

2025-2026 Cutting Edge Grant Application

The purpose of the Perkins Cutting Edge Grant Program is to identify Evidence-Based and innovative strategies and activities to promote the development, implementation and adoption of CTE programs in regards to emerging technology. This grant shall ensure workforce skills are aligned in areas of need in the comprehensive local needs assessment are taught in CTE programs funded under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V or the Act) align with labor market needs.

The Carl D. Perkins Act of 2006 as promulgated federal funding in a formula grant award to support Career & Technical Education (CTE) at the secondary and post-secondary levels. From the amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in -

- (1) rural areas;
- (2) areas with high percentages of CTE concentrators or CTE participants;
- (3) areas with high numbers of CTE concentrators or CTE participants; and
- (4) areas with disparities or gaps in performance (Section 113(b)(3)(C)(ii))

This competitive grant may be used to support innovative CTE initiatives at the secondary and post-secondary levels, specifically those that do the following:

- (1) foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields or
- (2) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

These funds cannot be used for any items not listed in the grant application unless you have received prior approval by the WDE CTE team. The grant may not be used to purchase food, beverages or any other unallowable uses of funds under the Carl D. Perkins Act of 2006. This includes supplies and materials that are being used for individual student projects. This grant cannot be used for salary and benefits or professional development unless it is directly related to the equipment being purchased. All projects made with the materials and supplies purchased with this grant money MUST remain property of the school district.

This application will be open for submission until August 31, 2025. Applications will be reviewed and scored by a grant review committee, and amounts awarded will be equal to

or less than \$25,000 each. You will be notified of the award no later than September 15, 2025. Application can be made by more than one program of study, however only one award per college, district or consortium (application with the highest score} Funding will begin upon final execution of the Grant Agreement. ANY INVOICES DATED PRIOR TO THE DATE OF THE FINAL SIGNATURE BY WDE ON THE GRANT ASSURANCES ARE NOT ELIGIBLE FOR REIMBURSEMENT. All funds must be expended by June 30, 2026. If there are costs above and beyond the amount requested that are going to be covered by the district a letter from the district superintendent or the school board must be submitted with the application stating they will cover the difference. Previous Grantees that failed to meet all requirements of the award are not eligible to apply. Grant recipients will be responsible for dissemination via an article in the WDE CTE Newsletter or other approved dissemination method prior to June 2026. If you have previously received a grant from the WDE CTE unit and have not disseminated the information you will not be eligible to apply for one full grant cycle.

The Wyoming Department of Education shall award the grant to the successful applicant on a reimbursement basis. I understand that if I fail to follow my school district or community college's grant application policies that my school district or community college may choose not to accept the grant funding.

The grant applications will be scored as follows (100 points total):

1. Project Narrative (0-15 points)
(does the overview thoroughly outlines the project and how it will create, implement and sustain itself)
2. Innovation and Emerging Technologies (0-40 points)
(explanation of the elements of the innovative strategies regarding the evidence-based improvement and effectiveness of student outcomes and also describe the alignment with business and industry)
3. Implementation Plan (0-15 points)
(does the plan thoroughly describe action steps, identified resources, timeline, responsible individual(s), and resulting in evidence of success)
4. Evaluation of Effectiveness (0-15 points)
(was there an explanation of evaluation process showing improvement of effectiveness and outcomes)
5. Budget Narrative (0-15 points)
(does the project budget narrative describe all project costs and/or expenditures)
6. Preference Points (5 points)
Is this project aligned to a NexGen partnership with the Wyoming Workforce Development Council and is it documented with a letter from a partnership representative?)

Should you have any questions or require additional information please contact April Wickham CTE Education Consultant at april.wickham1@wyo.gov.

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*** Indicates required question**

By submitting this grant application, I attest that I have followed the grant submission processes and procedures of my school district/consortium/college/institution.

*

I have followed the grant submission process and procedures
I have not followed the grant submission process and procedures

APPLICANT INFORMATION

School District/Institution Name* Campbell County School District #1

School District/Institution Street/Mailing Address* 1000 West 8th Street

School District/Institution City and Zip Code* Gillette, WY 82717

Contact Name* Jason Garman

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PROJECT INFORMATION

Project Title and Brief Description* California Tiny Home project implementation in CCSD Construction Program of Study at CCHS orTBHS

Amount Requested* 25000.00

PROJECT NARRATIVE

How will this competitive grant be used to support innovative CTE initiatives for emerging technology*

Any money awarded will be used to fund the materials for the construction one tiny Home in the CCSD #1 Construction Programs of Study either at CCHS or TBHS. CCSD has Construction Programs at both comprehensive high schools and work will be done to secure outside funding for the second home at second school outside this grant.

At the Vision Conference in 2024, TBHS Construction Instructor Nick Newman and myself attended a session on the California Tiny Homes program. CCHS instructor Pete Stocker has built several homegrown versions of the Tiny Home and reviewed the program on our return. Both instructors are super excited at getting trained in tiny home construction as well as having access to blue prints, engineer certification, and marketing support.

California Tiny Home is based out of Fresno, California and started as a joint venture between the Fresno School District and a private company called California Tiny Homes. CA Tiny Holmes manufactures tiny homes and sells them for profit in the Silicon Valley. As the company became more established, the owner partnered with the Fresno School District to share factory direct construction training to district teachers, blueprints and designs for the actual tiny home/s, as well as engineering/technical support, Park Trailer Code Certification, and markets strategies to include potential buyer outlets for the finished home. The program advocates creating a marketing program in your local area for the finished home or working with Habitat for Humanity or Wounded Warriors Project to place the finished home.

The program begins with instructors traveling to CA and working side by side with actual carpenters in the CA Tiny Home Factory. Instructors spend five days in California and return with factory floor experience as well as the plans and engineering support for 1 tiny home. As the instructors implement the program in their classes, students are exposed to most all phases of the construction process from creating a project budget, sourcing materials, blue print reading, actual construction, submitting videos of the project at teach stage for code inspections/certification, as well marketing the finished home. This project does not happen in isolation as instructors are encouraged to invite industry partners in the demonstrate each component of the build.

INNOVATION AND EMERGING TECHNOLOGY

What are the elements of the innovative strategies regarding the evidence-based improvement and effectiveness of student outcomes.*

There are numerous innovative components to this tiny home program and I believe that it has the potential to revolutionize construction programs around the state. Tiny

Homes are an emerging and growing trend across the nation and due to construction costs, I believe the trend will only grow. What makes this program special:

*Blue print reading is very hard to teach in a classroom/lab setting hypothetically. This program includes both traditional blue prints as well as video based blue prints with demo videos and access to a certified engineer to ask questions to. Additionally, the blue prints are not home grown but engineered to lead to an actual industry Park Trailer Certification for the finished tiny home. This Park Trailer Certification is a huge factor for putting validity into the \$30 to \$40K tiny home investment and provides assurance and protection to both the district and buyer in regards to the quality of the finished project.

*Instructors get hands on "internship experience" on the CA Tiny Home Floor. CCSD sent both TBHS and CCHS instructors to the training in June 2025.

*Students are exposed to all levels of the tiny home construction and skilled trades paths involving house construction. The house could be built by the class in isolation, but the project advocates bringing industry partners to model/guide each phase of construction. Contractors in Gillette are eager to come into the school but often lack the knowledge of how to do it or what to do when they visit. For this project, the instructor shares the plans prior to the industry expert visiting thus front-loading an impactful experience for students and the guest expert alike.

*Tiny Homes are a recognized national movement and the final project is aimed to fill a need in housing shortages locally or regionally. Secondly, this is a great opportunity to involve students and instructors in real world learning while connecting students to local contractors to help fill labor needs expand program effectiveness.

Describe the alignment of these strategies with business and industry needs*

The recent CCSD #1 CLNA documented a large and growing need for all sectors of the construction/skilled trades. In the past, the construction programs focused on individual carpentry projects more in the line of cabinetry and hobby woodworking

with the upper level classes working on sheds or small cabins. The cost of materials has significantly limited personal project feasibility and finished shed project sales compete directly with multiple local suppliers and can quickly saturate local demand.

More importantly and aligned to Perkins Priorities, this tiny home project allows for a wide variety of industry tradesmen to offer insight/build relationships with students and the final project will not compete with any established business in Campbell County. Project planning, budgeting, framing, electrical, plumbing, HVAC, interior design and overall home furnishings are just some of the industry representatives the programs plan to partner with to help instruct curriculum.

IMPLEMENTATION PLAN

Describe the action steps, identify resources, timelines and responsibilities.*

June 2025-Both instructors sent to CA Tiny Home on-sight training and purchased two \$7K curriculum plans/code inspections/blue prints for 2 Tiny Homes. The goal will be to begin at least 1 Tiny Home in the Fall of 2025 with shop space, curriculum pacing, and funding perhaps pushing the start of the second Tiny Home off until 2026.

August/September 2025-Instructors secure funding for projects at TBHS and CCHS in the amount of \$28K for materials for each Tiny Home). Both schools have construction project budgets and have over \$3000.00 in each programs budget/construction account currently. The total unfunded cost for the first tiny home is \$25,000.

October 2025-Instructor/student project budget planning and material sourcing for first Tiny Home.

October 2025-May of 2027 or 2028 (As instructors have never built an actual tiny home, I am going to propose a 24 to 36-month period to construct the home). One of

the goals of this project is industry support and depending on local business partner involvement this project may progress faster or slower. Thus, the timeline will vary depending on how involved industry partners are in the project and how much demonstration/practice/additional training industry partners will want to provide at each step of project.

Spring of 2027/2028-Instructor marketing campaign with the end goal being to recapture as much of the cost of the tiny home construction as possible so the program can be more self-sustaining with a smaller amount of new money needed to offset inflation and cost overruns. It should be noted that this is targeted at building industry partnerships while teaching students the different construction phases skills in preparation for high wage and high demand jobs and that the finished home will not be expected to bring California Tiny Home manufactured retail price.

EVALUATION OF EFFECTIVENESS

Explanation of evaluation process showing improvement of effectiveness and outcomes.*

In the Spring of 2027/2028, the evaluation process will be measured by the completion of a Tiny Home that is Park Certified and has the endorsement and assistance of numerous local business partners.

Additionally, the goal is that when the tiny home is marketed funds will be generated to help offset to cost to build the next home or construction project.

Housing is in short supply locally and regionally so the sale of the tiny home has the potential to help address this need for one home for a single person or couple.

It should be noted again in the evaluation that this is not a for profit venture. This project is rooted in student learning and not intended to produce a full retail value tiny home. If the tiny home can not be marketed to charity outlets, then the tiny homes will be auctioned off at public auction to the highest bidder with funds generated being applied towards the next tiny home or construction project.

Perhaps most importantly, the success of the project will also be measured by the number of local partners who not only contribute in the building of the tiny home but also participate in the celebration of its completion indicating the number of skilled trades contacts that students have been given the opportunity to network with.

BUDGET NARRATIVE

Please provide a budget detailing the expenditures planned if awarded this grant.*

If awarded this grant amount, the money will be spent on purchasing building materials for tiny homes ensuring the launch of this program in the SY 25-26.

CCSD currently has paid for the 2Tiny Home trainings/implementation fees of \$7K each. Both schools will need another \$28K per home for materials for a total of \$56K. Both programs have \$3000.00 in their building accounts leaving the unfunded amount at \$50,000 or \$25,000.00 per school/tiny home. This grant request is for funding the materials of 1 Tiny Home. (I will work with our local businesses and the BOCHES director to source funding for the second tiny home materials as well).

PREFERENCE POINTS (If working with a NexGen Partnership)

Please list all programs that you are collaborating with.*

CCSD 1 will continue to work with the Associated General Contractors, Northeastern Wyoming Contractors Association, Gillette College, Sheridan College, Powder River Heating and Air Conditioning, as well as numerous other local contractors both affiliated with above mentioned groups or operating independently.

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