



State of Nevada

Department of Education

Career and Technical Education

State CTE Competitive

Fiscal Year 2023 Request for Application (RFA) Directions

Issued By

Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

Grant Period

July 1, 2022 – June 30, 2023

Applications Released

February 1, 2022

Application/Project Documents Due

March 18, 2022, by 5:00 P.M.

Questions related to this request for application should be addressed to:

Nevada Department of Education
Office of Career Readiness, Adult Learning, and Education Options
755 N. Roop Street, Suite 201
Carson City, NV 89701
(775) 687-7300

Kristina Carey (775) 687-7281 - kcarey@doe.nv.gov

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Overview

For fiscal year (FY) 2023, **\$13,543,822** is available in state funds to support career and technical education (CTE) in eligible school districts and public charter schools. In accordance with chapter 388.392 of the Nevada Revised Statutes (NRS), 30 percent of the total state funding is available for the competitive grant.

Competitive Grant: \$4,063,146.60

The State Board of Education will award grants to school districts and eligible public charter schools for programs of career and technical education based on the following criteria as prescribed in Nevada Administrative Code (NAC) 389/R075-17:

- Career guidance
- Program and instruction
- Leadership development
- Educational personnel
- Program planning and promotion
- Facilities, equipment, and instructional materials and supplies that support CTE programs
- Partnerships with business, industry, and the community as they relate to CTE programs
- Systems of evaluation and accountability as they relate to CTE programs
- Alignment with priority career pathways for secondary and postsecondary education as identified by the Governor's Office of Workforce Innovation for the New Nevada (GOWINN)
- Industry-recognized credentials as identified by GOWINN
- Alignment with workforce training needs in Nevada, and Nevada's economic development strategies and workforce investment system

Purpose of Funds

The primary goal of the State Competitive CTE Grant funds is to increase the numbers of students enrolled in and who complete CTE programs of study through the development of relevant, high-quality programs via New CTE Programs and CTE Program Expansion.

The Nevada Department of Education (Department or NDE) has established the following strategic goal to increase CTE program completion rates:

By 2022, 14,000 students will complete a CTE program of study.

The rationale behind this goal is higher program completion rates that will result in higher numbers of students engaged in a CTE program of study through the second-level course, resulting in lower drop-out rates, higher graduation rates, and an increase of students graduating high school both college and career ready. Furthermore, students who complete a program of study and earn the state's CTE Certificate of Skill Attainment will qualify for CTE College Credit, a gateway to postsecondary credentials in less time and at lower cost.

The purpose of state competitive CTE grants is to drive change at the school or district level through the development, expansion, or improvement of CTE programs. More specifically, the Department of Education has aligned the state's funding towards CTE programs that ensure students obtain skills and competencies needed by employers in high-skill, high-wage, and/or in-demand (regionally or state specific) career pathways. Any program selected for funding must be included in the state's most current CTE Course Catalog.

State competitive funds must be used strategically by the school district to provide CTE programs leading to high-skill, high-wage, and/or in-demand (regionally or state specific) career pathways where such programs do not exist, or at such sites where students have limited opportunities or access to complete a CTE program of study.

The following funding purposes are supported with state CTE Competitive grant funds:

New Program Development

Funds may be used to develop new CTE programs where they did not exist before to create opportunities and access for students in areas that lead to high-skill, high-wage, and/or in-demand occupations. New programs **must** align to the state's priorities for economic and workforce development, using the most recent list of in-demand occupations produced by GOWINN, information found in Nevada Education Pathways to Employment Final Report (WestEd, September 2019), and/or other relevant Nevada regionally specific economic development data.

Projects to develop new CTE programs must describe a plan and timeline to build the program to completion levels and sustain the program.

Program Expansion

Program expansion funds may be used to expand existing CTE programs according to the following criteria:

- The program currently offers a partial course sequence, but is lacking the completion-level course;
- The program has current enrollments; and
- The course sequence must be completed according to the state's most current CTE Course Catalog.

Eligible programs **must** align to the state's priorities for economic and workforce development using the most recent list of in-demand occupations produced by GOWINN, information found in Nevada Education Pathways to Employment Final Report (WestEd, September 2019), and/or other relevant Nevada regionally specific economic development data.

Use of Funds

The options for uses of funds are listed below. They must be aligned with any of the two (2) funding purposes: new program development, and/or program expansion.

Career Guidance

Career guidance services support students in making informed decisions **regarding career pathways**. Career and technical education (CTE) teachers, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs consistent with their aptitudes, interests, abilities, and career-path goals.

Funds may be used to support career counseling and guidance, including the development of career centers, according to the following recommendations:

- All students develop an education and career plan (four-year plan) per NAC388.205
- Implement career development activities such as career fairs and interactive sessions with business and industry
- Enhancements to career guidance programs and services for students to promote annual review and modification of academic plans
- Professional development for counselors and support staff to provide informational resources pertaining to postsecondary job markets and continuing/higher education options consistent with career pathway plans

- Implementation of career centers that include current and relevant resources to support individualized college and career readiness planning
- CTE program integrates career planning opportunities, employability skills instruction, postsecondary education and training options, and provides students with information relevant to career goals

Program and Instruction

Each CTE program must be developed according to a comprehensive program of study (per the current State CTE Course Catalog) and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

Funds may be used to improve, expand and support CTE programs of study to include but are not limited to development of approved courses, implementation of state standards, curriculum materials*, and professional development.

*Curriculum and instructional materials (textbooks, online, and other) must meet the requirements of NAC 390. Please provide information in the Request for Application (RFA) budget narrative section which ensures the material is on the approved list.

Leadership Development

Career and Technical Student Organizations (CTSOs) are an integral part of the CTE program. Students develop leadership, citizenship, interpersonal, and employability skills through involvement in the following CTSOs: DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA.

Funds may be used to develop and sustain activities and services to support student involvement in Nevada recognized CTSOs, including professional development to implement CTSOs.

Educational Personnel

All CTE teachers are qualified with the appropriate degree and/or industry experience and participate in ongoing professional development.

Funds may be used for professional development and other needs to support the development and sustainability of qualified personnel.

Program Planning and Promotion

There is a systematic plan for program planning and management to ensure sustainability. Program promotion informs students, parents/legal guardians, guidance counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of the availability, advantages, and accomplishments of CTE programs.

Funds may be used for program promotion, such as publications, websites, and recruitment events for students, parents, and other community members.

Facilities, Equipment, Instructional Materials, and Classroom Supplies

Facilities, equipment, instructional materials, and classroom supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

Funds may be used to purchase supplies and equipment needed to expand programs to meet the requirements of state and/or industry standards. The application must demonstrate how all proposed items of value (\$1,000 or more) and equipment purchases are aligned with industry and state skill standards. Equipment purchases (\$5,000 or more) must include a description of student outcomes.

Some retrofitting or facility modifications may be allowed to install equipment or meet safety requirements, particularly for program expansion and new program development. **Prior approval by NDE staff is required before writing such expenditures into local applications. If such expenditures are included in the application, a signature from the agency's authority over facilities is required on the cover page.**

Community, Business and Industry Partnerships

Community members and local business and industry representatives serve on advisory committees to provide support and guidance in the development, operation, and evaluation of the CTE programs.

Funds may be used for the development and implementation of community, business and industry partnerships, including district- and program-level advisory committees.

Evaluation Systems and Accountability

There is a systematic means of evaluation that ensures the program's overall scope, instructional content, and organization meets the instructional objectives and goals. The evaluation process and accountability measures are used to develop short- and long-range improvement plans.

Funds may be used for program accountability and planning purposes, including processes to assess programs at the local levels.

Alignment With Priority Career Pathways

Alignment with priority career pathways for secondary and postsecondary education identified by the Executive Director of GOWINN pursuant to paragraph (b) of subsection 4 of section 20 of Senate Bill No. 516, chapter 595, Statutes of Nevada 2017, at page 4330.

Industry-Recognized Credentials

Industry-recognized credentials identified by the Executive Director of GOWINN pursuant to paragraph (d) of subsection 4 of section 20 of Senate Bill No. 516, chapter 595, Statutes of Nevada 2017, at page 4330, that have been awarded to the program.

Alignment With Workforce Training Needs

Align with workforce training needs in this state and the state's economic development strategies and workforce investment system that is paid for wholly or in part with public money.

Application Information

Initial Application Deadline

The initial application including all project documents must be submitted via email by 5:00 P.M. (PDT) on March 18, 2022. A complete copy of original application must be emailed to kcarey@doe.nv.gov and garze@doe.nv.gov and be **time-stamped by 5:00 P.M. on Friday, March 18, 2022**, to be eligible for funding.

Submission

Each LEA/eligible agency will submit one application with as many individual projects as desired. Each project narrative and detailed budget will be reviewed and scored independently. Once projects have been approved for funding, the eligible agency will be required to submit a complete application in the ePAGE system.

All application document templates will be provided for the LEA to utilize for their grant submission.

- All applications must be approved by the LEA's superintendent or designee.
- Items requiring signature are:
 1. **Application Cover Page;**
 2. **Assurances; and**
 3. **Budget Summary**
- **Initial Application Project Document Requirements**

It is the sole responsibility of the LEA to submit a clear and reasonable project narrative and detailed budget. All components of the project narrative will be reviewed and scored by the review committee. Following is the order for submitting the application documents. **Any incomplete or unclear submission could result in a lower committee score and may cause the project not to receive approval.**

1. Application Cover Page;
2. State Assurances;
3. Budget Summary;
4. Project Narrative #1; and
5. Project Budget Detail #1 (followed by additional Project Narratives and Details)

Note: Do not submit the RFA instructions or any blank pages.

- **Final Application Components and Document Requirements**

It is the sole responsibility of the LEA to submit a complete application after the final funding is approved. All application components (e.g., forms, signature pages, etc.) and related documents must be submitted for an application to be complete. **Any incomplete submissions will be returned to the LEA and may result in the delay of the approval.**

1. Budget Overview
2. Budget Details
3. State Assurances
4. Uploaded Documents
 - Agency's Appeals Policy and Procedure (district/institution level policy)
 - Agency's Travel Policy (district/institution level policy)
 - Advisory Technical Skills Committee Membership List(s) (district/institution level list(s))
 - Competitive Project Narrative(s) (form located in ePAGE Related Documents)
 - Programs Information Form (form located in ePAGE Related Documents)
 - Teacher License Information (form located in ePAGE Related Documents)
(Only report positions funded by this grant)

Local Administration

Indirect costs are not allowed on State CTE Grants.

Application Review Procedures

All projects will be reviewed and scored individually by a grant review committee, established per NRS 388.393, which includes representatives of the industry sector councils. The Superintendent of Public Instruction shall review the recommendations, and award grants for the purposes described above.

Complaint and Appeal Procedures

In the event an agency is dissatisfied with any decision, such as requests for modifications or application, the eligible agency may submit a written complaint to the CRALEO Director. The complaint must be submitted within thirty (30) days of the date the agency received notification of the Department action. Upon receipt of the letter of complaint, the Director will review the complaint and will provide comment to the agency within thirty (30) days of the date the agency received notification of the Department action. Upon receipt of the letter of complaint, the Director will review the complaint and will provide comment to the agency within thirty (30) days. The action taken by the Director, which includes a review conducted by Department staff, shall be deemed final. Such action will be transmitted to the agency in writing.

Upon receipt of written notification of the action of the CRALEO Director, an agency may decide to appeal the action to the State Superintendent of Public Instruction. A written request for an appeal hearing may be made in writing to the superintendent within thirty (30) days of the agency's receipt of written notification of the action taken by the Director. An administrative hearing of the appeal will be conducted within ninety (90) days from the receipt of the written request. The agency will be notified of the date and time of the hearing thirty (30) days prior to the hearing date. A written record of the hearing and a written response describing the decisions and actions of the Superintendent will be provided to the agency. The written record and responses will be transmitted to the agency within fifteen (15) days after the hearing date.

Within twenty (20) calendar days following the receipt of the Department's written decision on the complaint/appeal, the agency may file a notice of the appeal with the Secretary of the United States Department of Education for final resolution. Such appeal shall be in writing and shall specify the particular points of disagreement with the decision as rendered by NDE.

Technical Assistance

For additional information or technical assistance, contact the CRALEO office.

Kristina Carey
(775) 687-7281
kcarey@doe.nv.gov

Application Directions

These application guidelines must be followed by applicants applying for State CTE Competitive funds. Each LEA or public charter school may submit one application with as many individual projects as desired. Projects will be evaluated separately and will be approved based upon completeness and the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures.

Applications that do not meet the requirements will be “Returned not Approved” at the first indication of missing information. It is the responsibility of the LEA/eligible agency to review the entire application to ensure all grant application requirements are met before submission and/or resubmission.

Application Documents

Please contact the CRALEO office for any document templates that are needed for the grant application. They include the following:

- Application Cover Page
- State Assurances
- Budget Summary
- Project Narrative Form(s)
- Individual Project Budget Detail(s)
- Program Information Form
- Teacher License Information Form (Only report positions being funded by this grant)

1. CTE Application Cover Page:

Use the CTE Application Cover Page as the first page of the application and include all requested information and signatures.

2. State Assurances:

Print, sign, and scan the provided State Assurances.

3. Budget Summary:

Print, sign, and scan the budget summary sheet from the Budget Expenditure Summary document.

4. Project Narrative Form(s):

There will be no limit on the number of projects which can be submitted; however, each project narrative is limited to 4 pages. Single-sided, 11-point font (no smaller) using the project narrative form provided.

Requirement: Throughout the project narrative and budget when referring to a program of study, the **official** program of study name listed in the current state CTE Course Catalog **must** be used.

The project narrative must follow the provided template and include the following items:

- **Project Information**
 - LEA Name
 - Grant Funding Year (select from list)
 - Project Name and Project Number (LEA-determined)
 - Funding Amount Requested (LEA-determined)
 - Career Cluster (select from list)
 - Funding Purpose (select from list)

- **Project Description**
 - Describe the purpose, scope, and need for the project/program. If the request is a continuation of a project/program that has been funded with CTE grant funds previously, include a description of the progress already made and the need for funds to continue or finalize the project.
 - If the request includes funding for a teacher, indicate if this position has been funded with CTE grant funds previously and for how many years.
 - Describe how funds would be targeted to schools and student populations most in need.
 - Describe how the program will result in improved program completion rates.
 - When desiring to fund health programs all state requirements must be met. Provide verification that the program is approved. Consult Jennifer Fisk for details on meeting requirements (jennifer.fisk@doe.nv.gov or 702-486-6625).
- **Project Alignment to Economic Workforce Needs and Collaboration/Data**
 - Describe how the project is high-skill, high-wage, and/or in-demand (regionally or state specific) and aligns to the economic and workforce development priority need areas identified by the Industry Sector Councils and/or other relevant economic and workforce development indicators evidenced by data from regional economic development authorities, i.e., Governor’s Office of Economic Development (GOED), GOWINN, or other proven, reliable sources - data source(s) must be cited.
 - Describe how teachers, administrators, local industry partners, and the local CTE advisory committee(s) were involved in and committed to developing a quality application to support workforce and economic development priorities and initiatives
- **Project Alignment to Postsecondary or Industry Credentials**
 - Describe how the project aligns to Postsecondary and/or industry-recognized credentials.
- **Measurable Outcome(s)**
 - Describe how the LEA will evaluate and measure the success and outcomes of the objectives in this application. Include what will be measured, by whom, and the timeline for the completion of the evaluation. These outcomes will be used in the final grant performance report at the end of the grant cycle.
 - Estimate the number of students impacted by the project
 - Estimate the number of instructors impacted by the project
 - Measurable outcomes may be related to:
 - project completion
 - CTE student participation numbers (e.g., CTE concentrator)
 - CTE program completion rates
 - high school graduation and/or dropout rates
 - student engagement
 - student acquisition of knowledge and skills leading to industry or postsecondary credentials

Note: *With the Final Financial Report, subrecipients will be required to submit a report of the outcomes for each project narrative.*

- **Staffing**
 - If not requesting salaries in the grant application, please indicate N/A in this section.
 - Describe the number of staff devoted to the project(s) and their professional preparation and/or credentials. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with this funding. If a salary is paid partially from this grant and partially from another funding source, describe how the time allocated for cost objectives paid by this grant will be accounted for (e.g., personnel activity report or time log).
 - If a salary is funded wholly by this grant’s funding for **one** cost objective (e.g., program-related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.
 - If a salary is funded wholly by this grant’s funding for **more than one** cost objective (e.g., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (e.g., personnel activity report or time log).
 - If a salary is to be funded with multiple grants/funding sources (both CTE and non-CTE) describe the plan fully in the project narrative. Name the other grant/funding sources.
- **Sustainability**
 - Describe the LEA’s/eligible agency’s plan for continued sustainability of the proposed project and CTE programs affected by this application following this grant funding.

5. Individual Budget Detail for each Project Narrative (no page limit)

Submit individual budget detail and narrative forms for each project. Properly identify items by object and sub-object codes. Within each object code each item must have its own entry. Submit the entire budget detail and narrative form (“Instruction” and “Support Services”) that is utilized for the project application.

Budget Detail and Narrative:

- Verify accuracy of the budget detail and narrative.
- **Submit the budget as an Excel file, not a PDF.**
- The Budget **must** be formatted following the guidelines below. Do not use acronyms solely unless stated in the guidelines. Use full names of items or services once in each budget narrative box, then acronyms may follow.
- Plan to utilize the same name for all items on the grant application, Request for Funds submissions, and Final Financial Report (FFR) inventories, for ease in determining that the approved item is the same item being asked for reimbursement for and is the same item in the inventory.
- See Nevada’s current [State Uses of Funds Guidance](http://www.doe.nv.gov/CTE/Grants_Home/) document for allowable uses of funds. This document can be found at: http://www.doe.nv.gov/CTE/Grants_Home/

For object codes 100, 200, 600, and 700, in each Title of Position/Purpose of Item section, list the following information in this order:

A. Career Cluster:

- Must use full name or the listed acronym.
- Agriculture, Food, and Natural Resources (AG); Architecture and Construction (AC); Arts, A/V Technology, and Communication (AR); Business Management and Administration (BM); Education and Training (ED); Finance (FN); Government and Public Administration (GV); Health Science (HL); Hospitality and Tourism (HT); Human Services (HU); Information Technology (IT); Law, Public Safety, Corrections, and Security (LW); Manufacturing (MN); Marketing (MK); Science, Technology, Engineering, and Mathematics (ST); Transportation, Distribution, and Logistics (TD); Middle School (MS); and/or Licensed Educational Agency-wide (AW)

B. Program of Study (POS):

- Must use the POS name published in the most recent course catalog.
- N/A if activity/item is for district-wide use (e.g., substitutes, career exploration).

C. School(s) name(s):

- Must use the main school name where the POS is offered.
- N/A if activity/item is for district-wide use (e.g., substitutes).

D. Items/services to be purchased:

- Within each object code each purpose must have its own entry.
- If teachers for programs are being requested, the application/budget must identify each position, % FTE or prep buyout, program of study, and the number of years this salary has been funded with CTE grants.
 - Funding is only allowable for teachers with the proper licensure endorsement to teach the program.
 - Teacher license information needs to be included in the budget as well as in the Teacher License Information Form. This form will be in the ePAGE Related Documents section where the final application will be submitted.
 - List the quantities and unit costs in the provided areas (e.g., when purchasing 2 FTEs: quantity = 2 – unit cost = \$45,000, not quantity = 1 – unit cost = \$90,000).

Example:

Hospitality and Tourism (HT) – Culinary Arts - XYZ High School/XYZ College – ABC Campus

1 – 100% FTE – Culinary Arts Instructor – Second year salary requested, funded last year, FY__

Name of teacher – teacher license with secondary culinary arts endorsement provided in Related Documents/note that college instructor is qualified to teach this course(s)

- Other personnel who are directly charged in the budget must be listed by position name with a percentage breakout of administration and other.
- For general supply budgets, every item **does not** need to be itemized; however, a brief and adequate description of the kind of supplies, which **program of study**, and **school site** they are being purchased for is required. If it is not easy for an evaluator to understand how the amount requested was determined, include additional information to the budget detail/narrative. **There should be enough information to justify the amount requested.**

Note: Consumable supplies are allowable for a first-year program. If purchasing for a first-year program, separate the consumables in the list and note they are for a first-year program.

Example:

Arts, A/V Technology, and Communications (AR) - Fashion, Textiles & Design - ABC High School and DEF High School

Instructional supplies including; bobbin cases, bobbin tension winders, thread cutters, foot control pedals, sewing machine handles with pins and end caps, sewing machine covers, back case pieces, rear thread guide plastic casings, stitch plates, screws, balancing feet, presser feet, horizontal spool pins, needle threaders, shank shaft presser foot holders, etc.

No consumable supplies will be purchased, or consumable supplies are being requested for a first-year program of study. Prices vary by item. This is an estimate of cost. Will not exceed requested amount.

- When requesting instructional and supplemental materials use a separate Budget Detail and Narrative Description section for each item.
- The determination of instructional materials including textbooks and curriculum – online and other - is at the discretion of NDE.
 - When requesting instructional materials, they need to be on the NDE CTE Approved Instructional Materials List.
 - For each instructional material, note in the budget detail/narrative the name of the instructional material, publisher, edition number, and that it is on the Approved Instructional Materials List located at https://doe.nv.gov/Standards_Instructional_Support/Instructional_Materials/

Example:

Health Science (HS) - Nursing Assistant -ABC High School

Approved Instructional Material: *Foundations of Caregiving, 5th Edition, Diana Dugan, Hartman Publishing, it is on the NDE Approved Instructional Materials List.*

- When requesting funds for fees indicate what is included with the fee. (e.g., site license, curriculum access, training, etc.)
- Itemize all items with a \$500 unit-cost or above; use a separate Budget Detail and Narrative Description section for each item.
- Itemize items under \$500 which are desirable to be stolen such as digital cameras, tablets, Chromebooks, etc. Use a separate Budget Detail and Narrative Description section for each item.
- Use Object codes: 610 for General Supplies under \$1,000; 612 for Non-Technology Items of Higher Value (general supplies type items) over \$1,000 - \$4,999; 652 for Technology Items of Higher Value; and 730 for items \$5,000 and above.
- For **items of value** and **equipment**:
 - Provide a justification for the item if it is not on the program of study equipment list indicate the state standard associated with the expenditure;
 - Provide the make and model of the desired item. If being locked into a specific item is not desired provide an example of what is desired and, add “or item with similar features and price”.
 - “**Industry-standard equipment**” does not mean the same equipment used in industry. It means that students can learn the skills needed to meet the needs of industry. Therefore, less expensive items should be purchased when standards can be met.
 - See the program of study equipment lists at <http://www.doe.nv.gov/CTE/> for reference.

- List the quantities and unit costs in the provided areas (e.g., when purchasing 30 computers: quantity 30 – unit cost \$1,000, not quantity 1 – unit cost \$30,000). If unit cost cannot be determined at the time of application add to the budget detail/narrative, “Prices vary by item. This is an estimate of cost. Will not exceed requested amount.”
- If all the information is not available for a requested item include the following information in the narrative:
 - “This is an estimated cost. Will not exceed requested amount.”
 - The lack of required information may delay the subgrant award

E. District/institution information (optional): LEAs may include their needed information/coding, at the end of the narrative descriptions.

For object codes 300, 400, 500, and 800, in each Title of Position/Purpose of Item section, list the following information in this order:

A. Career Cluster:

- Must use the full name or the listed acronym. Refer to the most recent course catalog to determine which program area a program of study falls under.
- Agriculture, Food, and Natural Resources (AG); Architecture and Construction (AC); Arts, A/V Technology, and Communication (AR); Business Management and Administration (BM); Education and Training (ED); Finance (FN); Government and Public Administration (GV); Health Science (HL); Hospitality and Tourism (HT); Human Services (HU); Information Technology (IT); Law, Public Safety, Corrections, and Security (LW); Manufacturing (MN); Marketing (MK); Science, Technology, Engineering, and Mathematics (ST); Transportation, Distribution, and Logistics (TD); Middle School (MS); and/or Licensed Educational Agency-wide (AW)

B. Program of Study (POS):

- Must use the POS name published in the most recent course catalog.
- N/A if activity/item is for district-wide use (e.g., NACTE travel).

C. School(s) name(s): Must use the main school name where the POS is offered.

- N/A if activity/item is for district-wide use (e.g., NACTE travel)

D. Items/services to be purchased:

- Within each object code each purpose must have its own entry.
- All requests must be itemized.
- Plan to utilize the same name for all items on the grant application, Request for Funds submissions, and Final Financial Report (FFR) inventories, for ease in determining that the approved item is the same item being asked for reimbursement for and is the same item in the inventory.
- For services requested provide details describing the need, and assurance that the LEA has thoroughly reviewed the request to make sure it can be completed during the fiscal year of the grant.

Example:

Manufacturing (MN) – Welding Technology – XYZ High School/XYZ College – ABC Campus

Inspection of tanks to ensure proper levels and installation.

This is an estimated cost, not to exceed line-item total.

Service will be completed by June 30 of grant fiscal year.

- Travel Requests for professional development:
 - Use a separate **Budget Detail and Narrative Description** section for each event.
 - Itemize each event: indicate full name of sponsoring organization (no acronyms), full name of event (no acronyms except for CTSOs - DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA), date, location, and name(s) of projected attendees.
 - In the narrative description of the budget detail, provide information on costs breakdown for flight, lodging, ground transportation, per diem, etc. Add the following assurance in the budget narrative box, “The current GSA rates at the time of travel will be used for requests for reimbursement.”
 - If names of attendees are not available, list the position of the potential attendees.
 - If asking for funding for unanticipated CTE program related travel expenses provide as much detail as possible. State, “Specifics are not available at this time. This is an estimate of costs. Will not exceed requested amount.”
 - If asking for funding when specifics are not available, add to the narrative description in the budget detail an explanation of why the information is not available plus the following information. The time of year event occurs, (February or Spring). “This is an estimated cost. Will not exceed requested amount.”
 - For dues and fees indicate the name of sponsoring organization (full name, no acronyms), length of benefit (e.g., one-year subscription), and purpose/use/need – how it meets the standards. Use a separate **Budget Detail/Narrative Description** section for each request.
- E. District/institution information (optional):** LEAs may include their needed information/coding, at the end of the narrative descriptions.

Uploaded Documents

1. **Agency's Appeals Policy and Procedure:** Upload a copy of the agency's policy and procedures that describe the steps involved in processing an appeal or dispute with respect to this application by uploading in ePAGE under *Related Documents*.
 - Label the file: **"Eligible recipient Name" Appeals FY23**
2. **Agency's Travel Policy:** Upload a copy of the LEA's travel expense and reimbursement policies.
 - Label the file: **"Eligible recipient Name" Travel Policy FY23**
3. **Advisory Technical Skills Committee (ATSC) Membership list:** Upload all the eligible recipient's advisory technical skills committee membership list(s) into ePAGE as **one file** under *Related Documents*.
 - Label the file: **"Eligible recipient Name" ATSC Membership List FY23**
4. **State CTE Competitive Grant Project Narrative(s):** Complete the application template from the ePAGE *Related Documents* section; upload all sections of the document as one document into ePAGE under *Related Documents*. Project narratives may be organized by program area, school name, agency-wide, or funding purpose. There will be no limit on the number of projects which can be submitted; however, each project narrative is limited to 4 pages of 11-point font (no smaller). The project narrative must follow the provided template and include the following items:
 - Label the file: **"Eligible recipient Name" CTE Competitive (Project Name) Narrative FY23**
5. **Programs Information Form:** Upload a copy of the list of programs of study and course names available at each site that will be utilizing these funds.
 - Label the file: **"Eligible recipient Name" Programs Information Form Information FY23**
6. **Teacher License Information:** (*Needed only if teacher salary is being requested*) Upload in ePAGE in the *Related Documents* section the provided "Teacher License Information Form" which will detail teaching positions for whom salary is requested in the application.
 - Label the file: **"Eligible recipient Name" CTE Competitive Teacher License Information FY23**

State CTE Competitive Grant Evaluation Scoring Rubric

LEA:

Project #:

Project Name:

Funding Requested \$:

Scorer #:

Grant Evaluation Scoring Rubric	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)
Project information: The project information fully identifies all requirements listed in the RFA. (Page 8)	0	4	7	10
Project Description: The project description fully identifies all requirements listed in the RFA. (Pages 8-9)	0	4	7	10
Project Alignment to Economic Workforce Needs and Collaboration/Data: The project alignment fully identifies all requirements listed in the RFA. (Page 9)	0	4	7	10
Project Alignment to Postsecondary or Industry Credentials: The project alignment fully identifies all requirements listed in the RFA. (Page 9)	0	4	7	10
Measurable Outcomes: The measurable outcomes description fully identifies all requirements listed in the RFA. (Page 9)	0	4	7	10
Staffing: The staffing description fully identifies all requirements listed in the RFA. (Page 9) N/A = 10 pts	0	4	7	10
Sustainability: The sustainability description fully identifies all requirements listed in the RFA. (Page 9)	0	4	7	10
Budget Details: The project budget detail clearly describes all items being requested for the project and follows the requirements listed in the RFA. (Pages 10-12)	0	4	7	10

Scorer's Comments:

Total Score:

/ 80

Scorer's Recommendation: Fully Fund – Partial Fund – Do not Fund

Scorer's Mark: