**CTE Revitalization Grant – 2019-21**

**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.

1. **What are the requirements to be able to participate?**
   1. Based on legislative intent, invitations for the program are based on the following criteria:
      1. your district received less than $100,000 in funding for High School Success (HSS) based on the ***first***-year allocation of the **2017-2019** biennium, and
      2. your plan concept specified Career and Technical Education (CTE) activities in the initial version of your approved 19-21 High School Success plan.
         1. These activities 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/high-demand career area, and involves a path to career and/or postsecondary education and training.
   2. We have also invited the nine Federally-recognized Tribes in Oregon to participate. Tribes are required to observe the same requirements and parameters to which all other programs are subject.
   3. Tribes and districts are encouraged to collaborate; specific tribes may partner with school districts even if that particular district is ineligible to participate independently.
2. **Why is this "by invitation" this time?**
   1. In an effort to not duplicate efforts, information gathered from High School Success first year biennium provided a more focused strategy to address areas of need. If there are questions about eligibility, we are conversing with folks to see if there's a fit with the program.
3. **We are a small school. Why were we not invited to apply?**
   1. Eligibility is determined by the first-year/first-biennium allocation for High School Success. Although schools may be small, some garnered more than $100,000 in HSS funding during the first year.
4. **What's the rule justification for this change?**
   1. The justification exists not in rule, but in aligning the program with legislative intent. The focus on smaller schools with fewer resources was a result of legislative thinking during the 2019 session. Legislators reasoned that there is significant support for CTE through High School Success. You will find some of their thinking summed up in the following links (search “revitalization”):
      1. Review this *Budget Report and Measure Summary* document for HB 5015 to get an idea of the legislative intent behind support for Revit.
         1. <https://olis.leg.state.or.us/liz/2019R1/Downloads/MeasureAnalysisDocument/52027>
      2. Have a look at the *LFO Analyst Recommended* document found here:
         1. <https://olis.leg.state.or.us/liz/2019r1/Downloads/CommitteeMeetingDocument/203680>
5. **If we're invited, does that mean we automatically get funded?**
   1. No. The process includes intentional conversations involving collaboration partners including business/labor/industry, economic development, community, your CTE Regional Coordinator, and possibly even WIOA partners. This is to fine-tune the approach to ensure that students are presented with the most topical learning experiences in areas that are high-wage/high-demand. There is always the possibility that a project may not be funded, but this is primarily because the idea may be unworkable or poorly supported.
6. **Why does our High School Success status matter? I thought this was about CTE?**
   1. It IS about CTE, but it is also about equity and access for a broader range of programs.
      1. Legislative interest was in supporting smaller programs that have traditionally not had access to CTE and “…whose grant resources from these other sources are too small to address its needs, especially for one-time purchases to start up or expand a program. Funds should also be directed to programs serving populations that generally have not had access to CTE programs.” (please see the links in d. above) While we appreciate that most CTE programs in the state can benefit from more support, we are trying be consistent with the legislative intent and strive to focus on those smaller and underserved districts and schools first.
7. **When does the grant year begin?**
   1. October 1, 2019
8. **What are the requirements of the grant?**
   1. They are inherited from the original Revitalization Grant program and are as follows:
      1. Identify specific outcomes and progress markers that will be used to gauge the impact of the project.
      2. Describe the design of one or more CTE Programs of Study that will be developed or enhanced.
      3. Identify an action plan to address the needs of historically underserved students.
      4. Describe how the project will help students meet the requirements of the Oregon Diploma while preparing them for further education or training.
         1. Describe how the project will address critical factors such as ninth grade on track, chronic absenteeism, and access to college credit.
      5. Describe how the project and partnerships will be sustained and expanded beyond the life of the grant.
      6. Develop a timeline of activities that aligns with the stated outcomes.
      7. Conduct an evaluation of the project based on the stated outcomes.
      8. Develop active business, industry, labor, and education partnerships that will implement and sustain the project through a commitment of resources from all partners.
      9. Create a budget that is aligned with project activities.
      10. Optional: Directly embed Career and Technical Student Organizations (CTSOs) in the overall CTE and school program.
      11. Optional: Incorporate a middle school component that takes place during the school year and develops student skills and interest in continuing along a CTE career pathway.
      12. Optional: Broaden the impact of CTE through a regional, statewide, or systemic project.
      13. Optional: Incorporate a summer CTE program for middle school students either as a part of a larger CTE Revitalization Grant proposal or as a separate project.
9. **What are the permissible uses of funds? What CAN'T we do with the funds?**
   1. Similar to the CTE Revitalization rules and guidelines upon which it is based, 2019-21 Revit has allowance and restrictions. Specifically:
      1. Grantees must be able to spend funds according to acceptable accounting procedures and be able to provide evidence of such procedures.  All funds will be provided through the Electronic Grants Management System (EGMS). Costs must be necessary and reasonable to complete the project and be authorized and not prohibited under state or local laws.
      2. Reasonable costs will not exceed that which would be incurred by a prudent person, are ordinary and necessary for the operation of the program, and represent sound business practices.  Lack of documentation is a primary reason for audit findings.  Documentation must be available to support each expenditure and may be requested by the Oregon Department of Education at any time.
      3. Proposals awarded under this program will be funded for eligible expenses incurred through June 30, 2021.
      4. Use of funds may include (but is not limited to) the following:
         1. Stipend and travel reimbursements for individuals attending meetings, conferences, or other professional development activities with a strong alignment to the project outcomes and activities.
         2. Costs associated with attaining an appropriate CTE license or endorsement.
         3. Release time for educators during the school year for planning activities related to the project.
         4. Materials and equipment for classroom implementation related to the content of project activities.
         5. Direct staff expenses related to program, activities, coordination, and evaluation of project activities.  Salary and benefits not to extend beyond the timeline of the grant.  Ongoing staffing should be addressed in the sustainability section of the proposal.
         6. Consultation services with a direct alignment to the project outcomes and activities.
         7. Support of professional development programs aligned to the project outcomes and activities.
         8. Reasonable expenditures for food at professional development sessions.
         9. Administrative costs not to exceed 5% of the total proposed budget.
         10. Building infrastructure development costs associated directly with the project outcomes and activities.
      5. Funds may not be used for:
         1. Costs associated with writing the proposal.
         2. Contractual obligations that began prior to October 1, 2019, or extend beyond September 30, 2021.
         3. Purchase of equipment that becomes the property of any individual or organization other than eligible project partners or recipients.
         4. Purchase of services for personal benefit beyond the project outcomes and activities.
         5. Support for travel to out-of-state professional meetings/conferences unless the meeting is identified in the proposal and attendance will directly and significantly advance the project.
         6. Purchase of office equipment unless directly linked to the program outcomes.
10. **Why are partnerships part of the picture?**
    1. 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.
11. **What is Labor Market Information? Why is it important? Where can we find it?**
    1. Labor Market Information, sometimes abbreviated LMI, is compiled by the Oregon Employment Department and can be found at <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.