Oregon Department of Education

Request for Proposal (RFP)

Career and Technical Education (CTE) Summer Programs

2015-2017

Grant Application Due Date: Friday, February 5, 2016

5:00 PM PT

Oregon Department of Education

Office of Learning

255 Capitol Street NE

Salem, OR 97310-0203

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**CTE Summer Program Grant**

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**CTE Summer Program Grant**

# 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 twenty-first century. In July 2015, Governor Kate Brown signed House Bill (HB) 3072 and HB 5016, authorizing $1.75 million for the Oregon Department of Education (ODE) to create a CTE Summer Program Grant. The intent of the grant is to support summer programs that are designed to recruit and retain students in career pathways that lead to high wage and high demand occupations and link to existing CTE Programs of Study.

Summer programs should connect high school students with state-of-the-art equipment and facilities that are not readily available in their local school. Programs for middle school students provide an opportunity to explore CTE that is available in local high schools. 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.

Equity Lens

All CTE Summer Program 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** every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

**And, 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.

# General Information

1. **Purpose of the CTE Summer Program Grant**

* Provide regional access to summer CTE programs focused on the needs of historically underserved students.
* Provide state-of-the-art CTE facilities, training, and mentoring that is not otherwise available during the regular school day at the local school.
* Provide summer short-term and exploratory regional CTE instruction for middle school students.
* Provide advanced CTE students in grades 10 through 12 with intensive study addressing academic and technical attainment that could lead to an industry credential and/or college credit.

1. **Type of Grant**

This will be a competitive grant process resulting in up to 10 awards. The total funding available is $1.75 million. The maximum amount per award is $200,000. ODE may negotiate a lower award in order to fund additional proposals to meet other desired criteria, such as geographic distribution. The award is based on the availability of state resources.

This grant begins March 4, 2016, and ends on June 30, 2017. Currently, policy is in place that will allow spending through September 30, 2017. Under certain circumstances and with prior notification, ODE may approve the advanced payment of grant funds prior to June 30 to be used between June 30, 2017, and September 30, 2017. If approved, the sub-recipient will be required to report to ODE by December 15, 2017, the actual expenditure of the advanced payment. Any funding not used by September 30 must be returned to ODE. While this policy is currently in place, it may be revised at any time during this grant period.

1. **Eligibility**

Eligible applicants include Oregon public school districts, Education Service Districts (ESD), public charter schools, community colleges, universities, or a combination of such entities. Other Oregon entities may partner with an eligible entity for the proposed project; however, the eligible entity must retain accountability and fiscal responsibility for the implementation of the proposed activities.

1. **Grant Requirements**

**In order to accomplish the purpose of this project, grantees will:**

* Develop a partnership team to create and manage a CTE summer program. The partnership team must include representation from:
* Post-secondary education (university, community college, and/or apprenticeship program).
* Business, industry, labor, and/or trades.
* School district with over 50% historically underserved students (students in poverty, students of color, English language learners, or students with disabilities).
* An organization other than a school that provides services for historically underserved students as part of their mission.
* Outline a summer program that will provide middle school students with at least one week of activities and a high school program with at least two weeks of activities during the summers of 2016 and 2017. The program must include:
  + Activities that are aligned with a CTE Program of Study available to participants during the school year that lead to high wage and high demand occupations.
  + Opportunities for students to learn about further education in high schools, community colleges, universities, or apprenticeship programs.
  + Opportunities for students to improve technical and academic skills.
  + Opportunities, when appropriate, for high school students to work toward an industry credential and/or college credit.
  + Opportunities for students to interact with relevant business, industry, trades, and labor representatives through industry visits and/or mentoring.
* Outline a risk management plan that will address the safety of participants, including:
  + Evidence that appropriate insurance can be obtained.
  + Screening of adults who are in regular contact with minors.
  + Appropriate safety training for participants handling tools and equipment that pose a safety risk.
* Describe an evaluation plan that will lead to program improvements in the second summer and provide sufficient data to address program success related to the purpose identified in this RFP. Data required by ODE may include but is not limited to:
  + Student pre and post surveys.
  + Identification of students and their home high school.
  + Site visitation.
  + A report outlining accomplishments, successes, and adjustments related to the implemented program.
* Provide a plan for recruiting and supporting historically underserved students.
* Submit a detailed program design and risk management plan for final approval by ODE at least two months prior to program implementation but no later than June 1, 2016.

1. **Use of Funds**

Grantees must be able to spend funds according to acceptable accounting procedures and be able to provide evidence of such procedures. 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.

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

* Stipend and travel reimbursements for individuals attending meetings, conferences, or other professional development activities required by this project.
* Release time for educators during the school year for activities related to the project.
* Instructional materials related to the content of project activities.
* Direct staff expenses related to program, activities, coordination, and evaluation of project activities.
* Consultation services with a direct alignment to the project outcomes and activities.
* Rental fees associated with project outcomes and activities.
* Expenses associated with transporting, feeding, and lodging students participating in the summer program.
* Administrative costs not to exceed 5% of the total proposed budget.

**Funds may not be used for:**

* Costs associated with writing the proposal.
* Contractual obligations that began prior to the award date.
* 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.
* Purchase of office equipment unless directly linked to the program outcomes.
* Equipment and other capital expenses.
* Computer hardware.

1. **Reporting and Assurances**

Successful applicants will be expected to participate in the evaluation related to the stated outcomes. Data from the evaluation will be included in reports to the Oregon Legislature. Any submission of evaluation materials that includes images of minors must be accompanied by a release form signed by a parent or guardian.

Evaluation data of this project may include but is not limited to the following:

* Quarterly online progress reports.
* One interim report on student participation.
* Interviews and/or surveys conducted by ODE staff or evaluators.
* Final report at the conclusion of the project.

By signing the assurances included in this application, the grant recipient agrees to cooperate with ODE to collect and report such data to the extent that it is possible.

1. **Scoring and Appeals Process**

A review committee will score all complete grant applications that are electronically submitted to the Oregon Department of Education using the submission process and timeline described in this RFP. All applications will be scored using the scoring criteria provided in this document. Each application will have at least three reviewers.

The Oregon Department of Education will notify all 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 process used in making the funding decision through the method identified in the notification. Once appeals have been considered, the award decisions made by the Deputy Superintendent are final.

1. **Timeline and Important Dates**

|  |  |
| --- | --- |
| **Completion Dates** | **Activities** |
| December 18, 2015 | **Request for Application** (RFA) available online. |
| January 6, 2016 | Technical Assistance Webinar – Understanding the RFA  <https://attendee.gotowebinar.com/register/8772964066774731009> |
| February 5, 2016 | ***Applications due to ODE by 5:00 PM PDT*** |
| February 19, 2016 | Applicants expected to be notified of preliminary award |
| February 26, 2016 | Deadline for appeal submission |
| March 4, 2016 | Applicants expected to be notified of final award |
| June to August 2016 | Summer programs offered |
| April 28, 2017 | Updated budget for 2017 summer program due |
| June to August 2017 | Summer programs offered |
| September 30, 2017 | **Final activity report due to ODE by 5:00 PM** |

1. **Required Application Section**

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 application documentation with the file types listed below.

**Applications should be assembled in the following order:**

**Cover Page –** Appendix B

**Statement of Assurances** – Appendix C

**Application Narrative** – This section may not exceed 10 pages.

A. Partnership Team

B. Summer Program Outline

C. Risk Management

D. Program Evaluation and Improvement

E. Equity

**List of Project Partners** – Appendix D. There is no page limit.

**Activities and Timeline** – Appendix E. There is no page limit.

**Budget Worksheet** – Appendix F. There is no page limit.

**Budget Narrative** – There is no page limit.

**Partner Commitment Letters -** These letters should identify the specific commitment made by each partner in the project. Commitment letters should be included for all members of the partnership team and each participating district.

**Optional:** An Appendix including any supporting charts, graphs, tables, and/or other materials referenced in the proposal. Appendices will not be scored.

1. **Format and Application Instructions for Submission**

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

* 12-point font
* double-spaced
* 1-inch margins on the sides, top, and bottom of 8½” by 11” paper
* maximum 10-page narrative as described in the Required Application Section
* numbered pages

**An electronic version of the completed application, including a scanned copy of the signed Statement of Assurances and Partner Commitment Letters** must be received by ODE via Secure File Transfer by 5:00 PM PT on February 5, 2016.

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

1. **Contact Information**

*An electronic version*of the Grant Application

must be submitted to ODE.CTERevitalization@ode.state.or.us

via Secure File Transfer by

**5:00 PM PT on February 5, 2016**

For assistance related to the CTE Summer Programs Grant application, please contact:

|  |  |
| --- | --- |
| Tom Thompson  [tom.thompson@ode.state.or.us](mailto:tom.thompson@ode.state.or.us)  503.947.5790 | Nathan Mauro  [nathan.mauro@ode.state.or.us](mailto:nathan.mauro@ode.state.or.us)  503.947.5686 |

# Application Narrative

The overall project requirements for the CTE Summer Program Grant are described earlier in this Request for Proposal (RFP). The application narrative is focused on determining the readiness of the applicant to implement those requirements with the guidance of the Oregon Department of Education.

1. **Partnership Team (20 Points)**

The partnership team will work in concert to provide historically underserved students with CTE experiences that would not otherwise be available to them. The team should bring together experience and expertise to develop an excellent program.

**How will the partnership team collaborate to provide a quality CTE summer program?**

Include the following in your response:

* A list of your partners and their role in the team (Appendix D).
* A description of the role each partner has in developing and implementing a CTE summer program.
* A summary of each partner’s experience in offering summer programs.
* Past experience these partners have had working on collaborative projects.

1. **Summer Program Outline (20 Points)**

The CTE Summer Programs Grant seeks to provide students with experiences that are connected to but go beyond what they are offered in the classroom setting. The programs should be immersive and unique experiences that engage the students in state-of-the-art facilities, and give them a sense of the educational and occupational opportunities that are available in the career areas represented in the summer programs.

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

Include the following in your response:

* Identify how the career focus for the programs aligns with CTE Programs of Study available in high schools serving participating students and leads to high wage and high demand occupations.
* Outline the activities of a middle school and high school student summer program that would meet the technical content, academic content, and duration required. Recipients will be asked to submit a more detailed program after funds have been awarded.
* Describe how the content of the summer programs goes beyond what is currently offered at middle schools and high schools serving the students.
* Describe how the summer programs will intentionally link students to postsecondary education and career opportunities.

1. **Risk Management (20 Points)**

There are health and safety risks to students and adults associated with summer programs. The partnership team should have experience successfully anticipating, preventing, and dealing with these risks.

**How will the partnership team manage risks associated with the summer programs?**

Include the following in your response:

* Identify appropriate options for insurance that would cover students and adults associated with the summer programs.
* Identify screening processes that will be used for adults in regular contact with minors during the summer programs.
* Describe the types of training that will be provided to students and adults to manage risk associated with proposed summer programs.

1. **Program Evaluation and Improvement (10 Points)**

Grant recipients will be expected to conduct program evaluations to determine the effectiveness of the program. The goal is to gather data about effective practices, which will inform future projects.

**How will you evaluate the proposed CTE summer program and use that evaluation for program improvement?**

Include the following in your response:

* Specific student outcomes related to the purpose of the grant.
* Possible data sources that can be used to indicate progress related to student outcomes.
* Description of how the outcomes and measures would be used to improve the program.

1. **Equity (20 Points)**

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

In Oregon, historically underserved students include students experiencing poverty, students with disabilities, students of color, and English language learners. For the purpose of this grant, "historically underserved" also includes students who pursue careers that are historically non-traditional for their gender.

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

Include the following in your response:

* identify the specific activities within this project that are intended to recruit historically underserved students;
* identify specific activities within this project that are intended to provide support for historically underserved students; and
* identify specific activities within this project that are intended to help retain historically underserved students.

1. Activities and Timeline (10 Points)

Use the table in Appendix E to identify the specific activities associated with implementation of the project. Include a timeline for each activity that will lead to completion of the project. Grant funded activities may begin March 1, 2016. Most activities should be completed by June 30, 2017. Under certain circumstances and with prior notification, ODE may approve use of grant funds between June 30, 2017, and September 30, 2017. Examples of summer activities include teacher professional development and curriculum development.

1. Budget (10 Points)

The budget section is required and will be scored separately. Information provided in the budget and budget narrative may be used by reviewers to inform their evaluation of the grant activities.

**Budget Worksheet – Appendix F**

Complete a budget worksheet for the project. Any proposed funding for activities between June 30, 2017, and September 30, 2017, should be described in the budget narrative.

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

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

# Appendix A - Definitions

**“Apprenticeship programs”** means a program operated by apprenticeship committees made up of employee and employer representatives from specific industries.

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

**“CTE Program of Study”** means a sequence of courses aligned to industry standards that integrates technical and career skill proficiencies with academic content. CTE Programs of Study are recognized by an approval process through the Oregon Department of Education.

**“Exploratory Program”** means a summer program appropriate for middle school students and focused on introduction to technical and academic skills aligned to CTE opportunities in local high schools.

**“High Demand Occupations”** are those having more than the median number of total (growth plus replacement) openings statewide or for a particular region.

**“High Wage Occupations”** are those paying more than the all-industry, all-ownership median wage statewide or for a particular region.

**“Historically Underserved Students”** means students of color, students of poverty, English language learners, or students with disabilities.

**“Industry Credential”** means a license or certificate recognized by a particular industry as a representation of attainment of technical skills aligned to entry into that industry.

**“Intensive Study”** means focused experiences with technical and academic skills that are aligned with the needs of high wage and high demand occupations. These experiences go beyond what is offered in local high schools.

**“State-of-the-Art”** in reference to facilities, training, and mentoring means equivalent to or exceeding what is being used currently by business, industry, trades, and labor.

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# Appendix B – Application Cover Page

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

|  |  |  |  |
| --- | --- | --- | --- |
| Project Director: | | | |
| Organization: | | | |
| Address: | | | |
| City: | State: | | Zip: |
| Phone: | | Email: | |

|  |  |  |  |
| --- | --- | --- | --- |
| Grant Fiscal Agent Contact: | | | |
| Organization (must be an eligible fiscal agent): | | | |
| Address: | | | |
| City: | State: | | Zip: |
| Phone: | | Email: | |

|  |  |
| --- | --- |
| Estimated total high school students to be served |  |
| Estimated total middle school students to be served |  |
| **Name of school districts being served (Add additional rows if needed)** | |
|  | |
|  | |
|  | |
|  | |

**Appendix C – Statement of Assurances**

**CTE Summer Programs**

**2015-2017 Statement of Assurances**

* The fiscal agent 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 recipient agrees to carry out the project as proposed in the application.
* The recipient will submit all required reports and data to the Oregon Department of Education as outlined in the application.
* The recipient agrees to participate in all mandatory meetings identified in this application.
* Violations of the rules or laws may result in sanctions, which may include but are not limited to reduction, revocation, and/or repayment of the grant award.
* The applicant 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 applicant will comply with the general statement of assurances.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Printed Name of Superintendent/President  (or designee) |  | Signature of Superintendent/President (or designee) |  | Date |

# Appendix D - List of Project Partners

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

**Section 1: School District Partner(s)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Name** | **Title** | **Organization** | **Historically Underserved (Y or N)** |
| **Lead Contact** |  |  |  |  |
| **Additional Contact(s) (optional)** |  |  |  |  |
|  |  |  |  |  |

**Section 2: Post-Secondary Partner(s)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Title** | **Organization** |
| **Lead Contact** |  |  |  |
| **Additional Contact(s) (optional)** |  |  |  |
|  |  |  |  |

**Section 3: Business, Industry, Labor, or Trades Partner(s)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Title** | **Organization** |
| **Lead Contact** |  |  |  |
| **Additional Contact(s) (optional)** |  |  |  |
|  |  |  |  |

**Section 4: Organization(s) Serving Historically Underserved Students**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Title** | **Organization** |
| **Lead Contact** |  |  |  |
| **Additional Contact(s) (optional)** |  |  |  |
|  |  |  |  |

##### 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 – Activities and Timeline

Describe the specific activities associated with the project outcomes and goals.

**Activity** – Activities may include planning and implementation. The project should have significant implementation activities by Fall 2016.

**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.

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| --- | --- | --- |
| **Activity** | **Timeline** | **Person(s) responsible** |
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# Appendix F – Budget Worksheet

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

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

| Object | | Instruction  Regular  1XXX  (Expenditures NOT related to Staff Development) | Instructional  Staff Develop  2240  (Instructional Staff Development) | Total by Object | Anticipated Matching Funds |
| --- | --- | --- | --- | --- | --- |
| 1XX | Salaries |  |  |  |  |
| 2XX | Benefits |  |  |  |  |
| 31X | Instructional, Professional & Technical Services |  |  |  |  |
| 32X | Property Services |  |  |  |  |
| 33X | Student Transportation Services, Room, and Board |  |  |  |  |
| 34X | Travel |  |  |  |  |
| 35X | Communication |  |  |  |  |
| 37X | Tuition |  |  |  |  |
| 390 | Other General Professional & Technical Services |  |  |  |  |
| 4XX | Supplies & Materials |  |  |  |  |
| 460 | Non-Consumable Items |  |  |  |  |
| 470 | Computer Software |  |  |  |  |
| 65X | Insurance and Judgements |  |  |  |  |
| 690 | Administrative Costs @ 5 % |  |  |  |  |
| Total by Function | |  |  |  |  |

# Appendix G – Scoring Guide

| **Sections/Guiding Question** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| --- | --- | --- | --- |
| **Application Narrative** | | | |
| A. Partnership Team | The partnership includes additional partners that will enhance the project.  Partnership has multiple members that have worked together in the past on education-related projects.  Partnership has significant experience running CTE summer programs. | All required partners are identified.  New partnership with some relevant experience running projects involving multiple partners.  Partnership has some experience running summer programs that may not include CTE. | Not all required partners are identified.  New partnership with little experience running projects involving multiple partners.  Partnership has very little experience running summer programs. |
| B. Summer Program Outline | Programs have strong alignment to available CTE Programs of Study that can lead to high wage and high demand occupations.  Examples of activities are clearly aligned to the career focus and are of sufficient duration and content to motivate students to prepare for careers addressed.  The proposal provides clear evidence that the opportunities go beyond what is currently offered in local middle schools and high schools.  Many suggested activities intentionally link students to post-secondary education and careers. | Alignment to CTE Programs of study that can lead to high wage and high demand occupations can be inferred.  Examples of activities are aligned to the career focus and contain sufficient duration and content that may motivate students to prepare for careers addressed.  The proposal infers that the opportunities go beyond what is currently offered in local middle schools and high schools.  Some suggested activities intentionally link students to post-secondary education and careers. | Unclear alignment to CTE Programs of Study that can lead to high wage and high demand occupations.  Examples of activities are aligned to the career focus but may not be of sufficient duration and content to motivate students to prepare for the careers addressed.  The proposal describes opportunities that appear to be equivalent to what is already offered in local middle schools and high schools.  Activities linking students to post-secondary education and careers are not described or can only be inferred. |
| C. Risk Management | The proposal provides specific information about available insurance options.  The proposal provides specific information about screening adults who will be in regular contact with minors.  The proposal describes a safety training plan that thoroughly addresses risks associated with the summer program. | The proposal provides general information about available insurance options.  The proposal provides general information about screening adults who will be in regular contact with minors.  The proposal describes a safety training plan that somewhat addresses risks associated with the summer program. | The proposal does not address insurance options.  The proposal does not address screening of adults who will be in regular contact with minors.  The proposal describes a safety training program that minimally addresses risks associated with the summer program. |
| D. Program Evaluation and Improvement | Stated student outcomes are closely aligned with the purpose and goals of the grant.  Suggested data collection is clearly aligned with stated outcomes.  There is a clear process for making program improvements using ongoing evaluation. | Stated student outcomes are somewhat aligned with the purpose and goals of the grant.  Suggested data collection has some alignment with stated outcomes.  A process for making program improvements using ongoing evaluations can be inferred. | Stated student outcomes are not clearly aligned with the purpose and goals of the grant.  Suggested data collection has minimal alignment with stated outcomes.  A process for making program improvements using ongoing evaluations is not evident. |
| E. Equity | The proposal clearly describes the historically underserved student populations served within the scope of the project.  The proposal identifies specific evidence-based activities that will increase the participation of historically underserved students in this project.  The proposal identifies specific evidence-based activities that will ensure the success and continued participation in this project by historically underserved students. | The proposal acknowledges the historically underserved student populations within the scope of the project.  The proposal identifies activities to increase participation of historically underserved students in this project.  The proposal identifies some activities to support the success and continued participation of historically underserved students. | The proposal generally acknowledges there are historically underserved students in participating institutions.  The proposal does not identify activities related to participation of historically underserved students.  The proposal does not identify activities related to success and continued participation of historically underserved students. |
| F. Activities and Timelines | The activities and timeline are consistent with proposed outcomes and are highly likely to result in quality CTE summer programs. | The activities and timeline have some alignment to outcomes and may result in quality CTE summer programs. | The activities and timeline have some alignment to outcomes and may not result in quality CTE summer programs. |
| G. Budget | The budget identifies sufficient staff to complete the work with clearly defined teacher:student ratios for each activity.  The budget includes sufficient expenses for student safety assurances.  No more than 5% direct/indirect administration fees are assessed.  Proposed costs are justifiable, realistic, and identified. |  | The budget does not identify sufficient staff to complete the work with clearly defined teacher:student ratios for each activity.  The budget does not include sufficient expenses for student safety assurances.  More than 5% direct/indirect administration fees are assessed.  Proposed costs are not justifiable, realistic, and identified. |