Request for Application

**Oregon**

**Career and Technical Education Revitalization Grant**

**2023-2025**

Grant Application Due Date:

**Monday, November 6, 2023 | 5:00 p.m. (PST)**

Oregon Department of Education

Office of Education Innovation & Improvement

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](https://www.zoomgov.com/j/1616498662); Fax [(503) 378-5156](https://app.smartsheet.com/b/form/7225086959ba4540aea940fce53665e1).



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# I. 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 more than 170 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 2015 Oregon Legislature to renew its commitment to CTE revitalization.

In July 2015, Governor Kate Brown signed House Bill (HB) 3072 and HB 5016, authorizing $9.0 million for the Oregon Department of Education to continue the CTE Revitalization Grant program. During the 2023 legislative session, $7.6 million was allocated for 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), Higher Education Coordinating Commission (HECC), Bureau of Labor and Industries (BOLI), and a growing number of forward-thinkers, policy-makers, employers, and other collaborators 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 applications that demonstrate innovation in meeting the goals of the grant.

# II. Equity and CTE Revitalization

Equity is the foundation of all state and federal grant opportunities. The Oregon Department of Education and the Higher Education Coordinating Commission are committed to educational equity and excellence for all learners in Oregon, as articulated in their individual equity statements.

From [Aligning for Student Success: Integrated Guidance for Six ODE Initiatives, Appendix E:](https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcd2022.pdf)

*The purpose of the Oregon Equity Lens is to clearly articulate the shared goals we have for our state and the intentional investments we will make to reach our goal of an equitable educational system. The equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.*

*Equity tools are best utilized in continuous cycles that include:*

***1. An equity stance:*** *Core values, commitments, orientations, principles, strategies, and frameworks that your district, organization, school, or team has decided are foundational to what you wish to prioritize in decision making.*

***2. An equity lens:*** *An active tool that supports core values, commitments, orientations, and questions to become operationalizable. An equity lens must support navigating choices in the here and now. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities. An equity lens could also include:*

***a. Facilitation Tools or Protocols****: Possible protocols (such as a consultancy protocol) to use the equity lens in a facilitated space or discussion.*

***b. Decision-making Tools or Protocols****: Possible tools (such as the ODE decision tools or consensus tools like Fingers to Five) that help guide decision-making based on the questions and framework in the equity lens.*

***3. Implementation:*** *An equity lens should also guide decisions around the roll-out and operationalization of key equity strategies and activities, and can be used throughout the entire process of implementation.*

***4. Processes for reflection, feedback, and learning:*** *Throughout the entire cycle and process, teams should consider how reflection, feedback, and learning time and processes are built in to refine the equity stance, lens, and other tools.*

This is a summary of elements concerning enacting equity in initiatives such as the CTE Revitalization Grant program. As you work on your grant proposal, ODE strongly recommends that you review the linked materials and reach out with questions. Questions about equity will be addressed during the preparatory webinar series. There will also be opportunities to raise equity questions during monthly office hours and at any other time by way of phone, email, or virtual meetings.

The [HECC Equity Lens](https://www.oregon.gov/highered/policy-collaboration/Documents/Equity/HECC-Equity-Lens-2021.pdf) expresses the stance of that agency on equity from the postsecondary perspective. Because of the collaborative nature of the work between ODE and HECC—and the need to ensure equity throughout the CTE program experience—the positions, goals, and objectives are complementary and critical to learner and community success.

Successful CTE Revitalization Grant applicants will align with and demonstrate the implementation of the Oregon Equity Stance and the HECC Equity Lens. Projects funded through a CTE Revitalization Grant should demonstrate the use of analyses, existing data and information, and tools such as needs assessments to determine community needs while leveraging strengths—lifting the voices of all Oregonians, especially those of historically and currently marginalized learners and their families.

# III. General Information

## Purpose of the CTE Revitalization Grant

CTE Programs of Study in Oregon prepare individuals for a wide range of careers, including but not limited to health care/biomedical, renewable energy, hospitality, engineering, and information technology.

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 due to a variety of internal and external factors. In some cases, this forced CTE program cutbacks, closures, and the collapse of effective learning opportunities for students. In some districts, CTE is classified as an elective or career exploration class. However, 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-skill, high-wage, in-demand occupations; support achievement of the Oregon diploma; and address the needs of historically and currently marginalized youth, students, and families including civil rights protected classes*.* These revitalized CTE programs will give students the knowledge and skills required in careers that provide high wages and are in demand. Partnerships among business, industry, labor, community organizations, and educators are the foundation for 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 should also be a source of continued support from the community and lead to sustainability and independence.

**Note: This document uses a number of terms and acronyms, some of them in novel ways. For definitions, please refer to** [**Appendix A**](#_Appendix_A_–)**.**

## Priorities, 2023-25 CTE Revitalization Grant Cycle

CTE prepares learners to become earners. Programs of study provide learners with the academic and technical knowledge and practical experiences to investigate career areas and make informed decisions about the path forward. CTE programs must also address the needs of career areas that offer high wages and applicable skills in in-demand areas. With this in mind, the following are priority areas for this round of CTE Revitalization:

* Industries identified in Future Ready Oregon legislation provide high-skill and high-wage careers. Due to profound shortages in the areas of Healthcare/Health Sciences, Technology, and Manufacturing, careers in these areas also provide individual opportunity, satisfy the demand for highly-skilled individuals, and contribute to the economic vitality of both individual regions and, indeed, the entire state.
* Construction and related industries are of regular interest due to both the shortage of housing experienced throughout Oregon and the high cost of available housing stock. Programs and grant applications that address these needs are welcomed.
* Curricula, learning resources, and professional development materials that support CTE teachers in expanding their practice can be expensive and may not address local or regional needs. Those materials that are openly licensed, copyright free, and can be readily adapted to fit local situations help support learning areas. Materials that can be located on [Oregon Open Learning](https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcard2020.pdf) and classified as [Open Educational Resources in the CTE](https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcd2022.pdf?__hub_id=73) area are encouraged where possible.
* Robust tribal partnerships support learning and build inclusion. Good jobs exist everywhere, and extending the benefits of CTE Programs of Study to multiple communities increases the number of high-skilled candidates while raising the standard of living for all Oregonians. Innovative practices that embrace multiple perspectives on industry engagement provide more ways for learners and communities to succeed. Partnering with tribes can involve existing or new partnerships that provide economic benefit for all.
* CTE Revitalization Grants have traditionally provided balance to ensure geographic diversity. Grants from small/rural communities continue to be encouraged to support strengthening of opportunity through both existing career areas and emerging/emergent ones.
  + For the purposes of the 2023-25 CTE Revitalization Grant, small/rural school districts are defined by ODE as those districts with less than 1,650 ADMw.

## CTE Revitalization Grant Vision

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

1. All learners will benefit from High Quality CTE Programs of Study leading to meaningful careers in high-skill, high-wage, in-demand careers that provide individuals with a sense of pride and contribution to their communities.
2. All learners, at all age levels, will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure to and communication about careers.
3. All learners will be able to make connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.
4. All learners will learn from knowledgeable experts who contextualize learning and create robust integration of academic and technical content.
5. All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs.

## Types of Grants

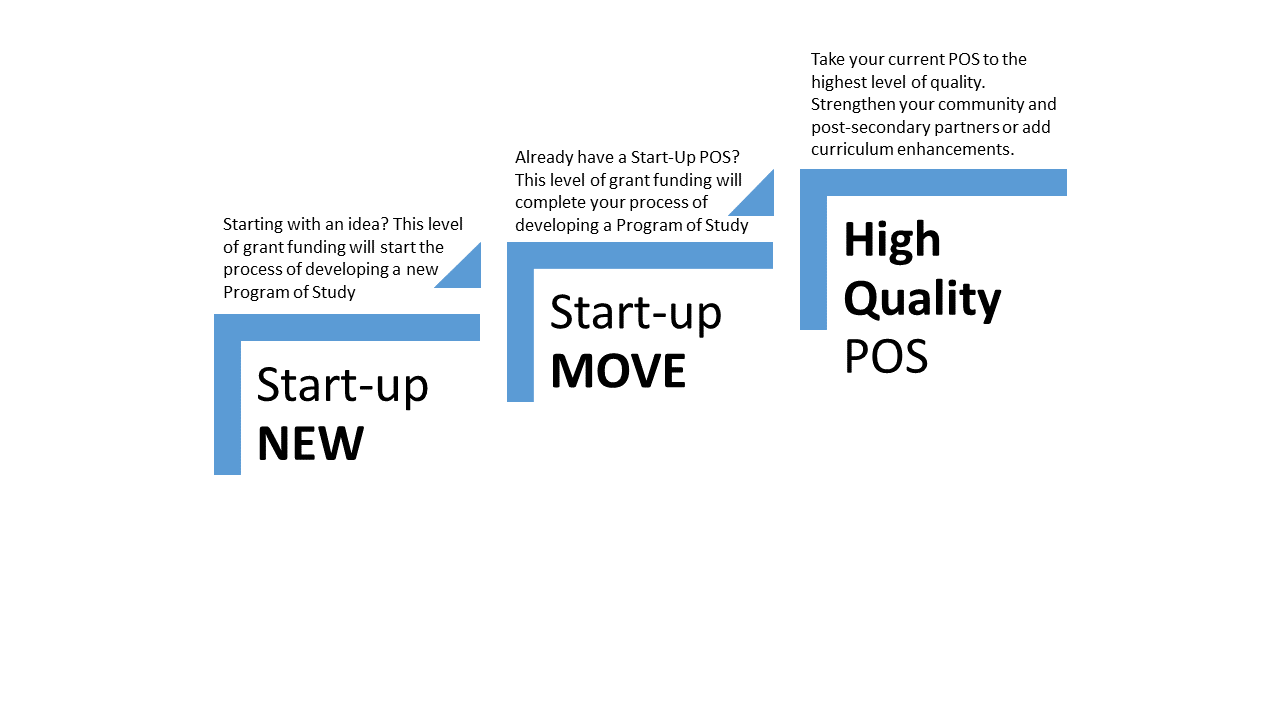
The maximum funding for any single proposal serving a single school is **$250,000**. Collaborative proposals involving multiple districts (consortia) are encouraged; consortia can request up to **$500,000**. All lead applicants are encouraged to partner with other schools (e.g., high schools, middle schools), tribal groups, and community colleges in their own district.

There is no minimum amount for a proposal. Grants of any size are welcome and encouraged; there is no advantage to requesting a larger sum of funding than is necessary. Grant “asks” should be based on the work to be done and should reflect what is needed and can be invested well for the benefit of the program, learners, and community. ***All grant awards are contingent on continued available funding.***

The CTE Revitalization Grant Advisory Committee may advise ODE to investigate a lower award in order to fund additional proposals.

There are three groups of grants:

1. Start-up **NEW**
2. Start-up **MOVE**
3. **High Quality** POS



### Start-up NEW

This type of competitive grant is designed for starting a CTE Program of Study (CTE POS) through all of the steps toward the three-year development of a program of study. Working in close coordination with your CTE regional coordinator, an example might include funding for the development of:

* Needs assessment
* Advisory committee/industry partners
* Community partnerships
* Teacher recruitment and retention
* Curriculum development
* Postsecondary collaboration
* Equipment
* Facilities construction and vehicle purchases (please see section G-Use of Funds)\*
* Professional development tied to the outcomes of the underlying POS

### Start-up MOVE

Applicants for this competitive grant will have an existing start-up program of study. The goal for this type of grant is to move the existing start-up toward the approval process as a CTE POS with additional funding and resources. Expect to be working closely with your CTE regional coordinator and ODE education specialist. Funding uses may include but are not limited to:

* Continued development and implementation of an advisory committee
* Sustaining community partnerships
* Teacher recruitment and retention
* Curriculum development
* Postsecondary collaboration
* Equipment
* Facilities construction and vehicle purchases (please see section G-Use of Funds) \*—see “please note” on page 11
* Professional development tied to the outcomes of the underlying POS

### High Quality Program of Study

Grants in this category are designed to take existing programs of study through processes that include all of the elements of a [HQPOS](mailto:ODE.CTERevitalization@ode.oregon.gov).

* Establishing Career Connected Learning experiences
* Expanding CTE POS
* Teacher recruitment and retention
* Evaluating and updating curriculum
* Postsecondary collaboration including community colleges, business, industry, and community professionals
* Equipment
* Facilities construction and vehicle purchases (please see section G-Use of Funds) \*—see “please note” on page 11
* Professional development tied to the outcomes of the underlying POS

## Eligibility

**The CTE Revitalization Grant is a competitive grant.** Per [OAR 581-044-0230](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=146472), 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

## Grant Requirements

To demonstrate revitalization of CTE, all grant recipients will be expected to complete following elements:

* Create an action plan to address identified needs of **historically and currently marginalized learners within your community.**
* 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**.
* Describe how the project will help students meet the requirements of the **Oregon Diploma** while preparing them for further education, training, and/or career.
* 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 and engaged* business, industry, labor, community organizations, and education (e.g., community college, private postsecondary) **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.

## 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 Grant 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, 2025. Per [2 CFR 200.403](https://oercommons.org/groups/oregon-cte/4843/), all deliverables must be completed by the end of the grant period. For more information, please go to [CTE Policy Guidebook](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/High-Quality-CTE-Program-of-Study-Rubric.aspx) (August 2023 version, section 14.9).

### Use of funds may include 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 are permissible. Ongoing staffing should be addressed in the sustainability section of your 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.

If you have ideas you would like to explore beyond this list, please contact the [ODE CTE Revitalization Grant Team](mailto:ode.cterevitalization@ode.oregon.gov) to discuss.

***\* Please note: If you are considering using Revitalization funds to support a capital construction project or purchase a vehicle, please reach out to the*** [***ODE CTE Revitalization Grant Team***](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRea20080eff2ea53/section-200.403) ***to discuss your plans BEFORE submitting your CTE Revitalization Grant RFA.***

### Funds may NOT be used for:

* Costs associated with writing the proposal.
* Contractual obligations that began prior to the start date of the grant, or extend beyond June 30, 2025.
* 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.

## [Evaluation Progress Markers and Results](#_heading=h.45jfvxd)

Successful proposals will include specific project outcomes and an evaluation plan that will provide evidence of progress toward meeting those outcomes within the timeline of the grant. Progress must be measurable through collection of appropriate data, observable through anecdotal records, or documented through other records. The results of the evaluation will be reported to ODE as part of the Final Grant Update. 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. These data may include, but are not limited to, the following:

* Quarterly online updates
* Interviews and/or surveys conducted by ODE staff or evaluators
* Secure Student Identification (SSID) and Universal Staff Identification (USID) numbers of individuals involved in the funded project
* One interim report on student participation

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 that it is possible.

**Important:** Assessment through periodic reports provides multiple benefits, including but not limited to helping recipients gauge the impact of their programs on learners, checking for progress on equity markers, and evaluating the status of key partnerships that will strengthen the program of study. Periodic progress reports are listed in “Timelines and Important Dates” on page 14. Failure to complete and submit periodic reports may affect future eligibility for CTE Revitalization Grants. Please partner with school/district staff, CTE regional or direct recipient coordinators, and ODE CTE Revitalization Grant Team members as appropriate should problems arise. Grant success benefits everyone.

## Scoring and Appeals Process

A review committee will score all complete grant applications that were electronically submitted to the Oregon Department of Education by 5:00 pm (PST) on November 6, 2023, using the process described in this grant. 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. The CTE Revitalization Grant Advisory Committeewill make final recommendations based on the score and:

* Reasonable geographic distribution
* Development of a CTE POS (i.e., start-up, full program approval, enhancement/expansion)
* Enrollment and participation of historically and currently marginalized students of the project
* Status as a prior recipient

The Director of the Oregon Department of Education or a designee will make the final award decision.

The Oregon Department of Education will notify both successful and unsuccessful applicants and will provide a summary of comments and suggestions related to their applications. 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 any perceived irregularities in the decision process. Once appeals have been considered, the award decisions made by the Director are final.

## Contact Information

For assistance related to the Oregon CTE Revitalization Grant application, please contact the [ODE CTE Revitalization Grant Team](https://public.govdelivery.com/accounts/ORED/subscriber/new) (ODE.CTERevitalization@ode.oregon.gov).

# IV. Application Process

## Timeline and Important Dates

| **Completion Dates** | **Activities** |
| --- | --- |
| October 3, 2023 | Request for Applications (RFA) available online |
| October 11, 2023  3:00 to 4:00 pm | [Technical Assistance Webinar #1](https://www.zoomgov.com/j/1609276044?pwd=TmNWSDVOTXI4RzA0M0RpNklLY2pFZz09) – Application and Submission Process |
| October 18, 2023  3:00 to 4:00 pm | [Technical Assistance Webinar #2](https://app.smartsheet.com/b/form/7225086959ba4540aea940fce53665e1?pwd=RVJZM2cyc2syM3MyYXFmYkQ3eS91dz09) – Building your CTE Revitalization application (CTE POS Design, Partnerships, and Communication Strategies) |
| October 25, 2023  3:00 to 4:00 pm | [Technical Assistance Webinar #3](https://www.zoomgov.com/j/1614487294?pwd=T3Z3bHBLUnlGK2QyUGF5am5pUjk2Zz09) – Building your CTE Revitalization application (CTE and Equity, Reporting and Budget) |
| November 1, 2023  3:00 to 4:00 pm | [Technical Assistance Webinar #4](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/CTE-Revitalization-Grant.aspx?pwd=Y2k0NDNXZ1Q4WGpuUWN2dzRHb1hkQT09) – Office Hours for Applicants |
| **November 6, 2023** | **Applications due to ODE by 5:00pm (PST)** |
| November 2023 | Applications reviewed |
| December 6, 2023 | Applicants expected to be notified of **preliminary** **award** |
| December 13, 2023 | Deadline for appeal submission |
| December 15, 2023 | Applicants expected to be notified of **final award** |
| February 7, 2024 | Required recipient orientation meeting (virtual) |
| April 12-14, 2024 | CTE Revitalization TA/Oregon ACTE (optional opportunity for grant recipients) |
| May 24, 2024 | Update #1/Spring 2024 due |
| September 27, 2024 | Update #2/Summer 2024 due |
| December 18, 2024 | Update #3/Fall 2024 due |
| March 31, 2025 | Update #4/Spring 2025 due (including interim student count) |
| **June 30, 2025** | **All CTE Revitalization Grant funds must be expended and goods delivered** |
| August 14, 2025 | Deadline for all reimbursement claim submissions |
| October 10, 2025 | Final Updates due for activities from start of the grant to June 30, 2025 |

## Application Sections

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

Please submit the following application documentation as attachments in the [Smartsheet form:](https://app.smartsheet.com/b/form/7225086959ba4540aea940fce53665e1)

1. **Participating Institutions** (Appendix B) –*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, docx or pdf)–*REQUIRED* – This section may not exceed four (4) pages or 1,000 words maximum. The tables for sections D, E, and F and the abstract are not included in this count.
3. **Budget Narrative and Worksheet** (Appendix E**)** (doc, docx, pdf)–*REQUIRED*– This section should include a narrative and budget worksheet. There is a three (3) page limit.
4. **Previous Recipient Eligibility Response** (doc, docx, 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.
5. **Statement of Assurances** (Appendix C) (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* ***ONLY*** *if the authorized agent has authority over all of the schools listed on the assurance.*
6. **List of Partners** (Appendix D) – *REQUIRED*
7. **Partner Commitment Letters** (doc, docx, or pdf) – *REQUIRED –* These letters should identify the specific commitment each listed partner has made related to the project.
8. **Appendix** (doc, docx, or pdf) –*OPTIONAL*–Any supporting charts, graphs, tables, and other materials may be placed in an Appendix and referenced in the Grant Narrative.

## 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. Important: for all attachments, please follow the criteria listed below.

* 12-point font, Times New Roman or Calibri
* 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 Smartsheet (see instructions below). **No other delivery method will be accepted.**

### Submission Process:

**The complete application and attachments must be submitted via the** [**Smartsheet form.**](https://www.oregon.gov/ode/learning-options/CTE/Documents/CTE%20Policy%20Guidebook_FINAL.pdf)

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 scored.

***Special Note:*** *We strongly suggest having all information and attachments complete and at hand before beginning to fill out the submission form; Smartsheet will* ***not*** *allow you to save your progress and return later.*

# V. Application Narrative

Successful CTE Revitalization Grant applicants will align with and demonstrate the implementation of the Oregon Equity Stance. [Please refer to page 5](#_II._Equity_and) for complete information on pertinent equity topics as they apply to this RFA.

## 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)

Projects funded through a CTE Revitalization Grant should leverage the strengths of the

community, especially those voices of historically and currently marginalized students and their families.

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

1. All learners will benefit from High Quality CTE Programs of Study leading to meaningful careers in high-skill, high-wage, in-demand careers that provide individuals with a sense of pride and contribution to their communities.
2. All learners at all age levels will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure to and communication about careers.
3. All learners will be able to make connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.
4. All learners will learn from knowledgeable experts who contextualize learning and create robust integration of academic and technical content.
5. All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs.

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 marginalized students will experience CTE

## Equity (20 Points)

Students in Oregon represent increasingly more diverse populations, as is demonstrated by current data reports:

* **American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Black/African American, Hispanic/Latinx or Multi-Racial:**
  + 40.3% (n=223,018) [Oregon Statewide Annual Report Card 2021-2022](about:blank)
* **Economically Disadvantaged:**
  + 48.0% (n=263,725) [Oregon Statewide Annual Report Card 2019-2020](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/High-Quality-CTE-Program-of-Study-Rubric.aspx)
* **Ever English Learners:**
  + 17.98% (n=99,453) [English Language Learners in Oregon, Annual Report 2021-22](https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Documents/Oregon_English_Learners_Report_2021-22_Final.pdf)
* **Students Experiencing Houselessness:**
  + 3.38% (n=18,683) [Oregon Statewide Annual Report Card 2021-2022](about:blank)
* **Lesbian/Gay/Bisexual/Not Sure/Something Else:**
  + 22.2% [Oregon Healthy Teens Survey, 2019](https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20State%20of%20Oregon%20Profile%20Report.pdf)
* **Mobile Students:**
  + 12% (2019-2020 3rd period ADM data)
* **Students with Disabilities:**
  + 14.2% (ODE Legislative Report, 2021)

The most pivotal question your application should answer is: **How will this project increase participation, support, and retention of historically and currently marginalized students in your community?**

Successful applicants will demonstrate their understanding of the local community by aligning demographic data with project outcomes, including a method for measuring and reporting student impact.

Also include the following in your response:

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

## Partnerships (25 Points)

Developing and sustaining partnerships is a key priority of the CTE Revitalization Grant. Engagement should show logical connections and be tied to outcomes and deliverables.

* Partnerships with **any of the nine federally-recognized tribes** will improve outcomes for all learners and extend the power of CTE across communities and regions.
* **Community-based organizations** such as groups representing historically and currently marginalized students can help extend career connected learning and CTE efforts.
* **Businesses, industries, labor management organizations, and/or trades** are required partners in a Perkins-approved program of study and should have meaningful, explicit roles to play in supporting programs and partnering with them as mentors, guides, and advisors.
* Partnership with the **community college** aligned with the CTE Program of Study is an expectation of both state and federal agencies.
* **Workforce investment boards, economic development organizations, STEM Hubs, and local chapters of professional organizations** may also link projects to multiple partners.

Partnership roles must be articulated fully for maximum points; there must be demonstrable links between the work of the grant and the work of collaborating partners.

**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-skill, high-wage, in-demand occupations.
* How partners will be able to help promote opportunities for historically and currently marginalized students.
* Growth in opportunities for articulated credit when appropriate.

The required documentation you will attach includes a list of partners and commitment letters from those partners. A commitment letter addresses what specific resources (financial, in-kind, materials, expertise, etc.) the partner will contribute to the project.

## 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 measurable, manageable, and meaningful. The outcomes must clearly address the CTE Revitalization Vision goals:

* All learners will benefit from High Quality CTE Programs of Study leading to meaningful careers in high-skill, high-wage, in-demand careers that provide individuals with a sense of pride and contribution to their communities.
* All learners, at all age levels, will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure and communication about careers.
* All learners will be able to make connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.
* All learners will learn from knowledgeable experts who contextualize learning and create robust integration of academic and technical content.
* All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs.

It is understood that final attainment of the project outcomes may only be achievable 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 E of this narrative. Measures can be descriptive and/or numeric, but must be systematically collected. Updates will be required throughout the life of the grant cycle, starting in 2024 (please see timeline under Application Process). **Please note that funds will be placed on hold unless reporting has been on time and submitted to ODE.** 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 E 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 activities may start once award notifications have been received and lead to student involvement beginning no later than September 2024. All CTE Revitalization activities and purchases **MUST BE** completed—including delivery of assets to the school or district and provision of services or training—by **June 30, 2025**.

**Note: This date CANNOT be changed.**

## 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[[1]](#footnote-1) enhanced by planned professional development. 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.oregon.gov) (ron.dodge@ode.oregon.gov) if you have questions about approved programs.

There are three groups of CTE POS Design:

1. Start-up **NEW**
2. Start-up **MOVE**
3. **High Quality** POS

### Start-up NEW

This type of competitive grant is designed for starting a CTE Program of Study (CTE POS) through all of the steps toward the three year development of a program of study. Working in close coordination with your regional CTE coordinator, please address the following in your response:   
  
**How will outcomes and activities in this grant support the development of a CTE Program of Study?**

* Explain how the design addresses the CTE Revitalization Grant Vision.
* Clarify how the identified activities lead to enhancement or creation of a CTE Program of Study.
* 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.
* 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.

### Start-up MOVE

Applicants for this competitive grant will have an existing start-up program of study. The goal for this type of grant is to move the existing start-up toward the approval process as a CTE POS with additional funding and resources. Expect to be working closely with your regional CTE coordinator and ODE education specialist. Please address the following in your response:

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

* Explain how the design addresses the CTE Revitalization Grant Vision.
* Clarify how the identified activities lead to enhancement or creation of a CTE Program of Study.
* 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.

### High Quality Program of Study

Grants in this category are designed to take existing programs of study through processes that include all of the elements of a [HQPOS](https://www.zoomgov.com/j/1605709223). Please address the following in your response:

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

* Explain how the design addresses the CTE Revitalization Grant Vision.
* Clarify how the identified activities lead to the enhancement or creation of a CTE Program of Study.
* Identify how the program will address equity and access for all students, including historically and currently marginalized students.

## High-Skill, High-Wage, and In-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 in-demand occupations. Multiple public and private organizations contribute to the statewide high-wage and in-demand conversation. The Oregon Employment Department (OED) classifies all occupations in their state database as high-wage and/or in-demand; this information comprises Labor Market Information (LMI) that provides a useful snapshot of occupations on a regional and statewide basis.[[2]](#footnote-2) The Oregon Business Plan developed by business leaders identifies industry clusters that will advance Oregon’s economy.[[3]](#footnote-3) The STEM Investment Council has identified career areas that build the economy and require significant STEM education.

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

Include the following in your response:

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

## Diploma Connections (15 Points)

**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 and currently marginalized students in achieving the diploma.

## Sustainability (20 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,[[4]](#footnote-4)* 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 sustained?**

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.

## 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. **Each funded CTE Revitalization Grant project is required to submit at least one communication to parents/community and/or industry/postsecondary partners to ODE during the life of the grant.** Examples include community, regional, or state publicity about the project; communication/marketing plan for recruitment of students to project; or sample communications to students, parents, school staff, and the community. 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.
* The outcomes and activities that will help communicate to **parents** the purpose of a career pathway.
* The outcomes and activities that will help communicate to **school staff** the purpose of a career pathway.
* The outcomes and activities that will help communicate to **the community** the purpose of a career pathway.

## M. Bonus Narrative – Career and Technical Student Organizations (optional – 5 points)

Career and Technical Student Organizations (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.
* How many students will be involved in the CTSO(s)?
  + If an existing CTSO’s membership will increase, what is the expected number of additional members?
* Provide details on any budget items that specifically support the CTSO.

# VI. 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.

## Establishing a Budget for Your Project

It is important to consider the availability of goods, services, contractors, and various funding sources as you develop the project budget. **It is likely that the proceeds of a CTE Revitalization Grant will not cover everything planned for the project.** With this in mind, it is wise to think about braiding funds. Essentially, this involves drawing from various funds (e.g., district general fund, High School Success where appropriate, other grants, industry engagement/donations, in-kind contributions) in such a way that contributions can be tracked back to the source. This helps grantors see “what they paid for” and maintains a “paper trail” for sources and uses of funds. Other things to consider include the following:

* Acknowledge that you will probably draw from multiple sources and plan accordingly. Perhaps there is a newly-approved bond that will pay for the building; CTE Revitalization Grant funds may be the key to outfitting it with appropriate equipment and finishes to support the CTE POS planned for that space.
* Find out how much partners—including the district and board—can support. **Document your demonstrated match in the application and the budget narrative to clarify/show partnership participation and “skin in the game.”**
* Find out how much construction, remodeling, etc., will cost and budget with this in mind. Work with local partners to ensure that you can get the support you need, make sure that there will be individuals to do the work, and determine how much/how quickly costs are changing.
* Build a variance (i.e., +/- X%) into your budget, as forecast costs and actual costs rarely match. From experience, things generally cost more than we assume.
* Assume inflation, and build this in. Goods and services rarely get less expensive.
* State your assumptions in the budget narrative so it’s easy for evaluators to understand the theory behind your budget.
* Permits, plan approvals, and anything else that may involve other entities say “yes” to your plan **should be in place, as they will have an impact on your budget.**
* Make sure to have a “Plan A, Plan B, Plan C” orientation to purchases. Examine purchase agreements to see what flexibility exists for cancellation if equipment cannot be delivered according to your preferred timeline. **Remember—all services must be provided, all equipment must be received, and all construction must be completed no later than June 30, 2025…*and this date cannot be extended****.*

Your administration, business office, and industry partners may be able to help with these processes. You will also want to “get it in writing” so that there are no misunderstandings down the road.

**Please note:** The CTE Revitalization Grant fund is finite. While there *may* be excess funds and/or a supplemental round, there are no guarantees that such situations and options may come to pass. **Grants are always subject to availability of funds.**

## Supplemental Funding

Because it is often the case that programs may face cost increases or may require a pivot to move work forward, we are supporting the work with options for additional funding. During the 2023-25 CTE Revitalization Grant program, we will reserve $250,000 as a supplemental fund.

* ODE will release a supplemental application and instructions for the process in September 2024.
* The application will target CTE Revitalization Grant programs that will face confirmed cost increases or investments needs that were not evident at the outset of the grant.
* The “ask” must be consistent with the original grant; this cannot be new/unrelated work.
* ODE will convene a grant review panel to evaluate supplemental applications. Decisions regarding additional funding will be made and announced as soon as possible in order to support the work being done by the recipients.
* The parameters, requirements, and guidelines of the original grant shall not be modified by the receipt of a supplemental grant. The timelines and due dates concerning spending, work completion, and reporting shall remain the same.

## 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.

Because capital construction projects and vehicles are expensive, the proceeds of a CTE Revitalization Grant will rarely cover all of the costs and also provide support for programming, curricula, and learning experiences that support outcomes for students. For this reason, it is strongly recommended that programs secure funding and identify the amount and source(s) to show both participation in the funding process and dedication to sustainability. Applicants who are able to show match will have a competitive advantage—all other things being equal—over those who will be solely reliant on Revitalization Grant proceeds to finance such projects.

## 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.
* If professional development events are attended online, remember that organizations do charge for such experiences. Capture these numbers to ensure these expenses are covered by the grant.
* List representative examples of supplies and materials.
* Identify individual items included in non-consumable, computer software, computer hardware, and capital outlay.

## Required Meetings

There will be one **required** orientation meeting for CTE Revitalization Grant project awardees. The one-day meeting will take place on February 7, 2024, and is currently virtual. A team of no fewer than two people associated with operation of the approved grant project must attend. In the event that this meeting is opened to in-person options, recipients may utilize CTE Revitalization funds to cover transportation, food, lodging, and substitute costs. We encourage all proposals to budget for the required orientation along with additional funds to attend the [statewide CTE conference sponsored by Oregon ACTE.](https://www.acteonline.org/oregon-association-for-career-and-technical-education/)  At the time of publication of this RFA, the dates for the Oregon ACTE Annual Conference are April 10-12, 2024, in Portland, Oregon; please consult the website linked above for further details.

## 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. While official bids are not required for the proposal, it is a high-yield practice to have a reasonable assessment of the costs associated with any infrastructure investments so as to avoid surprises.

***\* Please note: If you are considering using Revitalization funds to support a capital construction project or purchase a vehicle, please reach out to the*** [***ODE CTE Revitalization Grant Team***](https://oercommons.org/hubs/oregon) ***to discuss your plans BEFORE submitting your CTE Revitalization Grant RFA.***

# VII. 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 2023-2025 grant under the following conditions.

* The current proposal is for a new project managed by a previous recipient (e.g., 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 (e.g., 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.
* 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.

# VIII. Technical Assistance

**ODE Website**

Please visit the [ODE CTE Revitalization Grant](mailto:ode.cterevitalization@ode.oregon.gov) website for information and resources. (https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/CTE-Revitalization-Grant.aspx)

**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](#_Timeline_and_Important) includes the dates and links for each webinar. All webinars will be recorded and posted on the ODE [CTE Revitalization Grant](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/CTE-Revitalization-Grant.aspx) website. All webinars will begin at 3:00 p.m. and will finish no later than 4:00 p.m.

A reminder will be sent out through the CTE Revitalization Grant listserv about each webinar. The webinar should be active 10 minutes before the official start time.

**CTE Revitalization Grant ListServ**

If you would like to be placed on the listserv to receive updates and information related to the CTE Revitalization Grant, please send an email to the [ODE CTE Revitalization Listserv](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/AppendixE_EquityLensTools.pdf?topic_id=ORED_82).

# Appendix A – Definitions

The following definitions are exclusive to this RFA. For a comprehensive list, please refer to the [CTE State Plan](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/Appendix%20O_CTE%20State%20Plan%20Glossary.docx), Appendix O. 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.

**Career and Technical Education (CTE)** Content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of the 21st century. CTE incorporates applied learning that contributes to the individual’s development of higher-order reasoning and problem-solving skills; work attitudes; general employability skills; technical skills; occupation-specific skills; and knowledge of all aspects of an industry, including entrepreneurship. Instruction focuses in areas such as Agriculture, Food, and Natural Resource Systems; Arts Info and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems.

**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 is 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.

**Educational provider** is any organization or individual that provides instruction to students. Educational providers may include public schools (including a public charter school), 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 wage occupations** as defined by the Oregon Employment Department are occupations paying more than the all-industry, all-ownership median wage for statewide or a particular region.

**Historically and currently marginalized populations** include but are not limited to individuals experiencing disabilities, single parents (including single expecting parents), out of the workforce individuals, houseless individuals, youth who are in or have aged out of the foster care system, and individuals with barriers to educational achievement, including individuals with limited English proficiency.

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

**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.

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

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

**Pre-Apprenticeship:** A program or set of strategies that is designed to prepare individuals to enter and succeed in a Registered Apprenticeship program; has a documented partnership with at least one, if not more, Registered Apprenticeship program(s); and is approved by the Oregon State Apprenticeship & Training Council.

**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.

**Registered Apprenticeship:** A flexible training model that combines structured, paid, on-the- job learning experiences with related classroom instruction to train individuals to a high industry recognized standard and has been approved by the Oregon State Apprenticeship & Training Council.

# Appendix B – Participating Institutions

APPLICATION COVER PAGE

(All Fields Must Be Completed—Please add all information on this page to the [Smartsheet application form](mailto:ODE.CTERevitalization@ode.oregon.gov).)

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

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

| **Secondary Project Director/Alternate Project Contact:** | | | |
| --- | --- | --- | --- |
| District, Charter School or ESD: | | | |
| Address: | | | |
| City: | State: | | Zip: |
| Phone: | | Email: | |

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

| **CTE Regional Coordinator:** |
| --- |
| 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 |
| --- | --- | --- | --- | --- |
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# Appendix C – Assurances

STATEMENT OF ASSURANCES FOR ELIGIBLE RECIPIENTS

Each Participating School identified on Appendix B 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: | |

**2023-2025 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 their 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.

*If this grant involves* ***vehicle purchase or capital construction*** *projects,* ***please place an “x” in the applicable check box(es) below to confirm compliance with the requirement:***

* If this grant involves a **vehicle purchase**:
  + There exists a written agreement or memorandum indicating that the named program maintains access and rights of first refusal on the vehicle purchased in connection with this grant and in support of that program.
  + Consistent with the policies of the school/district/ESD and the Oregon Accounting Manual, there is sufficient bonding, general fund match, and/or braided funding from other sources sufficient to complete the project during the life of the CTE grant such that students will be able to access and benefit from the existence of the vehicle to achieve learning outcomes as stated in the RFA and consistent with the scope of the underlying CTE Program of Study.
* If this grant involves a **capital construction** project (e.g., new construction, remodel, modification or enhancement of bond build-out):
  + Plans are complete, final, and have been stamped by the appropriate official indicating that all necessary reviews have been completed and that the plans are ready to build.
  + All permits and licenses have been granted and/or issued and are in place to allow work to commence.
  + Consistent with the policies of the school/district/ESD and the Oregon Accounting Manual, there is sufficient bonding, general fund match, and/or braided funding from other sources sufficient to complete the project during the life of the CTE grant such that students will be able to access and benefit from the existence of the construction to achieve learning outcomes as stated in the RFA and consistent with the scope of the underlying CTE Program of Study.

Print Name of Authorized Agent Date

Signature of Authorized Agent Date

**Engagement with CTE Coordinators**

Because the heart of CTE Revitalization is the health and vitality of CTE programs, and because CTE regional coordinators and direct recipient coordinators and/or their designees are an integral part of supporting CTE POS creation and growth, we require a signature from the appropriate coordinator as part of the assurance process. The coordinator will help with critical aspects of the work directly related to the CTE POS. This work complements, but does not duplicate, the roles and responsibilities of the authorized agent.

Print Name of CTE Regional Coordinator Date

Signature of CTE Regional Coordinator 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. |  |  |  |
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| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |

**Commitment Letters**

A letter of commitment must be included for each partner listed above. A commitment letter addresses what specific resources (financial, in-kind, materials, expertise, etc.) the partner will contribute to the project. The letter also addresses the commitment of the partner beyond the life of the grant. Commitment letters demonstrate a greater involvement in a project than letters of support.

# Appendix E – Budget Worksheet

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Object | Instruction Regular 1XXX (Expenditures NOT related to Staff Development) | Instructional Staff Development 2240 (Instructional Staff Development) | Grant Funds Total by Object | Estimated Matching Funds by Object |
| 1XX-Salaries |  |  |  |  |
| 2XX-Benefits |  |  |  |  |
| 31X-Instructional, Professional, and Technical Services |  |  |  |  |
| 34X-Travel |  |  |  |  |
| 390-Other General, Professional, and Technical Services |  |  |  |  |
| 4XX-Supplies and Materials |  |  |  |  |
| 460-Non-Consumable Items |  |  |  |  |
| 470-Computer Software |  |  |  |  |
| 480-Computer Hardware |  |  |  |  |
| 520-Capital Outlay |  |  |  |  |
| 550-Capital Outlay (Depreciable Technology) |  |  |  |  |
| 690-Admin Costs @5% |  |  |  |  |
| Total By Function |  |  |  |  |

# Appendix F – Outcomes and Measures

**Project Outcomes and Progress Measures**

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 measurable, 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 measurable, manageable, and meaningful. There must be at least one outcome in each of the five areas. 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 - All learners will benefit from High Quality CTE Programs of Study leading to meaningful careers in high-skill, high-wage, in-demand careers that provide individuals with a sense of pride and contribution to their communities.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 1.1 |  |  |
| 1.2 |  |  |
| **Area 2 –** All **learners, at all age levels, will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure to and communication about careers.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 2.1 |  |  |
| 2.2 |  |  |
| **Area 3 – All learners will be able to make connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 3.1 |  |  |
| 3.2 |  |  |
| **Area 4 – All learners will learn from knowledgeable experts who contextualize learning and create robust integration of academic and technical content.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 4.1 |  |  |
| 4.2 |  |  |
| **Area 5 – All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs.** | | |
| **Project Outcome** | **Progress Markers** | **Expected Results** |
| 5.1 |  |  |
| 5.2 |  |  |

# Appendix G – 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 2024.

**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** |
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# Appendix H – 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 and currently marginalized 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 and currently marginalized 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. |
| C. Equity  **How will this project increase participation, support, and retention of historically and currently marginalized students?** | The proposal clearly describes the historically and currently marginalized student populations served within the scope of the project.  The proposal identifies specific evidence-based activities that will increase the enrollment of historically and currently marginalized students in the CTE program.  The proposal identifies specific evidence-based activities that will ensure the success and continued participation in CTE programs by historically and currently marginalized students. | The proposal acknowledges the historically and currently marginalized student populations within the scope of the project.  The proposal identifies activities to recruit historically and currently marginalized students into the CTE program.  The proposal identified some activities to support the success and continued participation of historically and currently marginalized students. | The proposal generally acknowledges there are historically and currently marginalized students in CTE programs.  The proposal does not identify activities related to recruitment of historically and currently marginalized students.  The proposal does not identify activities related to success and continued participation of historically and currently marginalized students. |

|  |  |  |  |
| --- | --- | --- | --- |
| D. Partnerships  **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-skill, high-wage, and in-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 and currently marginalized students.  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-skill, high-wage, and in-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 and currently marginalized students.  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-skill, high-wage, and in-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 and currently marginalized students is 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. |
| E. Project Outcomes | Project outcomes address all five 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 five 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. |
| F. 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. |
| G. 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 2024-2025 school year. | 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 2024-2025 school year. | 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. |
| H. 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?** | 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.  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.  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. |
| I. High-Skill, High-Wage, and In-Demand Occupations  **How will your proposal support the development or enhancement of a career pathway that leads to high-skill, high-wage, and in- demand occupations?** | Data supports that programs of study are clearly linked to high-skill, high-wage, and in- 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-skill, high-wage, and in-demand occupations. | Programs of study are based on occupations that are not clearly documented with supporting data as high-skill, high-wage, and in-demand.  The proposal clearly documents strategies that will help students understand the opportunities for high-skill, high-wage, and in-demand occupations. | Programs of study are not based on high-skill, high-wage, or in-demand occupations.  The proposal does not identify strategies to communicate opportunities for high-skill, high-wage, and in-demand occupations. |
| 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.  The proposal specifically addresses activities that are evidence-based and designed to address the needs of historically and currently marginalized students. | The proposal includes a limited number of strategies that integrate diploma requirements into CTE programs.  The proposal specifically addresses activities designed to address the needs of historically and currently marginalized 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 and currently marginalized students in general terms. |
| 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 grant resources.  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 grants.  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.  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 and currently marginalized students. | 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 and currently marginalized students. | 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 and currently marginalized students. |

1. [High Quality CTE Program of Study Rubric: ODE website](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/High-Quality-CTE-Program-of-Study-Rubric.aspx) [↑](#footnote-ref-1)
2. [Career Explorer: State of Oregon Employment Department](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) [↑](#footnote-ref-2)
3. [Oregon Business Plan](http://www.oregonbusinessplan.org/) [↑](#footnote-ref-3)
4. [Key Components of Systems Change: ILRU Community Living Partnership](https://www.ilru.org/sites/default/files/Systems_Change_Key_Components1.pdf) [↑](#footnote-ref-4)