

Oklahoma Department of Career and Technology Education
Perkins Reserve Fund Supplemental Funding
Disability Services Grant Application 2018-2019

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 LEA's meeting the \$15,000 minimum requirements are eligible to complete the grant application.** Successful applicants will receive one-time funding for awards.

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: 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 5: 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 6: 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 IV 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/>
 - Video 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 5, 2018.**

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:

Sharon Baker, Disabilities Services Specialist – Career and Academic Connections

Sharon.Backer@careertech.ok.gov, 405.743.5596

Josh Miller, Federal Programs

Josh.miller@careertech.ok.gov 405.743.5401