Oregon Department of Education

Request for Proposal (RFP)

Course Equivalency Pilot Projects Grant

2015-2017

GRANT APPLICATION DUE DATE: FRIDAY, MARCH 4, 2016

5:00 PM PT

Oregon Department of Education

Office of Learning

255 Capitol Street NE

Salem, OR 97310-0203

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**Course Equivalency Pilot Projects**

**Background and Legislative Intent**

In 2015, the Oregon Legislature passed House Bill (HB) 3072 that included funding for a pilot program that would “…increase students’ exposure and access to career and technical education that can lead to high wage and high demand jobs.” Under this pilot program, select school districts will:

* ensure that career and technical education courses are developed to satisfy high school credit requirements in core academic subjects that meet admissions requirements for community colleges and public universities,
* adopt full or partial course equivalencies for career and technical education courses, and
* develop a procedure for approving full or partial course equivalencies for career and technical education courses.

**Equity Lens**

All Course Equivalency Pilot Project Grant recipients will be expected to incorporate and adopt the principles of the Oregon Equity Lens, the perspective through which the Oregon Department of Education considers the creation of strategic opportunities for students of color. The [Equity Lens](http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf) 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 set of grants 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** 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.

**Grant Award and Selection**

In order to advance the work described in the legislation, the Oregon Department of Education is accepting applications from high schools in Oregon public school districts to participate in this pilot project. Three schools will be selected to receive grant funds not to exceed $20,000. Selection will be based on the following needs of the project:

* diversity in school size,
* diversity in core academic content addressed,
* past experience offering core academic content for CTE courses,
* availability of time for teacher teams to work on developing course equivalencies,
* demonstrated need to offer course equivalencies for students, and
* demonstrated commitment to CTE and course equivalency.

**Award and Allowable Use of Funds**

Three grants will be awarded. All funds will be issued as reimbursement through the Electronic Grants Management System (EGMS). All expenditures must be made prior to June 30, 2017.

Eligible expenses include:

* extra duty for participating teachers and/or administrators,
* related substitute costs,
* travel and lodging at state rates for required meetings, and
* grant-related supplies and materials that are not normally provided by the school district.

**Timeline**

|  |  |
| --- | --- |
| Activity | Date |
| February 10, 2016 3:30 to 4:30 pm | Grant information webinar. Please register at:  <https://attendee.gotowebinar.com/register/8394650704131155457> |
| March 4, 2016 | Applications Due |
| March 18, 2016 | Recipients Announced |
| March 18 to April 21, 2016 | **Meetings at local school sites (as needed)**   * Draft alignment of CTE and core academic course standards and collection of appropriate curriculum materials |
| April 28, 2016 | **Required meeting at Lane ESD (1 day)\***   * Issues regarding course equivalencies * Related ODE policies and community college policies * Agreements on standards associated with core content credit * Finalizing of equivalencies * Identification of assessment strategies |
| April to June 2016 | **Meetings at local school sites (as needed)**   * Finalize work on standards alignment * Adjust CTE course as needed |
| June 22 to 24, 2016 | **Required meeting at Lane ESD (3 days)\***   * Develop performance-based assessments |
| July to August 2016 | **Meetings at local school sites (as needed)**   * Refine assessments * Refine curriculum |
| September 2016 to June 2017 | **Meetings at local school sites (as needed)**   * Implement course equivalency * Provide ongoing technical assistance as needed * Collect samples of assessments and student work |
| June 2017 (meeting date TBD) | **Required meeting at Lane ESD (1 day)\***   * Debrief of experiences * Make recommendations for next steps * Turn in final materials * Turn in student data |

\*This project is based on collaboration between CTE and core academic content teachers. All required meetings **must** be attended by a teacher team that represents CTE and the core academic content included in the course equivalency.

**Submission and Contacts**

The completed application includes the cover page, narrative, budget, budget narrative, and assurances. All application materials, with the exception of the signed assurances, must be submitted by email as a single file in pdf, doc, or docx format. Assurances may be submitted as a separate file. The file name should include the name of the school and the word “Equivalency” or “Assurances.” For example, the file name from ABC High School might be called **ABCHighSchool\_Equivalency**. Files should be emailed to [ODE.CTERevitalization@ode.state.or.us](mailto:ODE.CTERevitalization@ode.state.or.us) no later than **5:00 pm on March 4, 2016**. You should receive an automatically generated message that will confirm the email was received.

Please contact Tom Thompson ([tom.thompson@ode.state.or.us](mailto:tom.thompson@ode.state.or.us)) if you have any questions related to this grant.

**Application – Cover Page**

|  |  |
| --- | --- |
| **General Information** | |
| School Name |  |
| Primary Contact Name |  |
| Primary Contact Email |  |
| Primary Contact Phone |  |
| School Principal (if not primary contact) |  |
| Principal Email |  |
| Principal Phone |  |
| School Student Count |  |
| **Demographics** | **Percent Students** |
| Economically Disadvantaged |  |
| Students with Disabilities |  |
| English Learners |  |
| **Race/Ethnicity** |  |
| American Indian/Alaskan Native |  |
| Asian |  |
| Black/African American |  |
| Hispanic/Latino |  |
| Native Hawaiian/Pacific Islander |  |
| White |  |
| Multi-Racial |  |

Identify the course equivalency you propose based on existing high school courses. Propose up to two course equivalencies.

|  |  |
| --- | --- |
| **Proposed Course Equivalency 1** | |
| CTE Course Name |  |
| CTE Course Instructor |  |
| CTE Course Instructor License Endorsements |  |
| Core Academic Course Name |  |
| Core Academic Course Instructor |  |
| Core Academic Course Instructor License Endorsements |  |

|  |  |
| --- | --- |
| **Proposed Course Equivalency 2** | |
| CTE Course Name |  |
| CTE Course Instructor |  |
| CTE Course Instructor License Endorsements |  |
| Core Academic Course Name |  |
| Core Academic Course Instructor |  |
| Core Academic Course Instructor License Endorsements |  |

**Application Narrative and Scoring Guide**

Respond to the following statements. Limit your total response to 5 pages, double-spaced. All sections will be scored equally.

1. Describe experience your school or teachers have had in integrating core academic content into CTE courses that may or may not have been used to provide core academic credit.

|  |  |  |
| --- | --- | --- |
| High Scoring Response | Medium Scoring Response | Low Scoring Response |
| Teachers have been involved with professional development related to integration of core academic content into CTE courses and have implemented those strategies. | Teachers have experience integrating core academic content into CTE courses but have not been involved in professional development related to that activity. | Teachers have not been involved in integrating core academic content into CTE courses. |

1. Describe existing practices in professional development and teacher release time that will support the development of course equivalency using a team of teachers.

|  |  |  |
| --- | --- | --- |
| High Scoring Response | Medium Scoring Response | Low Scoring Response |
| Current professional development practice provides significant time for teachers to work in teams and implement new practices. | Current professional development practice provides time for teachers to work in teams. | Current professional development practice provides limited time for teachers to work in teams. |

1. Describe how course equivalency would benefit students in your school.

|  |  |  |
| --- | --- | --- |
| High Scoring Response | Medium Scoring Response | Low Scoring Response |
| Described benefits align well with the principles of the Equity Lens and focus heavily on equivalence based on core academic standards. | Described benefits align with the principles of the Equity Lens and alignment with core academic standards can be inferred. | Described benefits are only loosely aligned with the principles of the Equity Lens. |

1. Demonstrate the alignment that exists between core academic content and CTE content in one of the course equivalencies proposed in this application.

|  |  |  |
| --- | --- | --- |
| High Scoring Response | Medium Scoring Response | Low Scoring Response |
| Described alignment shows explicit and meaningful connections between core academic standards and CTE content. | Described alignment shows explicit connections between core academic standards and CTE content. | Described alignment shows some connections between core academic standards and CTE content. |

Budget Worksheet

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Object | | Instruction  Regular  1XXX  (Expenditures NOT related to Staff Development) | Instructional  Staff Develop  2240  (Instructional Staff Development) | Total by Object | Anticipated District Matching Funds\*\* |
| --- | --- | --- | --- | --- | --- |
| 1XX | Salaries |  |  |  |  |
| 2XX | Benefits |  |  |  |  |
| 34X | Travel |  |  |  |  |
| 4XX | Supplies & Materials |  |  |  |  |
| 690 | Administrative Costs @ 5% |  |  |  |  |
| Total by Function\* | |  |  |  |  |

\*Total grant funds may not exceed $20,000.

\*\*Matching funds are optional. Matching funds may be considered by reviewers as an indication of the level of support from the school district.

**Budget Narrative**

Provide details about how salaries, benefits, and travel were determined for the budget. The description should include sufficient information to show both required meeting costs and local meeting costs. All required meetings will be held in Eugene.

Assurances

STATEMENT OF ASSURANCES FOR ELIGIBLE RECIPIENTS

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

2015-2017 Statement of Assurances

* The district, school, or charter school 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, or charter school agrees to carry out the project as described in the application.
* 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