
The following list of questions and responses reflects those received during the *CTE Summer Programs & Out of School STEM* combined webinar on January 6, 2016. Questions have been edited to eliminate redundancy and to improve clarity. For further clarification please contact Tom Thompson at tom.thompson@ode.state.or.us or 503-947-5790 or Nathan Mauro at nathan.mauro@ode.state.or.us or 503-947-5686.

SPECIFIC TO THE CTE SUMMPER PROGRAMS GRANT

Q: Is the requirement that the total school district population consist of greater than 50% underserved students?

Yes, the requirement is that the partnership team includes a school district with over 50% historically underserved students in their total population.

Q: Does the summer program need to focus on the same career area for both summers, or could one summer focus on Automotive and the next focus on Culinary Arts?

So long as the summer programs connect to pathways that exist in the schools being served, then they can focus on different pathways each summer.

Q: Some of the schools we want to serve do not have CTE programs of study – is this a problem?

The first priority is to offer summer programs aligned with CTE Programs of Study that are offered at a student's home high school. The summer programs are meant to be part of a pathway rather than a separate activity. Other students may be included in the summer programs if space is available and their home high school has CTE offerings that are related to the summer program but not necessarily part of a CTE Program of Study.

Q: Do Summer CTE programs for middle school students need to be connected to a CTE Program of Study at the high school they will attend?

Ideally the programs for middle school students will be exploratory in nature, exposing students to a variety of CTE careers and, as much as possible, those careers would align with the CTE Programs of Study that are offered at the high schools in the partner district.

SPECIFIC TO THE OUT OF SCHOOL STEM INNOVATION GRANT

Q: What is the expectation for a "statewide network"? How will the concept and practice of a statewide network fit with the STEM Hubs?

The expectation of the statewide network created by this grant is to deliver programs through out of school STEM experiences for grades four through eight, and to collaborate with the STEM Hub network (among others) to do so.

Q: Can you distinguish between non-school locations versus not during regular school time but in the school building?

The STEM Out of School Innovation grant (RFP pages 5-6) states that STEM programs may be from multiple providers and must take place in a location other than a school building for a substantial portion of the program time. So, while it is acceptable for the programs to have a portion of their activities take place in the school buildings outside of regular school time, a key outcome of the grant is to provide experiences at non-school locations. Part of the philosophy behind this is to show students that school isn't the sole source of learning and that there are many valuable experiences to be had elsewhere.

Q: Considering the high cost of transportation, can you discuss the merits of transporting students to STEM experiences at non-school locations versus bringing STEM experiences to schools?

Both modes of exposing students to quality STEM experiences have merit and it is acceptable to use both methods when developing a program, however it is a grant requirement that the experiences "must take place in a location other than a school building for a substantial portion of the program time." Non-school locations may be a long distance to travel as part of a "once-in-a-lifetime" kind of experience. Non-school locations may also be in the heart of the community, exposing students to STEM opportunities right where they live, but that they may never have known were there.

Q: Can a college campus count as a "non-school" location?

For fourth to eighth graders a college campus is a non-school location. However, the spirit of the grant is to provide students a variety of STEM experiences, at a variety of non-school locations.

Q: Please provide examples of locations for non-school STEM experiences.

Museums, aquariums, planetariums, libraries, community based STEM education organizations, club and team activities and competitions (robotics, math, coding, etc.), STEM oriented conferences, businesses, hospitals, college campuses, manufacturing plants, laboratories, and more. Our communities are full of STEM experiences and the grant aims at giving students the opportunity to have those experiences.

Q: Do you have suggestions for collecting data on participants qualification as underserved?

Typically the public school or district partners collect disaggregated data about their students, including the demographics used to determine historically underserved status. Districts may be able to assist in providing appropriate data. We also suggest recruiting student participation through community organizations that focus on historically underserved students. You may also want to check with your partners about whether it would be appropriate to collect relevant demographic information considering the focus of this grant.

Q: Please elaborate on what is meant by student experiences.

“Student experiences” and “Programs” are used interchangeably in the RFP. The intent of the grant is to create at least five Programs or Student Experiences. Each experience consists of 70+ hours of themed STEM programming that takes place largely at non-school locations.

COMMON TO BOTH GRANTS

Q: Is geographic distribution going to be considered when awarding the grants?

Yes, geographic distribution of the funds will be a consideration when decisions are made about the awarding of the grants.

Q: Is the budget worksheet in the RFP the format we use?

Yes, it is to align to the coding standards used by the Oregon Department of Education and public schools.

Q: Can funds be used to purchase equipment for the program or to pay contracts for direct program expenses?

Yes, so long as the purchases are directly linked to the program outcomes and reasonable, prudent and necessary. See the RFP for more details.

Q: Could a school district be a partner in multiple projects?

Yes, so long as the district can meet all of its obligations to each of the projects.

Q: Who do we direct questions (email) to for the CTE grant?

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