



Wyoming Department of Education

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MEMORANDUM NO. 2014-096

TO: School District Superintendents
Principals
Curriculum Coordinators
CTE Teachers

FROM: Guy Jackson, Assistant CTE Director
Support Systems and Resources Division

DATE: August 25, 2014

SUBJECT: CTE Demonstration Project Grant Request for Engagement

CTE PROJECT GRANT PROPOSALS DUE OCT. 8, 2014

CHEYENNE - The Wyoming Department of Education released a Request for Engagement (RFE) for the 2014-2016 State Career Technical Education (CTE) Demonstration Project Grant W.S. 21-12-105. School Districts that would like to apply for this grant should submit a proposal to the CTE section of the Wyoming Department of Education no later than 5:00P.M. Friday, October 8, 2014.

The focus of the 2014-2016 CTE Demonstration Project Grant is on the integration of Career Technical Education (CTE) and Science, Technology, Engineering, and Math (STEM) through best practice innovative models of delivery. In order to apply, a Wyoming school district must partner with at least one community college or the University of Wyoming and one business or industry. Grant funds will be awarded for a two year period beginning November 1, 2014 through June 30, 2016. Demonstration projects must be sustainable after the two year funding period. The demonstration project maximum is not to exceed \$125,000.

Please send the attached proposals to Guy Jackson, the CTE Demonstration Project Grant Program Manager.

If you have any questions regarding the RFE please contact Guy Jackson at guy.jackson@wyo.gov or 307-777-3655.

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Ave., Cheyenne, WY, 82002-0050 or 307-777-3672, or the Office for Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.

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 pursuant to W.S. 21-12-105 is to continue the work started in 2008 to: (i) Prepare high school students for a full range of 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 2014-2016 CTE demonstration project grant proposals must focus on the integration of Career Technical Education (CTE) and Science, Technology, Engineering and Math (STEM) education; through the suggested best practice innovative model or others: FIRST Robotics, Project Lead the Way (PLTW), International Baccalaureate Career-related Certificate (IBCC), Computer Science Programs, or other research-based or best practice STEM initiatives that focus on integration of career technical education and science, technology, engineering and mathematics.

FIRST Robotics mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership. FIRST Robotics hosts the FIRST Robotics Competition for grades 9-12, which combines the excitement of sport with the rigors of science and technology. Under strict rules, limited resources, and time limits, teams of 25 students or more are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program robots to perform prescribed tasks against a field of competitors. It's as close to "real-world engineering" as a student can get. FIRST Robotics also hosts the FIRST Tech Challenge grades 7-12 to compete head to head, using a sports model. Teams are responsible for designing, building, and programming their robots to compete in an alliance format against other teams. The robot kit is reusable from year-to-year and is programmed using a variety of languages. Teams, including coaches, mentors and volunteers, are required to develop strategy and

build robots based on sound engineering principles. Awards are given for the competition as well as for community outreach, design, and other real-world accomplishments.¹

Project Lead the Way (PLTW) is America's leading provider of in-school curriculum for science, technology, engineering, and mathematics (STEM) education. Through world-class curriculum, high-quality professional development, and an engaged network, PLTW's mission is to prepare students for the global economy. PLTW's high school curricular programs include Engineering, Biomedical Science and Computer Science. PLTW's Pathway to Engineering (PTE) Program provides a track for success. Students engage in open-ended problem solving, learn and apply the engineering design process, and develop vital teamwork, communication, and critical-thinking skills. Throughout the courses, students use the same industry-leading technology and software as the world's top companies. The exciting and challenging fields of engineering come alive in the PTE program, which is designed to prepare students for careers or post-secondary study in STEM fields. PLTW courses are aligned with Common Core State Standards for Math and English Language Arts, Next Generation Science Standards, and other national and state standards. Courses and units are designed to complement math and science courses and in some instances are used as the core curriculum.²

International Baccalaureate Career-related Certificate (IBCC) framework allows students to specialize in, and focus on, a career-related pathway leading to higher education, further education, work or apprenticeships. The program's three-part framework comprises the study of at least two Diploma Program courses alongside career-related studies and the distinctive IBCC core which is designed to create a bridge that connects each student's chosen Diploma Program courses and career-related studies. For IBCC students, Diploma Program courses provide the theoretical underpinning and academic challenge; career-related studies further support the programs' academic strength and provide practical, real-world approaches to learning; and the IBCC core helps them to develop skills and competencies required for lifelong learning.³

Computer Science Programs such as: Programming/Coding Development areas of study include advanced Microsoft applications, Visual Basic.NET, JAVA, website development, networking, database administration/management, computer hardware and software design. Multimedia areas of study include animation, graphic design, digital video, digital media production, HTML coding and web design. Computer Networking Support Technology areas of study include application software installation & use, computer and network security, network design, network configuration, Local Area Networks (LAN) and Wide Area Networks (WAN). CISCO Networking Academy areas of study include networking, problem solving techniques, network maintenance & security, information technology, preparation for Cisco Certified Entry Network Technician and Cisco Network Associate Routing and Switching certification. Microsoft IT and CISCO Networking Academy are the recommended models to implement.

Other Research-based or Best Practice STEM Initiatives: Applicants may elect to submit applications that focus on integration of career technical education (CTE) and science, technology, engineering and mathematics.

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)⁴

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).⁴ “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)⁴ 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).⁵ 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).⁵ 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).⁵

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.”⁶ 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.⁷

In order to apply for this grant program, **the school district must partner with, at least, one Wyoming community college or the University of Wyoming and one business/ industry partner.** The partnership must result in an 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.

1. USFIRST.org. (n.d.). Retrieved May 1, 2014, from <http://www.usfirst.org/>

2. Project Lead the Way - PLTW. (n.d.). Retrieved May 1, 2014, from <http://www.pltw.org/>

3. The IB Career-related Certificate (IBCC). (n.d.). The IB Career-related Certificate (IBCC). Retrieved June 18, 2014, from <http://www.ibo.org/ibcc/>

4. 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

5. 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>

6. 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.

7. 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-EdLeadershipMagazine2011.pdf>

Allowable Activities

The demonstration project grant award may use the funds to carry out a broad scope of development and implementation activities. These activities shall improve existing CTE programs or start new CTE programs that encourage improvement and innovation of CTE and STEM. Grant funds shall be used on the following allowable activities to achieve implementation:

- 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;
- Promotion Materials;
- Employ certified teachers to provide course instruction during two year project implementation;
- Travel (see page 12);
- Other activities that prepare high school students for career and college.

Disallowed Activities

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

Project Timeline

- | | |
|------------------------------------|---|
| ▪ August 25 th , 2014 | Demonstration Grant Released |
| ▪ October 8 th , 2014 | Grant Submitted to the WDE |
| ▪ October 27 th , 2014 | WDE Grants Awards |
| ▪ November 1 st , 2014 | State Funding and Monitoring Begin |
| ▪ June 30 th , 2015 | Project Year One Ends with Midterm Evaluation |
| ▪ July 1 st , 2015 | Project Year Two Begins |
| ▪ June 30 th , 2016 | State Funding Ends with Final Evaluation |
| ▪ September 1 st , 2016 | Final Evaluations Due |

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 including budget accountability and compliance, and ensuring the program goals are met, as well as organizing, compiling, and submitting necessary reports and data in a timely and appropriate manner. The project coordinator must be a staff member of the school district.

Application Guidelines

Proposal Requirements

All proposal applications must follow established format and instructions and contain the components listed. Carefully read the entire grant application and guidelines document before beginning to prepare an application. Required format includes being written in a standard font (size 12), double spaced.

1) Cover Page, Table of Contents

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

2) Project Narrative

The project narrative is an overview of the development, implementation, and sustainability of the proposed project. The project narrative proposed program should understand the needs of career technical education, and the economic development and workforce needs in Wyoming. The project narrative should serve as the executive summary.

3) Implementation Plan

The implementation plan must include action steps, identified resources, timeline, responsible individual(s), and resulting evidence of success.

4) Preparation

Districts will help prepare high school students for a full range of post secondary options, including two (2) year and four (4) year college, apprenticeship, military and formal employment training by addressing the following criteria:

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.

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.

5) Connection

Districts will connect academic and technical curriculum grounded in academic and industry standards by addressing the following criteria:

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.

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.

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.

6) Innovation

Districts will provide innovative strategies for ensuring student access to career choices, as well as opportunities for work-based learning and dual enrollment in related post secondary education courses by addressing the following criteria:

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.

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 numeracy skills in real life situations.

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.

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.

Innovative Delivery Models and Practices – Innovative delivery models such as career academies and small learning communities. Practices that support academic and CTE integration, technology and distance learning in CTE, and work-based learning.

Alternative Industry Credentials – Implementation of a national student credential or certification into the project.

7) Support

Districts programs will support workforce, education and economic needs of Wyoming by addressing the following criteria:

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

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.

8) Budget Narrative

Each proposal application must include a budget accounting structure (Form #3), which includes a detailed line item budget that contains the project total, timeline, allocation costs and explanations for requested funds in the 100 series—Salaries, 200 series—Employee Benefits, 300 series—Purchased Services, 400 series—Supplies and Materials, and 500 series—Equipment.

Supplement not supplant: “Supplement” means to “build upon” or “add to”; “supplant” means to “replace” or “take the place of.” Federal law prohibits recipients of federal funds from replacing state, local, or agency funds with federal funds. Existing funds for a project and its activities *may not* be displaced by federal funds and reallocated for other organizational expenses.

9) Assurances & Supporting Documentation

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 Wednesday, October 8th, 2014** to the Wyoming Department of Education, CTE demonstration project grant program manager, Guy Jackson at: guy.jackson@wyo.gov. The original application and four copies must then be mailed to the Wyoming Department of Education **postmarked no later than Friday, October 10th, 2014**.

When mailing original application and copies, address submission to:

Guy Jackson
Wyoming Department of Education, CTE Section
2300 Capitol Ave., Hathaway Bldg., 2nd Floor
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 27st, 2014. 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 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 in the 2015-2016 biennium for the CTE Demonstration Project Grant Program. The CTE Demonstration Project Grant Program is a competitive grant program with appropriation in the amount of \$500,000. 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. There is no minimum funding amount. State grant assistance will be limited to one CTE demonstration project grant per applicant from November 1st, 2014, through June 30th, 2016.

All funds requested shall be **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 shall use the funds for allowable activities during the grant period upon award date beginning November 1st, 2014 ending June 30th, 2016. Unexpended grant funds shall not be carried over to support programming after June 30th, 2016. Funds from this grant program shall not be used to reimburse activities conducted prior to November 1st, 2014 and without notification of a Demonstration Project grant award. Funds from this grant program shall not 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 shall result in discontinuation of grant funding and shall require refunding of disbursed funds.

Project Reporting

Reporting

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 toward 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, Guy Jackson at: guy.jackson@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 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 (numerically increasing);
- Project ID Number (on Grant Award Letter);
- School District Number;
- Series Total in 100—Salaries, series 200—Employee Benefits, series 300—Purchased Services, series 400—Supplies and Materials, and series 500—Equipment;
- Invoice Total; and
- Attached receipts/company invoices.

Please provide the invoicing information to your business manager to ensure correct format is used and invoices are submitted on time.

Travel

Travel will be reimbursed at the M&IE rate for both in-state travel and out-of-state travel. When needed, the Department will authorize exceptions to the lodging cap. Other travel-related expenses of \$15.00 or more (e.g., taxi, rental car, bag fees) can be invoiced at cost with receipt attached.

Management Requirements for Equipment

Equipment purchased through the demonstration grant project funds will be owned by the school district awarded the grant funds. 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 or email) and approved by the WDE CTE demonstration project grant program manager before implementation or expenditure. Changes in writing must include an updated budget accounting structure (Form #3) and written narrative explaining the reasons for the changes.

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 will request data on student outcomes after project award period ends.

Grant recipients will also be required to complete a final project assessment.

Wyoming Department of Education Contact

Primary Contact

The primary contact for the CTE Demonstration Project Grant Program is:

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 the CTE section supervisor for support and assistance. The program manager will conduct regular site visitations and telephone conferences during the length of the grant period or when special circumstances require.

Checklist

<input type="checkbox"/>	Application Cover Page (Form #1)
<input type="checkbox"/>	Assurances (Form #2)
<input type="checkbox"/>	Project Narrative
<input type="checkbox"/>	Implementation Plan
<input type="checkbox"/>	Budget Accounting Structure (Form #3)
<input type="checkbox"/>	Supporting Documentation

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:

100 SERIES- Salaries

Identify budget line items under the 100 series—Salaries . Itemize specific expenditures described and justified in the budget narrative below. Identify a date that the expenditure will be completed.	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.

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

Total Amount Requested:

200 SERIES- Employee Benefits

Identify budget line items under the 200 series—Employee Benefits . Itemize specific expenditures described and justified in the budget narrative below. Identify a date that the expenditure will be completed.	Expenditure Date	Year	Program Costs
1		1	
2		1	
3		1	
4		1	
5		1	

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

Year Two Total		
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Series 400 Total		
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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:

300 SERIES- Purchased Services

Identify budget line items under the 500 series—Purchase Services . Itemize specific expenditures described and justified in the budget narrative below. Identify a date that the expenditure will be completed.	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		
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Series 500 Total		
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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- Supplies and Materials

Identify budget line items under the 200 series—Supplies and Materials . Itemize specific expenditures described and justified in the budget narrative below. Identify a date that the expenditure will be completed.	Expenditure Date	Year	Program Costs
1		1	
2		1	
3		1	
4		1	
5		1	

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

Year Two Total		
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Series 400 Total		
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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- Equipment

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

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

Year Two Total	
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Series 500 Total	
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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) Coversheet, Table of Contents				
Points for this item: _____ X 1 = _____ (0 or 3 pts)	3 pts All items complete on the coversheet. Table of contents included.			0 pts One or more items are not completed.
Reader Comments:				
2) Project Narrative				
Points for this item: _____ X 5 = _____ (0-15 pts)	3 pts The overview thoroughly outlines the project and how it will create, implement, and sustain itself.	2 pts The overview generally outlines the project and how it will create, implement, and sustain itself.	1 pt The overview vaguely outlines the project.	0 pts The statement is incomplete in its explanation of the project.
Reader Comments:				
3) Implementation Plan				
Points for this item: _____ X 5 = _____ (0-15 pts)	3 pts The plan thoroughly describes action steps, identified resources, timeline, responsible individual(s), and resulting evidence of success.	2 pts The plan generally describes action steps, identified resources, timeline, responsible individual(s), and resulting evidence of success.	1 pt The plan vaguely describes action steps, identified resources, timeline, responsible individual(s), and resulting evidence of success.	0 pts The plan does not address all of the required sections including action steps, identified resources, timeline, responsible

				individual(s), and resulting evidence of success.
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Reader Comments:

4) Preparation

Points for this item: _____ X 8 = _____ (0-24pts)	3 pts The project has elements to prepare secondary students for post-secondary options that address both college/career readiness or accountability and evaluation systems.	2 pts The project has elements to prepare secondary students for post-secondary options but only addresses one area of college/career readiness or accountability and evaluation systems.	1 pt The project has elements to prepare secondary students for post-secondary options but does not address college/career readiness or accountability and evaluation systems.	0 pts The project has no elements to prepare secondary students for post-secondary options.
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Reader Comments:

5) Connection

Points for this item: _____ X 8 = _____ (0-24 pts)	3 pts The project has elements that connect academic and technical curriculum grounded in academic and industry standards in all 3 areas of partnerships, professional	2 pts The project has elements that connect academic and technical curriculum grounded in academic and industry standards in one or two areas of partnerships, professional development, or	1 pt The project has elements that connect academic and technical curriculum grounded in academic and industry standards but does not address partnerships,	0 pts The project has no elements that connect academic and technical curriculum grounded in academic and industry standards.
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	development, or technical skill assessment.	technical skill assessment.	professional development, or technical skill assessment.	
Reader Comments:				
6) Innovation				
Points for this item: _____ X 8 = _____ (0-24 pts)	3 pts The project has 5 or more elements of innovative strategies of student access to career choices or opportunities for dual enrollment.	2 pts The project has 3-4 elements of innovative strategies of student access to career choices or opportunities for dual enrollment.	1 pt The project has 1-2 elements of innovative strategies of student access to career choices or opportunities for dual enrollment.	0 pts The project has no elements of innovative strategies of student access to career choices or opportunities for dual enrollment.
Reader Comments:				
7) Support				
Points for this item: _____ X 8 = _____ (0-24 pts)	3 pts The project has 5-6 elements that support Wyoming workforce development, economic development or education needs.	2 pts The project has 3-4 elements that support Wyoming workforce development, economic development or education needs.	1 pt The project has 1-2 elements that support Wyoming workforce development, economic development or education needs.	0 pts The project has no elements that support Wyoming workforce development, economic development or education needs.

Reader Comments:

8) Budget Narrative

Points for this item: _____ X 8 = _____ (0-24 pts)	3 pts The project budget narrative was specifically outlined on the required forms. No discrepancies were identified. Narrative specifically described all project costs and/or expenditure timelines.	2 pts The project budget narrative was generally outlined on the required forms. Minimal discrepancies were identified. Narrative generally described all project costs and/or expenditure timelines.	1 pts The project budget narrative was generally outlined on the required forms. Several discrepancies were identified. Project costs and/or expenditure timelines were not discussed.	0 pts The project budget narrative was not outlined and/or on required forms. Major discrepancies were identified. Project costs or expenditure timelines were not discussed.
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Reader Comments:

9) Assurances and Supporting Documentation

Points for this item: _____ X 5 = _____ (0 or 15 pts)	3 pts The project does have required assurances or supporting documentation.			0 pts The project does not have required assurances or supporting documentation.
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Reader Comments: