## CTE Revitalization Grant – 2021-2023

### Frequently Asked Questions

This is a guide to frequently-asked questions about CTE Revitalization. For those of you with some history with the program, a number of these are similar to the FAQ used for earlier versions of the grant.

**\*\*\*\*REVISED DEADLINE FOR CTE REVIT RFA SUBMISSION: JANUARY 10, 2022\*\*\*\***

It is important to remember that your grant application must convey what you are seeking to accomplish within your plan in a manner that essentially stands on its own. Please verify that your supporting documents indeed provide support for your concept, and make sure that a reasonable and prudent person reading your application can clearly see how the pieces are put together. As a “reality check”, present the application to another (or several…) people not connected with the project and see what they tell you it appears to say and mean. Revise and adjust accordingly.

1. **What are the requirements to be able to participate?**

Based on legislative intent (OAR 581-044-0230), eligible applicants include:

* Any public school district
* Education service district
* Public charter school or combination
* Nine Federally-Recognized Tribes in Oregon
* Previous CTE Revit recipients

Previous CTE Revit recipients applying for the 2021-2023 funds must be for a new project and/or recipient is a partner in a new project.

Please see page 22 of the RFA for past recipient eligibility requirements.

1. **Is this "by invitation" only this time?**

No. This CTE Revitalization Grant for 2021-2023 is an open, competitive grant to those eligible above. Proposals must be consistent with the establishment or expansion of a CTE program that ties to local/regional business, labor and industry, maps to a high-wage/in-demand career area, and involves a path to career and/or postsecondary education and training.

1. **Will there be a threshold for funding amounts like last biennium?**

No. This CTE Revitalization Grant for 2021-2023 does not carry restrictions based on High School Success awards.

Please pages 7 and 8 for eligibility requirements.

1. **What are the priority areas for this biennium?**

The foundation of CTE Revitalization is to strengthen CTE programs in Oregon. We encourage applicants to “think big” when it comes to starting, developing, or enhancing CTE POS through highly collaborative partnerships and student learning outcomes. There are four key components to CTE Revitalization:

* Create CTE Programs of Design: Start-Up, Start-Up in Development, and High Quality POS
* Address the needs of historically and currently marginalized youth, students, and families including civil rights protected classes
* Meet workforce needs in high-wage, in-demand occupations
* Support the achievement of the Oregon Diploma

In addition, ODE and the CTE Revitalization advisory committee shall give priority to applicants that (ORs 344.075):

1. Represent a diverse number of students served and a diverse selection of geographic locations;
2. Have received commitments from business, industry, labor or education providers to enhance collaboration and to provide resources for any collaborative efforts; and
3. Demonstrate that the collaboration between education providers and employers enhanced by the grant will be sustainable beyond the life of the grant.
4. **What are the types of grants for this biennium?**

**Start-up NEW:** starting a CTE Program of Study (CTE POS) through all of the steps toward the three-year development of a program of study. Working in close coordination with your Regional CTE Coordinator, an example might include funding for the development of:

* Needs assessment
* Advisory committee
* Community partnerships
* Teacher recruitment and retention
* Curriculum development
* Postsecondary collaboration
* Equipment
* Facilities construction and vehicle purchases\*
* Professional development

**Start-up MOVE:** Applicants for this will have an existing start-up program of study. The goal for

this type of grant is to move the existing start-up toward the approval process as a CTE POS with additional funding and resources. Expect to be working closely with your Regional CTE Coordinator and ODE Education Specialist. Funding uses may include but are not limited to:

* Continued development and implementation of an advisory committee
* Sustaining community partnerships
* Teacher recruitment and retention
* Curriculum development
* Postsecondary collaboration
* Equipment
* Facilities construction and vehicle purchases\*
* Professional development

**High Quality Program of Study:** grants in this category are designed to take existing programs of study through processes that include all of the elements of a [HQPOS](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/High-Quality-CTE-Program-of-Study-Rubric.aspx).

* Establishing Career Connected Learning experiences
* Expanding CTE POS
* Teacher recruitment and retention
* Evaluating and updating curriculum
* Postsecondary collaboration including community colleges, business, industry, and community professionals
* Equipment
* Facilities construction and vehicle purchases\*
* Professional development

***\* Please note: If you are considering using Revitalization funds to support a capital construction project or purchase a vehicle, please reach out to the*** ***ODE Revit Team*** ***to discuss your plans BEFORE submitting your CTE Revit RFA.***

1. **What needs to be considered when thinking about using CTE Revitalization funds for a Public Contracting- Improvement and Related Construction Projects or vehicle?**

When considering the use of CTE Revitalization funds for a **Public Contracting- Improvement and Related Construction Projects** **or vehicle** one must ensure that the purchase is solely meeting the intent of the grant---CTE Programs of Study. Before submitting your proposal please:

1. Contact the ODE CTE Revitalization team and have a scheduled meeting to discuss the proposal **before** submission
2. Proposal considerations:
3. How does the purchase of a vehicle, building, or land support the growth, enhancement, and/or expansion of CTE Programs of Study?
4. What other funding streams have you looked at to finance this project? (i.e. General Funds, ESSR, HSS)
5. Have you already notified the appropriate leadership and management about this project? During this conversation it is important to understand your school/district’s risk management process, in addition to how will the purchase be covered by insurance and how will that be paid for, and who will be responsible for maintenance?
6. Keep in mind the various constraints of purchasing equipment, facilities, vehicles, resources, and other items that could be impacted by current global supply chain issues. This includes people and the increase in costs associated with labor demand shortages. All grant purchases must be on your doorstep by June 30, 2023.
7. What is your back-up plan if your original plans are delayed? In the event you must pivot from your original project proposal it is important to note that any shifts must stay within the Career Area of the CTE POS. It is NOT sufficient to simply buy equipment or effect minor renovations to spaces. Any back-up plan must be directly and demonstrably tied to the POS indicated in the original grant proposal and must focus on program enhancement and learning outcomes and success.
8. As is the case with all construction and renovation projects, pay attention to and comply with all ADA requirements and applicable Civil Rights laws.

**7. What information will be reported on during the life of the grant?**

Successful proposals will include specific project outcomes and an evaluation plan that will provide evidence of progress toward meeting those outcomes within the timeline of the grant. Progress must be measurable through collection of appropriate data, observable through anecdotal records, or documented through other records.

A pivotal reporting area is how this project will increase participation, support, and retention of historically and currently marginalized students in your community. Successful applicants will demonstrate their understanding of their local community by aligning demographic data with project outcomes, including a method for measuring and reporting student impact.

Please note that funds will be placed on hold unless reporting has been on time and submitted to ODE.

For a full timeline and important dates please refer to page 11 of the CTE RFA.

**8. What is Labor Market Information? Why is it important? Where can we find it?**

Labor Market Information, sometimes abbreviated LMI, is compiled by the Oregon Employment Department and can be found at [http://www.qualityinfo.org](http://www.qualityinfo.org/). The site provides a wide range of information on business, labor, and industry, career trends, and related topics. Visiting<https://www.qualityinfo.org/jc-oprof> allows you to search occupations and assess regional and statewide growth. Visiting<https://www.qualityinfo.org/pubs> and checking out "High-Wage, High-Demand, High-Skill Occupations" leads to useful information that helps zero in on compensation for various occupations in specific geographic areas of Oregon as well as on a statewide basis.

**9. We are expecting to start four new Programs of Study in the upcoming year. Do we have a grant application for each of these new POS? In other words, would there be four applications? What is the maximum total for each POS that can be requested? $125,000 for each POS or $125,000 per school district?**

There is no limitation on the number of applications you may submit, but per the RFA, awards are limited to one high school per district. Project awards are not based on how many POS that are enhanced or started; it is a maximum of $125,000 for one school and/or district or if it is a consortium application it is $250,000.

**10. Consortia application considerations:**

* Must be a central goal of partners tying all activities together
* All partners do not need to focus on the same CTE POS Career Area, however, keep in mind the funding amount and ability to coordinate multiple projects
* Bear in mind your application must stand on its own to make sure your application can be satisfactorily evaluated by a group of grant reviewers

**10a. If a consortia is applying, do you have to address the Previous Recipient Eligibility Response section if members of the consortia?**

Yes**.** For applicants applying for a new project or as a partner in a new collaborative grant project:

● Identify the biennium in which the previous project was funded.
● Briefly describe the focus of the project and your role in that project.
● Briefly describe how you meet either or both of the conditions listed above.
● Briefly describe how you met your sustainability objectives in the previous project.

Please refer to page 22 of the RFA for further instructions.

**10b. When applying as a consortium how do we fill out Appendix B?**

An eligible recipient must be the fiscal agent for the project and must retain control over the implementation of the program activities and full evaluation of the project. Eligible recipients may contract with other partners who are not eligible recipients for some services related to the proposed project. Please refer to page 7 of the RFA for information.

Appendix B should be used to outline the following:

* Consortia approved Program Name and Amount Requested
* Identified Project Director from eligible recipient (who must be the fiscal agent)
* Identified Grant Fiscal Agent Contact from eligible recipient

The table of participating high school or middle school names should have identified a lead contact as well.

It is important to have an entity that has the capacity to act as the fiscal agent. This may be the lead school, the school district, or the ESD. The consortia should decide who is the lead applicant. Keep in mind who has the capacity to be the fiscal agent and lead the grant, or do both. Often, the project lead should be the school or district that originated the grant concept.

**10c. Will consortia members be eligible for individual CTE Revit funds if they were also previous CTE Revit recipients?**

Please refer to the Previous Recipient Eligibility section of page 22 of this RFA for more information.

**11. Why are partnerships part of the picture?**

Partnerships have been a core element to CTE Revitalization since its inception. Successful programs require a diverse partnership group to ensure community voices are heard, buy-in across education, workforce, and economic organizations is created, and is a factor for sustaining positive student outcomes.

**12. As we plan our grant and include partners, we are excited to see that some are interested in fiscal and in-kind contributions (e.g., equipment, vehicles that fit the scope of our CTE POS and the grant). What should we be thinking about in these partnerships?**

Business/labor/industry partnerships are required in Perkins, and they are absolutely critical to the health and improvement of programs. When it comes to partnerships, promises can be

made and much can then be expected. It’s important for the benefit of the program and the status of relationships for all aspects of the agreements to be clearly spelled out in writing. Use some sort of letter of agreement or memorandum of understanding (MOU) that indicates what will be provided, when it will be provided, and for how long. Pull in people within the district so they are informed and agreeable to the relationship, and make sure that the partner has both the authority and the budget to provide what is promised. Done well, partnerships strengthen programs, provide avenues for Work-Based Learning opportunities and employment, and act as an incentive for others to engage with education partners.

**13. How do I get notifications about CTE Revit?**

Join the CTE Revit Listserv by clicking on this link: [CTE Revitalization, CTE and STEM related notifications](https://public.govdelivery.com/accounts/ORED/subscriber/new?topic_id=ORED_82). You can also find this on the [CTE Revit webpage](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/CTE-Revitalization-Grant.aspx).

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