

Request for Application

Oregon Career and Technical Education Revitalization Grant

2017-2019

Grant Application Due Date: Sunday, October 15, 2017

Oregon Department of Education

Office of Teaching, Learning & Assessment

255 Capitol Street NE

Salem, OR 97310-0203

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, sexual orientation, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310; Telephone [(503) 947-5600](tel:%28503%29%20947-5600); Fax [(503) 378-5156](tel:%28503%29%20378-5156).

Contents

[I. Background and Legislative Intent 4](#_Toc491427126)

[A. Equity Lens 5](#_Toc491427127)

[II. General Information 6](#_Toc491427128)

[A. Purpose of the CTE Revitalization Grant 6](#_Toc491427129)

[III. Application Process 12](#_Toc491427130)

[A. Timeline and Important Dates 12](#_Toc491427131)

[B. Application Sections 13](#_Toc491427132)

[C. Format and Submission 15](#_Toc491427133)

[IV. Application Narrative 16](#_Toc491427134)

[A. Project Abstract 16](#_Toc491427135)

[B. CTE Revitalization Grant Vision (20 Points) 16](#_Toc491427136)

[C. Partnerships (25 Points) 17](#_Toc491427137)

[D. Project Outcomes (15 Points) 17](#_Toc491427138)

[E. Evaluation Progress Markers and Results (15 Points) 18](#_Toc491427139)

[F. Activities and Timeline (15 Points) 18](#_Toc491427140)

[G. CTE Program of Study Design (15 Points) 18](#_Toc491427141)

[H. High Wage and High Demand Occupations (20 Points) 19](#_Toc491427142)

1. [Equity (25 Points) 19](#_Toc491427143)

[J. Diploma Connections (15 Points) 20](#_Toc491427144)

[K. Sustainability (25 Points) 20](#_Toc491427145)

[L. Communication (15 Points) 21](#_Toc491427146)

[V. Bonus Narrative (Optional) 22](#_Toc491427147)

[A. Career and Technical Student Organizations (CTSOs) (7 Points) 22](#_Toc491427148)

[B. Middle School Component (7 Points) 22](#_Toc491427149)

[C. Focus on Regional, Statewide, or System Changes (7 Points) 23](#_Toc491427150)

[VI. Budget 24](#_Toc491427151)

[A. Budget Worksheet 24](#_Toc491427152)

[B. Budget Narrative 24](#_Toc491427153)

[C. Required Meetings (Required for full CTE Revitalization Proposals ONLY) 24](#_Toc491427154)

[D. Infrastructure Costs 25](#_Toc491427155)

[E. Project Facilitator 25](#_Toc491427156)

[F. High School Success (Measure 98) Funding 25](#_Toc491427157)

[G. Summer 2019 Activities 25](#_Toc491427158)

[VII. Past recipient eligibility 26](#_Toc491427159)

[VIII. Technical Assistance 27](#_Toc491427160)

[A. ODE Website 27](#_Toc491427161)

[B. Webinars 27](#_Toc491427162)

[C. CTE Revitalization Grant Listserv 27](#_Toc491427163)

[D. Intent to Apply 27](#_Toc491427164)

[IX. Appendix 28](#_Toc491427165)

[A. Appendix A - Definitions 28](#_Toc491427166)

[B. Appendix B – Cover Page 31](#_Toc491427167)

[C. Appendix C – Assurances 32](#_Toc491427168)

[D. Appendix D – Partners 33](#_Toc491427169)

[E. Appendix E – Budget Worksheet 34](#_Toc491427170)

[F. Appendix F – Outcomes and Measures 35](#_Toc491427171)

[G. Appendix G – Activities and Timeline 36](#_Toc491427172)

[H. Appendix H – Summer Program Proposal (20 Points) 37](#_Toc491427173)

[I. Appendix I – Scoring Rubric 38](#_Toc491427174)

# Background and Legislative Intent

Career and Technical Education (CTE) is built upon the rich history and tradition of vocational education. It has adapted to meet the dynamic demands of the global and local economy in the 21st century. In 2011, the Oregon Legislature established a competitive grant program entitled the CTE Revitalization Grant which strengthens the alignment of career and technical education, workforce development, and economic development. The grant program has continued to grow, with funds reaching 65 projects throughout the state since its inception. The continuing need to strengthen career and technical education programs in Oregon’s schools and the successes related to past projects led the 2017 Oregon Legislature to renew its commitment to CTE revitalization.

As a result, students will attain academic and technical skills needed to move successfully into a myriad of public and private postsecondary training and education options, the military, and apprenticeship programs. A new generation of students will lead Oregon’s sustainable economic recovery and prosperity.

Join the Oregon Department of Education (ODE), the Bureau of Labor and Industries (BOLI), and a growing number of forward-thinkers, policy-makers, employers, and other educators to revitalize CTE. Interested parties should carefully review this CTE Revitalization Grant Request for Application (RFA) and closely follow the instructions. Applicants are encouraged to “think big,” enhance or develop highly collaborative partnerships with workforce representatives, and submit proposals that demonstrate innovation in meeting the goals of the grant.

## Equity Lens

All CTE Revitalization Grant recipients will be expected to incorporate and adopt the principles of the [Oregon Equity Lens](http://education.oregon.gov/wp-content/uploads/2016/07/Equity-Lens_CEdO_March_16_2016.pdf). It is the perspective through which the Oregon Department of Education considers the creation of strategic opportunities for diverse populations of students. The Equity Lens provides twelve core beliefs that fuel opportunities to bolster success for diverse student populations across the state. The beliefs most pertinent to the work of this grant are highlighted below:

* **We believe** that everyone has the ability to learn and that we have an ethical responsibility and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
* **We believe** that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.
* **We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.
* **We believe** every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.
* **We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen—and have the courage to share decision making, control, and resources.

The Oregon Department of Education has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all.

A major focus of the CTE Revitalization Grant is to build and strengthen programs of study as part of a career pathway that leads to high wage and high demand occupations. Multiple studies of the return on investment for CTE point to the potential impact on individual and state economic prosperity. [This is particularly critical for many students of color who live in households that earn well below the median wage](http://www.ocpp.org/2015/08/04/rpt20150804-oregon-race-ethnicity-economic/). Projects funded through a CTE Revitalization Grant should focus on closing this opportunity gap by focusing on engaging and retaining historically underserved students.

# General Information

## Purpose of the CTE Revitalization Grant

CTE is built upon the rich history and tradition of vocational education. It has adapted to meet the dynamic demands of the global and local economy in the 21st century. CTE Programs of Study in Oregon prepare individuals for a wide range of careers such as health care/biomedical, renewable energy, hospitality, engineering, construction, and computer science.

As the role of CTE has evolved to meet the demands for both college and career preparation, schools have had to make serious programmatic decisions in the wake of a fiscal downturn that forced CTE program cutbacks or closures and the collapse of effective learning opportunities for students. In some districts, CTE is classified as an elective or career exploration class. In other districts, CTE Programs of Study flourish and provide a rigorous academic and technical program that aligns learning and experiences with the local community college and workforce needs.

The intent of the CTE Revitalization Grant is to strengthen existing CTE Programs of Study and create new CTE Programs of Study that will meet workforce needs in high wage and high demand occupations, support achievement of the Oregon diploma, and address the needs of historically underserved students. These revitalized CTE programs will give students the knowledge and skills required in careers that provide high wages and are in high demand. Partnerships between business, industry, labor, and educators are the foundation of the revitalization of CTE. Strong partnerships provide connections to the community that can engage students while preparing them for careers and education beyond high school. Partnerships can also be a source of continued support from the community that will lead to sustainability.

CTE Revitalization Grant Vision

The CTE Revitalization Grant supports a vision that addresses the following goals:

* Demonstrates [**innovation**](http://blogs.edweek.org/edweek/sputnik/2011/09/education_innovation_what_it_is_and_why_we_need_more_of_it.html)in the delivery of Career and Technical Education.
* Shows the **integration** of the separate elements of the proposal into a coherent project, including the integration of core academic content and community resources.
* Supports the **expansion and growth** of CTE programs and students served.
* Provides students with **experiential learning** opportunities.
* Builds career pathways for students that lead to **high wage and high demand** occupations.

Type of Grant

Based on the availability of state resources, this grant begins January 1, 2018, and ends on June 30, 2019. Under certain circumstances and with prior notification, ODE may approve use of grant funds between June 30, 2019, and September 30, 2019.

The maximum funding for any single proposal serving a single school district is $350,000. There is no minimum amount for a proposal. Collaborative proposals involving multiple districts can request up to $450,000.

The CTE Revitalization Grant Advisory Committee may advise ODE to investigate a lower award in order to fund additional proposals. For this reason, it is recommended that applicants with proposals exceeding $250,000 be prepared to identify an approach that would allow the project to retain the essential activities described in the proposal using a lower funding level. Since all proposals will be evaluated as submitted, applicants **should not** submit this strategy and alternative funding amount with the proposal, but should be prepared to share the plan in any negotiations. Historically, negotiated reductions have been less than 5%.

To help mitigate the impact of discontinuing the **CTE Summer Program** grants, there is a higher emphasis on CTE summer programs at middle school level through an optional grant supplement.  The CTE summer program must align with an existing or newly established CTE Program of Study. The supplement will not exceed $450.00 per student per summer and may not exceed $100,000 over two summers. The supplement is not included in the caps on a CTE Revitalization Grant award. There are three grant options available:

1) Applying for CTE Revitalization AND having a summer program component

2) Applying for CTE Revitalization NO summer program component; or

3) Applying ONLY for funds to support a CTE summer program

Please refer to [Section B of the Application Process](#_Application_Sections)  and [Appendix H](#_Appendix_H_–) for instructions on how to apply for the CTE summer program supplement.

Eligibility

**The CTE Revitalization Grant is a competitive grant.** Any public school district, Education Service District (ESD), public school, public charter school, or combination in Oregon is eligible to apply. 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.

Eligible recipients who received awards in a previous biennium are eligible during this round of funding under the following circumstances:

* The application submitted is for a new project;

AND/OR

* The recipient is a partner in a new collaborative grant project.

Historically, this grant has focused on funding projects from new applicants and new proposals from applicants who were only part of a previous collaborative grant.

**Grant Requirements**

To demonstrate revitalization of CTE, all applications must address the following required elements:

* Identify specific **outcomes** and progress markers that will be used to gauge the impact of the project.
* Describe the design of one or more CTE **Programs of Study** that will be developed or enhanced.
* Identify an action plan to address the needs of **historically underserved students.**
* Describe how the project will help students meet the requirements of the **Oregon Diploma** while preparing them for further education or training.
  + Describe how the project will address critical factors such as ninth grade on track, chronic absenteeism, and access to college credit.
* Describe how the project and partnerships will be **sustained** and expanded beyond the life of the grant.
* Develop a **timeline of activities** that aligns with the stated outcomes.
* Conduct an **evaluation** of the project based on the stated outcomes.
* Develop active business, industry, labor, and education **partnerships** that will implement and sustain the project through a commitment of resources from all partners.
* Create a **budget** that is aligned with project activities.

Applicants may choose to include one or more of the following optional elements to enhance their project and to earn additional points on the proposal:

* Directly embed Career and Technical Student Organizations (CTSOs) in the overall CTE and school program.
* 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.
* Broaden the impact of CTE through a regional, statewide, or systemic project.
* 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.

**Use of Funds**

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.

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.

Proposals awarded under this RFA will be funded for eligible expenses incurred through June 30, 2019.  To the extent possible, all eligible expenses not specifically targeted to summer activities such as professional development, student programming, or construction, that cannot be completed during the school year should be incurred by June 30, 2019. Under specific ODE guidelines, awardees may also receive advanced payment for summer activities occurring between July 1, 2019, and September 30, 2019.  Awardees will be required to submit an updated proposal to ODE that outlines anticipated summer expenditures no later than April 1, 2019.  The proposal should be based on activities already identified and budgeted for in this RFA and may only use remaining grant funds.  No additional funds will be awarded for summer activities.

Use of funds may include (but is not limited to) the following:

* Stipend and travel reimbursements for individuals attending meetings, conferences, or other professional development activities with a strong alignment to the project outcomes and activities.
* Costs associated with attaining an appropriate CTE license or endorsement.
* Release time for educators during the school year for planning activities related to the project.
* Materials and equipment for classroom implementation related to the content of project activities.
* 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.
* Consultation services with a direct alignment to the project outcomes and activities.
* Support of professional development programs aligned to the project outcomes and activities.
* Reasonable expenditures for food at professional development sessions.
* Administrative costs not to exceed 5% of the total proposed budget.
* Building infrastructure development costs associated directly with the project outcomes and activities.

Funds may not be used for:

* Costs associated with writing the proposal.
* Contractual obligations that began prior to January 1, 2018, or extend beyond September 30, 2019.
* Purchase of equipment that becomes the property of any individual or organization other than eligible project partners or recipients.
* Purchase of services for personal benefit beyond the project outcomes and activities.
* 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.
* Purchase of office equipment unless directly linked to the program outcomes.

**Reporting and Assurances**

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 measureable through collection of appropriate data, observable through anecdotal records, or documented through other records. The results of the evaluation will be reported to ODE as part of the Final Grant Report. The evaluations will be included in the report to the Oregon Legislature. A signed release from parents of minors must be on file with the school district for any students included in images submitted to ODE.

To facilitate program analysis, recipients will provide additional data related to the impact of the project on students, teachers, and community partners. This data may include but are not limited to the following:

* Quarterly online progress reports.
* Interviews and/or surveys conducted by ODE staff or evaluators during on-site visits.
* One interim report on student participation.
* Final Report at the end of the project.

By signing the assurances included in this application, schools and partners agree to cooperate with ODE to collect and report such data to the extent possible.

**Scoring and Appeals Process**

A review committee will score all complete grant applications that were electronically submitted to the Oregon Department of Education using the process described in this grant by October 15, 2017. Assistance for submission will be available until 5:00 pm on October 13, 2017. All applications will be scored using the scoring criteria provided in this document. Each application will have at least three reviewers. When possible, each proposal will be scored by at least one reviewer representing business, industry, or labor and one reviewer representing education providers.

After scores are compiled, all eligible applications will be placed in rank order. Scores for the CTE Revitalization Grant and the CTE Summer Program supplement will be treated as separate grants. The CTE Revitalization Grant Advisory Committeewill make final recommendations for the CTE Revitalization Grant and the CTE Summer Program supplement based on the score and:

* Reasonable geographic distribution
* Diverse number of students
* Status as a prior recipient
* Available High School Success (Measure 98) funds

The Deputy Superintendent of Public Instruction will make the final award decision. The Oregon Department of Education will notify both successful and unsuccessful applicants.

All applicants will receive a summary of comments and suggestions related to their application. As noted above, scores are not the only determining factor and they will not be released to applicants. Applicants will have one week from the date of the notification letter to contest the funding decision through the process identified in the notification. The appeal must be based on irregularities in the grant making process. Reviewer feedback and scores are not subject to appeal. Once appeals have been considered, the award decisions made by the Deputy Superintendent are final.

**Contact Information**

For assistance related to the Oregon CTE Revitalization Grant application, please contact:

|  |  |  |
| --- | --- | --- |
| [Tom Thompson](mailto:tom.thompson@ode.state.or.us)  503.947.5790 | [Gabby Nunley](mailto:gabby.nunley@ode.state.or.us)  503.947.5660 | [Donna Brant](mailto:donna.brant@ode.state.or.us)  503.947.5622 |
| [Art Witkowski](mailto:art.witkowski@ode.state.or.us)  503.947.5834 |  |  |

# Application Process

## Timeline and Important Dates

|  |  |
| --- | --- |
| **Completion Dates** | **Activities** |
| August 31, 2017 | Request for Applications (RFA) available online |
| September 6, 2017  3:00 to 4:00 pm | Technical Assistance Webinar – Application and Submission Process  Registration: <https://attendee.gotowebinar.com/register/4016584530555733249> |
| September 13, 2017  3:00 to 4:00 pm | Technical Assistance Webinar – Effective Partnerships for High Wage and High Demand Occupations  Registration: <https://attendee.gotowebinar.com/register/2606507047421446145> |
| September 27, 2017  3:00 to 4:00 pm | Technical Assistance Webinar – Strategies to Include Underserved Students  Registration: [https://attendee.gotowebinar.com/register/6012777578041108993](https://attendee.gotowebinar.com/register/6012777578041108993#_blank) |
| October 4, 2017  3:00 to 4:00 pm | Technical Assistance Webinar – Using Secure File Transfer and Last Minute Questions  Registration: [https://attendee.gotowebinar.com/register/2764944474404768001](https://attendee.gotowebinar.com/register/2764944474404768001#_blank) |
| **October 15, 2017** | **Applications due to ODE (secure file transfer)** |
| October 16, 2017 to October 25, 2017 | Applications reviewed and scored |
| November 3, 2017 | Advisory Committee Meeting |
| November 6, 2017 | Applicants expected to be notified of preliminary award |
| November 13, 2017 | Deadline for appeal submission |
| November 17, 2017 | Applicants expected to be notified of final award |
| January 1, 2018 | Grant award period begins |
| **February 23, 2018** | **Required recipient orientation meeting in Salem** |
| May 28, 2018 | Online Progress Report #1 due |
| **July 30 and 31, 2018** | **Required - ACTE-Oregon Summer Professional Development Event**  **Portland, Oregon - Hilton Hotel** |
| September 24, 2018 | Online Progress Report #2 due |
| December 7, 2018 | Online Progress Report #3 due |
| March 29, 2019 | Online Progress Report #4 due, including interim student count |
| April 1, 2019 | Application to utilize funds for summer due |
| June 28, 2019 | Final Report due for activities from January 1, 2018, to June 30, 2019 |
| September 30, 2019 | Summer activities must be concluded |
| October 31, 2019 | Summer activities supplement to final report due |

## Application Sections

Only complete applications meeting the specifications listed below will be considered for funding. Each of these sections is described more fully in the following pages.

Please submit the application documentation with the file type listed below.

A complete CTE Revitalization Grant application includes:

1. **Cover Page** (doc, docx, or pdf)–*REQUIRED*– Identify each school that will participate in the grant activities. The role of each school must be clearly identified in the grant narrative.
2. **Application Narrative** (doc, or docx)–*REQUIRED* – The Application Narrative (as described on pages 16-21) may not exceed 15 pages; the tables for sections D, E, and F and the Project Abstract are *not* included in this count. Additional pages will not be reviewed and may result in disqualification.
3. **Bonus Narrative** (doc, or docx)–*OPTIONAL* **–** Each response to the optional bonus section questions may not exceed one page. Additional pages will not be reviewed and may also result in disqualification.
4. **Budget** (doc, docx, or pdf) –*REQUIRED*– This section should include a narrative and budget worksheet. If you are including a CTE Summer Program Supplement, submit a separate budget worksheet and narrative that covers only the supplement. There is no page limit.
5. **Previous Recipient Eligibility Response** (doc, docx, or pdf) –*REQUIRED ONLY FOR PREVIOUS RECIPIENTS* -This section should be completed by previous recipients in order to be eligible for consideration in this grant cycle.
6. **Statement of Assurances** (doc, docx, or pdf) – *REQUIRED –* One signed assurance statement is required for each school listed on the cover page. A single assurance may be provided for multiple schools if the authorized agent has authority over all of the schools listed on the assurance.
7. **List of Partners** (doc, docx, or pdf) – *REQUIRED*
8. **Partner Commitment Letters** (doc, docx, or pdf) – *REQUIRED –* These letters should identify the specific commitment each listed partner has made and will make related to the project.
9. **Summer Program Proposal Appendix H** (doc, or docx) – *OPTIONAL* – This section should be completed only if applying for the CTE Summer Program Supplement as part of a full CTE Revitalization Grant. The Summer Program Proposal may not exceed 3 pages (see Appendix H for details). Additional pages will not be reviewed and may result in disqualification.

**Summer Program ONLY**

1. **Cover Page** (doc, docx, or pdf)–*REQUIRED*– Identify each school that will participate in the grant activities. The role of each school must be clearly identified in the grant narrative.
2. **Summer Program Proposal Appendix H** (doc, or docx) – *REQUIRED* **–** The Summer Program Proposal may not exceed 3 pages (see Appendix H for details). Additional pages will not be reviewed and may result in disqualification.
3. **Application Narrative sections C, D, E, F, and I ONLY** (doc, or docx)–*REQUIRED* – The Application Narrative (as described on pages 16-21) may not exceed 5 pages, and will include only sections C, D, E, F, and I; the tables for sections D, E, and F are *not* included in this count. Additional pages will not be reviewed and may result in disqualification.
4. **Budget** (doc, docx, or pdf) –*REQUIRED*– This section should include a narrative and budget worksheet. There is no page limit.
5. **Statement of Assurances** (doc, docx, or pdf) – *REQUIRED –* One signed assurance statement is required for each school listed on the cover page. A single assurance may be provided for multiple schools if the authorized agent has authority over all of the schools listed on the assurance.
6. **List of Partners** (doc, docx, or pdf) – *REQUIRED*

## Format and Submission

ODE is not responsible for incomplete submissions. **Applicants will not be notified if an application appears to be incomplete.** Please check all files before submission. All applications must meet the following criteria:

* 12-point font
* Double spaced
* 1-inch margins on the sides, top, and bottom of 8½” by 11” paper
* Numbered pages
* Include the eligible agency in all file names
* Submit all documents through Secure File Transfer (see instructions below). No other delivery method will be accepted.

**Secure File Transfer Process** – An electronic version of the complete application must be submitted only to [ODE.CTERevitalization@ode.state.or.us](mailto:ODE.CTERevitalization@ode.state.or.us) using the Secure File Transfer system available on the [ODE district website](https://district.ode.state.or.us/apps/xfers/). Follow the instructions provided on the secure file transfer website. Multiple files must be compressed (zipped) into a single folder for submission. Please name the files as follows: **the agency** it is being submitted from, **underscore**, and **Grant Name** (ex. AllOregonESD\_Grant Name). Only complete applications submitted by the due date will be considered for funding. Contact the ODE helpdesk during normal business hours on weekdays at 503-947-5715 if you need assistance with the Secure File Transfer Process.

# Application Narrative

## Project Abstract

Provide a one-paragraph summary, no more than 175 words, briefly describing the proposed project. If the grant is selected for funding, this abstract will be used in publications. The abstract will not be scored as part of the review.

## CTE Revitalization Grant Vision (20 Points)

The CTE Revitalization Grant supports a vision of CTE that addresses the following goals:

1. Demonstrates **innovation** in the delivery of Career and Technical Education.
2. Shows the **integration** of the separate elements of the proposal into a coherent project, including the integration of core academic content and community resources.
3. Supports the **expansion and growth** of CTE programs and students served.
4. Provides students with **experiential learning** opportunities.
5. Builds career pathways for students that lead to **high wage and high demand** occupations.

How does this project address the vision?

Include the following in your response:

* A brief summary of CTE within the school(s) participating in the project.
* Specific examples of outcomes and activities that address the vision.
* How the project will change the way students experience CTE.
* How the project will change the way historically underserved students will experience CTE.

## Partnerships (25 Points)

Partnerships with business, industry, labor, trades, and education can have a tremendous impact on CTE programs. Partnerships with Workforce Investment Boards, economic development organizations, STEM Hubs, local chapters of professional organizations, and community organizations that serve families of historically underserved students may also link projects to multiple partners. Developing and sustaining partnerships is a key priority of the CTE Revitalization Grant.

How are partnerships integral to the overall design of your project?

Include the following in your response:

* The overall role partners played in the development of this proposal.
* The agreed upon role of partners in implementing the project.
* The possible ongoing role the partners will play beyond the grant.
* The correlation of partners to state, regional, or local high wage and high demand occupations.
* How partners will be able to help promote opportunities for historically underserved students.
* Growth in opportunities for articulated credit when appropriate.

## Project Outcomes (15 Points)

Use the first column of the table in Appendix F to identify at least five outcomes and their measures that describe what will be achieved or accomplished with the help of this project. Outcomes should be measureable, manageable, and meaningful. The outcomes must clearly address the following broad areas:

* Improved and sustainable partnerships with business, industry, labor, and educational providers.
* Improved student access to CTE Programs of Study with particular attention to historically underserved students.
* Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets, employability skills, ninth grade students on track to graduate, chronic absenteeism, and access to college credit.
* Increased student awareness of career opportunities through exposure to employers.
* Improved ability to meet workforce needs in the region with a focus on high wage and high demand occupations.

Applications for CTE Summer Programs ONLY are required to provide outcomes for those broad areas identified specifically in the table.

Please note that final attainment of the project outcomes may be achievable only within several years after the grant award period.

## Evaluation Progress Markers and Results (15 Points)

Use the second and third columns of the Table in Appendix F to identify how the success of this specific project will be evaluated against each identified project outcome in Section D of this narrative. Measures can be descriptive and/or numeric, but must be systematically collected. Although the full impact of the project may not be observable for several years, the evaluation should identify what progress you expect to observe within the duration of the grant.

## Activities and Timeline (15 Points)

Use the table in Appendix G to identify the specific activities associated with the attainment of each of the project outcomes in Section D of this narrative. Each activity must address one or more outcomes. Include a timeline for each activity that will lead to completion of the project. Grant funded activities may begin January 1, 2018, and lead to student involvement beginning no later than September 2018, or the summer prior to the 2018-2019 school year in the case of CTE Summer Programs. Most activities should be completed by June 30, 2019. Under certain circumstances as noted earlier and with prior notification, ODE may approve use of grant funds between June 30, 2019, and September 30, 2019.

## CTE Program of Study Design (15 Points)

The focus of this grant is to develop or enhance CTE Programs of Study.  The CTE Program of Study is a framework that identifies the five core elements of CTE as described in the [CTE Program of Study application guide](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/Guide%20to%20Using%20the%20Oregon%20CTE%20Program%20of%20Study%20Application,%202018.docx) .  We encourage recipients to work toward approved program status in order to be eligible for other state and federal funds.  Contact [Ron Dodge](mailto:ron.dodge@ode.state.or.us) at the Oregon Department of Education if you have questions about approved programs.

**How will outcomes and activities in this grant support the development of a CTE Program of Study?**

Include the following in your response:

* Clarify how the identified activities lead to enhancement of or creation of a CTE Program of Study.
* Explain how each of the following features of a CTE Program of Study will be addressed:
  + Alignment with relevant state academic content standards, industry-recognized technical standards, and employability skills.
  + Technical and academic preparation for students for further education beyond high school.
* Explain how the design addresses the CTE Revitalization Grant Vision.
* If the CTE Program of Study is not already an ODE approved program, describe what steps you will take to gain approval of the program in the future.
* Identify how the program is culturally responsive to meet the needs of historically underserved student populations.

## High Wage and High Demand Occupations (20 Points)

CTE Programs of Study support economic growth and prosperity for students and communities. In order to be most effective, they need to provide pathways for students that can lead to high wage and high demand occupations. Multiple public and private organizations contribute to the statewide high wage and high demand conversation. [The Oregon Employment Department (OED) classifies all occupations in their state database as to whether they are high wage and/or high demand](https://www.qualityinfo.org/jc-cexpl/?at=1&t1=4101000000~000000~false~false~false~false~false~false~false~false~false~false~false~false~false~false~false~false~0~true~true~false~0~0). The [Oregon Business Plan](http://www.oregonbusinessplan.org/) developed by business leaders identifies industry clusters that will advance Oregon’s economy. The Oregon [STEM Education Plan](http://education.oregon.gov/wp-content/uploads/2016/11/STEM-Education-Plan-Final_CEdO_Nov_2016.pdf) developed by the STEM Investment Council has identified career areas that build the economy and require significant STEM education.

Although there are statewide priorities, the needs of local communities may differ from those priorities. A network of Workforce Investment Boards, economic development organizations, and OED Workforce Analysts focuses on [local and regional needs](http://www.ode.state.or.us/wma/teachlearn/cte/cterevitalizatongrant/workforce-invesment-area-county-area-20152.pdf).

**How will your proposal support the development or enhancement of a career pathway that leads to high wage and high demand occupations?**

Include the following in your response:

* Identify the high wage and high demand occupations that are the target for this grant.
* Provide local, regional, or statewide evidence that the occupations you have identified are high wage and high demand.
* Describe how the pathway(s) and occupation(s) will be made explicit to students, parents, and community.

## Equity (25 Points)

CTE provides a pathway to economic prosperity. A well designed CTE Program of Study aligns with the Equity Lens by encouraging all students to succeed academically and technically in preparation for future careers.

In Oregon, historically underserved students include students experiencing poverty, students with disabilities, students of color, and English language learners. Oregon also has a long history of focusing attention on students who pursue careers that are historically non-traditional for their gender.

All students, regardless of their sex or gender, must have equal access to the full range of CTE programs offered. The rule under Title IX prohibits an institution that receives any Federal financial assistance and/or offers CTE programming to exclude, separate, deny benefits to, or otherwise treat differently any person on the basis of sex in its education programs or activities—including classes and extracurricular activities.

There are organizations that have experience in gender equity and may work primarily with a single gender. Schools may consult with those organizations to identify gaps in their programs and strategies to improve gender equity in multi-gender settings.

**How will this project increase participation, support, and retention of historically underserved students?**

Include the following in your response:

* Identify the specific activities within this project that are intended to recruit historically underserved students.
* Identify specific activities within this project that are intended to provide support of historically underserved students.
* Identify specific activities within this project that are intended to help retain historically underserved students.

## Diploma Connections (15 Points)

In order to meet Oregon’s 40/40/20 goal, all students will have to earn a diploma. CTE Programs of Study should support the goal by helping students progress toward the diploma.

**How will this project help all students meet the requirements of the Oregon Diploma?**

Include the following in your response:

* Clarify how specific outcomes and activities in this proposal link to the requirements of the Oregon Diploma. Connections to the diploma include:
  + Academic support to help meet core academic credit requirements.
  + Career related learning experiences that support Essential Skills.
  + Personalization of the educational experience through support of the student plan and profile or the extended application.
* Describe how the activities of this project will specifically address the needs of historically underserved students in achieving the diploma.
* Describe how the project will address critical factors such as ninth grade on track, chronic absenteeism, and access to college credit.

## Sustainability (25 Points)

The CTE Revitalization Grant funds expire at the end of the current biennium. There is an expectation that the CTE Program of Study described in this project will continue to benefit students. According to [*Key Components of Systems Change*](http://www.socialrolevalorization.com/articles/kendrick/key-components-of-systems-change.pdf)*,* there are six strategies for sustaining systems change:

1. Allow leaders to work across conventional boundaries.
2. Affirm, recognize, and celebrate valuable actions, initiatives, and leadership.
3. Use the media to build your profile and a relationship with the public.
4. Change regulations to provide a framework for future action.
5. Collect data that will prove the effectiveness of the system changes.
6. Find additional sources of funding for systems change projects.

**How will this project be sustainable?**

Include the following in your response:

* Describe specific strategies that will sustain this project including the partnerships.
* Clarify what role the identified outcomes, activities, and partners play in project sustainability.
* Describe how other available funding (Secondary Career Pathways, High School Success, Perkins, district funds, etc.) will be used to support development and expansion of CTE programs.

## Communication (15 Points)

The purpose of a CTE Program of Study must be communicated to students, parents, school staff, and community in order to be effective. Additionally, the messages students receive from their peers and adults should support sustained involvement in a career pathway.

**How will you communicate about the career pathway addressed in this proposal?**

Include the following in your response:

* The outcomes and activities that will help communicate to **students** the career pathway options available to them and involve students in ongoing development of pathways.
* The outcomes and activities that will help communicate to **parents** the purpose of a career pathway and involve parents in ongoing development of pathways.
* The outcomes and activities that will help communicate to **school staff** the purpose of a career pathway and involve school staff in ongoing development of pathways.
* The outcomes and activities that will help communicate to **the community** the purpose of a career pathway and involve the community in ongoing development of pathways.

# Bonus Narrative (Optional)

The three bonus sections are optional. Extra points may be added to the final score for proposals that address these sections. Points for the bonus questions will be added only if the required grant narrative receives a score of 143 points or above.

## Career and Technical Student Organizations (CTSOs) (7 Points)

CTSOs can provide students with exposure to all aspects of industry, enhancing technical and academic knowledge while at the same time developing strong leadership skills.

**How will this project strengthen connections to CTSOs?**

Include the following in your response:

* Describe how CTSOs will be embedded in the overall CTE project proposed in this application.
  + How will the CTSO impact the overall school environment?
  + How will the CTSO be linked to partners in the community?
* Describe the recruitment process for members and how interest will be built before they start high school.
* Describe how this component will be integrated into the project and support the vision of the CTE Revitalization Grant.

## Middle School Component (7 Points)

A well designed career and technical education program builds from one year to the next and starts early in the middle school years. This encourages students to persist in career and technical education as they advance through their school career.

**How will this project expand CTE access to middle school students during the school year?**

Include the following in your response:

* Describe the middle school component of the proposed project.
* Describe how this component will be integrated into the project and support the vision of the CTE Revitalization Grant.

## Focus on Regional, Statewide, or System Changes (7 Points)

Proposed projects may take on a scope larger than a single school or district. Such projects can demonstrate scalability of an idea, solve problems that are common across all CTE programs, or develop a regional strategy that uses shared resources.

**How will this project affect a larger audience beyond a single school district?**

Include the following in your response:

* Describe how your project will provide an impact regionally or statewide.
* Describe how your project will stay connected to regional resources such as community colleges, regional advisory committees, Workforce Investment Boards, economic development organizations, STEM Hubs, or Regional Achievement Collaboratives.

# Budget

The budget section is required but will not be scored separately. However, information provided in the budget and budget narrative may be used by reviewers to support their evaluation of the grant activities and sustainability.

## Budget Worksheet

Complete a budget worksheet for the project. There is no requirement for matching funds, however, contributions of private funds and in-kind donations of time and materials will be considered as indicators of support by partners. A donation of time should be calculated based on the cost for a school or district to hire someone to fulfill those responsibilities. Please list only matching funds, including in-kind donations, that have been committed for the development and implementation of this project. Any commitments that extend beyond the timeline of this grant should be described in the Sustainability section (Section K) of the Application Narrative.

## Budget Narrative

Describe how the amount in each line item of the budget was determined. Relate this description to the proposed activities and outcomes:

* Identify roles and responsibilities for each individual with a salary funded partially or entirely through this grant.
* Identify the nature of the contracted services included in the professional and technical services.
* Identify specific events and venues if travel includes conferences and meetings in other states.
* List representative examples of supplies and materials.
* Identify individual items included in non-consumable, computer software, computer hardware, and capital outlay.

## Required Meetings (Required for full CTE Revitalization Proposals ONLY)

There will be two required meetings for CTE Revitalization Grant project awardees. The first one-day meeting will take place on February 23, 2018, in Salem for a team of no less than two people associated with operation of the grant activities. Include funds for transportation, food, lodging, and substitute costs for this meeting in your proposed budget.

The second required meeting will take place at the Oregon ACTE Summer Professional Development Conference on July 30 and 31, 2018, in Portland, OR. Include funds for transportation, food, lodging, and substitute costs for this meeting in your proposed budget. [More Information for Oregon ACTE July 2018 Conference](https://www.acteonline.org/eventcalendar.aspx?id=12044&dt=7/30/2018)

## Infrastructure Costs

Past grant recipients have had to alter budgets to accommodate low estimates of infrastructure costs. Provide evidence in the budget narrative and/or an appendix that the projected cost of significant infrastructure changes has been reviewed by an employee of the district or a contractor who has the background to conduct the infrastructure work. Official bids are not required for the proposal.

## Project Facilitator

Past grant recipients have found that a paid project facilitator is a valuable asset. Consider including a facilitator, other than a full-time teacher, in your budget. If this person is assisting with programmatic needs, they are not considered administrative support for budget purposes.

## High School Success (Measure 98) Funding

The amount of High School Success (Measure 98) funding a district receives will be considered as one of several factors in making final awards for full CTE Revitalization Grant proposals. It can also be a factor in showing sustainability. Including High School Success funding as matching funds in the budget worksheet will help reviewers understand more about sustainability.

## Summer 2019 Activities

ODE may be able to make advance payments for activities scheduled to occur between June 30, 2019, and September 30, 2019. For the purpose of this grant, those activities could include professional development, curriculum development, direct involvement of students, and infrastructure work that would cause disruptions during the regular school year. The activities must be included in the timeline and budget of this proposal. In the budget narrative, list those specific activities and estimate the total funds that will need to be advanced.

# Past recipient eligibility

(For past recipients only)

The intent of the CTE Revitalization Grant Advisory Committee is to support multiple projects that can be sustained and that are distributed across the state. That intent will be factored into final decisions about grant funding. However, previous recipients of the CTE Revitalization Grant, including those who were part of a regional grant, are eligible to apply for the 2017-2019 grant under the following conditions:

* The current proposal is for a new project managed by a previous recipient (i.e. Recipient A had a previously funded project related to health care and is now proposing a new project related to construction).

AND/OR

* The prior recipient is a partner in a new collaborative grant that is significantly different from the recipient’s previous project (i.e. Recipient A had a previously funded project related to health care and is now part of a new project that is a collaborative project related to construction proposed by recipient B).

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 (2011 to 2013, 2013 to 2015, or 2015 to 2017).
* 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.

# Technical Assistance

## **ODE Website**

For current information visit the ODE [webpage](https://www.oregon.gov/ode/learning-options/CTE/statefund/Pages/CTE-Revitalization-Grant.aspx) that has been set up to provide resources and information.

## **Webinars**

Staff from the Oregon Department of Education will provide webinars to assist potential applicants in creating a successful proposal. The timeline under the Application Process section includes the dates for each webinar. Recording of webinars will be posted to the [CTE Revitalization website](https://www.oregon.gov/ode/learning-options/CTE/statefund/Pages/CTE-Revitalization-Grant.aspx). All webinars will begin at 3:00 p.m. and will finish no later than 4:00 p.m. The link for registration is provided in the timeline on page 12 of this RFA. To make sure you are able to attend the entire webinar, please register early.

A reminder will be sent out through the CTE Revitalization Grant listserv about each webinar. The webinar should be active 15 minutes before the official start time.

## CTE Revitalization Grant Listserv

To be placed on the listserv to receive updates and information related to the CTE Revitalization Grant, please send an email to [Tom Thompson](mailto:tom.thompson@ode.state.or.us).

## Intent to Apply

The [Notice of Intent to Apply](https://docs.google.com/forms/d/e/1FAIpQLScTNXMRRfrm1VKS7C9AusHTh1LDQoVj_UNkIAa8kAhc-ZgxbQ/viewform) is optional but will help the Oregon Department of Education identify the number of grant reviewers needed and assure that the potential applicant will receive all updates related to the grant process. Completing this notice does not obligate the school, district, or Education Service District (ESD) to submit a final grant proposal.

# Appendix

## Appendix A - Definitions

The following definitions are exclusive to this RFA. Although some of these terms may be used by ODE and other state agencies, any differences that appear in this document do not imply changes in definitions and policies used by those agencies.

**Apprenticeship** is a formal method of training in a skilled occupation, craft, or trade. Apprentices learn occupations through a structured program of on-the-job training with related classroom technical instruction.

**Career and Technical Education (CTE)** is a comprehensive educational program for students based on industry needs. CTE includes coursework in areas such as health care, engineering, and computer science.

**Career and Technical Student Organizations (CTSOs)** are state or national organizations with local chapters operating in secondary and postsecondary CTE programs. CTSOs provide opportunities for students to demonstrate technical skills as well as to gain exposure to real life experiences within a career context. Students interact with business partners and professionals in learning and demonstrating technical, academic, and leadership skills. The following organizations are considered to be CTSOs for the purpose of the CTE Revitalization Grant:

* DECA (an organization for Marketing students)
* FBLA (Future Business Leaders of America)
* FCCLA (Family, Career, and Community Leaders of America)
* FEA (Future Educators Association)
* FFA (an organization for Agriculture and Natural Resources students)
* FNRL (Future Natural Resource Leaders)
* HOSA (an organization for future health professionals)
* SkillsUSA (an organization for trades and industry students)
* TSA (Technology Student Association)

**Community Engagement** means a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning planning which may include, but are not limited to, parent groups and advocacy groups, industry and STEM agencies, economic and workforce groups, student input, and educators.

**CTE Revitalization Grant Advisory Committee** is called out in legislation to set priorities and goals for the CTE Revitalization Grant and to make award recommendations. The committee consists of representatives from PK-14 education as well as business, industry, and labor.

**Culturally Responsive** refers to the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse individuals (students) in order to make learning more appropriate and effective for them.

**Diverse number of students** refers to a range of school sizes based on student enrollment.

**Equity Lens** refers to the commitment and principles adopted by the Oregon Education Investment Board to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.

**Educational provider** is any organization or individual that provides instruction to students. Educational providers may include public schools (including public charter schools), community colleges, education service districts (ESD), universities, apprenticeship programs, and industry training programs.

**Experiential learning** is the process of learning through authentic problem-based experiences in classrooms or the workplace. Experiential learning is also referred to as learning through action, learning by doing, hands-on learning, and applied learning.

**High demand** **occupations** as defined by the Oregon Employment Department are occupations having more than the median number of total (growth plus replacement) openings statewide or for a particular region.

**High wage occupations** as defined by the Oregon Employment Department are occupations paying more than the all-industry, all-ownership median wage statewide or for a particular region.

**Historically underserved student** means an English language learner, a student of color, a student experiencing poverty, or a student with disabilities.

**Innovations** refer to those products, processes, strategies, and approaches that improve significantly upon the status quo and reach scale.

**Opportunity gap** refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students, placing limitations on appropriate resources as a result.

**Oregon Skill Sets** are lists of knowledge and skills, developed with input from educators and employers, that students need in order to be successful in Oregon’s education and career environments.

**Partnerships** refer to active engagement between the schools, business, industry, labor, trades, and other educational organizations in relationship to CTE programs.

**Pathway to a high wage and high demand occupation** means a program of study that provides students with the education necessary for the student to obtain a high wage and high demand job upon graduation, or enroll in post-high school training and education that will lead to a high wage and high demand job.

**Program of study** is considered to be a cohesive educational design that includes courses, internships, student projects, or student organizations that support CTE. The educational activities provide instruction in technical content and academic content. The instruction is based on standards that reflect both industry needs and the needs associated with ongoing education that will help students prepare for a high wage and high demand career. However, as used in this grant application, “program of study” is not limited to a state approved CTE Program of Study.

**Reasonable geographic distribution** means that at least one-third of the funded proposals shall serve schools within a Metropolitan County, and at least one-third shall serve schools outside of a Metropolitan County.

## Appendix B – Cover Page

Application Cover Page

(Please Print or Type – All Fields Must Be Completed)

CHOOSE ONLY ONE of the following:

CTE Revitalization Grant **with** summer program supplement

CTE Revitalization Grant **without** summer program supplement

Summer program supplement ONLY

|  |
| --- |
| Project Name: |
| Amount Requested: |

|  |  |  |  |
| --- | --- | --- | --- |
| Project Director: | | | |
| District, School or ESD: | | | |
| Address: | | | |
| City: | State: | | Zip: |
| Phone: | | Email: | |

|  |  |  |  |
| --- | --- | --- | --- |
| Grant Fiscal Agent Contact: | | | |
| District, Charter School or ESD: | | | |
| Address: | | | |
| City: | State: | | Zip: |
| Phone: | | Email: | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Superintendent: | | | | | | | |
| District or ESD: | | | | | | | |
| Address: | | | | | | | |
| City: | | State: | | | Zip: | | |
| Phone: | | | | Email: | | | |
|  | Participating High School or Middle School Name  (add additional rows as needed) | | Lead Contact Name | | | Grade Levels | Student Enrollment |
|  |  | |  | | |  |  |
|  |  | |  | | |  |  |
|  |  | |  | | |  |  |
|  |  | |  | | |  |  |

## Appendix C – Assurances

STATEMENT OF ASSURANCES FOR ELIGIBLE RECIPIENTS

Each Participating School identified on the cover page must complete one Statement of Assurances form. Please print or type and duplicate as necessary.

|  |  |  |  |
| --- | --- | --- | --- |
| School Contact Name: | | | |
| School Name: | | | |
| School District or ESD: | | | |
| Address: | | | |
| City: | State: | | Zip: |
| Phone: | | Email: | |

2017-2019 Statement of Assurances

* The district, school, charter school, or ESD assures and certifies compliance with the regulations, policies, and requirements as they relate to the acceptance and use of state funds for programs included in this application.
* The district, school, charter school, or ESD agrees to carry out the project as proposed in the application.
* The district, school, charter school, or ESD will cooperate with any other participating districts to submit all required reports to the Oregon Department of Education as outlined in the RFA.
* Violations of the rules or laws may result in sanctions which may include but are not limited to reduction, revocation, or repayment of the grant award.
* The Authorized Agent certifies that to the best of his/her knowledge, the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the organization or institution will comply with the general statement of assurances.

Print Name of Authorized Agent Title

Signature of Authorized Agent Date

## Appendix D – Partners

Business, industry, labor, and Postsecondary education Partners

The following individuals and/or organizations have reviewed, discussed, and agreed to their part in implementing the project proposed in this grant application:

|  | Name | Title | Organization |
| --- | --- | --- | --- |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |
| 15 |  |  |  |

##### A letter of commitment must be included for each partner listed above. Commitment letters demonstrate a greater involvement in a project than letters of support.

##### A commitment letter must address:

##### What specific resources (financial, in-kind, materials, expertise, etc.) the partner will contribute to the project.

##### The commitment of the partner beyond the life of the grant.

##### Specifically how all partners, including community based organizations, address issues of equity.

## Appendix E – Budget Worksheet

Project Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fiscal Agent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Object | | Instruction  Regular  1XXX  (Expenditures NOT related to Staff Development) | Instructional  Staff Develop  2240  (Instructional Staff Development) | Total by Object | Anticipated Matching Funds\* |
| --- | --- | --- | --- | --- | --- |
| 1XX | Salaries |  |  |  |  |
| 2XX | Benefits |  |  |  |  |
| 31X | Instructional, Professional & Technical Services |  |  |  |  |
| 34X | Travel |  |  |  |  |
| 390 | Other general Professional & Technical Services |  |  |  |  |
| 4XX | Supplies & Materials |  |  |  |  |
| 460 | Non-Consumable Items |  |  |  |  |
| 470 | Computer Software |  |  |  |  |
| 480 | Computer Hardware |  |  |  |  |
| 550 | Capital Outlay (Depreciable Technology) |  |  |  |  |
| 690 | Administrative Costs @ 5 % |  |  |  |  |
| Total by Function | |  |  |  |  |

\*Matching funds are optional. Matching funds may be considered by reviewers as an indication of sustainability or partnership involvement.

## Appendix F – Outcomes and Measures

Project Outcomes and Progress Measures

Identify at least one outcome and its measures for each area identified in the table. The outcome should describe what will be achieved or accomplished with the help of this project. Outcomes should be measureable, manageable, and meaningful. The measurement of progress and expected results constitute your evaluation plan.

**Project Outcome** – These should focus beyond the life of the grant funds and be measureable, manageable, and meaningful. There must be at least one outcome in each identified area. For ease of reference later in the application, you may wish to number each outcome.

**Progress Markers** – Include specific methods you will use to measure short-term progress toward the outcome. Measurement can be qualitative and quantitative. More than one measurement can be used in each outcome.

**Expected Results** – Include specific results you would expect for the progress measurements if the project is successful. These should be realistic and ambitious.

|  |  |  |
| --- | --- | --- |
| **Area 1 - Improved and sustainable partnerships with business, industry, labor, and educational providers.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 1.1 |  |  |
| 1.2 |  |  |
| **Area 2 – Improved student access to CTE Programs of Study with particular attention to historically underserved students.\*** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 2.1 |  |  |
| 2.2 |  |  |
| **Area 3 – Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets, and employability skills. Describe how the project will address critical factors such as ninth grade on track and chronic absenteeism.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 3.1 |  |  |
| 3.2 |  |  |
| **Area 4 – Increased student awareness of career opportunities through exposure to employers.\*** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 4.1 |  |  |
| 4.2 |  |  |
| **Area 5 – Improved ability to meet workforce needs in the region with a focus on high wage and high demand occupations.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 5.1 |  |  |
| 5.2 |  |  |

\* If applying ONLY for a CTE Summer Program supplement, address only areas identified with an asterisk.

## Appendix G – Activities and Timeline

Activities and Timeline

Describe the specific activities associated with the attainment of each of the project outcomes in the table in Appendix F.

**Activity** – Activities may include planning and implementation. The project should have significant implementation activities by fall 2018.

**Outcome(s) addressed** – List the specific outcomes or areas of outcomes related to the activity. These can be listed by the numbers from the table in Appendix F.

**Timeline** – Indicate the beginning and ending month and year for each activity.

**Person(s) responsible** – Indicate the names, positions, or groups that will be responsible for making sure the activity will be accomplished within the proposed timeline.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Outcome(s) addressed** | **Timeline** | **Person(s) responsible** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Appendix H – Summer Program Proposal (20 Points)

The CTE summer program supplement seeks to provide middle school students with experiences that are connected to high school CTE Programs of Study. The programs should be immersive and unique experiences that engage the students in state-of-the-art facilities, and give them a sense of the educational and occupational opportunities that are available in the career areas represented in the summer programs. Answer this question only if the application includes a CTE summer program supplement. Refer to section B of the Application Process for a complete list of submission requirements.

**How will this program align with existing school CTE Programs of Study and occupations that are high wage and high demand?**

Include the following in your response:

* Identify how the career focus for the programs aligns with CTE Programs of Study available in high schools serving participating students and leads to high wage and high demand occupations.
* Outline the activities of a middle school summer program that would meet relevant technical and academic content.
* Describe how the content of the summer program goes beyond what is currently offered at middle school.
* Describe how the summer programs will intentionally link students to possibilities related to postsecondary education and career opportunities.

## Appendix I – Scoring Rubric

Applicants may use this as a guide when responding to the RFA.

| **Sections/Guiding Question** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| --- | --- | --- | --- |
| **Application Narrative** | | | |
| B. CTE Revitalization Grant Vision  **How does this project address the vision?** | The proposal thoroughly addresses all aspects of the CTE Revitalization Grant Vision through clearly aligned outcomes and activities.  The proposal clearly identifies how the outcomes and activities will lead to significant changes that improve CTE for students and promote program growth.  The proposal connects CTE with broader school and community educational and economic needs, particularly for historically underserved students. These connections can be clearly understood by students and parents. | The proposal partially addresses all aspects of the CTE Revitalization Grant Vision through clearly aligned outcomes and activities.  The proposal clearly identifies how the outcomes and activities will lead to some changes that improve CTE for students and promote program growth.  The proposal connects CTE with broader school and community educational and economic needs, particularly for historically underserved students. | The proposal addresses some aspects of the CTE Revitalization Grant Vision through aligned outcomes and activities.  The proposal identifies outcomes and activities that primarily maintain the current status of the CTE program.  Connections between CTE and broader school and community needs are limited |

| **Sections/Guiding Question** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| --- | --- | --- | --- |
| C. Partnerships  **How are partnerships integral to the overall design of your project?**  C. Partnerships (continued)  **How are partnerships integral to the overall design of your project?** | Partners in the grant represent a diverse range of the business, industry, labor, and education interests available within the community, including secondary/postsecondary advisory committees as appropriate.  Most business, industry, and labor partners are associated with high wage and high demand occupations locally, regionally, or statewide.  The proposal clearly includes partnerships with individuals and/or organizations that have demonstrated commitment to providing knowledge and expertise related to recruitment and participation by historically underserved students including students non-traditional by gender.  Partners have been directly and continuously involved in the development of the project as collaborators.  The continued involvement of the partners during implementation is clearly developed and integral to the success of the project.  Partners show active engagement through expertise, financial, in-kind, or material support. | Partners in the grant represent a narrow range of the business, industry, labor, or education interests available within the community.  Some business, industry, and labor partners are associated with high wage and high demand occupations locally, regionally, or statewide.  The proposal clearly includes partnerships with individuals and/or organizations that have knowledge and expertise related to recruitment and participation by historically underserved students including students non-traditional by gender.  Partners have been involved in the development of the project as collaborators.  Partners will likely continue involvement through implementation.  Partner engagement mainly involves feedback about grant activities. | Partners in the grant are not representative of interests available in the community.  Few business, industry, and labor partners are associated with high wage and high demand occupations locally, regionally, or statewide.  Partnerships with individuals and/or organizations that could provide knowledge and expertise related to recruitment and participation by historically underserved students are not explicitly described.  Partners indicate support for the grant but have had very little impact on development of the project.  Partners will have little impact on implementation of the project.  Partner engagement is unclear. |
| D. Project Outcomes  **Proposals applying only for the CTE Summer Program supplement respond to areas 2 and 4.** | Project outcomes address all required broad areas identified in the RFA and indicate a well-developed plan.  Project outcomes are deliberately connected to each other and related to the overall plan of the project. | Project outcomes address all required broad areas identified in the RFA and indicate a plan that is consistent with those areas.  Some project outcomes are connected to each other. | Project outcomes may be missing or are poorly developed.  Project outcomes are generally treated separately. |
| E. Evaluation | There is always a logical connection between the progress markers and project outcomes.  The measurement methods and instruments (e.g. student surveys, state testing, Career Readiness Certificate, or technical skill assessments) have been identified and will be used to systematically collect data that can demonstrate attainment of the outcomes.  Expected results are ambitious and consistent with the outcomes and measurements. | Logical connections between project outcomes and progress markers can be inferred.  Some measurement methods and instruments have been identified and are tied to the outcomes.  Expected results indicate growth and are consistent with the outcomes and measurements. | Connections between project outcomes and progress markers are unclear.  There is little indication that specific measurement methods or instruments will be used to conduct an evaluation.  Expected results indicate little growth and may be inconsistent with the outcomes and measurements |
| F. Activities and Timeline | All activities are clearly connected to the vision and goals of the grant program and the outcomes listed in the proposal.  The timeline leads to completion of the project, including reporting deadlines.  The timeline demonstrates that students will be full participants in the program during the 2018-2019 school year and/or Summer 2018 in the case of the CTE Summer Program supplement. | Connections between activities, vision, goals, and outcomes in the grant can be inferred.  The timeline leads to completion of the project but may be missing some detail.  The timeline demonstrates that students will benefit from the activities during the 2018-2019 school year and/or Summer 2018 in the case of the CTE Summer Program supplement. | The connections between the vision, goals, outcomes, and activities in the grant are missing at times.  The timeline includes major project milestones but lacks many specifics.  The beginning of student engagement in the project can only be inferred. |
| G. Career and Technical Education Program of Study Design  **How will outcomes and activities in this grant support the development of a CTE Program of Study?**  G. Career and Technical Education Program of Study Design (continued)  **How will outcomes and activities in this grant support the development of a CTE Program of Study?** | The project creates a new program of study or enhances existing programs of study that will provide students multiple options within a career pathway to further education and careers.  The instruction associated with the program of study clearly supports academic, technical, and employability skills.  Alignment and articulation with postsecondary opportunities are part of the design. Postsecondary opportunities may include apprenticeships.  The program of study design supports the complete vision of the CTE Revitalization Grant.  The proposal outlines a clear plan to work toward an approved CTE Program of Study if appropriate and if it does not already exist. | The project creates a new program of study or enhances existing programs of study that are focused on single occupations within a career pathway to further education and careers.    The instruction supports academic, technical, or employability skills, but not all, or they are not clearly described.  Alignment and articulation with postsecondary opportunities can be inferred as part of the design. Postsecondary opportunities may include apprenticeships.  The program of study design supports some aspects of the vision of the CTE Revitalization Grant.  The proposal indicates intention to work toward an approved CTE Program of Study if appropriate and if it does not already exist. | It is unclear how the proposal supports the development of a program of study or career pathway.  The instruction primarily supports technical skills.  Alignment and articulation with postsecondary opportunities are not included as part of the design.  The program of study design does not clearly support the vision of the CTE Revitalization Grant.  There is no plan to work toward an approved CTE Program of Study. |
| H. High Wage and High Demand Occupations  **How will your proposal support the development or enhancement of a career pathway that leads to high wage and high demand occupations?** | Evidence supports that programs of study are clearly linked to high wage and high demand occupations that can be identified locally, regionally, or statewide.  The proposal clearly documents strategies that will help students, parents, and community understand the opportunities for high wage and high demand occupations. | Programs of study are based on occupations that are not clearly documented with supporting evidence as high wage and high demand.  The proposal clearly documents strategies that will help students understand the opportunities for high wage and high demand occupations. | Programs of study are not based on high wage or high demand occupations.  The proposal does not identify strategies to communicate opportunities for high wage and high demand occupations. |

|  |  |  |  |
| --- | --- | --- | --- |
| I. Equity  **How will this project increase participation, support, and retention of historically underserved students?** | The proposal clearly describes the historically underserved student populations served within the scope of the project.  The proposal identifies specific evidence-based activities that will increase the enrollment of historically underserved students in the CTE program.  The proposal identifies specific evidence-based activities that will ensure the success and continue participation in CTE programs by historically underserved students. | The proposal acknowledges the historically underserved student populations within the scope of the project.  The proposal identifies activities to recruit historically underserved students into the CTE program.  The proposal identifies some activities to support the success and continued participation of historically underserved students. | The proposal generally acknowledges there are historically underserved students in CTE programs.  The proposal does not identify activities related to recruitment of historically underserved students.  The proposal does not identify activities related to success and continued participation of historically underserved students. |
| J. Diploma Connections  **How will this project help all students meet the requirements of the Oregon Diploma?** | The proposal includes multiple strategies that integrate diploma requirements into CTE programs, including how the project will address critical factors such as ninth grade on track and chronic absenteeism, and access to college credit.  The proposal specifically addresses activities that are evidence-based and designed to address the needs of historically underserved students. | The proposal includes a limited number of strategies that integrate diploma requirements into CTE programs, including how the project will address critical factors such as ninth grade on track and chronic absenteeism, and access to college credit.  The proposal specifically addresses activities designed to address the needs of historically underserved students. | The proposal includes few strategies that support diploma requirements and those strategies are not integral to the CTE program.  The proposal addresses the needs of historically underserved students. |

|  |  |  |  |
| --- | --- | --- | --- |
| K. Sustainability  **How will this project be sustainable?** | The project proposes multiple strategies for sustaining the work beyond the life of the grant, including systemic changes in the relationship between CTE and an entire school program, school board, and community.  Financial sustainability addresses school, district, or regional approaches that go beyond continued competitive grant resources.  The proposal specifically addresses use of non-competitive state and federal funds (High School Success, Secondary Career Pathways, Perkins, etc.) to sustain the program.  An explicit plan for sustaining partnerships includes an ongoing communication with new and existing partners. | The project proposal includes multiple strategies for sustaining the work beyond the life of the grant.  The primary strategy for financial sustainability is ongoing support through additional competitive grants.  Use of non-competitive state and federal funds (High School Success, Secondary Career Pathways, Perkins, etc.) to sustain the program can be inferred.  Sustaining partnerships can be inferred from the proposal, but the activities are not explicit. | The project proposal relies on a single strategy for sustaining work beyond the life of the grant.  Financial sustainability is not addressed.  Use of non-competitive funds to sustain the program is not addressed.  Partnerships may not continue beyond the life of the grant. |
| L. Communication  **How will you communicate about the career pathway addressed in this project?** | The activities described in the proposal describe specific evidence-based methods that will be used to communicate the value of a career pathway to students, their parents, and the community.  Strategies for communication in the proposal are directed to the needs of historically underserved students.  Students, parents, and community have a voice in the development and implementation of the grant. | The activities described in the proposal describe general methods that will be used to communicate the value of a career pathway to students and their parents.  Strategies for communication in the proposal consider the needs of historically underserved students.  Students, parents, and community have a voice in the implementation of the grant. | The activities described in the proposal may help to communicate the value of a career pathway to students.  Strategies for communication in the proposal do not address the needs of historically underserved students.  Students, parents, and community do not have a voice in the grant. |

| **Sections** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| --- | --- | --- | --- |
| **Optional Bonus Narrative** | | | |
| A. Career and Technical Student Organizations  **How will this project strengthen connections to CTSOs?** | The proposal clearly describes how specific Career and Technical Student Organizations will enhance the CTE program design by helping students develop strong technical, academic, and leadership skills. | The proposal clearly states how specific Career and Technical Student Organizations will be included in the CTE program. | The proposal generally acknowledges the importance of Career and Technical Student Organizations. |
| B. Middle School Component  **How will this project expand CTE access to middle school students?** | The middle school component describes how significant age appropriate and engaging CTE instruction will be provided while explicitly informing students about high school and postsecondary opportunities. | The middle school component describes how significant age appropriate and engaging CTE instruction will be provided. | The middle school component is limited. |
|  |  |  |  |
| C. Focus on Regional, Statewide, or System Changes  **How will this project affect a larger audience beyond a single school district?** | The overall focus of the project is to develop programs, strategies, or approaches to CTE that will be implemented by multiple schools, districts, or ESDs. | The project describes programs, strategies, or approaches to CTE that may be implemented by multiple schools, districts, or ESDs. | The project describes programs, strategies, or approaches that pose significant challenges for implementation by multiple schools, districts, or ESDs. |

The following section of the Scoring Guide will be used only to score proposals requesting a CTE Summer Program supplement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sections** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| B. Summer Program Outline | Programs have strong alignment to available high school CTE Programs of Study that can lead to high wage and high demand occupations.  Examples of activities are clearly aligned to the career focus and are of sufficient duration and content to motivate students to prepare for careers addressed.  The proposal provides clear evidence that the opportunities go beyond what is currently offered in local middle schools.  Many suggested activities intentionally link students to post-secondary education and careers. | Alignment to high school CTE Programs of study that can lead to high wage and high demand occupations can be inferred.  Examples of activities are aligned to the career focus and contain sufficient duration and content that may motivate students to prepare for careers addressed.  The proposal infers that the opportunities go beyond what is currently offered in local middle schools.  Some suggested activities intentionally link students to post-secondary education and careers. | Unclear alignment to high school CTE Programs of Study that can lead to high wage and high demand occupations.  Examples of activities are aligned to the career focus but may not be of sufficient duration and content to motivate students to prepare for the careers addressed.  The proposal describes opportunities that appear to be equivalent to what is already offered in local middle schools.  Activities linking students to post-secondary education and careers are not described or can only be inferred. |