

CTE Revitalization Grant Webinar

- The webinar will start promptly at 1:15.
- Please mute your phone or microphone.
- The audio portion can be heard either with a phone using the number provided when you signed on or through the computer speakers.
- To avoid excessive audio feedback, please submit all questions through the chat feature.

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CTE Revitalization Grant

Bidders Conference

November 22, 2011

Tom Thompson - ODE

During This Online Conference

- Please mute any microphones or phones.
- Submit all questions through the chat feature. You can access chat on the drop-down menu at the top of your screen. Address questions to “Ask Questions Here”.
- We will answer as many questions as possible at the end of the presentation.

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GRANT BACKGROUND

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The CTE brand logo, brand positioning theme and brand extensions are the property of NASDCTEc.

HB 3362-Goals

- Develop or enhance career and technical education programs of study.
- Expand professional growth and career opportunities for students.
- Focus on high wage and high demand careers.
- Support the high school diploma.

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HB 3362 - Eligibility

- School District
- Education Service District
- Public School (high school or middle school)
- Public Charter School
- Any combination of the above

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HB 3362 - Priorities

- Diversity in school size.
- Diversity in geographic location.
- Commitments from business, industry, labor or education providers.

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RFP Development

- Advisory Committee Convened by BOLI and ODE
 - Business and industry
 - Labor
 - Community Colleges
 - K-12 Education
- Development of temporary rules
- Development of RFP

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ELIGIBILITY

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Eligible Recipients

- School districts
 - May include multiple schools
- Educational Service District
 - May combine several schools or districts
 - May be the provider of CTE education
- Public schools (high schools and/or middle schools)
 - Must have a fiscal agent such as the school district or ESD

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Eligible Recipients

- Public charter schools
 - May serve as the fiscal agent
- Combinations
 - Any combination of eligible recipients
 - Must have a single fiscal agent

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Partners

- **Not** eligible to receive funds directly
- May enter into contractual services with eligible recipients
 - Eligible recipient must have clear control over the project and contract
 - Services must be directly related to grant activities
 - Administrative costs in contracts must be included in the 5% cap on total grant administration costs.

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Geographic Distribution

- Quality comes first
- 1/3 from metropolitan counties (Federal definition)
- 1/3 from non-metropolitan counties
- 1/3 at large
- Review committee may recommend another geographic distribution if quality application numbers are insufficient to accomplish this.

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REQUIREMENTS

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Format (p. 8)

- Arial 12 point double spaced with 1 inch margins.
- Maximum 20 pages
 - Does not include cover page and abstract (p. 15)
 - Does not include bonus sections
 - Does not include Addenda
 - Does not include assurance pages or partnership letters (pp. 16 – 18)

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Format

- Bonus sections
 - Maximum of 1 page per section
- Addenda referenced in the proposal
- Clearly identify each section

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Assurances and Letters

- Signed assurances for all participants including identified partners
- Partnership letters
 - On letterhead
 - Address the role the partner will have in the project
 - Beyond a letter of support

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GRANT SECTIONS

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Outcomes and Progress Markers (p. 9)

- Minimum of 4 outcomes aligned with the 4 categories in the RFP.
 - Student engagement
 - Teacher knowledge and practice
 - Content rigor
 - Partnerships

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Outcomes and Progress Markers

- Outcomes can address long-term impact.
- Outcomes should be measurable, manageable, and meaningful.
- Progress markers should be short-term measures within the timeline of the grant.

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Outcomes and Progress Markers

- Example
 - Outcome (Engagement) – As a result of students will be more engaged in career and technical education in the district as indicated by increased enrollment in multiple CTE courses in the program of study.
 - Progress Marker - Improvement in student attitude and interest in CTE measured by a pre and post survey.

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Program of Study Design (p. 9)

- Vehicle for delivering instruction
 - Technical and academic instruction
 - Education standards based on industry needs
 - Education continuum
 - High wage and high demand careers

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Program of Study Design

- May be broader than the grant project
 - Clarify what the grant will accomplish
 - Indicate how you will get to the final program of study
- What will be different?

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Innovation (p. 9)

- Something new or different
- Promotes change in CTE beyond the grant
 - Changes in how CTE is viewed within the district
 - Changes in community involvement
- Novel to the eligible recipient
- Addresses an issue or a vision

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Diploma Connections (p. 10)

- Academic support to meet core academic requirements
 - Credit by proficiency
 - Contextual learning
- Support of Essential Skills
- Support of personalization
 - Student plan and profile
 - Extended application

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Activities and Timeline (p. 10)

- Align with outcomes
- Complex activities broken down
- Clearly leads to completion by June 30, 2013

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Evaluation (p. 10)

- Focused on identified outcomes and progress markers
- Ongoing
 - Gives direction to the project
 - Identifies what is working and what is not
- Final
 - Did you meet your progress markers?

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Partnerships (p. 10)

- Active partnerships
 - Working with you
 - More than letter of support
 - Financial, time, materials, advice, etc.
- Evidence
 - Commitment letters from partners
 - Inclusion of partners in grant activities
 - Matching funds

Budget and Narrative (p. 10)

- Review what is an allowable expense.
- Be reasonable on costs.
- Make sure all expenses are aligned to grant activities.
- Narrative should provide detail and show alignment.
- Do not commit grant funds beyond June 30, 2013.

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Sustainability (p. 11)

- How will you sustain..
 - Continued maintenance and material costs?
 - Personnel costs?
 - Robust partnerships?
 - Student opportunities?
- Describe any commitments by schools or partners promised after June 30, 2013.

Bonus – Communication/Replication (p. 11)

- Help others replicate your work through...
 - Publications.
 - Conference sessions.
 - Invitations to organized site visits.
 - Web presence.
- Be proactive.

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Entrepreneurship

- Expose students to all aspects of an industry through...
 - School-based businesses.
 - Realistic business simulations.
 - Developing and promoting products or ideas.
 - Internships with local businesses.

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Student Diversity

- Actively extend availability of the program of study to...
 - Groups of students who are under represented in a business or industry sector.
 - Girls in trades
 - Boys in nursing
 - Minority students in engineering
 - Students in areas of the state underserved by CTE opportunities.

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AWARDS

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Award Amount (p. 5)

- Not to exceed \$500,000.00 per proposal.
 - Consider phasing plan for grants over \$250,000.00
 - Funding ends June 30, 2013.
 - No extensions
 - Application for this biennium only

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Award Amount

- No identified minimum
 - Requests should demonstrate “significant” work
 - Small awards must still address all components of application
- Reimbursement grant through the Electronic Grant Management System (EGMS)

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SUBMISSION

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Timeline (p. 12)

- Due date February 10, 2012 by 5:00 pm.
 - One electronic copy delivered by deadline
 - Secure file transfer ONLY (No fax or email)
 - Verification of receipt only on request

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Timeline

- Two unbound hard copies in possession of ODE by February 15, 2012.
 - Content identical to the electronic version
 - Reviewer copies
- Any late materials will not be considered

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SCORING

Grant Reviewers (p. 6)

- Review committee
 - K-12 educators
 - Community College educators
 - Business, Industry, Labor
 - Understand the value of CTE
- At least 2 reviews per application
 - One from business and one from education
 - Scores will be averaged

Decisions (p. 20)

- Score
 - Maximum score for each section in RFP
 - Based on how well criteria are met
 - 5 possible levels
 - 70 out of 100 needed before considering bonus sections
 - Bonus sections can add up to 12 points to total score

Decisions

- Determination of funding based on:
 - Score
 - Geographic distribution
 - Diversity in school size
- Final decision made by BOLI and ODE

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ADDITIONAL INFORMATION

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Updates/Questions

- CTE Listserv
- www.ode.state.or.us/go/ctegrant
 - RFP
 - Updates
 - Resources
- Tom Thompson (tom.thompson@state.or.us)
- Donna Brant (donna.brant@state.or.us)

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