

Oklahoma Department of Career and Technology Education
Perkins Reserve Fund Supplemental Funding
Disability Services Grant Application 2019-2020

Each Perkins Reserve Fund Supplemental Grant Application is unique. Please read this document entirely and follow the instructions below. Provide all information requested in the order requested, including required narrative, table information, and supporting material(s). This document contains the following information:

Overview of Disability Services
Required Goal
Optional Goal(s)
Support of Academic, Technical and/or Career Achievement
Key Personnel
Budget Narrative
Eligible Applicants
Process
Application Evaluation and Award
Scoring Rubric

Section 1: Overview of Disability Services

Many times students with disabilities do not receive the extra support needed for success in the classroom as well as a successful transition to a technology center, postsecondary education/training, and/or employment. This grant can be used to help support Oklahoma career and technology education students with varying types of disabilities to explore career options and for transition support into postsecondary education/training levels as well as employment. This grant can help schools implement transition programs and/or other support strategies to assist in the provision of transferable skill sets to students regarding the attainment of meaningful employment and becoming productive members of society **Perkins LEAs meeting the \$15,000 requirement, technology centers, and postsecondary institutions meeting the \$50,000 requirement are eligible to complete the grant application.** Successful applicants will receive one-year supplemental funding.

Implementation Goals

All entities must address at least two goals. The required goal and at least one optional goal must be addressed. The required goal is non-negotiable. The optional goal(s) can be of their own choosing.

Section 2: Required Goal

Develop new, improved, and/or enhanced strategies/materials for transition support for students with disabilities.

Areas to address for Required Goal: (1-2 paragraphs for each bullet with the exception of the timeline)

- a. Describe what your school is doing currently to address the required goal
- b. Explain the new and/or improved structure, support and delivery method for the transition support strategies that will be used for students with disabilities
- c. Provide a timeline for the implementation of the above strategies
- d. Identify and describe how you will measure the effectiveness of the transition support strategies

Section 3: Optional Goal(s)

The entity must also address at least one optional goal:

- a. Provide recruitment and retention support/program/activities for students with disabilities
- b. Build relationships and/or partnerships with education, community and/or business entities to further the academic/vocational success of students with disabilities
- c. Establish a mentoring or other specialized program for students with disabilities to enhance job skills, academic skills, social skills, behavioral skills, and/or life skills

Areas to be Addressed for Optional Goal(s): (1-2 paragraphs for each bullet with the exception of the timeline and how you will measure the effectiveness)

- a. Describe what your school is doing currently to address the goal(s)
- b. Identify the new strategies your school would take in addressing the chosen goal(s) or describe how your school would significantly strengthen and enhance current strategies in place for chosen goal(s)
- c. Provide a timeline for the implementation of the above strategies
- d. Identify and clarify how you will measure the effectiveness of these strategies

A partial listing of some possible strategies to help develop and maintain transition support for students:

- Better marketing materials
- Instructor training on how differentiate instruction for students with disabilities
- Recruitment strategies geared to students with disabilities
 - Interactive activities: tours for high school students with disabilities only with special education teacher/paraprofessional support
- Exposure to individuals with disabilities role models
- Mentoring opportunities
- Field trips opportunities
- Job shadowing opportunities
- Curriculum/training for students
 - Self advocacy, self-determination, and/or self-efficacy
- Recruitment plan, marketing plan, and/or transition plan for students with disabilities
- Monthly workshops for support strategies for students with disabilities
- Best practice “manual” for working with students with disabilities
- Implementing Tech Now Curriculum

Section 4: Sustainability Plan

Explain how your organization plans to provide support for the activities/actions outlined in the goal(s) section of the application after the fiscal period of the grant.

Section 5: Support of Academic, Technical, and/or Career Achievement

- Explain how these strategies support the academic, technical, and/or career achievement of the students. Identify and document these achievement measurements used in monitoring the impact and effectiveness of above strategies and how the results will be used for continuous improvement.
- Describe how implementation of the program will target students with varying types of disabilities to explore careers options.

Section 6: Budget Narrative

- All applicants will submit a budget narrative itemizing expenses for the proposed project. The budget items should be listed to show estimated cost of each line item. Each line must be detailed and specific. General expenses should be broken down into specific line items.
- Narrative on how the specific items purchased will be used in the instruction of students must be included in this section.

Section 7: Key Personnel Chart

Provide a chart listing of your key personnel that will fulfill the grant responsibilities. List names, titles, organization and a short description of the individual's involvement/role.

Eligible Applicants

Eligible applicants who successfully complete the Carl Perkins application under the current Perkins V Act are invited to participate in the Reserve Fund Grants process by:

- Meeting the criteria designated in the Local Application for Carl Perkins Funding,
- Meeting the criteria in the Overview section for the desired Reserve Fund Grant,
- Successfully completing the Reserve Fund Grant Application, and
- Documenting the human, financial, and time commitment required to meet the intent of the focused grant.

Process

To ensure a comprehensive and expedient review, applicants must submit their application as follows:

- Applications must be submitted through the Career Tech Information Management System's grant module. The online system is located at the link below:
 - <https://ctims.okcareertech.org/CTBDSWeb/>
 - Tutorials on how to utilize the system are located at the following link: <http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/carl-perkins/ctims-resources/>
- **Applications are due May 10, 2019.**

Application Evaluation and Award

All Reserve Fund Grant Applications will be evaluated and awarded on a competitive basis. Applications will be reviewed and evaluated, **using a rubric**, by a team of state agency personnel. All reviewers' evaluations will be compiled for final scoring. If members of the evaluating team have questions or require verification regarding the application, ODCTE will ask the grant contact person to provide the requested supplemental information.

Each applicant awarded funds will participate in at least one status report during the project year and a self-evaluation report at the end.

Funds are made available on a reimbursement basis. Each applicant awarded funds will receive instructions for receiving such funds in the approval award letter.

Questions can be directed to:

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GRANT SCORING RUBRIC – Disability Services Grant

Using the following rubric, reviewers will assign numerical scores and prepare comments. The review team will meet to determine consensus.

Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few or No Criteria
Required Goal	<p>The applicant completely addresses all areas of the required goal:</p> <ul style="list-style-type: none"> e. Describes what the school is doing currently; (10-8) f. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for students with disabilities; (10-8) g. Provides a timeline for the implementation; and (5-4) h. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (10-8) 	<p>The applicant partially addresses some or all areas of the required goal:</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (7-4) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for students with disabilities; (7-4) c. Provides a timeline for the implementation; and (3-2) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (7-4) 	<p>The applicant inadequately addresses some or all areas of the required goal:</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (3-0) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for students with disabilities; (3-0) c. Provides a timeline for the implementation; and (1-0) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (3-0)
Total 35	CATEGORY TOTAL	CATEGORY TOTAL	CATEGORY TOTAL
Optional Goal(s)	<p>The applicant completely addresses all areas of the required goal(s):</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (10-8) 	<p>The applicant partially addresses some or all areas of the required goal(s):</p>	<p>The applicant inadequately addresses some or all areas of the required goal(s):</p>

	<ul style="list-style-type: none"> b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for students with disabilities; (10-8) c. Provides a timeline for the implementation; and (5-4) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (10-8) 	<ul style="list-style-type: none"> a. Describes what the school is doing currently; (7-4) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for students with disabilities; (7-4) c. Provides a timeline for the implementation; and (3-2) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (7-4) 	<ul style="list-style-type: none"> a. Describes what the school is doing currently; (3-0) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for students with disabilities; (3-0) c. Provides a timeline for the implementation; and (1-0) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (3-0)
Total 35	CATEGORY TOTAL	CATEGORY TOTAL	CATEGORY TOTAL
Support of Academic and	The application clearly: <ul style="list-style-type: none"> a. Explains how the disability services grant project will 	The application somewhat: <ul style="list-style-type: none"> a. Explains how the disability services grant 	The application fails to: <ul style="list-style-type: none"> a. Explain how the disability services

<p>Technical Achievement</p>	<p>support academic, technical, and/or career achievement for students with disabilities; (6-5)</p> <p>b. Identifies and documents the achievement measurements used in monitoring the impact and effectiveness of the strategies and how the results will be used for continuous improvement; and (7-6)</p> <p>c. Describes how implementation of the disability services grant project will target students with varying types of disabilities to explore career options. (7-6)</p>	<p>project will support academic, technical, and/or career achievement for students with disabilities; (4-3)</p> <p>b. Identifies and documents the achievement measurements used in monitoring the impact and effectiveness of the strategies and how the results will be used for continuous improvement; and (5-3)</p> <p>c. Describes how implementation of the disability services grant project will target students with varying types of disabilities to explore career options. (5-3)</p>	<p>grant project will support academic, technical, and/or career achievement for students with disabilities; (2-0)</p> <p>b. Identify and document the achievement measurements used in monitoring the impact and effectiveness of the strategies and how the results will be used for continuous improvement; and (2-0)</p> <p>c. Describe how implementation of the disability services grant project will target students with varying types of disabilities to explore career options. (2-0)</p>
<p>20 Points</p>	<p>CATEGORY TOTAL</p>	<p>CATEGORY TOTAL</p>	<p>CATEGORY TOTAL</p>
<p>Sustainability</p>	<p>The application clearly describes a detailed sustainability plan with: (15 – 11)</p> <p>a. Specific actions outlined that show continued support of the grant project past the fiscal year of funding.</p> <p>b. Specific staff assigned and/or continuation of resource allocation for the project.</p>	<p>The application somewhat describes a sustainability plan with: (10 – 6)</p> <p>d. Specific actions outlined that show continued support of the grant project past the fiscal year of funding.</p> <p>e. Specific staff assigned and/or continuation of</p>	<p>The application fails to describes a detailed sustainability plan with: (5 – 0)</p> <p>g. Specific actions outlined that show continued support of the grant project past the fiscal year of funding.</p>

	c. Discussion of barriers to project continuation and mitigation of those barriers.	resource allocation for the project. f. Discussion of barriers to project continuation and mitigation of those barriers.	h. Specific staff assigned and/or continuation of resource allocation for the project. i. Discussion of barriers to project continuation and mitigation of those barriers.
15 Points	CATEGORY TOTAL	CATEGORY TOTAL	CATEGORY TOTAL
Key Personnel	All key personnel are clearly identified in a chart listing: names, titles, organization and a short description of the individuals' involvement/role. (5-4)	Most of the key personnel are identified in a chart listing: names, titles, organization and a short description of some individuals' involvement/role. (3-2)	Key personnel chart is incomplete and involvement/roles are not included. (1-0)
5 Points	CATEGORY TOTAL	CATEGORY TOTAL	CATEGORY TOTAL
Budget Narrative	The budget narrative itemizes expenses in detail and provides calculations. The budget is reasonable and cost effective. Budget and budget narrative are aligned. (15-11)	The budget narrative provides a general explanation of expenses and provides calculations. The budget is reasonable and cost effective. Budget and budget narrative are aligned. (10-6)	The budget narrative does not provide an explanation of expenses. Budget and budget narrative are not aligned. (5-0)
15 Points	CATEGORY TOTAL	CATEGORY TOTAL	CATEGORY TOTAL
GRANT Total (125)			