

VIRGINIA DEPARTMENT OF EDUCATION

P.O. Box 2120
Richmond, Virginia 23218-2120

CTE High School Innovation Grant

REQUEST FOR PROPOSALS

Issue Date:	May 14, 2021
Funding Authority:	Title I of the Workforce Innovation and Opportunity Act PL 113-128
Issuing Agency:	Virginia Department of Education, Department of Learning and Innovation Office of Career, Technical and Adult Education
Intent to Submit:	May 21, 2021
Project Overview Webinar	May 24, 2021
Proposal Applications Due:	June 4, 2021, by 4 p.m. Only proposals that offer to fulfill the requirements herein and are received by 4 p.m. on June 4, 2021, will be accepted.
Application Format:	Applications must be submitted in .pdf format by email to the Agency Contact.
Agency Contact:	David S. Eshelman, Ed.D. Director, Workforce Development and Initiatives Email: David.Eshelman@doe.virginia.gov Phone: 804-225-2051

In compliance with this Request for Proposals (RFP) and all of the conditions imposed herein, the undersigned offers and agrees to conduct the planning grant program in accordance with the attached signed proposal or as mutually agreed upon through subsequent negotiation.

The Virginia Department of Education (VDOE) does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

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I. Introduction and Background

The CTE High School Innovation Grant model combines high school, college, and business and industry Work-Based Learning experience to prepare students for a high-skill, high-wage, and in-demand careers. The mission is to provide students with a Career and Technical Education (CTE) career pathway that starts in grade nine (9) and culminates in the attainment of an industry recognized credential, a high school diploma and an associate's degree in up to five (5) years. Dual enrolled credit will begin in the 11th grade with exceptions individually approved by the college president. The program is offered at no cost to the student and includes Work-Based Learning experiences such as, but not limited to, mentorships and paid internships designed to prepare students for positions in an identified career field. Dual enrollment tuition, fees and necessary instructional resources will need to be paid by the local school division.

Specifically, the model delivers five (5) core benefits to students:

1. A rigorous, relevant, cost-free CTE career pathway that starts in grade nine (9), culminates in the attainment of a high school diploma and an associate's degree in up to five (5) years, and is focused on the knowledge and skills students need for a high-skill, high-wage, and in-demand career;
2. Work-Based Learning that includes ongoing mentoring by professionals in the chosen career sector, worksite visits, speakers and/or paid internships;
3. Intensive, individualized academic support by K-12 and college faculty within an extended academic year and/or school day that enables students to progress through the program at their own pace;
4. A career pathway to a high-skill, high-wage, and in-demand career meeting regional sector workforce needs throughout the Commonwealth of Virginia; and
5. The commitment to be considered for a job with the participating industry partners following completion of the program.

The program is also designed to:

- Develop CTE career pathways in high-skill, high-wage, and in-demand careers;
- Align school, college, and community resources in the identified career pathways;
- Increase opportunity and access to postsecondary education for academically at -risk, disadvantaged populations of students;
- Support strong academic and technical performance;
- Promote informed and appropriate career choice and preparation; and
- Ensure that employers in key technical fields have access to a talented and skilled workforce.

The developed career pathways will be selected based on labor market data targeting jobs in a high-tech field. The Virginia Department of Education Office of Career, Technical, and Adult Education must approve all career pathways.

The degree requirements must be able to be completed within the designed program not exceeding a 5-year program of studies, which does not include summer or intersession periods. Special attention will be paid to the number of total and semester college credits required for the degree completion. For degree programs with more than 64 credits, applicants must explain how they can be completed within the designed program not exceeding 5 years.

II. Eligible Applicants

- Applications will be accepted by a school division or divisions within a region meeting the requirements below.
- Eligible applicants must include at least one member from each of the following categories:
 - Virginia Public School Division(s): A school system must serve as a fiscal agent/applicant for the grant. Grant applications must be coordinated through the school system's central office.
 - Virginia Community College Partner(s): One or more of Virginia's community colleges that have entered into a Memorandum of Understanding (MOU) with a participating school division to help develop and coordinate the CTE career pathway and provide student support services to all participating students. School divisions should partner with their local community college. If multiple school divisions apply as a consortium, each school division must coordinate dual enrollment with their local community college.
 - Industry Partner(s): An employer and/or industry entity/association will enter into an MOU with an identified school division(s) to help develop and coordinate the CTE career pathway and will provide Work-Based Learning opportunities for students enrolled in the program.
- Eligibility Requirements:
 - Applicants must submit a MOU signed by all members of the partnership. The MOU must outline the roles and responsibilities of each member in relation to the implementation of the grant. The signed MOU must be included with the grant application. Applications that do not include an MOU signed by all partners will not be reviewed. Additional partners may be included based on the needs identified in the geographic region being served. Please note, however, that VDOE is not a signatory on the MOU.

Implementation Requirement:

Each partnership will designate one partner as the **implementation lead** in the MOU. The implementation lead shall be a school division or a community college partner. The

implementation lead shall be the partner that is responsible for coordinating and overseeing the implementation of the program. The implementation lead need not be the same as the school division serving as the fiscal agent/applicant.

The implementation lead must meet the following requirements:

- a. Must be recognized in the MOU by all partners as the lead agency;
- b. Must identify key existing staff to coordinate planning and operations; and
- c. Must convene all partners, coordinate the implementation process, and oversee student and staff recruitment and program implementation.

III. Grant Timeline and Application Process

The school division superintendent will submit **the Intent-to-Submit form to fulfill the requirement to proceed with the proposal process**, but it is not a formal commitment to submit a proposal. Use the Intent-to-Submit form on page 22.

The school division will submit the completed **CTE High School Innovation Grant**, as described in this RFP to the Virginia Department of Education (VDOE) by 4 p.m. on **June 4, 2021**. The school division proposal will be submitted electronically in .pdf format to Dr. David Eshelman at the email address below.

David S. Eshelman, Ed.D.
Director, Workforce Development and Initiatives
Division of Instruction
Email: david.eshelman@doe.virginia.gov
Phone: (804) 225-2051

The VDOE will work through the school division's designated contact person, as provided by the division on the Proposal Cover Page, page 1 of this application packet, for all matters related to the application. All contacts, negotiations, and notifications will be conducted through the school division designated contact person and the VDOE Director of Workforce Development and Initiatives or their designated staff person(s). The awards will be made directly to the school division, and funding will be provided on a reimbursement basis.

The VDOE will provide preliminary intent-to-award notification, prior to any further negotiations with the school division on or about **June 25, 2021**. The school division may not accrue actual charges against the award until the official Grant Award Notification will be sent to awarded applicants on or about **July 1, 2021**.

IV. Scope of Work

The programs funded under this innovation grant will possess the following required elements:

1. An agreement by all partners to the responsibilities as listed in the partnership agreement;
2. A career pathway, beginning in ninth grade, that is sequential and integrates academic and technical CTE instruction; emphasizes a CTE career pathway context; provides preparation for a career field; leads to technical skill proficiency and an industry-recognized credential; and satisfies the requirements for a Virginia high school diploma and associate's degree in a specific career field from a Virginia postsecondary program. The up to five-year integrated scope and sequence will offer college courses and Work-Based Learning activities throughout the program.
3. The program design should provide opportunities for all students. Priority should be given to enrolling economically disadvantaged students, students with disabilities and English Language Learners to the program. In multi-division partnerships, equal opportunity to participate should be available to students in these groups from all partner school divisions. The population should closely reflect the socioeconomic status reflected of the greater school community;
4. A governance structure that includes a steering committee including school division staff, community college staff and business and industry. A description of the partnership's plan for program leadership and collaboration must be included;
5. Ongoing opportunities for secondary and postsecondary faculty to collaborate on instructional planning, joint in-service training to implement the up to five-year integrated career pathway program, including college and career activities, effectively, as well as training of professional school counselors and higher education institution staff to recruit students and ensure program completion and college matriculation (including students who decide to pursue a four-year degree);
6. Professional development plans to prepare secondary and postsecondary instructors to teach in the integrated career pathway. The plan should include additional professional development days for high school staff over and above that are provided to all staff in the K-12 system. Professional development should provide opportunities for additional time for faculty to design new curriculum, develop instructional practices, and collaborate with colleagues at partner institutions (particularly among secondary and postsecondary faculty) and should be concentrated during other times when student schedules are not impacted, e.g. scheduled professional development days, times when students are participating in Work-Based Learning, summers, etc.;
7. College and career preparatory services, such as recruitment, career and personal counseling, and career assessment are a priority. College preparatory services must include the development of college and career readiness plans for each student. For age-eligible students, parental notification, approval, and sign off are required;

8. A commitment to ensuring that the safety and rights of students will be protected while they participate in Work-Based Learning experiences for the program;
9. Program sustainability beyond this planning/implementation grant will be the responsibility of the local school division(s).

V. Preparation of the Proposal

Listed below are the required components of a school division proposal in the order they must appear. The narrative sections of the proposal must be single-spaced with one-inch margins, and the font used must be 12-point Times New Roman. The application may not exceed 20 pages (excluding the Proposal Introduction pages). Applicants must adhere to the page limitations and may not append additional materials beyond that allowed in the following list. **The application must include all of the following components and must be in the order listed below.**

A. Proposal Introduction (Abstract); (Required: 10 POINTS)

1. Cover Page: Use the Cover Page form, page 1 of the Proposal Forms section of this RFP. The cover page must be the first page of the division's submitted proposal.
2. Assurances: Use the Statement of Assurances form, page 15 of the Proposal Forms section of this RFP. The Statement of Assurances page for the lead school division must follow the Cover Page as the second page of the division's submitted proposal. (See the Statement of Assurances form for additional information).
3. The Abstract should be a clear but brief description of the program to be implemented, a brief synopsis of school(s) in which the program will be implemented, the primary goals and objectives, and a preliminary description of the career pathway(s) under consideration, especially how the career pathways align with labor market data fulfilling workforce demands throughout the Commonwealth. Please use 12-point Times New Roman font and single-spaced text within the page border. The abstract may not exceed one page.

B. Grant Application Need (20 POINTS), Narrative and Timeline (40 POINTS); (Required: 60 POINTS) Describe the need for the program and alignment to school division, community college and industry partner's goals.

1. Identify the school site where the program will be implemented. Explain the need for the CTE High School Innovation Grant at the identified site. List the industry partner(s), the community college(s) and the associate's degree program(s) that will be part of the career pathway.
2. Provide a timeline for both planning and implementation. If an existing school/program applies, explain how the application is doing something new or additional. (This funding may not supplant what the school is already doing).

3. Explain how the program aligns with the school division and community college plans for students to be both college and career ready.
4. Describe how the grantee will develop a governance structure that includes a steering committee with responsibility for overall leadership capacity and long term commitment to the operation of the program.
5. Describe how the partners will work together to expand and sustain the career pathway(s) beyond the initial cohort of students. Include projections on the number of students that will complete the program in four or five years.
6. Describe the current school structure and student demographics such as total enrollment, percentage of English learners, percentage of Special Education students, and percentage of economically disadvantaged students. Describe how the school currently meets criteria for open enrollment.
7. Describe the Career and Technical Education career pathway program that will:
 - a. Lead to the completion of the identified associate's degree within five years;
 - b. Align coursework with relevant technical skills and workplace readiness competencies, as defined by industry;
 - c. Describe Work-Based Learning opportunities;
 - d. Prepare students for college level work so remediation is not needed; and
 - e. Introduce college courses no later than the 10th grade.
8. Describe the process for student recruitment that focuses on special populations. The term "special populations" means:
 - a. individuals with disabilities;
 - b. individuals from economically disadvantaged families, including low-income youth and adults;
 - c. individuals preparing for non-traditional fields;
 - d. single parents, including single pregnant women;
 - e. out-of-workforce individuals;
 - f. English learners;
 - g. homeless individuals;
 - h. youth who are in, or have aged out of, the foster care system; and
 - i. youth with a parent who-
 - (i) is a member of the armed forces; and
 - (ii) is on active duty
9. Describe the process to ensure that parents and guardians understand the scope, sequence and overall goals of the program.
10. Describe the process for identifying key staff from each entity:
 - a. Lead administrator for the school program
 - b. Teachers and school counselors at the secondary level

- c. Community College Liaison
- d. Community college faculty
- e. Employer Liaison

11. Describe how secondary and postsecondary faculty will work collaboratively to develop:

- a. Alignment between the secondary and postsecondary CTE curriculum to support completion of the associate's degree within five (5) years;
- b. Instructional planning and methodology to include face-to-face, hybrid and virtual experiences that engage students in real-world activities aligned with workforce needs; and
- c. Work-Based Learning experiences build on the benefits of classroom instruction and career and technical student organization opportunities to help students transition from the classroom to the workplace

C. Evaluation (15 POINTS)

- 1. Proposals must include a brief evaluation plan that, at minimum, assesses:
 - a. the effectiveness of the processes employed throughout implementation;
 - b. the structure, effectiveness, and necessary adjustments throughout implementation; and
 - c. staff and community understanding of the career pathway purpose and intent.

D. Budget and Budget Narrative; (15 POINTS)

1. Budget - Grant funds requested must be at least \$50,000, but may not exceed \$200,000 for a single school division. If multiple school divisions within a region apply, grant funds must be at least \$100,000, but may not exceed \$500,000.

2. Grant funds may be used for:

- a. project related travel and travel-related expenses (at state rates and in accordance to state travel regulations) up to 15% of the total budget requested.
- b. additional staff to implement the CTE High School Innovation Grant
 - (i) up to 30% of a salary for the administrator, providing it does not create an audit exception such as supporting, maintenance of effort or violate any existing requirement related to position funding.
- c. instructional support services
 - (i) teacher planning and coordination for work performed outside regular workday. This includes coordination between high school and college faculty, curriculum development and training specific to the CTE pathways and other requirements. Secondary and post-secondary teacher stipends, paid at the current local negotiated contract rate, are not to exceed the current local school system's daily rate. (Stipends are only allowable for work performed outside regular contract hours).
 - (ii) substitute teacher fees to support secondary and postsecondary teachers participating in grant activities.

(iii) purchasing of materials needed for college courses and related instruction (such as textbooks and/or lab fees). (Specify the courses and materials).

d. Student support services, extended day and year programs

(i) tutoring services for students, in addition to current school-based services. These may be through extended day or extended year services.

(ii) enrichment activities (e.g. field trips) for students and staff.

e. Student textbooks or materials that a student is required to use as a part of the pathway sequence

(i) materials and supplies to support curriculum development, program outreach and professional development. This may include materials for the Steering Committee and partnership meetings.

f. Transportation services

(i) transportation as needed for additional services such as Work-Based Learning, work site visits and coordination with the college program.

g. Out-of-State Travel (for planning purposes)

(i) travel is restricted to visiting similar model sites

h. Reimbursement for travel expenses cannot exceed state per diem rates.

3. Grant funding **may not** be used for:

a. college tuition or fees; (all tuition, fees and necessary instructional resources must be paid by the local school division)

b. acquisition of facilities to house the program;

c. furniture to equip labs or classrooms;

d. construction of temporary or permanent structures;

e. meal costs at conferences where meals are provided;

f. purchase of career information delivery system site licenses;

g. national, state, or local membership dues or fees;

h. promotional items (e.g. T-shirts, key chains, bags, mugs);

i. purchase of equipment for administrative purposes; and

j. administrative and indirect costs that exceed 5% of the grant amount

2. Budget Narrative

a. The budget narrative should clearly describe the anticipated expenditures for each month of the planning grant. It should outline the justification for the overall amount requested from grant funding and describe any in-kind contributions, other matching funds that may be provided by the division, and/or any potential partners such as businesses or higher education. The budget narrative should also address the amount of money or in-kind support that the school division will contribute for its staff to participate in the planning process. Both the project budget and the narrative description should be aligned with the activities described in the program plan and should reflect any coordinated uses of resources from other sources.

b. The budget narrative is part of the allotted up to **20 narrative pages**.

3. Budget Document Expenditures should be organized under the following categories on the Project Budget forms provided in this RFP. Please refer to the OMEGA Object Codes document for account to determine correct categories for OMEGA.

- a. Personal Services (1000): This includes salaries and wages for employees and other staff working on the two-year implementation plan. Costs for staffing should reflect instructional and administrative salaries that are appropriate outside of normal work responsibilities. Entries should identify project staff positions; the appropriate rate of pay per hour, day, week, or month; and the total amount of time to be charged to the project.
- b. Employee Benefits (2000): This includes job-related benefits that are provided to employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, retirement, insurance (life, health, disability, etc.), and employee allowances.
- c. Purchased/Contractual Services (3000): This includes fees for special professional services to the project by individuals or firms not involved as project staff (employees) of the division(s). Include name and title of consultant, and the type of consultant services to be provided.
- d. Internal Services (4000): This includes charges from an Internal Service Fund to other functions, activities, or elements of the organization for the use of internal services, such as print shop, central purchasing/central stores, or parking.
- e. Other Charges (5000):
 - 1) Travel expenses should be itemized in this section. Transportation, lodging, and other appropriate travel expenses of project staff and consultants should be budgeted in accordance with the school division policies and regulations, and in compliance with the Commonwealth of Virginia's current travel regulations. All project travel must be directly related to the proposed planning grant activities.
 - 2) Stipends should be included in this section. The stipend rate should be consistent with the standard rate of the school division(s).
- f. Supplies and Materials (6000): This includes supplies, materials, and services directly consumed in the course of the planning process. This category includes office supplies; educational materials for participants; books and audiovisual materials; and postage, printing, publication, and photocopying services.
- g. The completed budget document **is NOT** part of the allotted narrative pages. It should be attached to the submitted proposal. The budget narrative is included in the up to 20 narrative pages.

VI. Proposal Review

A. As proposals are received at the VDOE, they will be reviewed by staff for completeness as defined by the requirements set forth in this RFP. If, in the judgment of the VDOE, a proposal is late or incomplete, the proposal may be omitted from the competition. The decision of the VDOE is final. Applicants submitting proposals that are rejected by the VDOE will be notified in writing.

B. An expert review panel including representation from both secondary and post-secondary will evaluate eligible proposals based on the required application components and the established criteria. The review panel will review each eligible proposal and make recommendations to VDOE in the areas of program innovation design, budget, and overall efficacy. The review panel's scores and recommendations will be a primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel; however, other factors may influence the final selection of funded projects, including statewide distribution of recipients.

C. The point weighting for each evaluated section is noted in the overview bar that precedes the text. There are a total of 100 points available. Each section will be evaluated on clarity, thoroughness, and presentation of "out-of-the-box" thinking.

D. Following the proposal review process, the designated school division planning grant contact person/project director will be contacted by the VDOE to discuss any modifications of the proposal plan that may be required. The VDOE will seek to fund those proposals that show the most promise for successfully developing and implementing sustainable high school program innovation projects.

VII. Grant Award Administration

A. Notification of the Award

Within completion of the review process, the school division contact person/project director will be notified of the status of the proposal. Anticipated notification of awards is on or about June 25, 2021.

B. Award Conditions

Grantees will have until **April 7, 2023** to encumber all grant funds. Reimbursement requests must be submitted through the Online Management of Education Grant Awards (OMEGA) system on a monthly basis beginning in **August 2021**. Final planning grant reimbursement requests must be received no later than **April 28, 2023**.

C. Performance

VDOE will be evaluated on the successful completion of the project goals and targeted outcomes for cohort participants outlined in the Scope of Work.

- The number of students enrolled in each career pathway;
- The number of industry partners associated with each career pathway;
- Student academic and technical performance data for CTE elective courses (the number of students exceeding 80% student competency attainment);
- The number and percent of students earning a credential;
- Student growth measurements before and after participation in summer sessions to ensure students are prepared for college-level dual enrolled course work;
- The percentage of students who meet the free and reduced lunch requirements;

- An annual follow up survey of each participant including students, secondary and postsecondary faculty and business and industry partners; and
- The number of students who have completed any of the state board approved forms of Work-Based Learning

D. REPORTING REQUIREMENTS

Programs will be evaluated for success against multiple measures designated in the CTE High School Innovation Grant as listed below. The data required to evaluate programs must be submitted by the local school system to VDOE as part of the CTE Enrollment and Outcome Files and must include designation of participating students. Additional reporting requirements will be met through the submission of mid-year and annual grant reports to VDOE. The information collected will be analyzed by VDOE and VCCS on a midyear and yearend.

The following Reporting Requirements will be collected and submitted to VDOE by midyear and include the following:

1. A detailed narrative of the program goal(s) to be developed by all three partners to include student progress based on established annual benchmarks for success;
2. A detailed description related to how sustained partnerships will be measured;
3. A copy of the career pathway(s) to be offered;
4. How will students be made aware of this program opportunity?; and
5. How will business partners be involved and engaged throughout program development?

Below are additional Reporting Requirements that will be collected at the end of the grant period

1. Disaggregated student demographic data related to benchmark attainment and program completion;
2. The percentage of students who meet the free and reduced price meal plan income criteria;
3. The number of students enrolled in each career pathway;
4. The number of industry partners associated with each career pathway;
5. Student academic and technical performance data for CTE elective courses (the number of students exceeding 80% student competency attainment);
6. The number and percent of students earning a credential;
7. Student growth measurements before and after participation in summer sessions to ensure students are prepared for college-level dual enrolled course work;
8. An analysis of attrition rate for each cohort of students on track to complete the requirements for an associate degree;
9. An annual follow up survey of each participant including students, secondary and postsecondary faculty and business and industry partners; and
10. The number of students who have completed any of the state board approved forms of Work-Based Learning

Proposal Cover Page

Cover page to include the following:

- Lead School Division and Superintendent Name or Lead Community College and College President Name
- Consortium School Division(s)* (if applicable) Name
- Participating High School(s) Name
- Division Contact Person - Planning Grant Director
- Title
- Mailing Address
- City
- Zip
- Telephone
- Email
- Project Title
- Total CTE High School Innovation funds requested

Certification by Authorized Official

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the local school board of this School Division or the Community College Board duly authorizes the filing of this application, and that the applicant will comply with the attached Statement of Assurances. Typed or Printed Name of Authorized Official:

- Title:
- Signature of Authorized Official:
- Date:

|

Statement of Assurances

Should an award of funds from the CTE High School Innovation Grant be made to the applicant(s) in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

1. Upon request, provide VDOE or VCSS with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Every Student Succeeds Act
 - b. Title VI of the Civil Rights Act of 1964;
 - c. Title IX of the Education Amendments of 1972;
 - d. Section 504 of the Rehabilitation Act of 1973;
 - e. Age Discrimination Act of 1975; and
 - f. Americans with Disabilities Act of 1990.
3. Use grant funds to supplement and not supplant funds from any other sources;
4. Take into account during the development of programming, the need for greater access to and participation by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by VDOE ;
6. Ensure that at least 75 percent of the professional staff at each high school participating in this proposal is in agreement with implementing the innovations as a threshold requirement of pursuing this grant;
7. Ensure that the majority of the local school board is fully supportive of the multi-year effort for innovation; and
8. Upon review of and approval by the local school board and negotiation of acceptable and pertinent waiver requests, if any, made to the Virginia Board of Education, pursue implementation of the developed plan resulting from this CTE High School Innovation Grant for the 2021- 2022 and 2022-2023 school year.
9. Ensure execution of the planning grant program in accordance with the program RFP and grant budget as approved by VDOE.

By signing and submitting this Statement of Assurances, the applicant school division assures that its participating high school(s) will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia, with the exception of any waivers that may be approved by the Virginia Board of Education at a future date. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the High School Program Innovation planning grant RFP and the applicant understands and will comply with the assurances.

If a school division is the lead:

- Typed Name of Division Superintendent:
- Signature of Division Superintendent:

- Date:
- Typed Name of Division School Board Chairman:
- Signature of Division School Board Chairman:
- Date:

If a Community College is the lead:

- Typed Name of the Community College President:
- Signature of the Community College President:
- Date:
- Typed Name of the Community College Board Chairman:
- Signature of the Community College Board Chairman:
- Date:

*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances Cover Page in the submitted proposal packet.

Partnership Responsibilities

The MOU reflects the overall commitment and the specific responsibilities/roles of the (Local School System), (Community College) and (Business Partner(s)) in the establishment and administration of a model collaboration expanding career pathways in high-skill, high-wage, and in-demand careers fulfilling workforce labor market needs of the Commonwealth.

All partners will be responsible for the performance of any services provided by the partner/consortium members, any partners, consultants, or other organizations. The partners agree to facilitate communication with and among each other in order to ensure that the partners/all consortium members fully know all aspects/activities that will be conducted through the program. The partner/consortium must choose to select a lead to facilitate communications. All partners should review their respective roles and responsibilities outlined below and sign the Agreement to indicate their commitment to fulfilling all of these and any additional responsibilities they may indicate.

Responsibilities of Partners:

[LOCAL SCHOOL SYSTEM]

Essential responsibilities of K-12 partners include:

1. Committing the resources and necessary staffing to fully implement the career pathway model; serving all students in the same common location beginning in ninth grade to ensure that all students have a consistent, innovative CTE pathway sequence and college and career culture

and all faculty have the opportunity to collaborate and focus on instructional and support services;

2. Forming a strong partnership, documented in a formal agreement, with the community college partner and industry partner(s) and any other community partners;
3. Developing a governance structure, including a steering committee, in partnership with the college and industry signatories to the MOU;
4. Recruiting academically at-risk and other under-represented students for enrollment (at least 50% of the available space must be reserved for students who meet the free and reduced price meal income criteria) and ensuring that the students' parents and/or guardians understand the full scope of the career pathway program;
5. Identifying potential school leaders who have demonstrated the ability to drive exceptional student outcomes; are dedicated to working with under-served students and their families; can provide the leadership skills for program success; and can integrate high school, college, and work-based learning experiences;
6. Working with college and industry partners to develop a seamless scope and sequence of courses that enable all students to earn an associate degree within five years (at their own pace) and that includes work-based learning;
7. Submitting the Career and Technical Education program of study to VDOE for approval;
8. Establishing a college-going culture for all students that begins on the first day of ninth grade and continues throughout all five (5) years of the program, engaging students in instruction on key "college knowledge", academic, technical and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication and tenacity. Credit-bearing college coursework and tutoring should be introduced no later than the tenth grade;
9. Introducing the career and industry focus for all students beginning on the first day of ninth grade and continuing throughout the (5) five years of the program by infusing workplace readiness skills and industry content into academic courses and offering time in the school schedule for the full range of work-based learning (mentoring, workplace visits, job shadowing, paid internships, and apprenticeships);
10. Offering multiple pathways for students with varying levels of academic and technical achievement in middle school to participate and complete the full five-year program successfully;
11. Preparing students for college-level coursework, so remedial coursework at the post-secondary level is not necessary;

12. Providing relevant and ongoing professional development for the principal/school leader and all participating teachers, including support and frequent exchanges during the school year;
13. Maximizing available funding streams (in addition to the State appropriation), such as High School Innovation Grants and Perkins V funding, to support the needs of participating students; and
14. Comply with data submission and reporting requirements for the program evaluation process.

[COMMUNITY COLLEGE]

Essential responsibilities of higher education partners include:

1. Forming a strong partnership, documented in a formal agreement, with the local school system partner and industry partner(s) and any other community partners;
2. Developing a governance structure, including a steering committee, in partnership with the school system and industry signatories to the MOU;
3. Identifying appropriate college courses to include in the CTE program pathway, ensuring that students can earn an associate degree within (5) five years of beginning the program;
4. Submitting the related associate degree to the VDOE;
5. Working with the school to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two (and ensuring the appropriate college-level rigor of courses taught by adjunct faculty);
6. Collaborating with high school faculty to ensure courses prepare students for college work;
7. Collaborating with high school faculty to develop innovative approaches for early diagnosis and interventions for students who require additional academic and/or technical assistance (Please note: Funds for this program cannot be spent on college remedial coursework; therefore, all high school coursework should prepare students to seamlessly enter college level courses.);
8. Collaborating with industry partner(s) to align college coursework with relevant technical skills and workplace readiness competencies, as defined by industry;
9. Committing to maximize available funding streams (in addition to the State appropriation); and

10. Providing dedicated staff to work on the initiative, including a College Liaison who has the authority to coordinate with the school on the community college's behalf.

[BUSINESS PARTNER(S)]

Essential responsibilities of business partner(s) include:

1. Forming a strong partnership, documented in a formal agreement, with the local school system and community college partner and any other community partners;
2. Developing a governance structure, including a steering committee, in partnership with the school system and community college signatories to the MOU;
3. Committing to place every student who successfully completes the program for consideration of a job;
4. Identifying a mentor for every participating student (a sample commitment would be for mentors to participate in at least two face-to-face opportunities with their mentee per year and communicate with their mentee online every week with an approximate time commitment of 30 minutes per week);
5. Creating an up-to-date skills map for the industry/sector that identifies essential job skill requirements;
6. Collaborating with the local school system and community college partners to identify the associate's degree that will ensure students meet industry expectations and validating the proposed scope and sequence;
7. Providing workplace visits, speakers, internships and apprenticeships for all program students;
8. Collaborating with the local school system and community college staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources; and
9. Providing dedicated staff to work on the initiative, including an Industry Liaison who has the authority to coordinate with the school on the industry partner's behalf.

Innovation Partner Identification

Include a Partner Identification Form for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

- Innovation Partner:
- Type of Organization:
- Name of Primary Contact:
- Title:
- Address:
- City:
- Zip Code:
- Telephone:
- Email:
- Potential Innovation Project Role/Responsibility:

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization.

Primary Contact Signature

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this CTE High School Innovation Grant.

- Date:
- Signature:
- Title:

Intent to Submit Form

Lead School Division and Superintendent Name:

- Consortium School Division(s) and Superintendent(s) (if applicable) Name:
- Participating High School(s) and Principal(s) Name:
- Division Contact Person/Planning Grant Director Name:
- Title:
- Mailing Address:
- City/Zip:
- Telephone:
- Email:
- Signature of Division Superintendent:

Submission of this form is a requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal. Interested school divisions must email this form in **.docx format**. Applications must be WCAG 2.0 Level compliant as of January 18, 2018. [The Accessibility section of the VDOE website](#) as stated in [Superintendent's Memo 316-17](#) includes guidance, tools, checklists and step-by-step instructions on how to create accessible Word documents, accessible PowerPoint presentations, accessible Excel files, accessible PDF documents and accessible videos that meet the new WCAG 2.0 Level AA standard. Please take full advantage of these resources in preparing the application. Applications are due by **4 p.m. June 4, 2021, to:**

David S. Eshelman, Ed.D.
Director, Workforce Development and Initiatives
Division of Instruction
Email: david.eshelman@doe.virginia.gov
Phone: (804) 225-2051

Memorandum of Understanding (MOU)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the *(Insert Lead Applicant Name)*, *(Insert Education Partner Name)* and *(Insert Business/Employer Partner Name)*.

(Insert Lead Applicant Name) will not act solely as a flow-through for grant funds to pass to other recipients and will be responsible for the performance of any services provided by the partner/consortium members, any partners, consultants, or other organizations, and coordinate participation. The *(Insert Lead Applicant Name)* agrees to facilitate communication with and between *(Insert Education Partner(s) and Business/Employer Partner(s) Names)* in order to ensure that the partner/all consortium members fully know all aspects/activities that will be conducted through this grant program.

All Partners should review their respective roles and responsibilities outlined below and sign the MOU to indicate their commitment to fulfilling all of these and any additional responsibilities they may indicate.

Responsibilities of Partners

K-12 Education: Essential responsibilities of K-12 partners include:

- Committing to fully implement the model, serving all students in the same common location beginning in 9th grade to assure that all students have a consistent, innovative program and college and career culture and all faculty have the opportunity to collaborate and focus on instructional and support services;
- Forming a strong partnership, documented in a formal agreement, with the higher education and business/employer partners and any other community partners;
- Recruiting academically at-risk and other under-represented students for enrollment;
- Identifying potential school leaders who have demonstrated the ability to drive exceptional student outcomes; are dedicated to working with under-served students and their families; can provide the leadership skills essential for program success; and can integrate high school, college, and work-based learning experiences, and in cases where a new school leader is hired, working with the higher education and business/employer partners to select the school leader;
- Working with higher education and business/employer partners to develop a seamless scope and sequence of courses that enable all students to earn an AAS degree within five years (at their own pace) and that includes work-based learning;
- Establishing a college-going culture for all students that begins on the first day of 9th grade and continues throughout the program, engaging students in instruction on key

“college knowledge”, academic and personal behaviors such as time management; collaboration; problem-solving; leadership; study skills; communication; and tenacity. Credit-bearing college course work and tutoring should be introduced when the student is ready for college-level course work.

- Introducing the career and industry focus for all students beginning on the first day of 9th grade and continuing throughout the five years of the program by infusing workplace readiness skills and industry content into academic courses and offering time in the school schedule and calendar for the full range of workplace learning, e.g. mentoring, workplace visits, job shadowing, internships, etc;
- Offering multiple pathways for students with varying levels of academic achievement to participate and complete the full five year program successfully;
- Preparing students for college-level coursework, so remedial coursework at the post-secondary level is not necessary; and
- Providing relevant and ongoing professional development for the principal/school leader and all participating teachers, including support and frequent exchanges during the school year.

Higher Education: Essential responsibilities of higher education partners include:

- Forming a strong partnership, documented in a formal agreement, with the K-12 and business/employer partners and any other community partners;
- Identifying appropriate college courses to include in the program’s scope and sequence, ensuring that students can earn an AAS degree (or the two-year degree that is the industry standard for the targeted jobs) within five years of beginning the program;
- Identifying appropriate coursework and experiences to introduce students to college course work beginning no later than the 10th grade;
- Working with the high school to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two (and ensuring the appropriate college-level rigor of courses taught by adjunct faculty);
- Collaborating with high school faculty to ensure that course content will prepare students for college work;
- Collaborating with high school faculty to develop innovative approaches for early diagnosis and interventions for students who require additional academic assistance (Please note: Funds for this program cannot be spent on college remedial coursework; therefore, all high school coursework should prepare students to seamlessly enter college level courses.);
- Collaborating with business/employer partner(s) to align college coursework with relevant technical skills and workplace competencies, as defined by industry;
- Maintaining student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students; and
- Providing dedicated staff to work on the initiative, including a College Liaison who has the authority to coordinate with the school on the college/university partner’s behalf.

Business/Employer: Essential responsibilities of business/employer partners include:

- Forming a strong partnership, documented in a formal agreement, with the K-12 and higher education partners and any other community partners;
- Committing to place every student who successfully completes the program first in line for a job;
- Identifying a mentor for every participating student (a sample commitment would be for mentors to participate in at least two face-to-face opportunities with their mentee and communicate with their mentee online every week with an approximate time commitment of 30 minutes per week);
- Creating an up-to-date skills map for the industry/sector that identifies essential job requirements;
- Collaborating with the K-12 and higher education partners to identify the post-secondary two year degree that will ensure students meet industry expectations and validating the proposed scope and sequence;
- Providing workplace visits, speakers, internships and apprenticeships for participating students;
- Collaborating with K-12 and higher education staff to align technical skills and workplace readiness competencies with curriculum, course offerings, and other resources; and
- Providing dedicated staff to work on the initiative, including an Industry Liaison who has the authority to coordinate with the school on the business/employer partners' behalf.

In addition, all partners must commit to participate in a statewide network of CTE High School Innovation Grant recipients and to working with colleagues to share expertise and experience on the development of the program model, as well as pertinent resources, tools and strategies.

Additional Responsibilities of each Partner (please list all partners' responsibilities):

Name of Lead Applicant District

Signature _____ **Printed Name:** _____

Title: _____ **Date:** _____

Name of Higher Education Partner:

Signature _____ **Printed Name:** _____

Title: _____ **Date:** _____

Name of Business/Employer Partner:

Signature _____ **Printed Name:** _____

Title: _____ **Date:** _____

THE AGREEMENT FOR YOUR PROGRAM SHOULD REFLECT THE SPECIFICS OF YOUR PROGRAM AND YOUR PARTNER/CONSORTIUM MEMBERS. ALL ACTIVITIES/SERVICES, ETC. THAT ARE PERTINENT TO YOUR PROJECT SHOULD BE INCLUDED. PLEASE MODIFY AND ADD ADDITIONAL FIELDS FOR MULTIPLE CONSORTIUM MEMBERS, AS NEEDED.

GRANT SCORING RUBRIC

Name of Reviewer: _____ Date: _____

Applicant Name _____

Total Points: ____/100

Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few or No Criteria
A. Proposal Introduction Abstract	The grant abstract provides a concise and clear description of the plans for the program.	The grant abstract provides brief description of the plans for the local program.	The grant abstract does not clearly describe the plans for the program.
10 Points	10-7	6-4	3-0
Comments: Score			
B. Grant Application Need for Program and Alignment to Partners' Goals.	The grant request includes a detailed description of how required partners, including the local school system, community college, and business partners will be engaged in the process of implementing and sustaining the program.	The grant request includes a limited description of how required partners, including the local school system, community college, and business partners will be engaged in the process of implementing and sustaining the program.	The grant request lacks a clear description of how required partners, including the local school system, community college, and business partners will be engaged in the process of implementing and sustaining the program.
20 Points	20-17	16-12	11-0
Comments: Score			
Grant Application Narrative and Timeline	The applicant developed a clear and descriptive narrative including specific dates and process steps that will lead to the successful implementation of the model.	The applicant developed a somewhat descriptive narrative and included a broad timeline, with few dates and process steps that will lead to the successful implementation of the model.	The applicant did not include a detailed narrative or a feasible timeline for the implementation of the model.

40 Points	40-33	32-20	19-0
Comments: Score			
C. Evaluation	The evaluation plan includes detailed and measurable steps explaining how the grantee will measure on-time and on-track implementation of the activities in the planning grant.	The evaluation plan includes some detailed and measurable steps explaining how the grantee will measure on-time and on-track implementation of the activities in the planning grant.	The evaluation plan includes few detailed and measurable steps explaining how the grantee will measure on-time and on-track implementation of the activities in the planning grant.
15 Points	15-11	10-6	5-0
Comments: Score			
D. Budget and Budget Narrative	Budget is reasonable and cost effective. Budget narrative itemizes expenses in detail and totals correctly.	Budget is reasonable and cost effective. Budget narrative identifies expenses and provides general explanation.	Budget is not reasonable and/or cost effective. Budget narrative does not provide detailed explanation of expenditures.
15 Points	15-11	10-6	5-0
Comments: Score			
Required forms and letters - Technical Review Only	All required forms and letters of commitment were submitted with the grant application request. Signatures are in blue ink as required.	Some required forms and letters of commitment were submitted with the grant application request.	None of the required forms and letters of commitment were submitted with the grant application request.
Comments: Score			
100 Points Total	Applicant's Total Score =		
Overall Funding Recommendation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes, with the following clarifications/revisions: 1.		

Internal Services 4000

Description (Please provide detailed cost calculations.)	HSPI Fund Source	In-Kind Fund Source	Total Cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
Total Internal Services 4000	\$0	\$0	\$0

(Charges from an Internal fund to other activities of the organization such as print shop, parking, or central purchasing/central stores.)

Materials and Supplies 6000

(Office supplies, educational materials, books, postage, printing, publication and photocopying services.)

Description (Please provide detailed cost calculations.)	Fund Source	In-Kind Fund Source	Total Cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
Total Materials and Supplies 6000	\$0	\$0	\$0

Funding for materials and consumables up to 15% of the total budget requested is allowed. Grant funding may not be used for food or refreshments at planning and work sessions or meetings, classroom materials or sets of materials, construction or renovation, or computers or instructional technology.

Total Project Budget for CTE High School Innovation Grant

Budget Item	HSPI Fund Source	In-Kind Fund Source	Total Budget
Personal Services (1000)	\$0	\$0	\$0
Employee Benefits (2000)	\$0	\$0	\$0
Purchased/Contractual Services (3000)	\$0	\$0	\$0
Internal Services (4000)	\$0	\$0	\$0
Other Charges (5000)	\$0	\$0	\$0
Material and Supplies (6000)	\$0	\$0	\$0
Total Project Budget	\$0	\$0	\$0