OREGon

career and technIcal education revitalization grant

2013 – 2015 Request for Proposal

Information, Instructions, Calendar of Events, and Scoring

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Application Due: October 24, 2013

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| Oregon Department of Education  255 Capitol Street NE  Salem, OR 97310 |

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Part 1 - grant application information

introduction

In 2011, the Oregon Legislature, knowing the critical link between career and technical education, workforce development, and economic development, established a competitive grant program entitled the Career and Technical Education (CTE) Revitalization Grant. With the $1.8 million appropriation for the 2012-2013 school year, only eight of the 43 applicant projects could be funded. However, the continuing need to strengthen career and technical education programs in Oregon’s schools and the successes related to the initial projects lead the 2013 Oregon Legislature to renew its commitment to CTE revitalization.

in August 2013, Governor John Kitzhaber signed Senate Bill (SB) 498 authorizing $7.5 million to add to the existing budget in the Oregon Department of Education (ODE) and continue the CTE Revitalization Grant program. Over $8.8 million is now available to continue to build strong partnerships between education and employers. As a result, students will attain academic and technical skills needed to move successfully into a myriad of public and private postsecondary training and education options, the military, and apprenticeship programs. A new generation of students will lead Oregon’s sustainable economic recovery and prosperity.

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

Background and purpose

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. CTE programs of study in Oregon prepare individuals for a wide range of careers such as 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 in the wake of a fiscal downturn. This forced CTE program cutbacks or closures and the collapse of effective learning opportunities for students. In some districts CTE remains as a handful of elective and exploration classes. In other districts CTE Programs of Study flourish and provide a rigorous academic and technical program of study that aligns learning and experiences with the local community college and workforce needs.

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

Vision and Goals

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

* Demonstrates **innovation**[[1]](#footnote-1) in the delivery of Career and Technical Education.
* Shows the **integration** of the separate elements of the proposal into a coherent project including the integration of core academic content and community resources.
* Supports the **expansion and growth** of CTE programs and students served.
* Provides students with **experiential learning**1 opportunities.

Required Elements to Address in the PROPOSAl

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

* Identify specific **outcomes** and progress markers that will be used to gauge the impact of the project.
* Describe the design of one or more CTE **programs of study**1 and/or career pathways that will be developed or enhanced.
* Identify a plan to address the needs of **underserved students** including but not limited to English Language Learners, students with disabilities, racial and ethnic minorities, students interested in non-traditional occupations for their gender, economically disadvantaged students, and first generation college going students.
* Describe how the project will help students meet the requirements of the **Oregon Diploma** while preparing them for further education or training.
* Describe how the project and partnerships will be **sustained** and expanded beyond the life of the grant.
* Develop a **timeline of activities** that aligns with the stated outcomes.
* Conduct an **evaluation** of the project based on the stated outcomes.
* Develop active business, industry, labor, and education **partnerships** that will implement and sustain the project through a commitment of resources from all partners.
* Create a **budget** that is aligned with project activities.

Optional elements to include in the proposal

Applicants may choose to include one or more of the following optional elements. The grant process encourages projects that:

* Directly embeds Career and Technical Student Organizations (CTSOs)1 in the overall CTE and school program.
* Incorporates a middle school component to develop student skills and interest in continuing along a CTE career pathway.
* Incorporates an “out of school time” component into the proposal. This includes summer programs, after school programs and/or weekend programs.
* Broadens the impact of CTE through a regional, statewide or systemic project.
* Include a clear connection to Science, Technology, Engineering, and Mathematics (STEM).[[2]](#footnote-2)

Available Funding

The maximum funding for any single proposal is $500,000.00. There is no minimum amount for a single proposal. All grant awards are contingent on continued available funding.

The CTE Revitalization Grant Advisory Committee2 may advise that ODE investigate a lower award for some proposals in order to fund additional proposals. For this reason, it is recommended that applicants with proposals exceeding $250,000 be prepared to identify a phased approach that would allow the project to retain the essential activities described in the proposal using a lower initial funding level. Since all proposals will be evaluated as submitted, applicants **should not** submit this phasing strategy and alternative funding amount with the proposal, but should be prepared to share the plan in any negotiations.

The following budget notes were included in the legislation for the 2013-2015 biennium:

* Award at least $1 million in grants to be used for CTE projects directly involving Career and Technical Student Organizations (CTSO).
* Award at least $1 million in grants to be used for CTE projects that have a clear connection to Science, Technology, Engineering and Math (STEM).

Eligibility

Any public school district, Education Service District (ESD), public school, public charter school, or combination of those eligible recipients in Oregon, may apply for this grant. An eligible recipient must be the fiscal agent for the project and must retain control over the implementation of the activities and evaluation of the project. Eligible recipients may contract with other partners for services related to the proposed project.

Eligible recipients who received awards in a previous biennium are eligible under the following circumstances:

* The application submitted is for a new project;
* The application is a clear expansion of the previous project based on documented positive results and continued sustainability; OR
* The recipient is a partner in a new collaborative grant project.

Use of Funds

Grantees must be able to spend funds according to acceptable accounting procedures and be able to provide evidence of such procedures[[3]](#footnote-3). 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.

Funds will be available upon official notification (anticipated on or about January 1, 2014) through June 30, 2015. Grant funds may not be used outside of the award period.

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

* Stipend and travel reimbursements for individuals attending meetings, conferences, or other professional development activities with a strong alignment to the project outcomes and activities.
* Release time during the school year for planning activities related to the project.
* Materials and equipment for classroom implementation related to the content of project activities.
* Project Director expenses to coordinate project activities.
* Expenses associated with both program and student evaluation services.
* 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.
* Salary and benefits not to extend beyond June 30, 2015 for personnel working directly to deliver instruction aligned to the project outcomes and activities.

Funds may not be used for:

* Costs associated with writing the proposal.
* Materials used primarily for general classroom use.
* Contractual obligations that extend beyond June 30, 2015, or begin prior to the award date.
* Purchase of memberships or equipment that become the property of any individual or organization other than an eligible recipient.
* 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.

Evaluation and Accountability

Successful proposals will include specific project outcomes, and an evaluation plan that will provide evidence that there has been progress toward meeting those outcomes within the timeline of the grant. Progress must be measureable through collection of appropriate data, observable through anecdotal records, and documented through other records. The results of the evaluation will be reported to ODE as part of the Final Grant Report. The evaluations will be included in the report to the Oregon Legislature. Any submission of evaluation materials that include images of minors must be accompanied by a signed release from a parent or guardian.

To facilitate program analysis, recipients will provide the 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 progress reports.
* 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.

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.

Scoring and Appeals Process

All complete grant applications electronically submitted to ODE by 5:00 p.m. on October 24, 2013, will be scored by a review committee. All applications will be scored using the scoring criteria provided in this document.[[4]](#footnote-4) Each application will have at least two 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, the applications will be placed in rank order. The CTE Revitalization Advisory Committee[[5]](#footnote-5) will make recommendations to assure the funding requirements established in the Oregon Legislative Budget Notes for CTSOs and STEM are met and ensure adequate geographic distribution and school enrollment. The Deputy Superintendent of Public Instruction 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 to the Deputy Superintendent of Public Instruction. Once appeals have been considered, the award decisions made by the Deputy Superintendent are final.

Part 2 - Application submission Requirements

Required Application Sections

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

Please submit the application documentation in the order listed:

1. **Cover Page[[6]](#footnote-6)** - Identify each school that will participate in the grant activities. The role of each school must be clearly identified in the grant narrative.
2. **Required Project Overview** – This section may not exceed 5 pages.
3. **Required Grant Narrative** –This section may not exceed 20 pages.
4. **Budget** - This section should include a narrative and budget worksheet. This section may not exceed 4 pages.
5. **Bonus Narrative** –*OPTIONAL* **–** Each response to the optional bonus section questions may not exceed one page.
6. **Previous Recipient Eligibility Response** -This section should be completed by previous recipients in order to be eligible for consideration in this grant cycle.
7. **Required Documentation[[7]](#footnote-7)**
   1. Statement of Assurances for Each Participating School
   2. List of Partners
   3. Partner Commitment Letters
8. **Appendix** –Any supporting charts, graphs, tables and other materials may be placed in an Appendix and referenced in the Grant or Bonus Narrative.

Format Specifications

The project overview, required narrative and bonus narrative sections must be typed, double-spaced, and use a font type no smaller than Arial 12 point. Charts, graphs and tables may be single-spaced. There must be one inch side, top, and bottom margins. All sections of the application excluding commitment letters, statements of assurances and appendices must be submitted in either Rich-Text (RTF) or Word format. All other sections may be submitted in other commonly readable formats such as PDF.

Application Submission

Applications must be sent BOTH electronically through Secure File Transfer and by mail. Please see below for specific submission requirements.

An electronic version of the completed grant application in the required format must be received by 5:00 pm on October 24, 2013. All materials must be submitted electronically using the Secure File Transfer Process outlined below. The Secure File Transfer Process will generate an automated receipt which should be maintained for your records. It is the applicant’s responsibility to verify receipt of documents. No other method of electronic submission will be accepted.

Secure File Transfer Process - REQUired

The Secure File Transfer Process allows an individual to send files that are too large for email or compressed (zipped) files. This on-line function can be found on the ODE district web site at <https://district.ode.state.or.us/apps/xfers/>. At this link, the transfer screen will be displayed. The following steps will complete the transfer process:

* Place all of the files in one compressed (zipped) folder. Do not send multiple files.
* Select ode.cterevitalization@ode.state.or.us from the ODE Email List on the left.
* After selecting ode.cterevitalization@ode.state.or.us email address in the list, click the right arrowhead button to the right of the email list box. This will cause ode.cterevitalization@ode.state.or.us name to appear in the ‘ODE Recipients’ textbox.
* Under the section “Who is Sending the File?” type the sender’s email address in the textbox.
* Either type in the full path of the filename that (your electronic application file) or browse to the file that will be sent.
* A message may be included in the textbox under the “Enter Your Message Here” section.
* When all options have been set, click the “Send File” button.
* An email will be sent to ODE staff with a link to this web site.

Contact the ODE Helpdesk at 503-947-5715 or [ode.helpdesk@state.or.us](mailto:ode.helpdesk@state.or.us) for assistance with the Secure File Transfer Process.

Submission of paper copies - Required

Additionally, an envelope containing 3 unbound copies of the original completed grant application must physically arrive at the Oregon Department of Education by 1:00 p.m. on October 31, 2013. Address your application packets to:

Liz Gally

Administrative Specialist

Oregon Department of Education

255 Capitol Street NE

Salem, OR 97310-0203

[liz.gally@state.or.us](mailto:liz.gally@state.or.us)

Part 3 - required project overview

Purpose and Scope of Project – one page

Please provide a one-page summary briefly describing the purpose and scope of this proposed project. If the grant is selected for funding, this summary will be used in publications.

Supporting the Overall Revitalization Effort (40 Points)

Each proposal considered for funding will need to support the overall revitalization vision intended by the Oregon Legislature. With the assistance of the CTE Revitalization Advisory Committee, there are four goals that have been identified to support this vision. They are:

* Demonstrated Innovation in the delivery of CTE.
* Integration of the separate components of the proposal into a coherent project including the integration of core academic content and community resources.
* Expansion and Growth of CTE programs and students served.
* Experiential Learning[[8]](#footnote-8) opportunities for CTE students

As a project is developed, applicants are asked to view each of the required and optional elements through the lens of these four goals.

A chart provided in the Appendix[[9]](#footnote-9) may serve as a worksheet for applicants to ensure they have kept the overarching goals and strategies in place throughout the grant proposal. This optional chart may also be used to inform the responses in this section.

Using no more than one page for each response, please address the following:

* True educational innovations are those products, processes, strategies and approaches that improve significantly upon the status quo and reach scale. How does this project demonstrate **innovation** in the delivery of CTE? (10 points)
* How does this project demonstrate the integration of the required and bonus elements of the proposal into a coherent project including the integration of core academic content and community resources? (10 points)
* As CTE programs have evolved to meet the demands for both college and career preparation, applicants for the CTE Revitalization Grant have the unique opportunity to grow new and exciting programs to meet the need for a thriving economy. How does this project support the **expansion and growth** of CTE in your district, region and/or state? (10 points)
* Providing students with authentic workplace experiences are a cornerstone of CTE programs. This authentic learning can take many forms from applied learning activities to full apprenticeship programs. How does this project ensure students are provided with experiential learning opportunities? (10 points)

Part 4 - required GRANT NARRATIVE

Project description

A. Project Outcomes and Progress Markers (15 Points)

Identify at least five outcomes and their measures that describe what will be achieved or accomplished with the help of this project. Outcomes should be measureable, manageable, and meaningful. The outcomes must clearly address the following broad areas:

* Improved and sustainable partnerships with business, industry, labor, and educational providers.
* Improved student access to CTE programs of study.
* Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets[[10]](#footnote-10), and employability skills.
* Increased career opportunities for students which may include access to career and technical student organizations.
* Improved ability to meet workforce needs in the region.

Final attainment of the project outcomes may only be achievable within several years after the grant award period. Identify short-term progress markers for each outcome. Each progress marker must be observable or measureable within the period of the grant.

B. Career and Technical Education Program of Study10 Design  (15 Points)

One focus of this grant is to develop or enhance career and technical education programs of study. Describe the design of the CTE program of study or pathway that will be developed or enhanced through activities associated with this grant. Clarify which parts of this design will be affected by the proposed activities. This description must include instruction and practices that address the identified outcomes and:

* Align with relevant state academic content standards, industry-recognized technical standards and employability skills.
* Prepare students technically and academically for further education beyond high school.
* Provide a clearly aligned educational pathway that leads to high wage and high demand careers.10

**PLEASE NOTE**: If this design is not part of an existing State approved CTE Program of Study, please contact Tom Thompson ([tom.thompson@state.or.us](mailto:tom.thompson@state.or.us)) about requirements for teacher licensure.

C. Underserved Students (10 Points)

A well designed career and technical education program of study encourages all students to succeed academically and technically in preparation for future careers. Identify the specific activities within this project that are intended to recruit and support underserved students. Traditionally underserved students in Oregon may include (but are not limited to) students that are:

|  |  |
| --- | --- |
| * English Language Learners | * Students with Disabilities |
| * Racial or Ethnic Minorities | * Economically Disadvantaged |
| * First Generation College Going |  |

D. Diploma Connections (10 Points)

Describe how this project will help students meet the requirements of the Oregon Diploma. Connections to the diploma may 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.

E. Sustainability and Communication  (25 Points)

The CTE Revitalization Grant funds expire on June 30, 2015. There is an expectation that the project described in this grant application will be continued. According to *Key Components of Systems Change,[[11]](#footnote-11)* 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.

Additionally, we know that effective communication can also aid in sustaining programs. Parent education, peer-to-peer marketing and other communication can go far in building and sustaining new and developing initiatives.

Describe how this project will be sustained and communicated to others.

F. Activities and Timeline (10 Points)

Describe the specific activities associated with the attainment of each of the project outcomes in Section A. The description of each activity must include a statement of rationale that clarifies the connection between the activity and the outcome. Include a timeline for each activity that will lead to completion of the project by June 30, 2015. Grant funded activities may begin in January 2014.

G. Evaluation (10 Points)

Describe how the success of this specific project will be evaluated against each identified project outcome in Section A. Evaluation data can be descriptive and/or numeric, but must be systematically collected. Although the full impact of the project may not be observable for several years, this evaluation should identify how progress can be observed within the duration of the grant.

Partnerships (25 points)

The sustainability of partnership efforts and the tremendous impact of the partnerships on the projects is a key priority in the legislation supporting this funding. Summarize the overall design and impact of the partnerships associated with this proposal. Include the following in your summary:

* 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 high wage and high demand jobs.

The required documentation you will submit at the end of your application 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.

Budget (20 points TOTAL)

A. Budget Worksheet (10 Points)

Complete a budget worksheet[[12]](#footnote-12) 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 only list 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 and Communication section. (Section E)

B. Budget Narrative (10 Points)

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

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

Part 5 - BONUS Sections (Optional)

The four bonus sections are optional. Extra points may be added to the final score for proposals that address these sections. Points for the bonus questions will only be added if the required grant narrative receives a score of 125 points or above.

A. Career and Technical Student Organizations (CTSOs)  (7 Points)

CTSO’s can provide students with exposure to all aspects of industry, enhancing technical and academic knowledge while at the same time developing strong leadership skills. Describe how CTSO’s 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. How will this component be integrated into the project and support the goals of the CTE Revitalization Grant?

B. Middle School Component (7 Points)

A well designed career and technical education program builds from one year to the next and starts early in the middle school years. This encourages students to persist in career and technical education as they advance through their school career. Describe the middle school component of your proposed project. How will this component be integrated into the project and support the goals of the CTE Revitalization Grant?

C. Out of School Time Programming  (7 Points)

Including students in career and technical education programs have the potential to bolster both technical and academic skills during these non-traditional learning times. Out of school time includes any time that schools are not in session – this may include summer, after school or weekends. Please describe the out of school time programming component of your proposed project. How will this component be integrated into the project and support the goals of the CTE Revitalization Grant?

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

Proposed projects may take on a scope larger than a single school or district. Such projects can demonstrate scalability of an idea, solve problems that are common across all CTE programs, or develop a regional strategy that uses shared resources. Bonus points will be provided for proposals that offer to take the project to a larger audience. Describe how your project is eligible for bonus points under this section. What impact will your proposed project have on a region, the state or the entire CTE system?

**E. Science, Technology, Engineering, and Mathematics** **(STEM) (No Bonus Points)**

Projects that integrate CTE and STEM content should be identified on the cover page of the application. The required grant narrative must describe how CTE and STEM are integrated within the project. Integration of CTE and STEM should be accomplished through problem-based teaching approaches that promote critical thinking. No bonus points are awarded for a project that has a clear connection to STEM. Overall, at least $1 million will be awarded to these proposals.

Part 6 - Past recipient eligibility

(For past recipients only)

The intent of the CTE Revitalization Grant is to support multiple projects that can be sustained. Recipients of the 2012-2013 CTE Revitalization Grant are eligible to apply for the 2013-2015 grant under the following conditions.

* This proposal is for a new project managed by a past recipient.
* The prior recipient is a partner in a collaborative grant project that is significantly different from the previous project **AND/OR**
* This proposal is a clear expansion of the previously funded project based on positive results and continued sustainability.

For applicants applying for a new project or as a partner in a new collaborative grant project

Provide a statement declaring this to be a new project OR

Provide a statement declaring a prior recipient is included in this new collaborative grant project.

**For applicants applying for funds to expand a previously funded project**

Provide a narrative response explaining the following. Limit the response to two pages. Include any data, graphs, charts that will help reinforce your position.

* Make the case that funds provided last year made a positive impact for your students, school, partners and community.
* Describe how this project expands upon the work previously funded. How will you ensure this is an extension or expansion of the previous project?
* Describe how the work on this expansion will build full sustainability by the end of the grant.

Part 7 - technical assistance

Contacts

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

|  |  |  |
| --- | --- | --- |
| Tom Thompson  [tom.thompson@state.or.us](mailto:tom.thompson@state.or.us)  503.947.5790 | Donna Brant  [donna.brant@state.or.us](mailto:donna.brant@state.or.us)  503.947.5622 | Michael Fridley,  [michael.fridley@state.or.us](mailto:michael.fridley@state.or.us)  503.947.5660 |

ode wEBSITE

Please visit <http://www.ode.state.or.us/search/page/?id=3389> This website has been set up to provide resources and information.

webinars

Staff from the Oregon Department of Education will provide Webinars to assist potential applicants in creating a successful proposal. Please see the calendar on the next page for dates. Webinars will be posted to the CTE Revitalization website. All webinars will begin at 3:00 p.m. and will finish no later than 4:00 p.m. Log on to: [www.oregoned.webex.com](http://www.oregoned.webex.com) to participate.

* Building Partnerships – Developing and sustaining business, industry, labor and education partnerships.
* Grant Bidder’s Workshop – RFP and grant application process.
* CTE Pathways and Programs of Study – Introduction to the concepts of CTE career pathways and programs of study.
* Crafting a Quality Grant Proposal – Tips on how to create a final proposal that clearly communicates your project to potential grant reviewers.
* Using Secure File Transfer and Last Minute Questions – Specific instructions on the final steps for submitting the CTE Revitalization Grant.

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 [tom.thompson@state.or.us](mailto:tom.thompson@state.or.us).

Intent to apply

The notice of intent to apply is optional but will help the Oregon Department of Education identify the number of grant reviewers needed and assure that the potential applicant will receive all updates related to the grant process. Completing this notice does not obligate the school, district or Education Service District (ESD) to submit a final grant proposal. A copy of the notice can be found at: <http://www.ode.state.or.us/wma/teachlearn/cte/cterevitalizatongrant/notice-of-intent-to-apply.docx>.

Part 8 - Timeline

|  |  |
| --- | --- |
| August 7, 2013 | Webinar – Building Partnerships |
| August 23, 2013 | Request for Proposals (RFP) available online  Webinar – Grant Bidders’ Workshop |
| September 6, 2013 | Webinar – Building Partnerships (repeated content) |
| September 12, 2013 | Webinar – CTE Pathways and Programs of Study |
| September 27, 2013 | Webinar – Crafting a Quality Grant Proposal |
| October 11, 2013 | Webinar – Using Secure File Transfer and Last Minute Questions |
| October 24, 2013 | All applications must be RECEIVED at ODE by 5:00pm via Secure File Transfer |
| October 31, 2013 | Three unbound hard copies of the application must be received by ODE by 12:30 pm |
| November 4-14, 2013 | Application scoring process conducted |
| December 4, 2013 | Preliminary award notifications sent to applicants |
| December 11, 2013 | Deadline for appeal submission |
| December 20, 2013 | Final award of 2013-2015 CTE Revitalization Grants |
| December 23, 2013 | Grant awards publically announced |

APPENDIX A - DEFINITIONS

Definitions

The following definitions are exclusive to this RFP. 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.

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

**Career and Technical Student Organizations (CTSOs)** - are State *chartered* chapters of national organizations with local chapters operating in secondary and postsecondary CTE programs. CTSO’s 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. Oregon’s current roster of state chartered CTSOs include:

* DECA (an organization for Marketing students),
* FBLA (Future Business Leaders of America),
* FCCLA (Family, Career, and Community Leaders of America),
* FFA (an organization for Agriculture and Natural Resources students),
* HOSA (Health Occupation Students of America), and
* SkillsUSA (an organization for trades and industry students).

**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 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.

**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.

**Innovation –** is those products, processes, strategies and approaches that improve significantly upon the status quo and reach scale.

<http://blogs.edweek.org/edweek/sputnik/2011/09/education_innovation_what_it_is_and_why_we_need_more_of_it.html>

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

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

**Science, Technology, Engineering and Math (STEM) Projects** -– are projects that integrate CTE and STEM content with a focus on developing problems solving and critical thinking. STEM projects are not limited to typical STEM careers such as Health Services or Engineering. Other careers may have a strong STEM connection as long as the STEM content is naturally linked to the career and explicitly addressed in the instruction.

Appendix B – Required Forms and Planning Documents

Application Cover Page

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

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Superintendent: | | | |
| District or ESD: | | | |
| Address: | | | |
| City: | State: | | Zip: |
| Phone: | | Email: | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Participating High School or Middle School Name (add additional rows as needed) | Lead Contact Name | Grade Levels | Student Enrollment |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Please check all that apply:

\_\_\_ This project directly involves Career and Technical Student Organizations

Please note page of proposal that describes this relationship. Page: \_\_\_\_\_\_\_\_\_

\_\_\_ This project has a clear connection to STEM

Please note page of proposal that describes this relationship. Page: \_\_\_\_\_\_\_\_\_

STATEMENT OF ASSURANCES FOR ELIGIBLE RECIPIENTS

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

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

2013-2015 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 RFP.
* 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

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 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
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|  |  |  |  |

##### 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

**OPTIONAL** PLANNING DOCUMENT

The goals of the grant are listed across the top. The required and bonus elements are listed on the left hand side. Applicants may wish to use this grid to capture or summarize ideas, to track where they are addressed in the proposal or in a variety of other ways.

This document is provided as a tool for applicants to use if desired. It is not required and it is not intended to be turned in with the final application.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Goal 1:  Innovation in the Delivery of CTE | Goal 2:  Integration of Separate Components into a Coherent Whole | Goal 3:  Expansion and Growth of CTE | Goal 4:  Provide Students with Experiential Learning Opportunities |
| Required Elements |  |  |  |  |
| Project Outcomes and Progress Markers |  |  |  |  |
| CTE Program of Study |  |  |  |  |
| Underserved Students |  |  |  |  |
| Diploma Connections |  |  |  |  |
| Sustainability and Communication |  |  |  |  |
| Activities and Timeline |  |  |  |  |
| Partnerships |  |  |  |  |
| Budget |  |  |  |  |
| Bonus Elements |  |  |  |  |
| CTSOs |  |  |  |  |
| Middle School Component |  |  |  |  |
| Out of School Time Programming |  |  |  |  |
| Focus on Regional, Statewide or System Change |  |  |  |  |
| STEM |  |  |  |  |

Appendix C – Budget Worksheet

CTE Revitalization Grant Budget Worksheet

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

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

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

1000 Instruction Regular: Activities dealing directly with the teaching of students; expenditures not related to staff development.

2240 Instructional Staff Development: Activities specifically designed for instructional staff (including instructional assistants) to assist in preparing and utilizing special/new curriculum materials, understanding and utilizing best teaching practices, and any other activity designed to improve teacher performance.

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

Appendix D – Scoring Guide

Applicants may use this as a guide when responding to the RFP. This is not intended to be a final scoring rubric.

| **Sections** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| --- | --- | --- | --- |
| **Required Project Overview** | | | |
| The project demonstrates **innovation** in the delivery of CTE. | The final CTE program design improves significantly upon the status quo and will eventually serve a larger percent of the students in the participating schools.  Strategies to revitalize CTE (e.g. professional development, curriculum development, problem-based teaching, or facility upgrades) are chosen to improve significantly on the status quo.  Innovations are clearly aligned to a stated vision for student achievement through using CTE as an instructional delivery model.  The proposal identifies the specific evidence-based strategies that will lead to effective and innovative program design or practice | The final CTE program design is somewhat different from the status quo and will serve more students.  Strategies to revitalize CTE (e.g. professional development, curriculum development, problem-based teaching, or facility upgrades) are somewhat different from the status quo.  The alignment between the innovations and a stated vision for student achievement through using CTE as an instructional delivery model can be inferred.  The proposal implies the use of evidence-based strategies that support effective and innovative program design or practice. | The final CTE program design is similar to what exists and will serve the same number of students  Strategies to revitalize CTE (e.g. professional development, curriculum development, problem-based teaching, or facility upgrades) are similar to the status quo.  Innovations are not clearly aligned to a stated vision for student though using CTE as an instructional delivery model.  The proposal does not identify evidence-based strategies. |
| The **integration** of the separate required elements of the proposal, including the integration of core academic content and community resources, creates a coherent project. | A common program, theme, or practice is developed and supported throughout the proposal.  Outcomes and activities are interrelated.  The project connects CTE with broader school and community needs(e.g. diploma requirements, academic achievement, college and career readiness, school improvement, and employability) and these connections can be clearly understood by students and parents. | A common program, theme, or practice can be inferred from the proposal.  Outcomes are linked to activities that may be interrelated.  The project connects CTE with broader school and community needs(e.g. diploma requirements, academic achievement, college and career readiness, school improvement, and employability) | A common program, theme, or practice is difficult to identify.  Outcomes and activities appear to be treated separately.  Connections between CTE and other aspects of education are limited. |
| The project supports the **expansion and growth** of CTE in the district, region, or state. | The proposal provides clear targets for program expansion and growth in terms of students, staff, and partners.  Provides specific plans for continued expansion and growth beyond the life of the grant including replication in other schools and districts. | The proposal addresses expansion and growth without clear targets.  Suggests ways to continue expansion and growth within the whole school and within the period of the grant. | Expansion and growth appears relatively small or can’t be determined from the proposal.  Suggests ways to continue expansion and growth within a specific CTE program and within the period of the grant. |
| Students are provided with **experiential learning** opportunities. | Hands-on learning activities in the classroom strongly support authentic problem-based or project-based education where students have high levels of autonomy.  Students are provided with opportunities to experience multiple aspects of a career through classroom simulations of the workplace and/or direct connections to industry through internships or job shadows. | Students are provided with hands-on activities in the classroom that are primarily directed by the teacher and incorporate some level of problem-based or project-based education.  Limited opportunities are provided for students to experience multiple aspects of a career. | Students may have hands-on experiences, but these are often teacher directed and focused on separate skills rather than problem-based or project-based learning.  There are no opportunities for students to experience multiple aspects of a career. |

| **Sections** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| --- | --- | --- | --- |
| **Required Elements** | | | |
| **Project Outcomes and Progress Markers (Project Description Section A)** | Project outcomes and progress markers address all five broad areas identified in the RFP and are clearly articulated.  Short term progress markers are measureable, manageable, and meaningful.  There is always a logical connection between the progress markers and project outcomes.  Project outcomes are deliberately connected to each other and related to the overall plan of the project. | Project outcomes and progress markers address all five broad areas identified in the RFP.  Short term progress markers are measureable.  Logical connections between project outcomes and progress markers can be inferred.  Some project outcomes are connected to each other. | Project outcomes and progress markers may be missing or are poorly developed.  Short term progress markers may be difficult to measure.  Connections between project outcomes and progress markers are unclear.  Project outcomes are generally treated separately. |
| **Career and Technical Education Program of Study Design (Project Description Section B)** | 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  Data supports that programs of study are clearly linked to high wage and high demand careers that can be identified locally, regionally, or statewide. | 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.  Programs of study are based on careers that are not clearly documented with supporting data as high wage and high demand. | 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.  Programs of study are not based on high wage or high demand careers. |
| **Underserved Students (Project Description Section C)** | The proposal clearly describes the underserved student populations served within the scope of the project.  The proposal identifies specific evidence-based activities that will increase the enrollment of underserved students in the CTE program.  The proposal identifies specific evidence-based activities that will ensure the success and continue participation in CTE programs by underserved students. | The proposal acknowledges the underserved student populations within the scope of the project.  The proposal identifies activities to recruit underserved students into the CTE program.  The proposal identified some activities to support the success and continued participation of underserved students. | The proposal generally acknowledges the problem of underserved students.  The proposal does not identify activities related to recruitment of underserved students.  The proposal does not identify activities related to success and continued participation of underserved students. |
| **Diploma Connections (Project Description Section D)** | The proposal includes multiple strategies that integrate diploma requirements into CTE programs.  Connections support multiple areas such as: credit requirements, Essential Skills, and personalized learning. | The proposal includes a limited number of strategies that integrate diploma requirements into CTE programs.  Connections support a single area of the diploma requirements. | The proposal includes few strategies that support diploma requirements and those strategies are not integral to the CTE program.  Connections support a single area of the diploma requirements. |
| **Sustainability and Communication (Project Description Section E)** | 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.  An active communications plan will reach parents, students, partners and communities and will likely elicit support and sustainability. | 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.  A Communication plan will reach a limited audience and may elicit support and sustainability. | 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.  There is no evidence of a communication plan. |
| **Activities and Timeline (Project Description Section F)** | All activities are clearly connected to the vision and goals of the grant program and the outcomes listed in the proposal. The rationale for the project design and activities supports those connections.  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 2014-2015 school year. | Connections between activities, vision, goals, and outcomes in the grant as well as the rationale for those activities 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 2014-2015 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. |
| **Evaluation (Project Description Section G)** | The evaluation plan addresses all of the outcomes and their progress markers identified in the grant.  The evaluation 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. | The evaluation plan addresses most of the outcomes and their progress markers identified in the grant.  Some evaluation methods and instruments have been identified and are tied to the outcomes. | The evaluation plan few of the outcomes and their progress markers identified in the grant.  There is little indication that specific methods or instruments will be used to conduct an evaluation. |
| **Partnerships** | 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  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 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.  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.  Partners indicate support for the grant but have had very little impact on development of the project.  Partners will likely have little impact on implementation of the project..  Partner engagement is unclear. |
| **Budget (Budget Sections A and B)** | The budget and budget narrative completely aligns with the design, activities and outcomes in the proposal.  When applicable, the sustainability of personnel costs is addressed within the budget narrative or other sections of the proposal.  The narrative has sufficient detail to show that expenses are reasonable. | The budget and budget narrative substantially but not completely aligns with the project design, activities, and outcomes in the proposal.  When applicable, the sustainability of personnel costs can be inferred but may not be explicitly addressed.  The narrative has enough information to infer that the expenses are reasonable. | The alignment between budget, budget narrative, project design, activities, and outcomes is unclear.  When applicable, sustainability of personnel costs have not been addressed.  There is insufficient detail in the narrative to demonstrate that the expenses are reasonable. |

| **Sections** | **High Scoring Response** | **Middle Scoring Response** | **Low Scoring Response** |
| --- | --- | --- | --- |
| **Bonus Elements** | | | |
| **Career and Technical Student Organizations** | The proposal clearly describes how specific Career and Technical Student Organizations will enhance the CTE program design by helping students develop strong technical, academic, and leadership skills | The proposal clearly states how specific Career and Technical Student Organizations will be included in the CTE program. | The proposal generally acknowledges the importance of Career and Technical Student Organizations. |
| **Middle School Component** | The middle school component describes how significant age appropriate and engaging CTE instruction will be provided while explicitly informing students about high school and postsecondary opportunities. | The middle school component describes how significant age appropriate and engaging CTE instruction will be provided. | The middle school component is limited. |
| **Out of School Time Programming** | Activities associated with out of school time draw on community resources to provide authentic problem-based CTE instruction beyond the normal school day.  Out of school time activities are clearly linked to existing in school programs through common content and outcomes. | Activities associated with out of school time provide authentic problem-based CTE instruction beyond the normal school day.  Out of school time activities appear to be linked to existing in school programs. | Activities associated with out of school time focus on skill development.  Out of school time activities are not linked to existing school programs. |
| **Focus on Regional, Statewide, or System Changes** | The overall focus of the project is to develop programs, strategies, or approaches to CTE that will be implemented by multiple schools, districts, or ESDs. | The project describes programs, strategies, or approaches to CTE that may be implemented by multiple schools, districts, or ESDs | The project describes programs, strategies, or approaches that pose significant challenges for implementation by multiple schools, districts, or ESDs. |

1. See Appendix A for definition [↑](#footnote-ref-1)
2. See Appendix A for definition [↑](#footnote-ref-2)
3. See Oregon Program Budgeting and Accounting Manual for details. [↑](#footnote-ref-3)
4. The Scoring Guide is provided in Appendix D. [↑](#footnote-ref-4)
5. See Appendix A for definition [↑](#footnote-ref-5)
6. The Cover Page is located in Appendix B. [↑](#footnote-ref-6)
7. The Required Documentation forms are located in Appendix B. [↑](#footnote-ref-7)
8. See Appendix A for definition [↑](#footnote-ref-8)
9. Optional Chart located in Appendix B [↑](#footnote-ref-9)
10. See Appendix A for definition [↑](#footnote-ref-10)
11. http://www.dbhds.virginia.gov/documents/OMH-SystemsChangeKeyComponents.pdf [↑](#footnote-ref-11)
12. See Appendix C for worksheet [↑](#footnote-ref-12)