

Career Technical Education  
Demonstration Project Grant Program  
2020-2022 Request for Engagement



Jillian Balow  
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:

Jillian Balow

State Superintendent of Public Instruction

Wyoming Department of Education

Herschler Building, E-200

122 W. 25th Street

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.

## **Program Information Review**

### **Program Purpose**

The Career Technical Education Demonstration Project Grant program is based on the Career Technical Education Strategic Plan developed in 2007 entitled, “New Directions for High School Career and Technical Education in Wyoming”. The grant’s purpose is to continue the work started in 2008 to do the following: (i) Prepare high school students for postsecondary options, including two and four year colleges, apprenticeships, military and formal employment training; (ii) Connect academic and technical curriculum grounded in both academic and industry standards; (iii) Provide innovation strategies for ensuring student access to career choices, as well as opportunities for work-based learning and related postsecondary dual enrollment courses; and (iv) Support Wyoming's workforce based on Comprehensive Local Needs Assessment recognition of high-skill, high-need and high-demand.

The Wyoming Department of Education shall award the grant to the successful consortia (core partners and additional partners) on a reimbursement basis. The reimbursement shall be for 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. Allowable reimbursable expenses under this grant shall be for: 1) Curriculum development, 2) Project design costs, and 3) Fund initial purchases of equipment and supplies incurred for the demonstration project. Consortia project proposal applications must focus on systemic development of career clusters, career pathways, career guidance, course sequencing, academic core-career technical education integration and curriculum alignment with industry standards.

#### **Economic Development Areas and Career Clusters**

The demonstration project must lead all levels of secondary students to the workforce or college including certificate and/or credential in the Comprehensive Local Needs Assessment's identified areas and career clusters.

By applying for this grant opportunity you agree the consortia will, (a) abide by all district, state and federal rules; (b) comply with all project guidelines and meet all reporting requirements; (c) provide documentation, evaluations and data requested by the WDE Grant Manager; (d) allow project staff to present at national, state or local level workshops at the request of WDE to promote demonstration site model; (e) provide school and partnership facilities that appropriately accommodate the demonstration project; and (f) allow access to those outside the partnership and provide technical assistance about the project.

The grant applications will be scored as follows (200 points total 15 preference points):

1. Coversheet, Table of Contents (5 points)
2. Project Narrative (0-30 points)  
(does the overview thoroughly outlines the project and how it will create, implement and sustain itself)
2. Implementation Plan (0-30 points)  
(does the plan thoroughly describe action steps, identified resources, timeline, responsible individual(s), and resulting in evidence of success)
3. Preparation (0-30 points)  
(does the project have elements to prepare secondary students for postsecondary options that address college/career readiness or accountability and evaluations systems)
4. Connection (0-30 points)

(does the project have elements that connect academic and industry standards in all three areas of partnerships, professional development, or technical skill assessment)

5. Innovation (0-30 points)

(does the project have 5 or more elements of innovative strategies of student access to career choices or opportunities for dual enrollment)

6. Support (0-30 points)

(does the project have 5-6 elements that support Wyoming workforce development, economic development or education needs)

7. Budget Narrative (0-15 points)

(does the project budget narrative describe all project costs and/or expenditure guidelines)

8. NextGen Partnership (15 preference points)

Should you have any questions or require additional information please contact Ilaine Brown at [ilaine.brown1@wyo.gov](mailto:ilaine.brown1@wyo.gov).

## 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.”<sup>1</sup> 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.<sup>2</sup>

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

2. 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 align with Wyoming workforce needs pursuant to the Comprehensive Local Needs Assessment. Grant funds shall be used on the following allowable activities to achieve implementation:

- Convergence/Integration of CTE and core 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;
- 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

- |                                    |   |
|------------------------------------|---|
| ▪ March 2 <sup>nd</sup> , 2020     | Demonstration Grant Released                  |
| ▪ June 1 <sup>st</sup> , 2020      | Grant Submitted to the WDE                    |
| ▪ June 30 <sup>th</sup> , 2020     | WDE Grants Awards                             |
| ▪ July 15 <sup>th</sup> , 2020     | State Funding and Monitoring Begin            |
| ▪ June 30 <sup>th</sup> , 2021     | Project Year One Ends with Midterm Evaluation |
| ▪ July 1 <sup>st</sup> , 2021      | Project Year Two Begins                       |
| ▪ June 30 <sup>th</sup> , 2022     | State Funding Ends with Final Evaluation      |
| ▪ September 1 <sup>st</sup> , 2022 | 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 will be submitted through a [Google Form](#) and must follow instructions and contain the components listed. Carefully read the entire grant application and guidelines document before beginning the application form.

#### **1) 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.

#### **2) Implementation Plan**

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

#### **3) Preparation**

Districts will help prepare high school students for a full range of postsecondary options, such as two (2) and four (4) year colleges, apprenticeships, 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 quality, rigorous CTE 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.

## 4) 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 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.

## 5) 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 postsecondary 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 educational opportunities so they can make informed decisions about which Program of Study to pursue.

**Course Sequences**—Creation of effective 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.

**Industry Recognized Credentials** – Implementation of a nationally recognized credential or certification into the project.

## 6) 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 the two year funding period.

**Leadership and Policies**—Formation of administrative policies to promote CTE Program of Study development and implementation by local school boards and district leaderships.

## 7) Budget Narrative

Each proposal application must include a budget accounting structure (please see sample attached), 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.

## Application Deadline and Submission

CTE demonstration project grant proposals **must be submitted via Google Form by 5:00 pm on June 1<sup>st</sup>, 2020.**

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 June 30<sup>th</sup>, 2020. 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 community college or University, 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 2020-2022 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 July 1<sup>st</sup>, 2020, through June 30<sup>th</sup>, 2022.

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 July 15<sup>th</sup>, 2020, through June 30<sup>th</sup>, 2022. Unexpended grant funds shall not be carried over to support programming after June 30<sup>th</sup>, 2022. Funds from this grant program shall not be used to reimburse activities conducted prior to the fully executed contract 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 submit reports to the WDE CTE demonstration project grant program manager quarterly via the GMS system. **Failure to report for two consecutive reporting periods 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. Quarterly activity should include progress toward the implementation plan's focus areas, action steps, identified resources, timeline, responsible individual(s), and resulting evidence of success.

### **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, submitted each month by the last day of the month via the GMS. Reimbursements will not exceed the awarded grant funds. 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
- Upload 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 can take place any time during the project, before implementation or expenditure and must be submitted as an amendment via GMS with prior approval by the WDE CTE demonstration project grant program manager.

### **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 and may request grant recipients to present at local educational functions.

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:

**Ilaine Brown**  
CTE Education Consultant  
Wyoming Department of Education  
122 W. 25<sup>th</sup> Street, E-200  
Cheyenne, WY 82002-0050  
307-777-3459  
[ilaine.brown1@wyo.gov](mailto:ilaine.brown1@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 State Director 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"/>	Project Narrative
<input type="checkbox"/>	Implementation Plan
<input type="checkbox"/>	Budget Accounting Structure
<input type="checkbox"/>	Supporting Documentation

**CTE DEMONSTRATION PROJECT BUDGET ACCOUNTING STRUCTURE  
2016-2018 CTE DEMONSTRATION PROJECT GRANT PROPOSAL**

**Total Amount Requested:**

**100 - 500 SERIES-**

Identify budget line items under each specific <b>series (100-500)</b> . 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	
<b>Year One Total</b>			
<b>Purchased Services</b>	Expenditure Date	Year	Program Costs
1		2	
2		2	
3		2	
4		2	
5		2	
<b>Year Two Total</b>			
<b>Series 300 Total</b>			

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

## 2020 Demonstration Grant Rubric

Name of Applicant School District: \_\_\_\_\_

Amount Requested: \_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

1) Coversheet, Table of Contents				
Points for this item: _____ X 1 = _____  (0 or 5 pts)	5 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 10 = _____  (0-30 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 10 = _____  (0-30 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	0 pts  The plan does not address all of the required sections including action steps, identified resources, timeline, responsible

**2020 Demonstration Grant Rubric**

			resulting evidence of success.	individual(s), and resulting evidence of success.
Reader Comments:				
<b>4) Preparation</b>				
Points for this item: _____ X 10 = _____  (0-30pts)	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.
Reader Comments:				
<b>5) Connection</b>				
Points for this item: _____ X 10 = _____  (0-30 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,	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	1 pt  The project has elements that connect academic and technical curriculum grounded in academic and industry standards but does not address	0 pts  The project has no elements that connect academic and technical curriculum grounded in academic and industry standards.

**2020 Demonstration Grant Rubric**

	professional development, or technical skill assessment.	development, or technical skill assessment.	partnerships, professional development, or technical skill assessment.	
Reader Comments:				
<b>6) Innovation</b>				
Points for this item: _____ X 10 = _____  (0-30 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:				
<b>7) Support</b>				
Points for this item: _____ X 10 = _____  (0-30 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.

**2020 Demonstration Grant Rubric**

Reader Comments:				
<b>8) Budget Narrative</b>				
Points for this item: _____ X 5 = _____  (0-15 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.
Reader Comments:				
<b>9) NextGen Partnership</b>				
Points for this item: _____ X 5 = _____  (0 or 15 pts)	3 pts  NextGen Partnership included.			0 pts  The project does not have required assurances or supporting documentation.
Reader Comments:				