

**Oklahoma Department of Career and Technology Education**  
**Perkins Reserve Fund Supplemental Funding**  
**High Growth and Emerging Technologies 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  
Expectations  
Application Outline  
Eligible Applicants  
Purchase of Equipment  
Process  
Application Cover Page  
Budget Section  
Application Evaluation and Award  
Scoring Rubric

**Overview of High Growth and Emerging Technologies Grant**

The Oklahoma Department of Career and Technology Education supports the development and implementation of high-tech, high-wage Career Academies, Programs of Study and relevant activities that support and align with local, state, and global industry existing and emerging workforce needs. The Career Academies, Programs of Study and relevant activities should embrace rigorous academic and technical learning activities. **Perkins LEAs meeting the \$15,000 minimum requirement or technology centers are eligible to complete a *High Growth and Emerging Technologies Application*.** Successful applicants will receive one-year supplemental funding for up to \$50,000. Grant applicants may re-apply for a second year if funds are available.

**Expectations**

1. The *High Growth and Emerging Technologies Grant* learning activities should support the local, state, and global economy.
2. Evidence of a dedicated advisory team/planning committee, made up of secondary and postsecondary education, business and industry, and other partners/stakeholders.
3. Evidence of a committed academy/technical teaching team that is devoted to the particular learning activities and credentialed in their teaching field with opportunities for common curriculum planning and professional development.
4. A student recruitment and selection process that may incorporate multiple student criteria such as interest, academic performance, attendance, etc. and documentation of that process.
5. Sequence of courses and/or activities that includes rigor and relevance.
6. Strategies to support all students to become independent learners by building into their learning experience opportunities to practice habits of successful learners such as study and literacy skills, time management, and cooperative learning to increase the rigor and depth of learning.
7. Curriculum and instruction that meets state and national standards, prepares students for college and work, and supports dual credit opportunities.

8. An identified student assessment process to document student learning and improve instruction (i.e., SAT and ACT – using the College Readiness Standards to improve instruction).
9. Clearly identified pathways into college/university degree programs, coordinated with higher education including postsecondary certifications, licenses, and/or degrees and documented by college/university letters of support.
10. Evidence of a student advisement process that supports individual student planning and includes relevant student interest and academic assessment data, a plan of study for high school courses, and post-graduate transition plan such as college and scholarship applications.

### **Application Outline**

Below outlines the sections of the Carl Perkins High Growth and Emerging Technology grant application within the CTIMS online system. For more information on CTIMS see the **Process** section below.

### **Project Title**

### **Funding Level Request**

### **Section 1: Executive Summary / Project Overview**

### **Section 2: Project Justification and Need**

#### **2.1. Supporting Data**

- Document the labor market demand on new and emerging career projections related to this academy/major or activity using available data from the Oklahoma Department of Commerce, Oklahoma Employment Security Commission, Department of Labor, or other relevant resources.

#### **2.2 Demonstration of Success**

- Description of similar activities that are in place and support the initiative.

### **Section 3: Project Description**

#### **3.1. Project Goals and Objectives**

- Describe project goals and overall objectives of the initiative.

#### **3.2. Target Population, Recruitment, and Placement Strategies**

- Describe the recruitment/marketing strategies, and advisement/guidance strategies that will be used to support students coming to and participating in the career academy, Program of Study and relevant initiative.
- Identify the postsecondary options (certifications, licensures and degree plans) that would be possible transitions for students after successfully completing the academy or program

#### **3.3. Delivery Model and Impact Projections**

- Fill out the table below in your proposal and provide a brief description including estimates of the number of people impacted by these funds.

Planned Activities	Number Served
<b>TOTAL/Year</b>	

*\*Figure 1. Project Description*

*\*this chart is linked in the CTIMS application; you can also [click here to access the spreadsheet to save as an attachment in the worksheet.](#)*

**3.4. Activity/Course/Curriculum Description**

- Describe content and/or development.

**3.5. Faculty /Staff Training and Professional Development**

- Write a brief description.

**Section 4: Project Plan and Timeline**

- Fill out the table below in your proposal and provide a brief description that may include a proposed course sequence that will be taught. Please provide brief course descriptions and course assessment strategies in this section.
- NOTE: If you are applying for an Academy, include all CTE, math, and science course syllabi as an Attachment.

Project Plan			
Goal:			
Objective 1.			
Course/Activities	Responsible Party	Year	
		2018 (month)	2018 (month)
Objective 2.			
Course/Activities	Responsible Party	2018	2018
Objective 3.			

Course/Activities	Responsible Party	2018	2018

Figure 2. Project Plan

**Section 5: Advisory Team/Planning Team**

- Fill out the table below in your proposal and provide a brief description of the Advisory Team /Planning Team and their affiliations. Please list the team members that include representation from business/industry, workforce/economic development, and educational partners. Document each team member’s areas of expertise and the roles they play in the design and implementation.

<i>Advisory / Planning Team</i>		
Member	Role/Responsibility	Organization

Figure 3. Advisory Team

**Section 6: Evaluation Plan, Data Collection, and Measures**

- Fill out the table below in your proposal. Provide an improvement plan that includes samples of the data that will be used to benchmark student achievement, and monitor and revise the implementation strategies for the academy/major or learning activities.

Evaluation Plan and Measures
<b>Project Goal:</b>
<b>Objective 1.</b>
<b>Data Collection and Measures</b>
1.a.
1.b.
1.c.
<b>Objective 2.</b>
<b>Data Collection and Measures</b>

2.a.
2.b.
2.c.
<b>Objective 3.</b>
<b>Data Collection and Measures</b>
3.a.
3.b.
3.c.

*\*Figure 4. Evaluation Plan and Measures*

*\*this chart is linked in the CTIMS application; you can also [click here to access the spreadsheet to save as an attachment in the worksheet.](#)*

**Section 7: Marketing**

- Describe the recruitment/marketing strategies, and advisement/guidance and college transitions strategies that will be used to support students.

**Section 8: Industry Support**

- Provide evidence of industry support and letters of support for appendix.

**Section 9: Sustainability**

- Describe how the career academy, Program of Study and relevant activities will be supported following the first year of the grant activities.

**Section 10: Budget and Budget Justification**

- Provide a detailed budget narrative.

**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 for meeting the intent of the focused grant.

**Budgeting Restrictions and Notices:**

Equipment purchased with supplemental grant funds will be surrendered to the ODCTE if such project no longer operates as awarded during the second or third year following the award.

**Process**

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

package 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 in the help section of the Information management system. You can also find them 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.**

### **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.

### **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 agency personnel. All reviewers' evaluations will be compiled for final scoring. If members of the ODCTE evaluating team have questions or require verification regarding the application, they will notify 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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Josh Miller, [josh.miller@careertech.ok.gov](mailto:josh.miller@careertech.ok.gov) 405-743-5401

REVIEWER NAME: \_\_\_\_\_ SCORE: \_\_\_\_\_ / 175

**GRANT SCORING RUBRIC – High Growth and Emerging Technologies**

Using the following rubric, reviewers will assign numerical scores and prepare comments.

The review team will meet to determine consensus.

<i>Plan Criteria</i>	<b>Level 3 Meets All Criteria</b>	<b>Level 2 Meets Some Criteria</b>	<b>Level 1 Meets Few or No Criteria</b>
<b>School Information</b>  <b>5 Points</b>	The School Information/Application Cover Page is complete and accurate.  <b>5</b>	<b>Not Applicable</b>	The School information has not been fully completed.  <b>0</b>
<b>Executive Summary</b>  <b>10 Points</b>	Executive summary has been well described and evaluator has overview of learning project. Funding level was requested  <b>10-8</b>	The executive summary has been somewhat described but weak and vague. Funding level was requested  <b>7-4</b>	Little or no executive summary. Funding level not requested  <b>0-3</b>
<b>Project Justification</b>  <b>20 Points</b>	The application clearly documents the supporting data and labor market demand or career projections related to the proposed learning activity. Oklahoma data or other relevant resources have been used in the application. Demonstration of success was well described  <b>20-15</b>	The application provides some evidence of labor market demand or career projections related to the proposed academy. Data has not been used to support the application. Demonstration of success was vague  <b>14-8</b>	Little or no evidence of labor market demand or career projections have been identified for the proposed academy. No success or supporting initiatives are in place  <b>7-0</b>
<b>Project Description</b>  <b>25 Points</b>	The application clearly documents the projects goals and objectives in addition to target population. Delivery model was clearly described and table was complete. Curriculum and professional development was clearly defined  <b>25-20</b>	The application provides some direction for projects goals and objectives in addition to target population. Delivery model provided some information and table was complete. Curriculum and professional development was not clearly defined  <b>19-14</b>	Limited project goals and objectives. The application does not address delivery model, target population or professional development  <b>13-0</b>

<p><b>Project Plan and Timeline</b></p> <p><b>20 Points</b></p>	<p>The project timeline was clearly defined and reasonable timeframes for goals and objectives were established. Table was completed.</p> <p><b>20-15</b></p>	<p>The project timeline provides some direction and timeframes were reasonable. Table was complete.</p> <p><b>14-8</b></p>	<p><b>Little or no timeline was established. Table was not completed.</b></p> <p><b>13-0</b></p>
<p><b>Advisory Team</b></p> <p><b>20 Points</b></p>	<p>The proposed Advisory Team has been identified with their affiliations. A broad representation has been proposed including employers, workforce development reps, economic development personnel, and educators. Each team member role has been identified.</p> <p><b>20-15</b></p>	<p>The proposed Advisory Team has been identified with their affiliations. The proposed team does not include all of the identified stakeholders. Team member roles have been identified.</p> <p><b>14-8</b></p>	<p>The proposed Advisory Team has been identified, but is lacking suggested stakeholders. Team roles have not been identified.</p> <p><b>7-0</b></p>
<p><b>Evaluation Plan and Measures</b></p> <p><b>20 Points</b></p>	<p>Evaluation Plan and Measures have been identified. Benchmarks have been created to document success of activities. Improvement Plan is described. Table was complete.</p> <p><b>20-15</b></p>	<p>The application provides some evidence of evaluation and measures. Benchmarks have been created but vague. Improvement plan is described. Table was complete.</p> <p><b>14-8</b></p>	<p>Little or no evaluation plan and measures were described. Table was not complete.</p> <p><b>7-0</b></p>
<p><b>Marketing</b></p> <p><b>20 Points</b></p>	<p>Specific recruitment and marketing strategies are document that will target interested groups of students. Targeted guidance and advisement strategies will be used to support students participating in the academy.</p> <p><b>20-15</b></p>	<p>Recruitment and marketing is mentioned with vague strategies and no targets for specific student groups. Guidance and advisement strategies are limited without ongoing student support.</p> <p><b>14-8</b></p>	<p>Limited recruitment and marketing strategies identified and the academy proposal does not include specific guidance and advisement strategies.</p> <p><b>7-0</b></p>



<p><b>Sustainability</b></p> <p><b>15 Points</b></p>	<p>Sustainability has been adequately addressed and describes how the continuation of career academy, career major or relevant activities will continue concluding the grant's funding period.</p> <p><b>15-8</b></p>	<p><b>Not Applicable</b></p>	<p>Sustainability was not adequately addressed.</p> <p><b>7-0</b></p>
<p><b>Budget Narrative and Budget form</b></p> <p><b>20 Points</b></p>	<p>The budget narrative itemizes expenses in detail and provides calculations. The budget is reasonable and cost effective. Budget and budget narrative are aligned.</p> <p><b>20-10</b></p>	<p><b>Not applicable</b></p>	<p>The budget narrative does not provide an explanation of expenses. The budget is not reasonable or cost effective. Budget and budget narrative are not aligned.</p> <p><b>10-0</b></p>
<p><b>TOTAL</b></p>			