

**WOODFORD COUNTY BOARD OF EDUCATION
AGENDA ITEM**

ITEM #: VII E **DATE:** November 18, 2024

TOPIC/TITLE: Approve Grants

PRESENTER: Administrators

ORIGIN:

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☐ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☒ STATE OR FEDERAL LAW OR REGULATION
- ☐ BOARD OF EDUCATION POLICY
- ☐ OTHER:

PREVIOUS REVIEW, DISCUSSION OR ACTION:

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

BACKGROUND INFORMATION:

Per Board Policy, grant applications must be pre-approved.

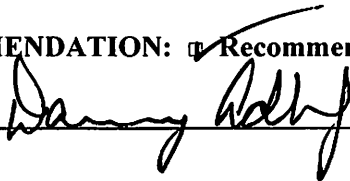
SUMMARY OF MAJOR ELEMENTS:

We are requesting Board Approval to apply for and accept if awarded: \$500 Integration in SEC Football Grant; \$5000 KSBA CTE Showcase Mini Grant (Agriculture Power, Structural & Technology Pathways); \$5000 CTE Showcase Mini Grant (Animal Science Pathway with emphasis on Special Needs Inclusion); \$5000 CTC Mini Grant (Culinary & Food Services Pathway) \$5000 CTE Mini Grant (WCHS Engineering at Work); Kentucky Comprehensive Literacy Grant;

IMPACT ON RESOURCES:

TIMETABLE FOR FURTHER REVIEW OR ACTION:

SUPERINTENDENT'S RECOMMENDATION: ☒ Recommended ☐ Not Recommended



**WOODFORD COUNTY BOARD OF EDUCATION
AGENDA ITEM**

ITEM #: **DATE:**

TOPIC/TITLE: Grant Request: Integration in SEC Football

PRESENTER: Administrators

ORIGIN:

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
☒ ACTION REQUESTED AT THIS MEETING
☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
☒ BOARD REVIEW REQUIRED BY

- ☒ STATE OR FEDERAL LAW OR REGULATION
☐ BOARD OF EDUCATION POLICY
☐ OTHER:

PREVIOUS REVIEW, DISCUSSION OR ACTION:

- ☐ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
☐ ACTION:

BACKGROUND INFORMATION:

As per Board policy all requests to submit and receive grants must be approved by Board of Education

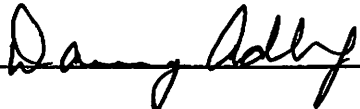
SUMMARY OF MAJOR ELEMENTS:

Permission to request and receive if awarded grant(s): We are requesting Board Approve to apply for and accept if awarded \$500 from the Association for Teaching Black History in KY for WCHS

IMPACT ON RESOURCES:

TIMETABLE FOR FURTHER REVIEW OR ACTION:

SUPERINTENDENT'S RECOMMENDATION: ☒ Recommended ☐ Not Recommended



Woodford County Schools

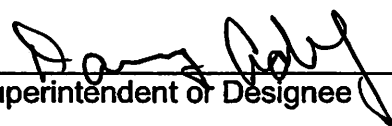
Preliminary Grant Proposal Form

After completing and printing this form as a Word document, please send it—along with grant application details or instructions—to the Superintendent's Office.

1. Project title: Integration of SEC Football
2. School(s): Woodford County High School
3. Your name: Allison Kifer
4. Your e-mail address: allison.kifer@woodford.kyschools.us
5. Phone number: 606-331-2821
6. Source of grant: Association of Teaching Black History in Kentucky
7. Amount of request: \$500
8. Proposal deadline: 11/1/24
9. Today's date: 10/31/24
10. Briefly describe the project: This project is for the English elective Sports Literacy class during our unit on overcoming obstacles. Specifically, we will have been studying the integration of sports, with a focus on the integration of the SEC football by the University of Kentucky. The project will have students visit the statue at Kroger Stadium of the four players who played at UK who integrated, with one of the players, Wilbur Hackett, coming to speak to the students.
11. What items do you plan to purchase? transportation and sub coverage
12. What will you ask Woodford County Schools to contribute? provide transportation (but paid for by the grant)
13. What is the duration of this grant? 2024
14. Who will write the grant proposal? Allison Kifer

☒ Approved to complete grant application

☐ Not approved. Reason:


Superintendent or Designee

11-13-24

Date

Integration of SEC Football Mini Grant Proposal Budget

Transportation from WCHS to Kroger Stadium and back: \$250 or less

Sub coverage for ½ a day: \$250 or less

Total maximum amount: \$500

Woodford County Schools


Preliminary Grant Proposal Form

After completing and printing this form as a Word document, please send it—along with grant application details or instructions—to the Superintendent's Office.

1. Project title: KSBA CTE Showcase Mini Grant
2. School(s): Woodford County High School
3. Your name: Conner Richardson
4. Your e-mail address: Conner.Richardson@woodford.kyschools.us
5. Phone number: 859-653-1326
6. Source of grant: Kentucky Department of Education, Office of CTE
7. Amount of request: \$5,000
8. Proposal deadline: Dec. 6, 2024
9. Today's date: November 4, 2024
10. Briefly describe the project: KSBA provides school districts with mini-grants to showcase their CTE pathways at the annual KSBA conference at the Galt House Hotel in Louisville, KY.
11. What items do you plan to purchase? Supplies to help demonstrate the success of the Agriculture Power, Structural & Technical Systems Pathway at WCHS.
12. What will you ask Woodford County Schools to contribute? A school bus to transport students to the Galt House to present in February. The cost of mileage will be covered by the grant and I will drive the bus.
13. What is the duration of this grant? Dec. 2024-March 2025
14. Who will write the grant proposal? Conner Richardson

☒ Approved to complete grant application

☐ Not approved. Reason:


Superintendent or Designee

11-13-24
Date

CTE SHOWCASE MINI-GRANT APPLICATION
Funding Application
December 13, 2024 - March 30, 2025

Woodford County High School
 School Name

My school is: CTC ATC X Comprehensive High School

Contact/Applicant Name	Conner Richardson
Contact/Applicant Signature	
Principal's Name	Tyler Reed
Principal Email	Tyler.Reed@woodford.kyschools.us
School	Woodford County High School
Street Address	180 Frankfort St.
City, State, Zip	Versailles, KY 40383
Phone: Office/Cell	(859)-653-1326
Contact Applicant's E-mail Address	Conner.Richardson@woodford.kyschools.us

- 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 (Lynda.Jackson@education.ky.gov) by March 30, 2025

 Contact/Applicant Signature

 Date

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

Part 1: Description and design of display to include pathway being highlighted and why this pathway was selected.

The Agricultural Power, Structural, Technical Systems pathway is being highlighted to showcase the hands-on, community facing opportunities provided to students through their enrollment in the courses within this pathway. This display will provide KSBA members and guests to visualize the work being done in the Woodford County High School Agriculture shop by showcasing projects that students have completed to be sold through their Ag. Power courses. These projects could include various metalworking projects, woodworking projects and more! Additionally, students will have the chance to showcase their knowledge of small gas engines based on the content they have learned in their Small Power & Equipment course by sharing plans for a Small Gas Engine Clinic at Woodford County High School in Spring of 2025. This clinic will give students the opportunity to run a small business, serve members of the community, apply and deepen their understanding of small engines, and help raise funds to fund the program. The display will aim to showcase as many props & projects as possible, in addition to photo boards to showcase the work of students which can not be brought to a conference center for all to see. The main goals of this display would be to: showcase hands-on, deeper learning happening within the Ag. Power Pathway, showcase the community engagement happening as a result of these courses, and provide tangible proof that students are leaving this pathway work-ready.

Part 2: 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?

One of the most inspiring aspects of Career & Technical Education is the empowerment of our students to take control of their learning. Throughout all courses in the Ag. Power Pathway at Woodford County High School, students are in the driver's seat for projects and student enterprises. As the educator in the room, it is my job to provide guidance and resources to make their ideas happen. As a result of this, students will have a LOT of autonomy in creating a display that will demonstrate their learning and what it means to them. Students will have the opportunity to share first-hand experiences, struggles and lessons they have learned by being a part of the Agriculture Power, Structural, Technical Systems Pathway at WCHS. Our student enterprises which allow students to service the Small Engines in the community, as well as create masterpieces for community members to buy are driven by student interests and desire to learn. Each project displayed will provide students an opportunity to share their testimony about the lessons learned and how CTE has given them a space to learn and grow through real-world experiences.

Part 3: Contribution and Research: Describe how the pathway in your 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?

When looking at KYSTATS data, 3 of the top 10 occupations for projected job openings in Kentucky are Laborers & Freight, Stock, & Material Movers, Miscellaneous Assemblers & Fabricators, and Customer Service Representatives. This pathway provides students with a wide range of experiences which would benefit them and prepare them for careers in any of these specific chosen fields. The individuals enrolled in the Agriculture Power, Structure & Technical Systems pathway at Woodford County High School are responsible for running enterprises which require them to test their work ethic, fabricate, problem solve, fix equipment, and most importantly: work with each customer/client to be sure that their needs are met.

Based on the Economic Activity Report on KYSTATS, Woodford County's 2 & 3rd highest employers within the county are Manufacturing followed by Agriculture, Forestry, Fishing & Hunting. Students successfully

completing courses, industry certifications and the End of Program Assessment in the Ag. Power, Structural, Technical Systems Pathway are preparing themselves for the careers available to them in these cluster areas. Outside of the occupational standards students are being tested on, this pathway also provides students with a tremendous understanding of the employability standards which are also extremely important to Career & Technical Education. Practicing these employability standards in real-world scenarios via the various enterprises available to them creates well-rounded employees to fill the projected 2,465,949 openings in Kentucky, based on the data from KYSTATS.

Complete a detailed budget request.

BUDGET DETAIL

OPERATING COSTS:

Description	Total Operating Costs	For Office Use Only
Substitute for 1 teacher	\$200	
Bus mileage	\$250	
Small Engine Repair Supplies (i.e. Spark Plugs, 4 Stroke Oil, Funnels, Oil Pans, Angle Grinder Wheels, Shop Towels)	\$1500	
Spray Paint - Student Projects	\$500	
Printed Poster Boards	\$500	
Branded Table Cloths	\$500	
Toolboxes for Student Enterprise	\$1500	
TOTAL OPERATING COSTS	\$5000	

TOTAL AMOUNT REQUESTED:

\$5000.00

Woodford County Schools

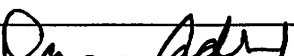
Preliminary Grant Proposal Form

After completing and printing this form as a Word document, please send it—along with grant application details or instructions—to the Superintendent's Office.

1. Project title: CTE Showcase Mini-Grant
2. School(s): Woodford County High Schools
3. Your name: Tracy Probst
4. Your e-mail address: tracy.probst@woodford.kyschools.us,
5. Phone number: 859-619-1041
6. Source of grant: Kentucky School Board Association
7. Amount of request: \$ 5,000
8. Proposal deadline: 12/31/24
9. Today's date: 11/7/24
10. Briefly describe the project: Create an informational display about our animal science pathways with special emphasis on inclusion of special needs kids
11. What items do you plan to purchase? Travel associated with presenting at conference, meals for students presenters, shirts for student presenters, design and fabrication of professional, reusable display.
12. What will you ask Woodford County Schools to contribute?
No additional funds will be needed.
13. What is the duration of this grant? Presentations is Friday, February 21
14. Who will write the grant proposal? Tracy Probst

☒ Approved to complete grant application

☐ Not approved. Reason:

Superintendent or Designee		11-13-24
		Date

CTE SHOWCASE MINI-GRANT APPLICATION
Funding Application
December 13, 2024 - March 30, 2025

Woodford County High School
School Name

My school is: _____ CTC _____ ATC X _____ Comprehensive High School

Contact/Applicant Name	Tracy Probst
Contact/Applicant Signature	
Principal's Name	Tyler Reed
Principal Email	<u>Tyler.reed@woodford.kyschools.us</u>
School	Woodford County High School
Street Address	Current: After December 20, 2024 180 Frankfort Street 145 School House Road
City, State, Zip	Versailles, KY 40383
Phone: Office/Cell	859-879-4630
Contact Applicant's E-mail Address	tracy.probst@woodford.kyschools.us

- 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
(Lynda.Jackson@education.ky.gov) by March 30, 2025

Tracy Probst
Contact/Applicant Signature

Date

11/7/24

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

Part 1: **Description and design of display** to include pathway being highlighted and why this pathway was selected.

Theme: "Together in Animal Science: Bridging Abilities Through Livestock Care"

Students will showcase the collaborative work done between SpEd (FMD) students and regular education students enrolled in our animal science pathway.

The display will include:

- **Photo Montage:** A large collage of photos captures students in action—feeding animals, learning about their care, and participating in collaborative group discussions. This visual narrative showcases moments of cooperation and mutual learning.
- **Infographics:** Easy-to-read infographics provide information on the skills students develop through this program, including teamwork, responsibility, and animal husbandry techniques. They emphasize how both special and regular education students benefit from shared experiences.
- **Career Pathway Highlights:** Sections of the display outline various career opportunities in animal science, such as veterinary services, animal training, and farm management. This information is presented in a user-friendly manner, catering to diverse learning needs.
- **Success Stories:** A dedicated section featuring quotes and stories from students, teachers, and parents about the positive impact of the program on students' confidence and skills.

Part 2: **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?

1. **Simplified Key Points:** Students will be encouraged to identify and focus on key points that are easy to explain. These might include the benefits of working with livestock, skills learned, and personal growth experiences. Creating concise, straightforward messages will help them articulate their thoughts clearly. All of which relate back to Animal Science POS standards.
2. **Practice Sessions:** Regular practice sessions will be held where students can present their knowledge to peers and teachers. This repeated exposure will help them refine their explanations and become more comfortable speaking in front of an audience.
3. **Use of Visual Aids:** Students can use the display materials—like infographics and photos—as visual aids during their explanations. These aids can help illustrate their points and make the information more accessible to adults. Students will be involved in the selection of these photos, therefore, they will have a powerful emotional connection to the pictures on the display.
4. **Feedback Mechanism:** After practice presentations, students can receive constructive feedback from teachers and peers. This will help them understand what works well in their explanations and what might need improvement.
5. **Role-Playing Scenarios:** Engaging in role-playing exercises where students simulate conversations with adults can prepare them for real interactions. They can practice answering questions and addressing any concerns adults might have.
6. **Focus on Personal Stories:** Encouraging students to share their personal experiences and

successes within the program can make their explanations more relatable and impactful for adults. Personal narratives often resonate well and help convey the importance of the program. Students are always discussing things they have witnessed firsthand.

By using these strategies, students will build their confidence and ability to communicate effectively, ensuring they can share their insights about the animal science career pathway with clarity and enthusiasm.

Part 3: Contribution and Research: Describe how the pathway in your 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?

The animal science career pathway significantly contributes to the growth of our local community in several key ways, particularly in the areas of economic workforce development and the job market:

- **Skill Development:** Students in the animal science pathway gain practical skills in animal care, management, and husbandry. These skills are essential for various roles within the agricultural sector, providing students with a solid foundation for future employment. As they develop competencies in handling livestock, veterinary care, and farm management, they become valuable assets to local businesses.
- **Workforce Readiness:** The program emphasizes career readiness, equipping students with both hard and soft skills. This includes teamwork, problem-solving, communication, and responsibility—qualities that employers seek. By preparing students to meet industry standards, the pathway enhances the local workforce, making it more competitive and capable of filling job vacancies in the agricultural and animal care sectors.
- **Economic Impact:** As students enter the workforce with specialized skills, they contribute to local economic growth. Employment in animal science-related fields often leads to increased spending within the community, as these individuals support local businesses—such as feed suppliers, veterinary clinics, and equipment stores—creating a ripple effect that benefits the economy.
- **Community Engagement:** Through partnerships with local farms, veterinary clinics, and agricultural organizations, the animal science pathway fosters community engagement. Students often participate in internships and service projects, strengthening ties with local businesses and enhancing community support for the program. This collaboration can lead to mentorship opportunities and increased investment in local agricultural initiatives.
- **Increased Awareness and Education:** The program raises awareness about the importance of agriculture and animal science in our daily lives. Educated individuals are more likely to advocate for local agricultural policies, support local farmers, and participate in community events related to animal science, further enriching the community culture.

In summary, the animal science career pathway not only empowers students with essential skills but also plays a crucial role in fostering economic growth, enhancing workforce readiness, and building a sustainable and engaged community. Lessons learned through this collaboration are essential to any future employment opportunities.

Complete a detailed budget request.

BUDGET DETAIL

OPERATING COSTS:

Description	Total Operating Costs	For Office Use Only
Substitute to attend conference	175	
Mileage to transport students to/from conference	300	
Materials to support display	1500	
Meals for student presenters (breakfast, lunch, dinner)	300	
Presentation attire/uniform (matching shirts representing the pathway)	225	
Design and Fabrication of professional reusable displays	2500	
TOTAL OPERATING COSTS	\$5000.00	

TOTAL AMOUNT REQUESTED:

\$5000.00

CTE Showcase Rubric

	Exceeds (9-10 pts.)	Meets (6-8 pts.)	Approaches (3-5 pts.)	Does Not Meet (0-2 pts.)
Part 1: <u>Description and design of display</u> 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 3: <u>Presentation and Leadership</u>: 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: <u>Contribution and Research</u>: 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.
TOTAL NUMBER OF POINTS				
TOTAL Points Available: 30 Points				

Woodford County Schools

Preliminary Grant Proposal Form

After completing and printing this form as a Word document, please send it—along with grant application details or instructions—to the Superintendent's Office.

1. Project title: CTE Showcase Mini-Grant: Culinary & Food Services Pathway
2. School(s): Woodford County High School
3. Your name: RaAnn Miller
4. Your e-mail address: raann.miller@woodford.kyschools.us
5. Phone number: 859-879-4630
6. Source of grant: Office of Career & Technical Education (OCTE) at KDE
7. Amount of request: \$5,000
8. Proposal deadline: 4pm December 6, 2024
9. Today's date: November 6, 2024
10. Briefly describe the project: The grant will be competitively available for 24 schools to showcase high quality CTE Programs from across the Commonwealth through displays with students sharing the benefit of learning because of CTE. We will set up a display of items that we can use in the new school featuring the FCS - Culinary and Food Services pathway.
11. What items do you plan to purchase? Items for a coffee cart including an espresso machine, cart, coffee, flavors, cups, etc.
12. What will you ask Woodford County Schools to contribute? Permission to attend the KSBA meeting at The Galt House Hotel in Louisville on Friday, February 21, 2025 from 10 am - 2 pm with students to showcase CTE and to set up our display for KSBA attendees to see.
13. What is the duration of this grant? Application due December 6th; awardees will be notified by December 13; Display at KSBA on February 21; final budget report to OCTE by March 29, 2025.
14. Who will write the grant proposal? RaAnn Miller

☒ Approved to complete grant application

☐ Not approved. Reason:

Dan Adley
Superintendent or Designee

11-13-24

Date

CTE SHOWCASE MINI-GRANT APPLICATION
Funding Application
December 13, 2024 - March 30, 2025

Overview:

February is Career and Technical Education (CTE) Month, an awareness campaign to celebrate the value, achievements and accomplishments of Career and Technical Education. The Kentucky Department of Education Office of Career and Technical Education is partnering with the Kentucky School Board Association to host the third annual CTE Showcase.

Funds will be competitively available for **24 schools** to showcase high quality CTE Programs from across the Commonwealth through displays with students sharing the benefit of learning because of CTE.

The showcase will celebrate Career and Technical Education by providing a unique opportunity for students to explain the benefits of learning because of CTE. The showcase is an opportunity for schools to share their displays at **Kentucky School Board Association (KSBA) on Friday, February 21st, from 10:00 AM - 2:00 PM ET at The Galt House Hotel in Louisville, KY.**

Showcase Audience

- 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, Career Technical Centers (CTCs) and Area Technology Centers (ATCs) across the Commonwealth.
2. Provide district leaders and school board members with an opportunity to observe first-hand how Career and Technical Education meets Kentucky's high expectations for students and prepares the future workforce.
3. Demonstrate high quality CTE through displays that span 16 career clusters with geographical representation across the Commonwealth.

Funding:

This is a competitive **\$5,000** grant awarded as a single, non-renewable amount. The Office of Career and Technical Education (OCTE) has collaborated with KSBA to organize this CTE showcase. KSBA will allocate funds to the schools selected to participate in and present at the event.

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 items as they relate to this CTE Showcase event only:
 - Transportation
 - Travel related expenses
 - 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.
 - Gifts, rewards, or prizes
 - Entertainment or social activities
 - Scholarships
 - Furniture

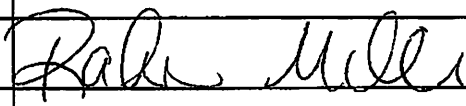
- Applications must be emailed to Lynda.Jackson@education.ky.gov by 4:00 p.m. ET on December 6, 2024.
- Applications should be no more than 3 pages.
- Final budget reports will be due by March 29, 2025.

The competitive application is due to OCTE on December 6th by 4:00 p.m. EST. The committee will review each submitted application based on the attached scoring rubric with specific criteria and awardees will be notified around December 13, 2024.

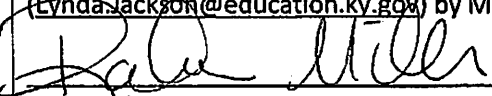
CTE SHOWCASE MINI-GRANT APPLICATION
Funding Application
December 13, 2024 - March 30, 2025

Woodford County High School
School Name

My school is: ☐ CTC ☐ ATC ☒ Comprehensive High School

Contact/Applicant Name	RaAnn Miller
Contact/Applicant Signature	
Principal's Name	Tyler Reed
Principal Email	Tyler.reed@woodford.kyschools.us
School	Woodford County High School
Street Address	180 Frankfort Street
City, State, Zip	Versailles, KY 40383
Phone: Office/Cell	859-879-4630, school; 859-753-4422, cell
Contact Applicant's E-mail Address	Raann.miller@woodford.kyschools.us

- 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 (Lynda.Jackson@education.ky.gov) by March 30, 2025

 _____ **Contact/Applicant Signature** **Date** 11/7/24

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

Part 1: Description and design of display to include pathway being highlighted and why this pathway was selected.

The Culinary & Food Services pathway in the Family and Consumer Sciences program was selected as it has our largest enrollment, with 328 students in these courses. We hope to continue to build the program to be self-sustaining by incorporating more student-enterprise opportunities within our school and community. This is an excellent time to grow as we will transition to a new school building in January. Our county is currently growing with more food-related businesses. We hope to continue to grow our relationships with these establishments to provide our students with more opportunities to complete the pathway with a co-op or internship in culinary & food services. Our student-enterprise would allow students to gain hand-on experience and practice their skills before entering the industry. This would be beneficial to our students, as well as the businesses in our community. The Culinary & Food Services pathway is more expensive to operate in keeping current with industry-related supplies and equipment. This grant would allow us to purchase supplies and equipment and start a coffee cart.

Students in our pathway have had several different opportunities to participate in catering events. These events include Woodford County Hall of Fame reception, teacher lunches, middle school block party rewards for students, take-home meals and dishes for staff, hospitality rooms for district basketball games, Vallozzi Bowl hospitality, lunch & desserts for KAFCS annual meeting, etc. The addition of a coffee cart would enhance culinary and business skills used in the industry.

Our display would include the equipment necessary to operate the coffee cart. Students will be able to describe skills used to take orders, fulfill orders and determine prices for a profit. Students have designed a table that will be set up as if they are operating the coffee cart. The table will include a menu and equipment used to operate the cart that will include a description of how students work the cart. This will be on display as if it is the menu for what is being served. There will also be an example of a purchase order, as students will be able to explain the prep and detail that goes into operating the cart. A copy of the skill checklist, opening and closing procedures will be on the table as well, with descriptions of the standards and guidelines from the industry that are implemented in the classroom. Then, our students have designed a Yellowjacket (WOFO) specialty drink. At the end of the table, a final drink will be on display, highlighting the importance of presentation. Guests will be able to see how the student-enterprise coffee cart is a process, from start to finish. The display will be designed by students including FCS/FCCLA banners that we can use at all events, as well as pictures of our students operating the cart. Our goal is that through our table, students can truly inform about the intricate process and hard work that goes into running a coffee cart and that they can not only talk about what they have done but exhibit the collaborative effort that takes place in the classroom, and the skills they have gained through this.

Part 2: 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?

FCS students will assist with creating the display to showcase their work and knowledge gained through courses they have completed in the pathway. In every culinary class, we are focused on teaching content that is aligned with state, national and ServSafe (industry) standards. The goal is for every student in the culinary pathway to pass the ServSafe industry exam. In the culinary pathway, students fulfill many drink orders as well as catering orders throughout the year. These settings have helped them to apply the content learned in class in real-life settings. Culinary students have truly grown in their confidence and ability as they are given multiple, large tasks to complete. These tasks take planning, collaboration and

knowledge of the ServSafe standards they are learning. Having students involved in running a coffee cart and catering events is a highlight of these courses for students, and they will be able to share this with the people in attendance.

Part 3: Contribution and Research: Describe how the pathway in your 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?

As previously stated, our community is growing with culinary and food related business with more to come in the future. This is a great way for our department and school to educate and train students for future jobs/careers. This pathway is also growing within the region and state. All establishments have a high demand and are continually seeking employees. Kentucky has a large amount of tourism that is continuing to grow so it is important to train students for potential future jobs/careers.

In Woodford county, there has already been an increase in culinary students gaining jobs in the industry. We currently have students in our culinary co-op program who are gaining jobs in the community, due to their performance in these classes. This has strengthened the relationship between the school and local employers. Students are able to connect their work to the job market through opportunities like these.

Complete a detailed budget request.

BUDGET DETAIL**OPERATING COSTS:**

Description	Total Operating Costs	For Office Use Only
Substitute for showcase day	\$200	
Travel to Louisville on Feb 21 st (bus, mileage, etc.)	\$200	
Espresso Machine	\$3000	
Shakers, cups to blend	\$250	
Kettle	\$60	
Whipped Cream Maker	\$60	
Cart	\$250	
Cups, lids, straws	\$100	
Coffee, Syrup, sweeteners, toppings	\$100	
Aprons, Gloves	\$100	
Point of Sale system (with card reader)	\$600	
Miscellaneous	\$80	
TOTAL OPERATING COSTS	\$5000.00	

TOTAL AMOUNT REQUESTED:
\$5000.00

CTE Showcase Rubric

	Exceeds (9-10 pts.)	Meets (6-8 pts.)	Approaches (3-5 pts.)	Does Not Meet (0-2 pts.)
Part 1: <u>Description and design of display</u> 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 3: <u>Presentation and Leadership</u> : 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: <u>Contribution and Research</u> : 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.
TOTAL NUMBER OF POINTS				
TOTAL Points Available: 30 Points				

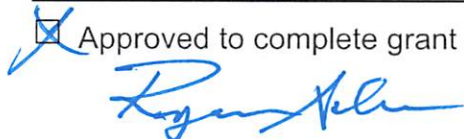
Woodford County Schools

Preliminary Grant Proposal Form

After completing and printing this form as a Word document, please send it—along with grant application details or instructions—to the Superintendent's Office.

1. Project title: "Build Your Future: Engineering at Work"
2. School(s): Woodford County High School
3. Your name: Arlene Crabtree
4. Your e-mail address: arlene.crabtree@woodford.kyschools.us
5. Phone number: 859-621-1378
6. Source of grant: The Kentucky Department of Education Office of Career and Technical Education is partnering with the Kentucky School Board Association
7. Amount of request: \$5000.00
8. Proposal deadline: 12/6/24
9. Today's date: 10/23/24
10. Briefly describe the project: ****Overall Goal:**** To showcase the exciting world of engineering, particularly highlighting its application in the context of Robot Gladiators, and provide district leaders and school board members to observe first-hand how Career and Technical Education meets Kentucky's high expectations for students and prepares the future workforce.
11. What items do you plan to purchase? We plan to purchase materials to build, improve, and maintain the robots. The grant will also cover the cost of a sub, travel related expenses, and presentation materials.
12. What will you ask Woodford County Schools to contribute? Box truck to transport supplies to the Galt House on February 21, 2024 and someone to drive the bus for us that can leave WCHS by 8:30 am to arrive before 10:00 am and not leave until 2:30 pm. The event time is 10:00 am-2:00 pm and if we receive the grant, we have to be present the entire time.
13. What is the duration of this grant? Final budget reports will be due by March 29, 2025.
14. Who will write the grant proposal? Arlene Crabtree

☒ Approved to complete grant application



☐ Not approved. Reason:

Danny Adler
Superintendent or Designee


11-13-24

Date

**WOODFORD COUNTY BOARD OF EDUCATION
AGENDA ITEM**

ITEM #: **DATE:** 11/8/24

TOPIC/TITLE: Grant Request

PRESENTER: Ryan Asher 

ORIGIN:

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

PREVIOUS REVIEW, DISCUSSION OR ACTION:

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

BACKGROUND INFORMATION:

As per Board policy all requests to submit and receive grants must be approved by the Board of Education.


SUMMARY OF MAJOR ELEMENTS:

Permission to request and receive if awarded grant(s): Kentucky Comprehensive Literacy (KyCL) Grant. See attached request form for details.

IMPACT ON RESOURCES: None

TIMETABLE FOR FURTHER REVIEW OR ACTION:

SUPERINTENDENT'S RECOMMENDATION: ☒ Recommended ☐ Not Recommended



Woodford County Schools

Preliminary Grant Proposal Form

After completing and printing this form as a Word document, please send it—along with grant application details or instructions—to the Superintendent's Office.

1. Project title: Kentucky Comprehensive Literacy (KyCL) Grant
2. School(s): District level grant to benefit all schools PreK-12
3. Your name: Ryan Asher
4. Your e-mail address: ryan.asher@woodford.kyschools.us
5. Phone number: 859-879-4600
6. Source of grant: Kentucky Department of Education
7. Amount of request: \$1,560,000 distributed over a 5-year period.
8. Proposal deadline: 12/18/2024
9. Today's date: 11/18/2024
10. Briefly describe the project: The purpose of the Kentucky Comprehensive Literacy (KyCL) grant is to provide competitive grant funds to support public and state schools and participating early childhood partners to improve oral language, increase readiness for school, strengthen transitions between levels and improve reading and writing instruction and student literacy outcomes.
11. What items do you plan to purchase? Must adhere to requirements in the areas of curriculum resources, professional development, assessment resources, and family engagement.
12. What will you ask Woodford County Schools to contribute? Matching funds not required
13. What is the duration of this grant? July 2025 - September 2029
14. Who will write the grant proposal? District Literacy Leadership Team

☒ Approved to complete grant application

☐ Not approved. Reason:

Superintendent or Designee

Danny Adley

11-13-24
Date