**CTE SHOWCASE MINI-GRANT APPLICATION**

**Funding Application**

**December 1, 2022 - March 30, 2023**

**Overview:**

February is Career and Technical Education (CTE) Month, an awareness campaign to celebrate the value, achievements and accomplishments of Career and Technical Education. According to a national study, America’s public schools have lost at least [1.2 million students since 2020](http://www.returntolearntracker.net/), with no sign of a rebound anytime soon. In the [Kentucky’s approved ESSER plan](https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/stateplans/), expanding CTE opportunities is one strategy the Commonwealth is using to return students to the classroom safely, engage them in learning, and equitably address the disruptions to teaching and learning caused by the pandemic. The Kentucky Department of Education is pleased to make funding available under American Rescue Plan-Elementary and Secondary School Emergency Relief Fund (ARP ESSER) Learning Loss “to prevent, prepare for, and respond to” COVID-19 through combatting the effects of learning and loss and low enrollment in CTE and CTSO programs. Funds will be competitively available for 20 schools to showcase high quality CTE Programs from across the Commonwealth through displays with students sharing the benefit of learning as a result of CTE.

The theme of the showcase,  ***United We Learn: Empowering Kentucky CTE Students!*** will celebrate Career and Technical Education by providing two unique opportunities for students to explain the benefits of learning as a result of CTE.

* The first opportunity, in conjunction with Kentucky Student Organization Leadership Development (SOLD), will take place on February 21, 2023 at the Kentucky State Capitol, from 1:00 PM - 4:00 PM EST. Students will meet Governor Beshear and Commissioner Glass. Displays will be set up around the mezzanine level for legislators, invited guests and the general public to tour the displays and speak with the students.
* A second opportunity for schools to share their displays will take place at Kentucky School Board Association (KSBA) on February 24th, from 11:00 AM - 5:00 EST at The Galt House Hotel in Louisville, KY.

**SHOWCASE AUDIENCE:**

* Legislators
* Workforce Investment Board Members
* Chamber of Commerce Members
* Superintendents, Central Office, School Board Members and Schools
* Kentucky School Board Association
* General public

**GOALS:**

1. Provide authentic examples showcasing what is taking place in high schools and area technology centers (ATCs) across the Commonwealth.
2. Provide legislators and the public an opportunity to observe first-hand how Career and Technical Education is meeting Kentucky’s high expectations for students and preparing the future workforce.
3. Demonstrate high quality CTE through displays that span the 16 career clusters with geographical representation across the Commonwealth.
4. Champion state legislators to advocate for Career and Technical Education.

**Funding**

This is a competitive grant for a single award amount (i.e., not multiple years). The Office of Career and Technical Education (OCTE) has approximately $140,000 available for this grant competition. The total award amount for each mini grant will be a one-time up to $7,000 award.

The funds will be allocated as follows: **$5,000** mini-grants will be awarded to present at the CTE Showcase in Frankfort on February 21, 2023 from 1:00 PM - 4:00 PM EST. An additional **$2,000** will be awardedfor schools that select to share their displays at the Kentucky School Board Association (KSBA) on February 24, 2023 from 11:00 AM - 5:00 PM EST.

**Criteria:**

* Create a display focusing on one pathway to celebrate and share authentic examples of high-quality CTE programs
* Funds may be used for the following:
  + Transportation
  + Substitute reimbursement
  + Materials/equipment to support the display
* Unallowable Activities and Expenses. Funds may not be used for the following:
* Capital construction projects
* Rent or lease of building space
* Computers, iPads, televisions, etc.
* Food or refreshments
* Gifts, rewards, or prizes
* Entertainment or social activities
* Scholarships
* Furniture
* **Applications must be emailed to** [**Lynda.Jackson@education.ky.gov**](mailto:Lynda.Jackson@education.ky.gov) **by 4:00 p.m.EST on November 11, 2022**
* Applications should be no more than **5 pages**
* Final budget reports will be due by **March 31, 2023**.

**The competitive application is due to OCTE on November 11, 2022 by 4:00 p.m. EST. A committee will review each submitted application based on the attached scoring rubric with specific criteria and awardees will be notified around November 21, 2022.**

**CTE SHOWCASE MINI-GRANT APPLICATION**

**Funding Application**

**December 1, 2022 - March 30, 2023**

**School Name**

**Options:**

**\_\_\_\_\_\_CTE Showcase in Frankfort, February 21 - $5,000 (Capitol in Frankfort on February 21, 2023)**

**\_\_\_\_\_\_CTE Showcase KSBA February 24 - $2,000 (Kentucky School Board Association (KSBA) (The Galt House on February 24, 2023)**

**My school is: \_\_\_\_\_\_ CTC \_\_\_\_\_\_ATC \_\_\_\_\_Comprehensive High School**

|  |  |
| --- | --- |
| **Contact/Applicant Name** |  |
| **Contact/Applicant Signature** |  |
| **School** |  |
| **Street Address** |  |
| **City, State, Zip** |  |
| **Phone: Office/Cell** |  |
| **Fax** |  |
| **E-mail Address** |  |

● If approved, funding may be used only for costs identified in the budget section of this proposal.

● Any changes to the project budget during the fiscal year must be requested and approved by OCTE

● Objectives must be completed and requests for reimbursement submitted to OCTE by March 31, 2023

**Contact/Applicant Signature Date**

**For Office Use Only**

**APPROVED:**

**Dr. Beth Hargis, Associate Commissioner Date:**

**Total Amount Approved: $**

**Accounting Template:**

**Activity: Location: Program: Budget:**

**Application:** Please provide a detailed narrative for the following sections not to exceed FIVE pages.

|  |
| --- |
| Part 1: **Description and design of display** to include pathway being highlighted and why this pathway was selected. |
| Part 2: **Theme:** Explain how the display makes the connection with the theme, ***United We Learn: Empowering Kentucky CTE Students!*** Please highlight the CTE coursework, postsecondary and workforce readiness. Describe the steps you will take to ensure the display replicates workplace standards of both the display and work pieces? |
| Part 3: **Presentation and Leadership:** Explain how the students will be able to clearly explain the content knowledge and Program of Study (POS) standards that support the display? How have the students been empowered through voice and choice in researching and creating the display? |
| Part 4: **Contribution and Research:** Describe how the display contributes to the growth of your local community, region and/or state? Explain how the display impacts the economic workforce of the region/state? Are the students able to connect their work to the job market using KYSTATS data? |
| Part 5: **Partnerships:** Describe how the display links to community/business partnerships? How were business partners active during the display development (brainstorming, providing feedback throughout the process, judging the student work)? Explain how Work-based Learning impacted the students’ work. |

Complete a detailed budget request.

**BUDGET DETAIL**

**OPERATING COSTS:**

|  |  |  |
| --- | --- | --- |
| **Description** | **Total Operating Costs** | **For Office Use Only** |
|  |  |  |
|  |  |  |
| **TOTAL OPERATING COSTS** |  |  |

**WAGES & FRINGE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Service Provided** | **Total**  **Wages & Fringe** | **For Office Use Only** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | **TOTAL WAGES & FRINGE** |  |  |

|  |
| --- |
| **TOTAL AMOUNT REQUESTED:** |
| **$** |

**CTE Showcase Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds**  **(9-10 pts.)** | **Meets**  **(6-8 pts.)** | **Approaches**  **(3-5 pts.)** | **Does Not Meet**  **(0-2 pts.)** |
| Part 1: **Description and design of display** to include pathway being highlighted and why this pathway was chosen to highlight (short answer) Please provide a detailed description and/or illustration of your display proposal based on a six-foot table. | Narrative includes a detailed description and/or detailed illustration of the design proposal based on the school’s pathway being highlighted and what makes this pathway high quality. The description includes a detailed explanation of how the display will focus on academic, technical and 21st Century skills standards using data and artifacts | Narrative includes a description and/or illustration of the design proposal based on the school’s pathway being highlighted. The description includes an explanation of how the display will focus on academic, technical and 21st Century skills standards using data and artifacts | Narrative includes a minimal description and/or illustration of the design proposal based on the school’s pathway being highlighted. The description includes an explanation of how the display will focus on the standards using data and artifacts | Narrative does not include description and/or illustration of the design proposal and only list the pathway with little explanation of how the display will support standards using data and artifacts. |
| Part 2: **Theme:** Explain how the display makes the connection with the theme, ***United We Learn: Empowering Kentucky CTE Students!*** Please highlight the CTE coursework, postsecondary and workforce readiness  Describe the steps you will take to ensure the display replicates workplace standards of both the display and work pieces. | Narrative provides a detailed description of how the display connects to the theme. The display focuses on the CTE coursework of the pathway and explicitly makes connections to postsecondary and the workforce readiness standards.  Narrative provides a detailed process of using student-voice through student work and artifacts that replicate workplace standards. | Narrative provides a description of how the display connects to the theme. The display shows CTE coursework of the pathway and makes connections to postsecondary and the workforce readiness standards.  Narrative provides a process of how they will use student-voice through student work and artifacts that makes somewhat of a connection to workplace standards. | Narrative provides a minimal description of how the display connects to the theme. The display shows the pathway but makes minimal connections to postsecondary and the workforce readiness standards.  Narrative provides a minimal outline of how they will use student work and artifacts that make little connection to workplace standards. | Narrative does not make a description of how the display connects to the theme. The display shows the pathway but makes no connections to postsecondary and the workforce readiness standards.  Narrative provides a minimal outline of how they will use student work and artifacts but makes no connection to workplace standards. |
| Part 3: **Presentation and Leadership:** Explain how the students will be able to clearly explain the content knowledge and POS standards that support the display. How have the students been empowered through voice and choice in researching and creating the display? | Narrative provides a detailed plan for how the students will be involved in creating the display and their preparation to clearly explain the content standards of the pathway. | Narrative provides a plan for how the students will be involved in creating the display and their preparation to explain the content standards of the pathway. | Narrative provides a minimal outline of how the students will be involved in creating the display and their preparation to explain the content standards of the pathway. | Narrative fails to outline how the students will be involved in creating the display and their preparation to explain the content standards of the pathway. |
| Part 4: **Contribution and Research:** Describe how the display contributes to the growth of your local community, region and/or state. Explain how the display impacts the economic workforce of the region/state. How will you connect the work to the job market using KYSTATS data? | Narrative uses KYSTATS and other workforce data to clearly demonstrate the need of the pathway locally, regionally and state. | Narrative uses KYSTATS and other workforce data to demonstrate the need of the pathway locally, regionally and state. | Narrative minimally uses KYSTATS and other workforce data to demonstrate the need of the pathway locally, regionally and state. | Narrative does not cite KYSTATS and other workforce data to demonstrate the need of the pathway locally, regionally and state. |
| Part 5: **Partnerships:** Describe how the display links to community and business partnerships. How were business partners active during the display development (brainstorming, providing feedback throughout the process, judging the student work)? Explain how Work-based Learning impacted the students’ work. | Narrative provides a detailed plan for how community and business partnerships were involved in assisting the students. A clear connection for how Work-based Learning will be included in the display. | Narrative provides a plan for how community and business partnerships were involved in assisting the students. A connection for Work-based Learning will be included in the display. | Narrative minimally outlines a plan for how community and business partnerships were involved in assisting the students. There is minimal connection for how Work-based Learning will be included in the display. | Narrative does not outline a plan for how community and business partnerships were involved in assisting the students. There is no connection for how Work-based Learning will be included in the display. |
| **TOTAL NUMBER OF POINTS** |  |  |  |  |
| **TOTAL Points Available: 50 Points** | | | | |