

CTE Pilot Projects to Address Funding and Governance Challenges

--- DEADLINE EXTENDED ---

TO MAY 1, 2019

Grant Duration	Number of Awards	Maximum Amount of Each Grant Award
Two Years	Four	Up to \$40,000.00**

THIS IS AN OPPORTUNITY TO IMPACT THE FUTURE OF CAREER TECHNICAL EDUCATION (CTE) IN VERMONT.

The Agency of Education invites consortia that include at least one supervisory union/district, at least one high school and at least one regional CTE center, in addition to other relevant partner organizations, to apply for this CTE Pilot Project opportunity. The supervisory union/district must collaboratively engage in the work of the project, not function solely as the fiscal agent for grant funds. This opportunity is a competitive grant.

The Agency of Education will award up to four grants for this competition.

For additional information, Contact:

Jay Ramsey
State Director of CTE
(802) 479-1343
jay.ramsey@vermont.gov

**** Please note that grant funds are provided as a means of supporting approaches identified in proposals. Approval of funds is subject to the availability of State dollars.**



Introduction & Background

In July 2018, the General Assembly passed, and Governor Scott signed, Act 189 into law. Its overall intent is to enhance creation of the skilled and productive workforce that is critical for the state's economic vitality. The law includes several components linked to Career Technical Education (CTE), including introducing students to CTE and pre-tech programs beginning in middle school, more formally defining career pathways and adult technical education, and assigning the oversight of a robust credentialing system to the State Workforce Development Board (SWBD).

Through the years, Legislators and stakeholders in Vermont have discussed the challenges of both the current CTE funding system and the diverse CTE governance structures across the state. In response, as part of Act 189, the General Assembly authorized **up to four pilot projects**, selected and approved by the Agency of Education (AOE). The intent of the pilot projects is to create an opportunity to allow local education agencies (LEAs) to work deliberately on potential solutions aimed at addressing these long-standing funding and governance concerns. The purpose of this provision of the law is to aid LEAs and their partner CTE centers in creating mini-studies to explore the issues related to funding, or governance, or both. The results of these studies are expected to result in high-leverage policy changes that are scalable for the entire state. As stated in Act 189, the projects "shall propose novel ways of integrating funding for CTE and general education and new governance structures for regional CTE centers, including unified governance structures between regional CTE centers and high schools, or both." Act 189 authorizes the AOE to approve the pilot projects, ideally from a variety of geographic and governance settings. This document provides additional information pertinent to applying for pilot project approval.

Agency of Education Goals for Pilot Projects

- Increased student access to CTE – as a learning experience and strategy, not a place
- Viable and sustainable alternatives for funding career technical education
- Viable and sustainable alternatives, or an increase in public will for, alternative governance structures

Agency of Education Technical Assistance

The Agency of Education is prepared to provide technical assistance to interested applicants who want to develop a plan. Please contact Jay Ramsey at jay.ramsey@vermont.gov to schedule some time in March. Mr. Ramsey will be removed from the review and selection process.

Q&A and recorded technical assistance call from the original period is be located [HERE](#).

Agency of Education Requirements

Successful proposals for pilot projects will:

1. Ensure that key members of the project team participate in an orientation call and technical assistance meetings with the Agency of Education.
2. Include participation from at least one high school and one regional CTE center. However, this does not preclude multiple CTE centers and/or high schools from working together on a proposal and such collaborative work is encouraged.
3. Ensure the aims, goals and objectives of the project are at least partially met within a two-year timeframe, beginning at start of granting period
4. Provide their proposed budget for the first year, using the template provided. (Successful applications will be required to provide Year 2 budget materials later into the project).
5. Specify which current laws, rules or practices are being studied for change.

Note: Proposals that further the integration and implementation of state-approved career pathways, and/or involve elements of Vermont's [State Vision and Goals for CTE](#) are especially welcome.

State Vision

Vermont's *vision* for career technical education is that all Vermont learners attain their post-secondary goals by having access to career and technical education systems that are equitable, efficient, integrated and collaborative.

We will achieve this by working toward the following aspirational goals. Each goal will have a number of strategies:

- Supporting high-quality, rigorous, aligned CTE career pathway programs that are informed by available state, New England regional, and national labor market data.
- Engaging industry as a full partner in the creation, validation and maintenance of CTE programs.
- Developing and implementing career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest.
- Supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience.
- Improving the public perception of CTE.

Agency of Education Priorities & Guidelines for Proposals

Proposal Development

Based on components of the State Vision for CTE, pilot project proposals should, at a minimum, address these areas:

- Further implementation of Act 77
- Significant involvement of PK-16 partner educational institutions and employers
- Focus on improving student College and Career Readiness (CCR), especially via career awareness and exploration using the CTE center as a resource. Refer to [the College and Career Readiness Measures: Assessment FAQ](#) for information on Vermont's state ESSA plan and accountability indicators for CCR.
- Foster collaboration at multiple levels – e.g., joint teacher professional learning (PL), counselors, school boards/policies, employers and regional economic development collaboratives
- Improve equity in student access and opportunity to high-quality learning experiences – e.g., consistent experience (credit) recognition across sending schools, alternative scheduling structures, school calendar alignment, consistent course offerings/requirements, centralized offering of advanced courses

The following are examples that applicants might consider proposing:

- Prioritizing or restructuring funds to encourage students to pursue state-approved career pathways or other developing programs within state or regional priority sectors
- Decentralization of some programs, including blending delivery models between general education and CTE centers
- Integration of virtual content delivery
- Regional collaboration in the delivery of 7th and 8th grade educational opportunities linked to career exploration and readiness, or development of CTE enhanced lessons for middle school students
- Funding of grade 7-14 programs of study, with higher education contracted to provide grade 12+ curriculum
- Curriculum coordination and co-curricular approaches
- Alternatives to using student FTE as a funding multiplier
- Novel approaches to delivery/organization of CTE
- Novel approaches to funding distribution
- A broader approach to education and workforce development in a region or regions (potentially addressing issues related to adult CTE)

Available Funding for Projects

Total funding available for this initiative is \$160,000. Assuming four projects are selected, as authorized in statute, each applicant may propose a budget up to \$40,000 to cover two years of consecutive funding.

Proposal Submission and Review Timeline

Complete proposals including each of the components below should be emailed to jay.ramsey@vermont.gov by **4 PM ON WEDNESDAY MAY 1, 2019**.

1. Narrative (10 – 15 pages in length)
 - a. Aims, goals and objectives of the project. Be as specific as possible.
 - b. Brief description of the problem and how it will be addressed by the project activities. Include the statute(s), rule(s) or other existing requirements that require state waivers.
 - c. Detailed theory of action concerning the planned work and anticipated outcomes within the two-year project period.
 - d. List Project Lead (Organization and Person), Key Partners, and their specific roles/responsibilities on the project.
 - e. Identify specific indicators and/or benchmarks to be used for evaluating project success.
 - f. Appendices are permitted.
2. Letter of support from at least one high school, school board or RAB endorsing the plan.
3. Detailed timeline for Year 1 of the project.
4. Total project budget and detailed narrative for Year 1 of the project, using attached template. Successful projects will be required to submit a detailed budget narrative for year 2 during the latter part of Year 1.

REVISED: Important Deadlines for Application, Notification, and Start Date

Q&A and recorded technical assistance call from the original period is be located [HERE](#).

MAY 1, 2019 – REVISED APPLICATION DEADLINE – with start date of July 1, 2019, approved to operate for 2 years

OCTOBER 15, 2019 – Initial status report due

APRIL 15, 2020 – 6 month status report due

OCTOBER 15, 2020 – 6 month status report due

APRIL 1, 2021 – final report due

Budget Template

Category	Project Code	Grant Funds	Other Funds (Local Budget)
Salaries	100		
Benefits	200		
Professional Services	300		
Purchased Services	400		
Other Professional Services	500		
Supplies & Materials	600		
Property	700		
Other	800		
Total FY 2018 Funds by source			
Total FY 2018 Budget			

Proposal Submission and Review Timeline

Complete proposals including each of the components below should be emailed to jay.ramsey@vermont.gov by **4 pm on MAY 1, 2019**.

PROPOSING ENTITY:				
TOTAL SCORE:				
REVIEWER:				
APPLICATION SECTION	SCORING GUIDE			
1. GENERAL GUIDELINES	NOT MET	MET		SCORES
a. Submitted by 4 PM, MAY 1				
<i>Follows 10-15 page limitation with allowances for appendices (narrative)</i>				
2. NARRATIVE	Basic or Below Response 1 - 2 - 3	Better Response 4 - 5 - 6 - 7	Best Response 8 - 9 - 10	
a. Aims, goals and objectives of the project.	Some but not all required elements are addressed at a minimal level. It is not clear what is being proposed and why.	All required elements are addressed. It is clear what the proposal is trying to address. The proposal identifies priorities identified in the RFP.	All required elements, and unique elements are addressed. Identifies and connects to priorities not specified in the RFP. Broader and/or state-wide impact evident; Sustainability addressed	

		Feasibility addressed.		
<p>b. Brief description of the problem and how it will be addressed by the project activities.</p> <p><i>Include the statute(s), rule(s) or other existing requirements that require state waivers.</i></p>	<p>Problem unclear.</p> <p>Statutes and other rules may not be clearly articulated or incorrectly identified.</p> <p>No solution identified.</p>	<ul style="list-style-type: none"> • Problem clearly stated. • Corresponding statutes, rules, etc. identified. • Solution clearly articulated and feasible. <p>The plan speaks to existing rules and the problems associated with those rules and may propose modifications to those rules with specific ends in mind.</p>	<p>Statutes and other rules being studied are clearly identified with a problem statement and a proposed solution.</p> <p>Solution clearly articulated and feasible. There is a logic model and justifications for each action identified. Sustainability addressed.</p> <p>The priorities identified in the RFP are intertwined in the proposal.</p>	
<p>c. Detailed theory of action concerning the planned work and anticipated outcomes within the two-year project period.</p> <p>Identify specific indicators and/or benchmarks to be used for</p>	<p>No theory of action is offered and/or it is insufficient in detail.</p> <p>No timeline is proposed and/or timeline is not feasible.</p>	<p>A theory of action is stated; a thoughtful view of the project is presented as well as a reasonable and clear timeline for action.</p> <p>Plan identifies the data that will be collected to understand impact and measure outcomes.</p>	<p>A theory of action is stated and reinforced by letters of support from key project partners.</p> <p>Anticipated outcomes, are clear and have implications for a broader, state-wide impact.</p> <p>Benchmarks are clear.</p>	

<p>evaluating project success.</p>	<p>No measures are identified for evaluating effectiveness or impact.</p> <p>No benchmarks are evident, or they are not relevant to the proposed actions.</p>	<p>Benchmarks related to specific indicators are clear.</p> <p>The project timeline is clear.</p>	<p>A timeline with actions and clear and measureable outcomes is identified.</p>	
<p>d. List Project Lead (Organization and Person), Key Partners, and their specific roles/responsibilities on the project.</p>	<p>Insufficient partners; roles and responsibilities unclear.</p>	<p>Partners and roles and responsibilities are identified:</p> <ol style="list-style-type: none"> 1. one technical center 2. one high school 	<p>Partners and roles and responsibilities identified:</p> <ol style="list-style-type: none"> 1. one or more technical centers 2. more than one high school in the region and potentially an elementary or middle school 3. partners with a state-wide presence (DOL, AHS, ACCD, Vermont Talent Pipeline, AdvanceVT, etc...) 4. multiple employers; or, 5. one or more colleges/universities 	

			<p>6. a workforce/economic development entity (regional development corporation, regional advisory board, AEL, state workforce development board)</p> <p>7. some other entity</p>	
3. LETTERS OF SUPPORT	Basic or Below Response	Better Response	Best Response	
Letter of support from at least one high school, school board or RAB endorsing the plan.	No letters exist, or the support stated in the letters is ambiguous.	Letters of support endorsing the plan exist from: <ol style="list-style-type: none"> 1. At least one high school, or 2. School board, or 3. Regional advisory board 	Letters of support endorsing the plan exist from: <ol style="list-style-type: none"> 1. At least one high school, and 2. A school board, and/or 3. Regional advisory board, and/or 4. Other partners 	
4. TIMELINE	Basic or Below Response	Better Response	Best Response	
Detailed timeline for Year 1 of the project	For first year: NO timeline exists, and/or not feasible. Narrative is absent or unclear.	For first year: Timeline clearly articulates activities and outcomes. Timeline is feasible. Narrative is present		
5. BUDGET	Basic or Below Response	Better Response	Best Response	
Total project budget (\$40k)	No budget or budget exceeds allowable amount or includes	Budget provided is clear, within limitations and exclude disallowed activities. Budget narrative is present.	Budget articulated matching or third party funds. Budget narrative is present and may include year 2.	

	disallowed activities. Narrative is absent or unclear.			
REVIEWER COMMENTS This section will help provide feedback to all entities that took the time to write a proposal.				
POSITIVE ASPECTS OF THE PROPOSAL:				
SPECIFIC FEEDBACK THAT WOULD HAVE GREATLY IMPROVED THE PROPOSAL:				