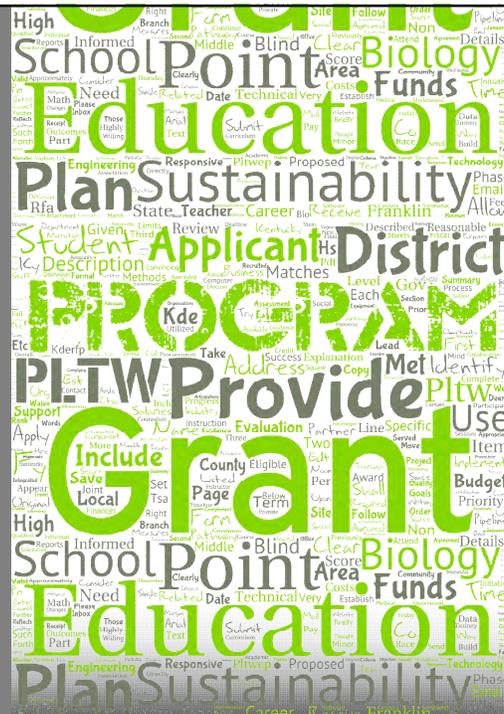




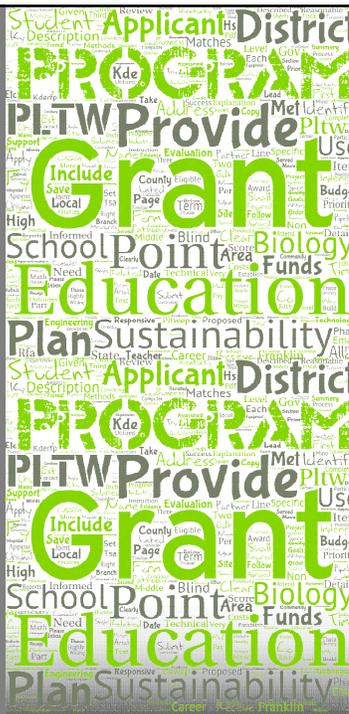
Technical Assistance

2016 Grant Competition
Office of Career & Technical Education
January 2016

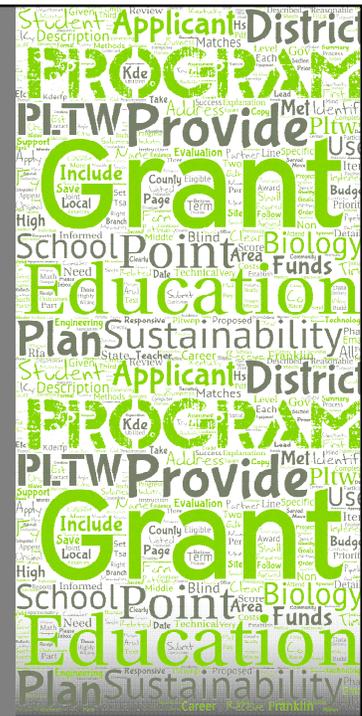
Introduction

- **Johna Rodgers, GPC**
 - 25+ years in grants, nonprofits
 - Certified through GPCI (Grant Professionals Certification Institute)
 - Formerly with the Green River Regional Educational Cooperative
 - \$130+ million in grants since 2001
 - Providing training for KDE for many years
 - National trainer in grant writing and management
 - Currently an independent contractor

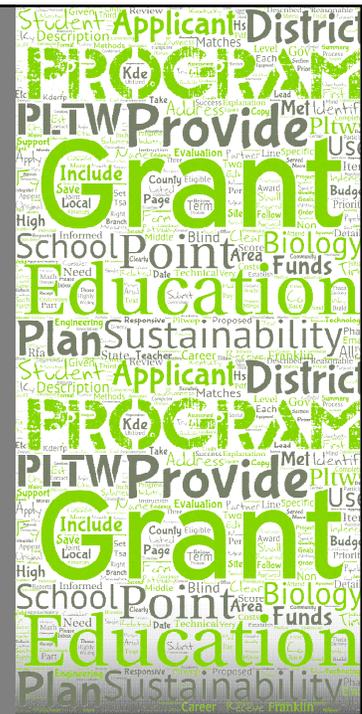
Order of worship

- Introduction to the RFAs
 - Engineering Pipeline Grant 
 - Biomedical Sciences Career Pathway Grant 
 - Energy Technology Engineering Career Pathway Grant (Energy Career Pathway)
- A review only; not a complete read
- Read it thoroughly at least three times



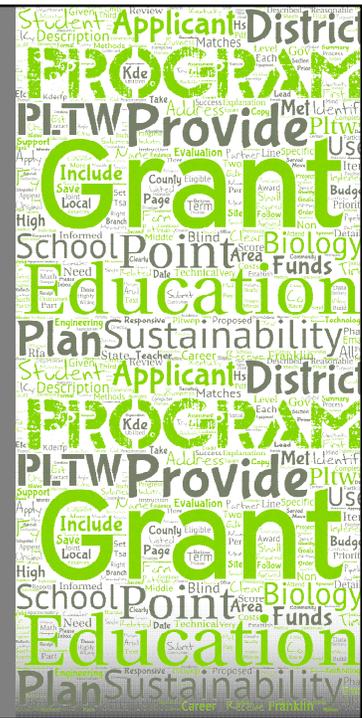
Order of worship

- Your proposal's audience
- Review the scoring rubrics
- Suggestions for meeting the deadline
- **Optional:** 5-minute TA session on packaging and emailing your proposal



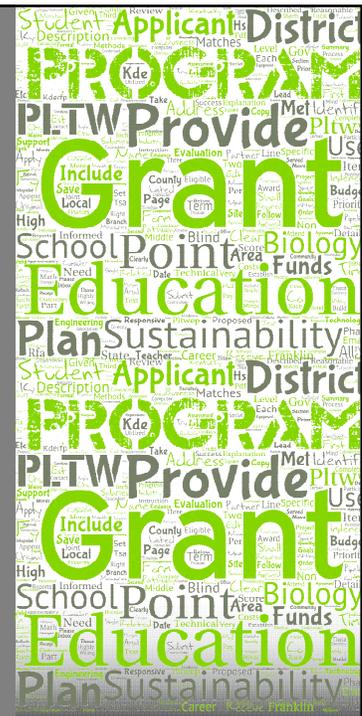
But First... the money

- **Rule #1:** This is not your money
- **Rule #2:** It's your job to design a good program regardless of the amount of money you receive
- **Rule #3:** If you're not OK with Rule #1 and Rule #2, you should not apply



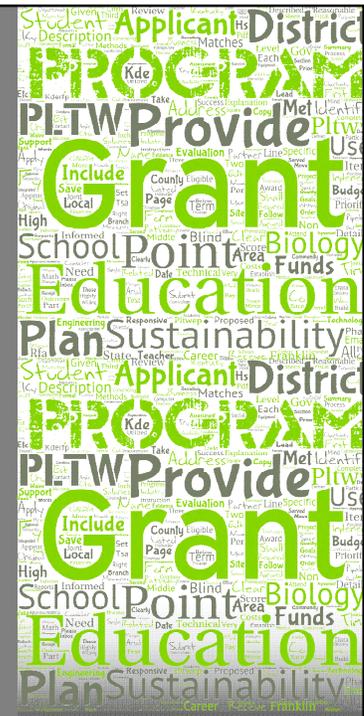
But First... the money

- Funding is limited (page 2)
 - **Implementation Grants:**
 - ✓ \$30,000 or \$50,000 for high schools
 - ✓ \$15,000 for middle schools
 - **First Time Sustainability:**
 - ✓ \$15,000 for high schools
 - ✓ \$10,000 for middle schools
 - **Second Time Sustainability:** \$5,000



Page 1...

- Eligibility
 - If you already have a PLTW grant, you will be writing to sustain your PLTW grant
 - If you are writing to implement, you must be a registered PLTW school by fall 2016

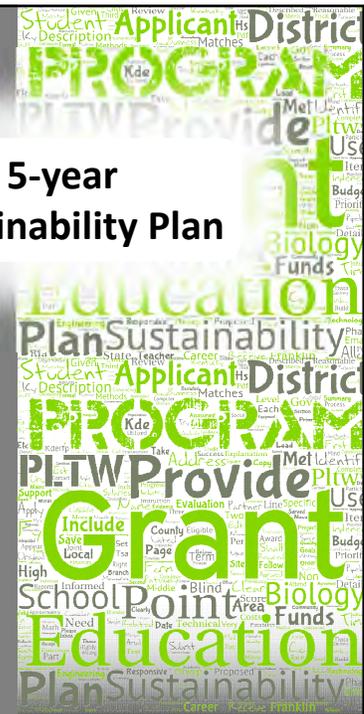


Page 1...

- Each school will develop a 5-year **business plan**
- Schools that already have the grant may receive sustainability funds (unless they have already done so for two cycles)
- A high school and middle school may submit a joint proposal (Engineering, Energy)

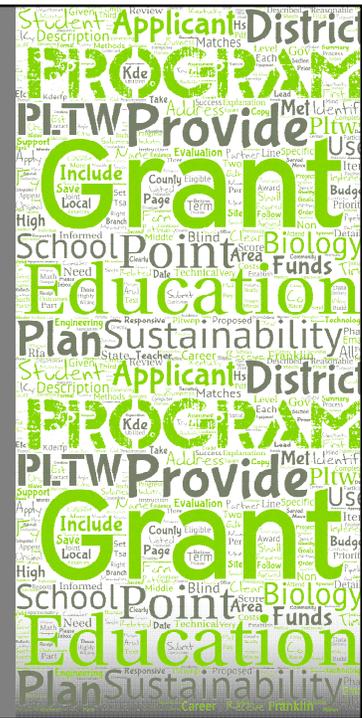


5-year
Sustainability Plan



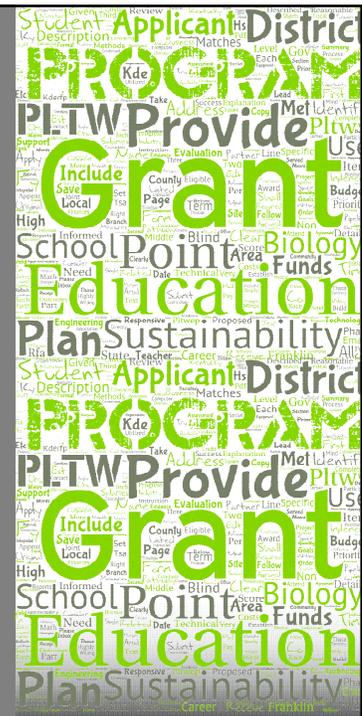
Page 2...

- Activities at the elementary school level may be considered part of the match:
 - No funding provided for elementary schools
 - Match is only available for Engineering and Energy
 - No match is applicable for the Biomedical pathway



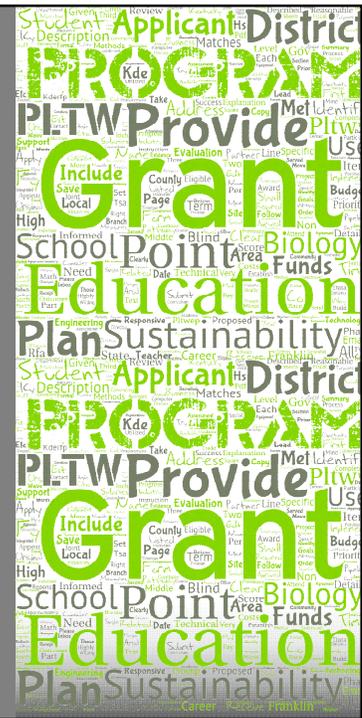
Page 2...

- Schools/districts may give a portion of their funds to:
 - An area technology center
 - A community/technical college



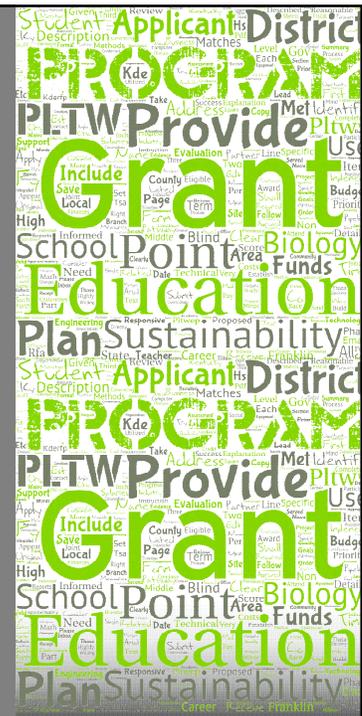
Matching funds

- What are matching funds?
 - The real money you bring to a project
 - The real time, effort, other resources you bring to a project
 - It must occur during the 2015-16 school year



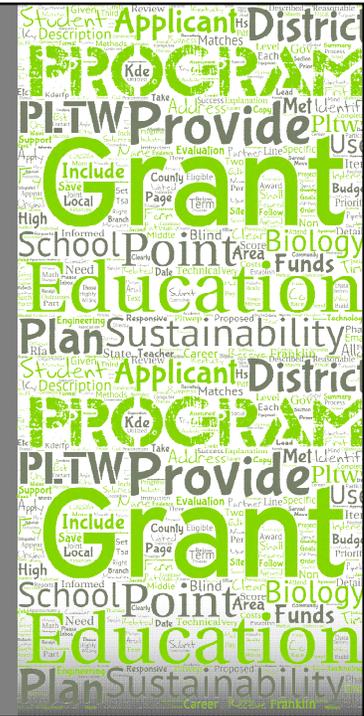
Page 3

- Allowable use of funds (no salary)
- General requirements
 - Differs slightly for each type of project
 - Engineering projects must **increase** lab space by an additional 1,000 square feet in Year 2
 - Information collection is outlined



Application requirements

- Bottom of page 3 / top of page 4
- Lists 8 components that **must** be included in the proposal
- Each of the components – a thru h – are also found in the **scoring rubric on page 7**



RFA Scoring Rubric

Section	Point Range	Excellent – Very Good	Good - Fair	Poor - Inadequate
1) Introduction	0-5	Introduction is well written, what the program will look like, how many children will be served, and why is it needed. Includes the partners, geographic areas to be served, and priority area addressed (if applicable). It is well written, detailed, and clearly understood. Points: 5-4	Includes partners, geographic areas to be served, and priority area addressed (if applicable). Can be understood. Points: 3 or 2	Does not include partners and/or geographic areas; or is missing altogether. Difficult to comprehend. Points: 1 or 0
2) Industry Partnership Team and Collaboration B, D	0-5	Details on the partners, their roles and responsibilities, and how partners will communicate are provided in a clear and complete manner. Identifies clearly how local business partners support the Bio-Medical Science program in terms of concept, implementation, finances and sustainability and student success. The collaboration appears authentic. It is clear that this program will complement existing K-12 programs. Points: 5-4	Details on the partners, their roles and responsibilities, and how partners will communicate are provided. Identifies how local business partners support the Bio-Medical Science program in terms of concept, implementation, finances and sustainability and student success. It appears that this program will complement existing K-12 programs. Points: 3 or 2	The description of the partners, their roles and responsibilities, and how partners will communicate is vague or incomplete. Local business partner's support is not clear. It is uncertain if this program will complement existing K-12 programs. Points: 1 or 0
3) Bio-Medical Career Pathway Plan Program Description A, B	0-15	The goals of the proposed program are clear and appropriate. Provides a thorough description of how the Bio-Medical Science pathway will be established in the school district to support the students across the K-12 district. The description of the implementation plan is detailed and clear. The evaluation methods are clearly stated and appropriate. There is evidence that the program will be a rigorous program and staff will have opportunities for their continued growth. Points: 15-11	The goals of the proposed program are clear. Provides a description of how the Bio-Medical Science pathway will be established in the school district to support the students across the K-12 district. The description of the implementation plan is complete; it is clear as to what will happen and how. The evaluation methods are described and appear appropriate. Points: 10-6	The goals of the proposed program are vague or missing. Provides a limited description of how the Bio-Medical Science pathway will be established in the school district to support the students across the K-12 district. It's unclear as to what will happen and how. The evaluation methods are described, but they do not appear appropriate or understood. Points: 5-0



<p>4) Sustainability</p> <p>E</p>	<p>0-25</p>	<p>It is very clear that the proposal reflects how collaboration with various business and industry organizations, community and districts for the long term sustainability of the Bio-Medical Science pathway. There is evidence the plan provides for a quality program, inclusive plans for sustainability measures to provide for a quality program, training, staff learning opportunities and student success. The proposal identified priority area(s). The explanation is detailed, appropriate, well thought out, and valid. Points: 25-20</p>	<p>There is sufficient evidence that the proposal reflects how collaboration with various business and industry organizations, community and districts for the long term sustainability of the Bio-Medical Science pathway. There is evidence the plan provides for a quality program, plans for sustainability measures to provide for a program, training, staff learning opportunities and student success. The proposal partially addresses priority area(s). The explanation somewhat valid but not fully convincing. Points: 19-10</p>	<p>The proposal does not really address how collaboration with various business and industry organizations, community and districts for the long term sustainability of the Bio-Medical Science pathway the identified priority area(s). The explanation is vague and not convincing. Points: 9-0</p>
<p>5) Student Progress</p> <p>C</p>	<p>0-10</p>	<p>It is very clear that the proposal provides a clear description of reasonable measures the school district will take to follow and ensure the progress of each of the Bio-Medical Science student throughout the student's participation in the program. Points 10-8</p>	<p>It appears there was good or at least some description of reasonable measures the school district will take to follow and ensure the progress of each of the Bio-Medical Science student throughout the student's participation in the program. Points: 7-5</p>	<p>It does not appear the program plan provides reasonable measures the school district will take in following and ensure the progress of each of the Bio-Medical Science student throughout the student's participation in the program. Points: 4-0</p>
<p>6) Student Recruitment Plan</p> <p>A</p>	<p>0-10</p>	<p>The plan addresses the identified target priority area(s). The explanation is detailed, appropriate, well thought out, and valid. Points 10-8</p>	<p>The proposal plan partially addresses the identified priority area(s). The explanation somewhat valid but not fully convincing. Points: 7-5</p>	<p>The proposal plan does not really address the identified priority area(s). The explanation is vague and not convincing. Points: 4-0</p>

<p>7) Budget Summary Form</p> <p>G</p>	<p>0-10</p>	<p>Budget clearly delineates costs to be met by the funding (Use Proposed Budget Summary Form). Includes clear explanations of line item costs. Amounts are reasonable. Points 10-8</p>	<p>Budget partially delineates costs to be met by the funding (Use Proposed Budget Summary Form). Includes clear explanations of line item costs. Amounts are reasonable. Points 7-5</p>	<p>Budget is missing explanations of line items. The explanations of line item costs is vague or lacking Points 4-0</p>
<p>8) Budget Narrative</p> <p>H</p>	<p>0-10</p>	<p>Thoroughly describes how grant funds will be utilized to support all aspects of the Engineering Technology program. Provide details of items listed in the budget summary form. <i>Priority will be given to applications that identify matching funds that address specific program needs, other than teacher salaries.</i> Points 10-8</p>	<p>Reasonably describes how grant funds will be utilized to support all aspects of the Engineering Technology program. Provide some details of items listed in the budget summary form. <i>Priority will be given to applications that identify matching funds that address specific program needs, other than teacher salaries.</i> Points 7-5</p>	<p>Provides limited description of how grant funds will be utilized to support all aspects of the Engineering Technology program. Missing details of items listed in the budget summary form. <i>Priority will be given to applications that identify matching funds that address specific program needs, other than teacher salaries.</i> Points 4-0</p>
<p>9) Evaluation</p> <p>F</p>	<p>0-10</p>	<p>Thoroughly describes the degree to which program objectives are to be met, specific methods and criteria used for evaluation, and the assessment used to determine that outcomes are met. Points 10-8</p>	<p>Reasonably describes the degree to which program objectives are to be met, specific methods and criteria used for evaluation, and the assessment used to determine that outcomes are met. Points 7-5</p>	<p>Provides limited description to which program objectives are to be met, specific methods and criteria used for evaluation, and the assessment used to determine that outcomes are met. Points 4-0</p>

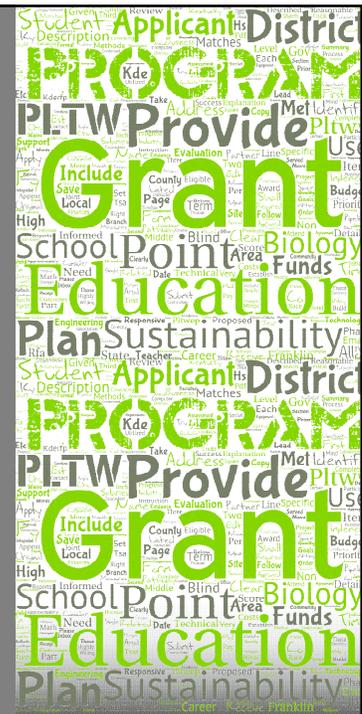
Format (pg. 4)

- Proposal includes (in this order):
 - Cover sheet (copy and complete page 10)
 - Assurances (copy and complete page 11)
 - Proposal Narrative (4 pages of your text; follows the rubric on page 7)
 - Timeline (1 page of your text)
 - Budget summary form (copy and complete page 12)
 - Budget narrative (1 page of your text)



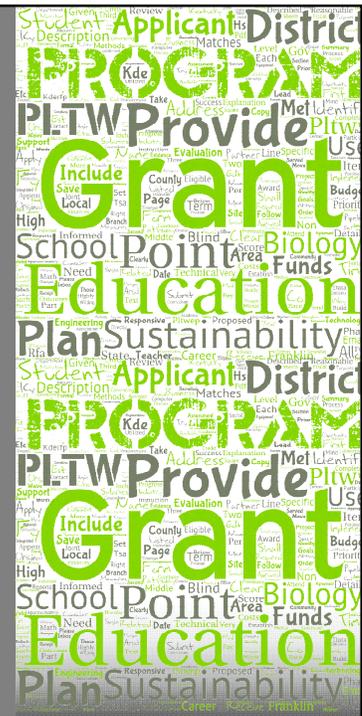
Format (pg. 4)

- Pages are single sided
- Font: Times New Roman, Arial or “similar” 12 point font
- **NO CONDENSED OR NARROW FONTS!**
- Double-spaced
 - Text in charts/graphs may be 10 point (including budget form, timeline)
 - You may single space bullets (not excessive)



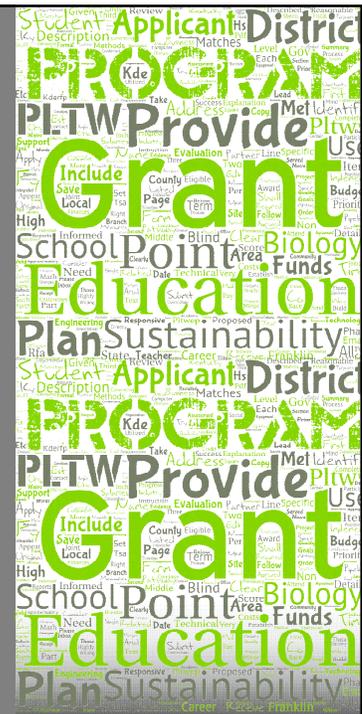
Format (pg. 4)

- Margins: 1 inch for top, bottom, sides
- **Please number your pages**
- Your narrative page 1 should be page 1
- Everyone gets the same number of pages!
 - No attachments
 - Don't go over the limit



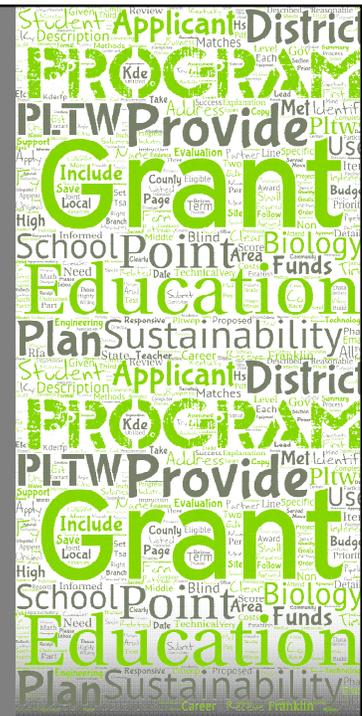
Intent to apply (pg. 4)

- Due Jan. 19, 2016
- If you have not turned it in, don't worry
 - It is optional
 - As a courtesy, go ahead and email KDE anyway to let them know you are applying



Submission (pg. 5)

- Email submission
- **Strict** deadline – March 2 at 4 p.m. **Eastern**
- Regular **and** a blind copy
 - Send both copies in a single email if possible
 - Blind copy should contain no personal information about your school district
 - How do you do that???



Submission (pg. 5)

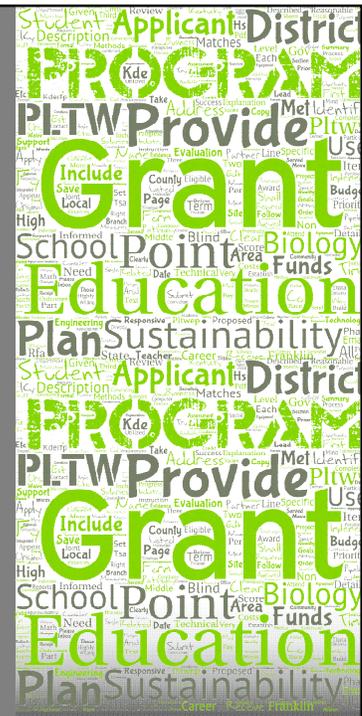
- Create a PDF of your proposals
 - Scan (file will be BIG!!)
 - Save as a PDF
 - Print as a PDF
- Label your two files as noted
- Email the proposals to the KDE email
- Include the correct subject line

A 5 minute TA session later for those interested!



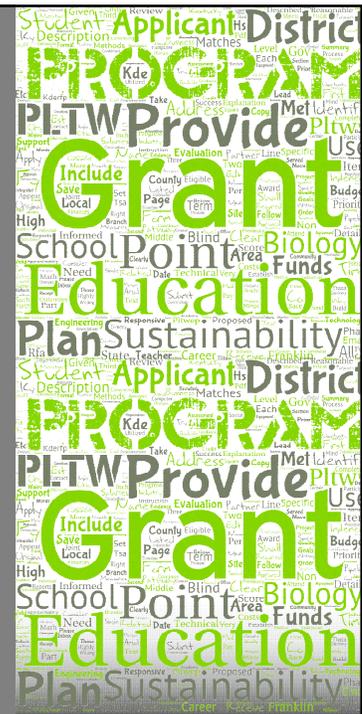
Submission (pg. 5)

- Email submission is still a relatively new process for KDE
 - It is **your** responsibility to make sure KDE gets your files
 - It is OK to email KDE after you submit to ensure they have received your files
- **Questions to KDE: Due by noon on Jan. 28**



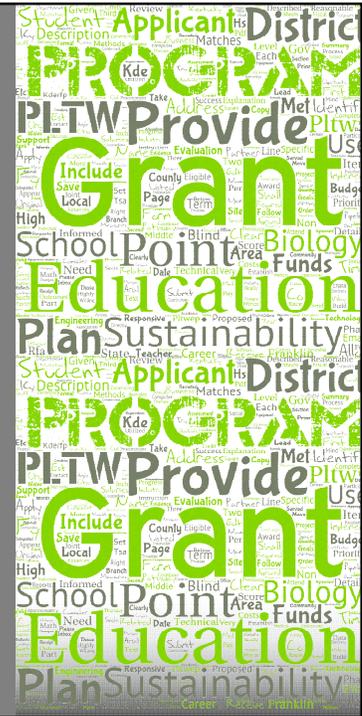
Evaluation of Application (pg. 6)

- A committee of knowledgeable folks will review your work
- Must score at least 17 on Sustainability
- KDE may negotiate your budget



Additional Thoughts...

- Write your narrative in the order of the rubric in pages 7-9
- Be careful with acronyms
- Use criteria titles or numbering to keep your reader on track
- This is responsive writing, **not** a novel
 - Don't use flowery language
 - Don't copy/paste a bunch of technical stuff



Example #1...

3. BioMedical Program Description.

Our goals for our project are clear and appropriate. In addition, we will establish a Bio-Medical Science pathway in our school to support students across the K-12 district.

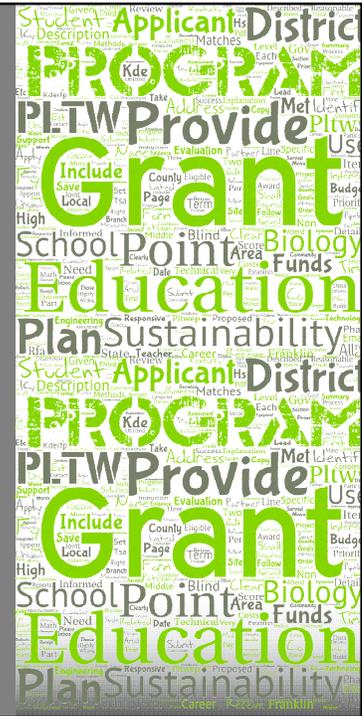


Example #2...

3. BioMedical Program Description.

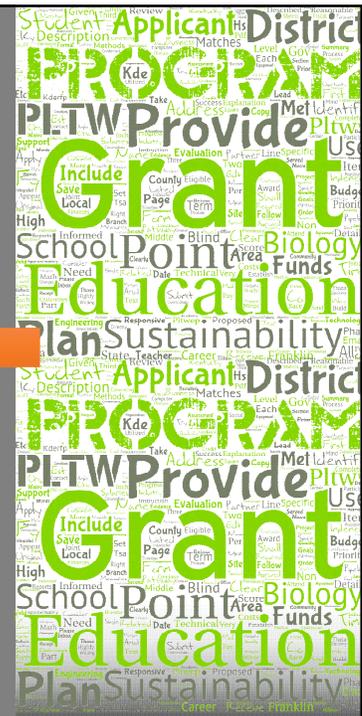
By Sept. 2016, we will establish three cadres of BioMedical student groups (Goal #1). In all, we will serve more than 20% of our students through our expanded BioMedical pathway (Goal #2)....

DISCLAIMER!!!! I completely and totally made that up; please do not think these are good goals!!



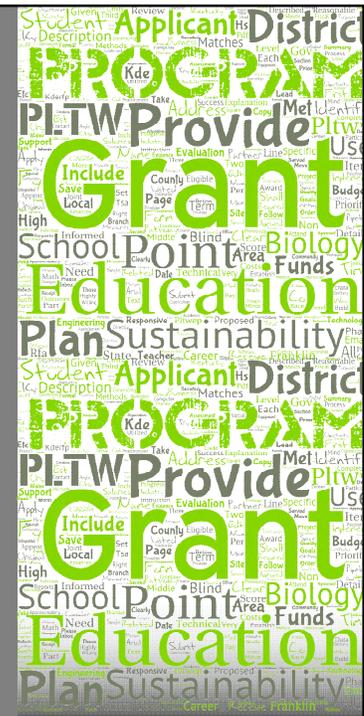
Nine (9) sections...

	Points
1. Introduction	5
2. Partnership Team, Collaboration	5
3. Career Pathway Plan	15
4. Sustainability	25
5. Student Progress	10
6. Student Recruitment Plan	10
7. Budget Summary Form	10
8. Budget Narrative	10
9. Evaluation	10



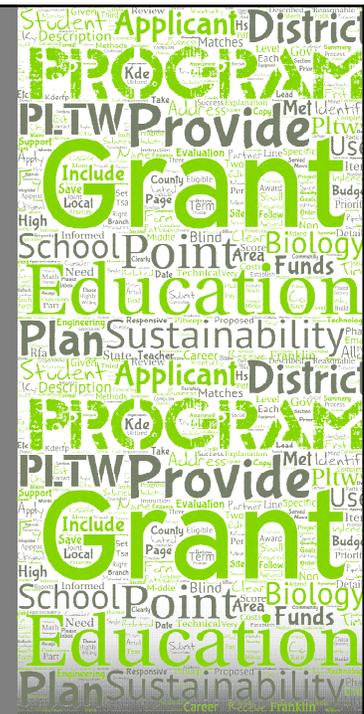
Evaluation Criteria...

- Examples
 - Due to more than a decade of budget cuts in our high-poverty high schools, we have not been able to focus on our weight-loss needs. **(NOT!!!)**
 - A certified PLTW teacher will implement the BioMed pathway, teach at least two pathway courses (BioMed 1, BioMed 2) reaching 215 students each semester. **(Better!!)**



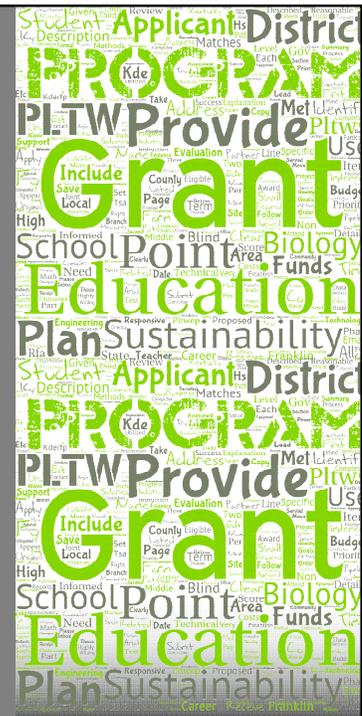
Scoring Rubric...

- Reviewing the criteria
- Pages 7-9



Budget narrative...

- Should tell a parallel story to your project narrative
- Should not include anything unusual that hasn't been thoroughly explained
- Check your math!!



Example...

- Registration fees (Munis 0338)
Training for two PLTW staff will be ongoing and will include the following.
Mileage and materials are noted below.
 - a two-day training in Louisville on June 14-15, 2015 presented through the PLTW **\$150**
 - Webinars from PLTW (20 hours) **\$950**

