Equipment . Itemize specific expenditures described and justified in the budget narrative below. Identify a date in which to have the expenditure completed by.	Expenditure Date	Year	Program Costs
1		1	
2		1	
3		1	
4		1	
5		1	

Year One Total		
-----------------------	--	--

Purchased Services	Expenditure Date	Year	Program Costs
1		2	
2		2	
3		2	
4		2	
5		2	

Year Two Total		
-----------------------	--	--

Series 500 Total		
-------------------------	--	--

Budget Narrative: Explain all reasonable and necessary funding requests as outlined above.

Scoring Rubric for CTE Demonstration Project Grant

School District: _____

Requested Funding Amount: _____

Reader: _____ Total Points Given: _____

1) Cover Page and Assurances				
Points for this item: _____ X 1 = _____ (0-3pts)	3 pts All items complete on the cover page. Assurances signed.			0 pts One or more items are not completed.
Reader Comments:				
2) Project Narrative				
Points for this item: _____ X 6 = _____ (0-18pts)	3 pts The statement thoroughly outlines the partnership and how it will create, implement and sustain the project.	2 pts The statement generally outlines the partnership and how it will create, implement and sustain the project.	1pt The statement vaguely outlines the partnership.	0pts The statement is incomplete in its explanation of the partnership.
Reader Comments:				
3) Implementation Plan				
Points for this item: _____ X 8 = _____ (0-24pts)	3 pts The plan thoroughly describes action steps, identified resources, timeline, responsible individual(s) and resulting evidence of success for all required 11 focus areas.	2 pts The plan generally describes action steps, identified resources, timeline, responsible individual(s) and resulting evidence of success. OR 7-10 required focus areas addressed well.	1pt The plan vaguely describes action steps, identified resources, timeline, responsible individual(s) and resulting evidence of success. OR 3-6 required focus areas addressed well.	0pts The plan does not address all of the required sections including action steps, identified resources, timeline, responsible individual(s) and resulting evidence of success. 1-3 required focus areas addressed.
Reader Comments:				

4) Budget, Budget Narrative, and Timeline				
Points for this item: _____ X 8 = _____ (0-24pts)	3 pts Project budget was legally and specifically outlined on the required forms for the identified years. The forms were error free. Narrative thoroughly described all necessary costs and timeline for completion.	2 pts Project budget was legally and generally outlined on the required forms for the identified years. Minimal errors were identified. Narrative generally described all necessary costs and timeline for completion.	1pt Project budget was outlined on the required forms for the identified years. Several errors were identified. Narrative vaguely described all necessary costs and timeline.	Opts The supplied project budget was not outlined as expected and major errors were identified. Narrative was incomplete in description of costs. No timeline for expenditures provided.
Reader Comments:				
5) Integration of Curriculum and Industry Standards				
Points for this item: _____ X 8 = _____ (0-24pts)	3 pts A plan for integration of CTE and (more than one) STEM course and implementation of industry standards within these courses are specifically outlined.	2 pts A plan for integration of a CTE and STEM and implementation of industry standards within this course is specifically outlined.	1pt A plan for integration of a CTE and STEM course and implementation of industry standards within this course is vaguely outlined.	Opts A plan for integration and implementation submitted and was poorly outlined.
Reader Comments:				
6) Support of Workforce and Economy				
Points for this item: _____ X 6 = _____ (0-18pts)	3 pts The narrative identifies workforce, economic, and cluster targets for the project.	2 pts The narrative identifies a workforce, economic, and cluster target the project.	1pt The narrative vaguely identifies targets for the project.	Opts The narrative is incomplete in its explanation of project targets.
Reader Comments:				

7) Additional Points for Partnership Development				
Points for this item: _____ X 10 = _____ (0-30pts)	3 pts In addition to the minimum of 3, the partnership has added three (3) additional partners to the project.	2 pts In addition to the minimum of 3, the partnership has added two (2) additional partners to the project.	1pt In addition to the minimum of 3, the partnership has added one (1) additional partner to the project.	0pts The partnership has added no additional partners.
Reader Comments:				
8) Additional Points from Elements for Greater Consideration Focus Area				
Points for this item: _____ X 8 = _____ (0-24pts)	3 pts The partnership has added 4-5 elements for greater consideration.	2 pts The partnership has added 2-3 elements for greater consideration.	1pt The partnership has added 1 element for greater consideration.	0pts The partnership has added no elements for greater consideration.
Reader Comments:				