On August 17, 2017, the CTE Revitalization Advisory Committee met to discuss possible changes in the CTE Revitalization Grant program for 2017 to 2019. The items listed below are changes that will be reflected in the new Request for Application (RFA). ODE is releasing the information prior to the release of the RFA to help potential applicants begin work on planning. The previous application found on [this page](https://www.oregon.gov/ode/learning-options/CTE/statefund/Pages/CTE-Revitalization-Grant.aspx) might be useful for comparison. The order of this list does not imply a ranking of priorities.

* To help mitigate the impact of discontinuing the CTE Summer Program grants, the committee recommended placing a higher emphasis on this strategy in the CTE Revitalization Grant. The 2017 grant RFA will create incentives for summer programs at middle school through a grant supplement.  Applicants can choose to apply for the supplement as a part of their CTE Revitalization Grant or as a project not connected to a CTE Revitalization Grant.  The supplement application will be part of the CTE Revitalization Grant application.
* Additional emphasis will be placed on how applicants plan to use other available funding to support development and expansion of CTE programs. This will be part of the response required for sustainability.
* Applications focused on developing middle school CTE courses or experiences will be considered as long as there is a corresponding high school program for students to pursue.
* The amount of High School Success (Measure 98) funding a district receives will be considered as one of the factors in making final awards. Other factors are identified in the previous RFA.
* In the RFA for the previous biennium, sections of the application narrative have been weighted. The committee recommended raising the weights for Equity and Sustainability to be equal to the weighting for Partnerships.
* Maximum awards will be $350,000 for an individual recipient and $450,000 for a consortium.
* The Communication section will include a question about how the applicant provides students with a voice in the implementation of the grant project.
* The diploma focus in the application will include requests for information on how the project might address critical factors such as ninth grade on track and chronic absenteeism.
* The section on partnerships will be more explicit on inclusion of partners that can help address issues of equity, including community-based organizations.