

REQUEST FOR APPLICATIONS

District of Columbia

Office of the State Superintendent of Education



FY2023 CAREER AND TECHNICAL EDUCATION (CTE) MIDDLE SCHOOL EXPANSION GRANT

Request for Application (RFA) Release Date

August 19, 2022

Pre-Application Conferences (Mandatory)

August 23, 2022 (webinar)

August 30, 2022 (webinar)

Intent to Apply Deadline (Mandatory)

September 19, 2022 by 3 p.m. EST

Application Submission Deadline

October 3, 2022 by 3 p.m. EST

LATE OR INCOMPLETE
APPLICATIONS WILL NOT BE REVIEWED.

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FY2023 CTE Middle School Expansion Grant Checklist

- The applicant submitted the Intent to Apply form by **3 PM EST on September 19, 2022**.
- The Intent to Apply form can be found in Appendix A and on the Office of the State Superintendent of Education (OSSE) website at <https://osse.dc.gov/service/career-and-technical-education-cte> and at the Serve DC grants website.
- The applicant attended one of the two mandatory pre-application webinar conferences. Please see page 8 on the Request for Application (RFA).
- The applicant completed all steps required by the RFA and submitted a complete application through OSSE's Enterprise Grants Management System (EGMS) that contains all the information and appendices requested. Please see page 7 for an overview of the application components.
 - Please see here for more information about registering for EGMS access: <http://egmsfe.osse.dc.gov/info/credentials>. All required application elements must be submitted by entering information directly into the required sections in EGMS. Unless otherwise stated in the application, information submitted via attachment will be considered as supplemental materials only.
- The application adheres to all directions and criteria of this RFA.
- The application was submitted by **3 PM EST on October 3, 2022** through EGMS.

Please note: All required application elements must be submitted by entering information directly into the required sections in EGMS. Documents may be attached as appendices or supplemental materials only.

PLEASE NOTE

Applications are due by 3 PM EST on October 3, 2022.

Applications submitted at or after 3:01 PM EST on October 3, 2022 will not be reviewed. All applications must be submitted through the Enterprise Grants Management System (EGMS). For more information about EGMS, please visit <http://grants.osse.dc.gov/>.

Please avoid last minute technical submission issues by submitting early. OSSE strongly recommends submitting your application at least one business day before the due date to ensure technical issues with submission may be timely addressed and do not delay your application being submitted by the deadline..

Request for Applications RFA#

General Information

Overview

The District of Columbia Career and Technical Education (CTE) program is pleased to announce innovation grants for Middle School expansion (authorized by the Coronavirus State and Local Fiscal Recovery Funds, Section 602 and 603 of the Social Security Act as added by section 9901 of the American Rescue Plan Act of 2021). Middle school coursework in CTE subjects provides students with a foundation for success in high school CTE courses.

Middle School CTE provides an opportunity for District of Columbia middle school students to experience hands-on learning, workplace skills, and career exploration. CTE empowers them to explore interests and discover activities that are inspiring. It allows students to experience potential career pathways and gives them an awareness of the many options that are available.

This expansion strategy is responsive to the Strengthening Career and Technical Education for the 21st Century Act (Perkins V, Pub. L. No. 115-224), which was signed into law on July 31, 2018. This bipartisan measure reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006, providing roughly \$1.3 billion in annual federal funding, which is administered by the U.S. Department of Education, to support CTE for our nation's youth and adults. Perkins V presents an opportunity to expand high-quality CTE into middle schools, including career advisement and work-based learning programs, so that every student in the District of Columbia can explore, choose, and follow vertically-integrated career pathways—which include early-college and career experiences—that seamlessly lead to postsecondary programs and high-quality employment.

Purpose of Grant Funds

Middle School CTE provides an opportunity for District of Columbia middle school students to experience hands-on learning, workplace skills, and career exploration. CTE empowers them to explore interests and discover activities that are inspiring. It allows students to experience potential career pathways and gives them an awareness of the many options that are available.

Award Period

To support this work, this grant will provide two (2) years of seed funding and support to middle schools offering at least one career exploration course and support activities described within this RFA.

TIMELINE

September 19, 2022	Intent to Apply due to Francesca Glover by 3:00 PM EST
August 19, 2022	Release of Grant Application
October 3, 2022	Application Closed – All submissions due in EGMS by 3:00 PM EST
October 15, 2022	Anticipated Grant Award Notification (GAN) Release Date
September 30, 2023	Last Day to Obligate Funds
December 1, 2023	Reimbursement Due Date

Funding

The total amount of anticipated funding available for this award period is \$50,000. OSSE anticipates awarding funds to eight eligible applicants. Awarded LEAs will receive a total of \$50,000 per year for two years (subject to continuation funding received for year two), totaling at \$100,000. All applicants awarded funds in FY23 for two years will need to complete a continuation application to receive funding for year two. Grant funds shall only be used to support activities authorized as relevant statutes and included in the applicant’s submission. The award amount is set to \$50,000 per year, without exception.

This grant is wholly funded by the U.S. Department of Treasury’s Coronavirus State and Local Fiscal Recovery Funds (CFDA # 21.027) authorized under the American Rescue Plan Act of 2021 (“ARP”).

This grant award is subject to this RFA, the assurances made in the submitted application, and the terms of the grant award notification, as well as all applicable federal statutes, regulations and Executive orders, including:

- Section 602 and 603 of the Social Security Act as added by section 9901 of the American Rescue Plan Act of 2021;
- The U.S. Department of Treasury’s Final Rule at [31 CFR Part 35](#);
- 2 C.F.R. Part 25, Universal Identifier and System for Award Management;

- 2 C.F.R. Part 170, Reporting Sub-award and Executive Compensation Information;
- 2 C.F.R. Part 180, OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement); and
- 2 C.F.R. Part 200, The Uniform Administrative Requirements, Cost Principles, and Audit Requirements.

This grant award is also subject to the U.S. Department of Treasury's Compliance and Reporting Guidance for State and Local Fiscal Recovery Funds and any other interpretative guidance by other parties in any agreements it enters into with other parties relating to these funds.

Eligibility and Preference Points

District of Columbia Public School and Public Charter School LEAs serving middle school students in grade five (5) through grade eight (8) are eligible to apply. This is a competitive grant, and applications will be reviewed and scored by reviewers external to OSSE. All LEAs planning to apply for this grant are required to attend at least one of the virtual pre-application webinars and to submit a Notice of Intent to Apply by the deadline specified in the NOFA to be eligible for funding.

Preference points will be given to LEAs with demonstrated need, as documented by any of the following characteristics:

- LEAs with at least 70% of the student population is at-risk as defined by OSSE. Please visit OSSE's web site and the [DC School Report Card Resource Library](#) to obtain data on percentages of at-risk students at each District school.
- LEAs that have identified a strategic plan for CTE programming that will impact all students in grade five (5) through grade eight (8) served by the LEA and involve community participation. LEAs program plan should not be limited or exclusive to any sub-groups (i.e., one grade level or one after school club)
- LEAs that have created a strategic implementation plan to strengthen the pathways between CTE programming in middle school with 8th grade students and high school career programs. LEAs should be able to identify the feeder schools their students are most likely to transition to and explain how their plan aligns with the career programs offered in those spaces.
- LEAs that currently implement a CTE course on their campus and have a set plan to enhance said course.

- LEAs who plan to use CTE programming to enhance students' learning and performance in ELA and Math courses.

RFA Release Date

The release date of the RFA is **August 19, 2022 at 12:00 PM EST**. The on-line application is available in OSSE's EGMS at <http://grants.osse.dc.gov/> and will be posted on OSSE's website at: <https://osse.dc.gov/service/career-and-technical-education-cte>.

Pre-Application Conference (Mandatory)

Two virtual pre-application conferences will be held on August 23, 2022, and August 30, 2022. Potential applicants must register for either the August 23, 2022 webinar session ([Register Here](#)) or for the August 30, 2022 webinar ([Register Here](#)).

Each interested applicant must have at least one (1) representative attend one of the three pre-application conferences listed above to meet the attendance requirement for this grant. This representative should be someone who is employed directly by the prospective applicant.

Intent to Apply

All LEAs planning to apply for this grant are required to submit an Official Intent to Apply Notification (see Appendix A for the Official Intent to Apply Notification form) via email to Francesca Glover at Francesca.glover@dc.gov by September 19, 2022, at 3 PM EST. LEAs that fail to submit an Official Intent to Apply Notification by the above specified deadline will be ineligible to receive funding under this grant.

Contact Person

Applicants are advised that the following OSSE staff member is the authorized contact person for this grant competition: **Francesca Glover, CTE Coordinator for Middle Schools, OSSE** (email: francesca.glover@dc.gov).

Application Due Date

Applications are due **OCTOBER 3, 2022 BY 3 PM EST** and must be submitted through EGMS. Applications submitted at or after 3:01 PM EST on October 3, 2022 will not be forwarded to the review

panel for funding consideration. Any additions or deletions to an application will not be accepted after the deadline—no exceptions will be made. **Applicants are encouraged to submit applications early to avoid technical difficulties. OSSE strongly encourages applicants to submit at least one business day prior to the application due date.** Please submit all questions related to this RFA or grant in writing to:

Francesca Glover

CTE Coordinator for Middle Schools

Office of the State Superintendent of Education

1050 First Street NE

Telephone: 202.856.4889

E-mail: Francesca.glover@dc.gov

Please submit all questions no later than 3 PM EST on September 17, 2022 to allow enough time for a response from the contact person before the competition closes. **All questions received and answers will be posted on the OSSE website no later than September 8, 2022.**

If you experience technical problems with EGMS, please review the [EGMS User Manual](#) or contact the OSSE Help Desk at (202) 719-6500 any weekday that is not a holiday between 7 a.m. and 3 p.m. As submission ends at 3 p.m. on the due date, it is recommended to call at least a week before the application due date with any technical issues experienced.

Award Period

To support this work, this grant will provide two (2) years of seed funding and support to middle schools offering at least one (1) career exploration course and support activities described within this application. The grant award period will be from the date of the award through Sept. 30, 2023, and LEAs must commit to obligate all grant funds awarded under this competition by Sept. 30, 2023. Please note that applicants awarded funds in FY22 for two years will need to complete a continuation application for year two. Continuation of awards is contingent upon: Availability of funds; Recipient's implementation and/or operation of the program as submitted in the application; Recipient's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient's reports; Compliance with District and federal laws, regulations, and guidance; and Appropriate expenditure of funds throughout each grant award period.

Program Scope and Requirements

Middle school coursework in CTE subjects provides students with a foundation for success in high school CTE courses. LEAs will be responsible for creating or enhancing a CTE course on their campus. Middle School Career and Technical Education (CTE) provides an opportunity for District of Columbia middle school students to experience hands-on learning, workplace skills, and career exploration. Along with creating or enhancing a CTE course, LEAs should plan to develop a culture of CTE that expands into core subject areas and supports the curriculum students are already learning. CTE empowers students to explore interests and discover activities that are inspiring. It allows students to experience potential career pathways and gives them an awareness of the many available options.

Budget Overview

Student Engagement Questions

- Include detailed planned expenditures documenting financial management and a proposed budget for each initiative in the project.
- These thematic paragraphs should cover items across all budget tabs (i.e., professional services, supplies, materials, etc.).
- The complete “Allowability Chart” can be found in Appendix D of this RFA. This shows what is and is not an allowable use of funds.

Evaluation Requirements

OSSE will provide the end of year evaluation template in April 2023.

Developed in coordination with AdvanceCTE and ACTE, these principals have become the foundational requirements of our philosophy for middle school CTE programming. LEAs will be evaluated based on their ability to incorporate the 10 Essential Design Principles into the school’s CTE course and program activities.

DESIGN PRINCIPLE	DESCRIPTION
Dedicated instructional time	Whether CTE is integrated across the curriculum or offered through individual courses, specific and regular time should be dedicated to it in the middle grades. The delivery of CTE-related content should not be a one-time event or a single unit or activity if it impacts students’ education and career choices. This requirement may affect the master schedules, educators’ availability, and qualifications, and even graduation requirements.
Grounded in experiential and hands-on learning	To reach middle grades students at their developmental level, middle grades CTE must be based on authentic, applied learning that involves hands-on activities to engage students and get them excited about learning. While

	<p>online career exploration or planning platforms can be valuable aids, these resources should not be the sole method of instruction. Instead, middle grades CTE will require a range of instructional strategies and experiences, including personalized education, project-based learning, work-based learning, and participation in career and technical student organizations (CTSOs).</p>
Focus on student growth	<p>While some form of measurement should be employed to ensure that middle grades CTE programs are meeting their goals and student learning outcomes, the focus should be on student growth rather than on student participation, therefore, students must have opportunities to demonstrate their learning — through coursework, CTSO competitions, work-based learning experiences, or otherwise — with educators and employer partners playing a role in validating skill development.</p>
Standards-based	<p>To ensure students gain the full range of desired technical, academic, and employability knowledge and skills, middle grades CTE programs should be standards-based on clear expectations. However, programs should not be high stakes, which could disincentive for schools or teachers to participate. Criteria should be broad enough to be met through various flexible delivery models.</p>
Integrated into the broader K-12 career guidance system	<p>Middle grades CTE programs should not operate in a silo. They should be aligned with other career development-related activities occurring at that level, such as student services, counseling, and social-emotional support. In addition, middle-grade CTE should be aligned with career development activities and experiences occurring before and after middle school, including high school-level college and career advising, through individual career and academic plans or other methods.</p>
Effectively communicated to students and families	<p>Communication and comprehensive information are vital for engaging families around careers and educational experiences that are non-traditional for their gender, race/ethnicity, or income level. Families are also critical as they support students as they make future education and career decisions. Providing students and families with comprehensive information on CTE programs in the middle grades helps students and families begin to break down stereotypes, address misperceptions of CTE, and highlight opportunities available to students as they progress through their education.</p>
Equitable and inclusive of each student	<p>Middle grades CTE programs should be inclusive and accessible, reaching each and every student. The benefits of middle grades CTE programs should not be limited to a few students who choose to enroll in a single elective with limited availability or who are part of a specific population group. Program designers should also take care to ensure that middle grades CTE does not become segregated by student performance. It should not be a “dumping ground” for certain students, such as students with disabilities. On the other hand, careful attention must also be paid to ensure that students who need additional academic supports are not eliminated from the possibility of experiencing CTE due to scheduling constraints.</p>
Balance breadth and depth across the curriculum	<p>Middle grades CTE should include enough breadth to ensure that students are exposed to careers across all 16 Career Clusters. It should not limit students to exploring a narrow set of careers or one specific career pathway, such as those programs that are offered at the local high school or Advanced</p>

	Technical Center and should not simply serve as a CTE recruitment strategy. However, opportunities should be provided for students to dig deeper into career areas of interest after an initial period of exploration, so they have true opportunities to understand whether those careers — and CTE pathways — are right for them.
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LEAs should use the standards listed below in the “Tier Level” chart to base and evaluate their middle school CTE programming.

Tier Level	Description	Standard
Tier 1	Whole school events and initiatives where every student can participate Exploratory events focused on career introduction. Builds college and career awareness and helps create a culture of CTE at the campus Program designers should also ensure that middle grades CTE does not become segregated by student performance.	Over 80% of students at each campus receive Tier 1 CTE programming, as described in Column 2
Tier 2	Targeted events (i.e., grade-level events, events based on student interests, after-school events, etc.) Career exploration, workplace tours, project-based learning, etc. Connects business partners to the classroom and students to the world of work.	Over 50% of students at each campus receive Tier 2 CTE programming, as described in Column 2
Tier 3 Supporting rising 9 th -grade students	Creating career plans with 8th-grade students. Intentional and strategic career planning that includes secondary and post-secondary targets. Support students who are interested in enrolling in a career program or dual enrollment program in high school	Over 85% of 8th-grade students at each campus receive Tier 3 CTE programming, as described in Column 2 A minimum of 2 industry-focused “career experiences” that align with the career academies offered at the high school your students are most likely to transition into.
Learning Outside the Classroom	Can include field trips, community events, and participation in national campaigns and initiatives.	A minimum of 2 “career experiences” outside of school or during after school time.

Review Panel Criteria

The grant described in this RFA will be awarded competitively. The review panel for this RFA will be comprised of a minimum of three neutral, qualified, professional individuals who are external to OSSE and have been selected for their unique qualifications, knowledge and expertise in the objectives of the

middle, secondary and career and technical education fields. All external reviewers must sign a Conflict of Interest Statement. The review panel is responsible for scoring and ranking applications and making recommendations for funding consideration. The application will be scored against a review rubric. The complete review rubric can be found in Appendix B of this RFA.

Reviewers are not expected to search the internet or other references/resources, make assumptions, or search beyond the section of the application that is under review for responses to and/or evidence of scoring criteria. It is imperative that responses to and/or evidence of the scoring criteria are located in the appropriate sections of the application.

Review and Selection Process

The recommendations of the review panel are advisory only and not binding on OSSE. OSSE may convene any panel to conduct a facilitated discussion of the reviewers' scores and comments of a particular application. A reviewer is not required to change their scores or comments after a facilitated discussion. A facilitated discussion only provides an opportunity for reviewers to hear other panel members' reasoning for their scores and comments.

The final decision regarding awards is vested solely with OSSE. The District's State Superintendent of Education, or his/her designee, will consider the recommendations of the review panel but all final award decisions are left to the Superintendent's, or his/her designee's, discretion. OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of OSSE to do so. After reviewing the recommendations of the panel and any other information considered relevant, OSSE will make decisions regarding which applications will be awarded and the amounts to be funded no later than 45 days after the application due date in this RFA. Upon approval, selected awardees will be notified through EGMS.

Award Administration

Grant Award Notification and Payments

In order to be awarded a grant, organizations must establish eligibility by submitting an application to OSSE, in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will

receive a Grant Award Notification (GAN), generated through OSSE's Enterprise Grants Management System (EGMS), that will include the amount of award, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. Grant recipients are required to comply with OSSE's Grantee Reimbursement Request Submission Policy, available at <https://osse.dc.gov/>. After OSSE has approved the grant recipient's application, the grant recipient may submit a reimbursement request for any allowable expenditure paid during the award period or during the liquidation period. Grant recipients are required to submit at least one reimbursement request per quarter in which the grant recipient expended funds. The reimbursement request must include all funds expended, but not yet claimed for reimbursement. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

Audits

At any time before final payment and during the required record retention period, the District and/or federal government may audit the applicant's expenditure statements and source documentation.

Monitoring and Reporting

The recipient will cooperate with any evaluation of the program, such as providing OSSE requested data and access to records and pertinent staff. Monitoring efforts are designed to determine the grantee's level of compliance with federal and/or District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds, in accordance with federal and/or District requirements. OSSE will evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring. The evaluation may include consideration of such factors as whether the results of the subrecipient's audits, on-site reviews, or other monitoring indicates conditions that necessitate adjustments to the pass-through entity's own records. OSSE will consider taking enforcement action against noncompliant subrecipients. Failure to maintain

compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Grantees shall be required to cooperate with all requirements and information requests by OSSE and the U.S. Department of Treasury, and their authorized representatives, relating to evaluation of the program and the collection of data, information, and reporting on outcomes regarding the program and activities carried out with grant funds. Grantees shall be required to reply and acknowledge OSSE's information requests within 48 hours of receipt of the request and to provide requested information within ten business days of receipt of the request.

Subrecipients are required to complete an Annual Performance Report (APR), complete reimbursement workbooks on at least a quarterly basis, submit periodic census reports, and complete an annual evaluation of programmatic activities. Timely submission of reports is essential to ensure compliance with local and federal requirements. Further guidance will be provided to successful applicants.

Confidentiality

Except as otherwise provided by local or federal law, no recipient shall use or reveal any research, statistical, or personally identifiable information for any purpose other than that for which such information was obtained in accordance with this grant program. Such information, and any copy of such information shall be immune from legal process and shall not, without the consent of the person furnishing such information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding. The grantee will protect any personally identifiable information (PII) received in administering the grant and follow all applicable federal and local laws, as well as OSSE policies, regarding the protection and use of the PII.

Non-Discrimination in Delivery of Services

The grant recipient shall comply with the District of Columbia Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 et seq.) which prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, source of income, disability, status as a victim of an intrafamily offense, place of residence or business,

credit information, and status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking.

Appearance of a Conflict of Interest

The grant recipient shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if the appearance of a conflict of interest would be involved. An appearance of a conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs, or is about to employ, any of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract.

Additional Terms and Conditions

The following terms and conditions apply to this competition ONLY:

- Funding for this award is contingent on OSSE's continued availability of funds. The RFA does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is its best interest to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including

programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.

- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

CTE Middle School Expansion Grant
RFA#

Official Intent to Apply Notification

(Must complete and submit this form by email to: Francesca.Glover@dc.gov
no later than 3 p.m. on Monday, September 19th, 2022)

(PDF Submission Preferred)

TO: OSSE Division of Career
Attn: Francesca Glover, CTE Coordinator Middle Schools
Francesca.Glover@dc.gov

FROM: _____
(LEA or Organization Name)

RE: Intent to Apply for FY 2023 CTE Middle School Expansion Grant

LEA or Organization Name: _____

LEA or Organization Address: _____

Contact Person: _____

Contact Person Telephone: _____

Contact Person Email: _____

* * *

I understand that the deadline for the Intent to Apply is 3 p.m. on September 19th, 2022 and that late applications will not be reviewed. The application opens August 19, 2022. The application closes on October 3, 2022

Signature: _____
(LEA or Organization Official)

Date: _____

Appendix B – Scoring Rubric

Section	Points Given	Maximum Point Value	Comments
Section 1: Executive Summary	No Score	No Score	
Section 2: Applicant Organizational Knowledge		20.0	
Section 2-1: Experience in CTE programming and course creation		10.0	
Section 2-2: Applicants have an understanding of community assets, potential businesses, organizations, and partnerships in their school's network		5.0	
Section 2-3: Ongoing Collaboration with Community Stakeholders		5.0	
Section 3: Process to Provide and Monitor Services		70.0	
Section 3-1: Implementation of CTE Course		20.0	
Section 3-1-1: LEAs have an existing CTE-focused course with students enrolled and a plan to enhance existing CTE-focused course		12.0	
Section 3-1-2: LEAs plan to implement a CTE-focused course		8.0	
Section 3-2: Inclusivity		10.0	
Section 3-2-1: CTE programming should exist for all students in some capacity and ensure that special populations are not segregated		5.0	
Section 3-2-2: The campus has at least 70% of students considered "at-risk" youth as defined by OSSE		5.0	
Section 3-3: Communications Strategy		10.0	
Section 3-3-1: Plan to collect input from students, families, staff and community stakeholders		5.0	
Section 3-3-2: Plan to share CTE opportunities with students, families, and staff		5.0	
Section 3-4: A plan to use CTE programming to enhance students' learning and performance in ELA and Math courses		10.0	
Section 3-4-1: LEAs plan to use CTE activities and initiatives in their core courses			
Section 3-4-2: LEAs plan to connect to core curriculum to their CTE course			

Section 3-5: Support rising 9th-grade students		15.0	
Section 3-5-1: Collaboration with high school career programs		9.0	
Section 3-5-2: Plan to implement Career pathway plans with 8th grade students		2.0	
Section 3-5-3: LEAs should be able to identify the feeder schools their students are most likely to transition into and the career programs they offer		2.0	
Section 3-5-4: LEAs that have created a strategic plan to strengthen the pathways between CTE programming in middle school and high school career programs		2.0	
Section 3-6: Development of Work Plan and Data Collection and Evaluation Plans		5.0	
Section 3-6-1: Work Plan		3.0	
Section 3-6-2: Data Collection and Evaluation Plan		2.0	
Section 4: Detailed Planned Expenditures: Financial Management and Proposed Budget		10.0	
Section 4-1: Financial Management		5.0	
Section 4-2: Proposed Budget		5.0	
Overall Score and Comments	0.0	100.0	

Appendix C –Assurances

Program-Specific Assurances

Applicants will be required to attest to the following program specific assurances: As the duly authorized representative of the applicant I certify that the applicant: 1. Will comply with activities necessary to carry out a robust program evaluation and reporting for the high-impact tutoring program, including sharing student-level participant data with OSSE and/or designated third party organizations. 2. Will seek and receive approval from OSSE before implementing any project changes with respect to the purposes for which the proposed funds are awarded. This includes any changes to key personnel specified in the application. 3. Will comply with requests for robust monitoring and compliance for the grant, including, but not limited to, regular reports describing the implementation of the programming

Appendix D –Allowable Use of Funds



Allowability Chart

As of May 19, 2022

This is not an exhaustive list of the allowable and unallowable costs as it relates to Middle School Expansion funding. The allowability of any cost should be determined by considering the grant's purpose, specific grant or funding requirements, and any pertinent Federal or Local cost guidelines.

Description	Is this Allowable?	Notes	Guidance Related to this Expenditure
Administrative costs	Yes		2 CFR § 200.413
Advisory councils	Yes		2 CFR § 200.422
Alcoholic beverages	No		2 CFR § 200.423
Alumni/ae activities	No		2 CFR § 200.424
Assessments and credentials not included on the OSSE Industry Recognized Credentials list	No		2 CFR § 200.422
Buildings and land	No		2 CFR § 200.439
Career guidance and counseling	Yes	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.430
Child care	No		2 CFR § 200.420
Commencement and convocation	No		2 CFR § 200.429
Communication	Yes	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.421

Consumables for CTE Courses (food for culinary, 3D printing materials, etc.)	Yes	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.453
Construction, renovation, and/or remodeling of facilities	No		2 CFR § 200.433
Contracted services	Yes	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.433
Contributions and donations (cash, property, services)	No		2 CFR § 200.434
Copyrights/patents	No		2 CFR § 200.448
CTSOs (advisor extra-duty pay/stipend, advisor travel, instructional materials/supplies, student travel)	Yes	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.469
CTSOs (items retained by advisor/student, refreshments/meals, social activities, student membership dues/registration fees)	Yes		2 CFR § 200.469
Curriculum development	Yes		2 CFR § 200.459
Displays, demonstrations, and exhibits	Yes		2 CFR § 200.421
Entertainment--amusement and social activities	No		2 CFR § 200.438
Expenditures for adult/postsecondary programs using secondary funds	No		2 CFR § 200.424
Expenditures for career education prior to the 5th grade	No		2 CFR § 200.458
Expenditures for non-approved career education programs	No		2 CFR § 200.445
Expenditures for secondary programs using adult/postsecondary funds	No		2 CFR § 200.445
Expenditures that supplant	Yes	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.410
Fines and penalties	No		2 CFR § 200.441

Food at LEA hosted meetings/trainings (meals for breakfast/lunch/dinner, refreshments, snacks)	No	Restrictions apply to approved LEAs/IHE	2 CFR § 200.432
Fundraising	No		2 CFR § 200.442
Furniture (bookcases, chairs, desks, drawers, file cabinets, lateral files)	Yes	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	
General operations (general maintenance/repair, insurance, janitorial, security, utilities)	No		2 CFR § 200.452
Gifts	No		2 CFR § 200.442
Goods or services for personal use	No		2 CFR § 200.445
Indirect costs (only if LEA/IHE has an approved indirect cost rate)	No	Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.414
Instructional equipment	Yes	Must be aligned to the MS CTE program	2 CFR § 200.473
Instructional materials and supplies	Yes	Must be aligned to the MS CTE program	2 CFR § 200.473
Interest	No		2 CFR § 200.449
Interpreters	No		2 CFR § 200.459
Items retained by student (calculators, clothing/uniforms, supplies, tools)	No		2 CFR § 200.445
Lobbying	No		2 CFR § 200.450
Maintenance and repair of equipment	No		2 CFR § 200.452
Marketing and outreach activities	Yes		2 CFR § 200.421
Matching funds for State CTE grants	No		2 CFR § 200.403
Meetings and conferences	Yes	Must be aligned to the MS CTE program. Restrictions apply. Approval from OSSE CTE is required PRIOR to any expenditures.	2 CFR § 200.432

Memberships and subscriptions (business, professional, technical)	No		2 CFR § 200.454
Memberships in civic and community organizations related to CTE or business and industry.	No		2 CFR § 200.454
Monetary awards	No		2 CFR § 200.442
Political activities	No		2 CFR § 200.421
Pre-award costs (prior to July 1)	No		2 CFR § 200.458
Professional development to enhance CTE knowledge or skill set (must tie to the activities outlined in Section 135(b)(2)(A-I) of Perkins)	Yes		2 CFR § 200.454
Professional services	Yes		2 CFR § 200.459
Program evaluation	Yes		2 CFR § 200.420
Promotional materials (book bags, cups, key chains, pens, T-shirts)	Yes		2 CFR § 200.421
Publication and printing	Yes		2 CFR § 200.461
Remedial courses (instructional remediation courses in reading, writing, and mathematics)	No		2 CFR § 200.469
Remedial services (curriculum modification, equipment modification, supportive personnel, instructional aids and devices, tutoring)	No		2 CFR § 200.459
Rent/lease of buildings and equipment	No		2 CFR § 200.465
Salaries, wages, and fringe benefits of staff	No		2 CFR § 200.413
Scholarships	No		2 CFR § 200.466
Sending school costs (provides transportation, tuition, fees for Consortium or out-of-district schools)	No		2 CFR § 200.475
Service contract and warranty/maintenance agreement (only for the current grant year)	No		2 CFR § 200.452
Software	Yes		2 CFR § 200.453

Stipends for extra-duty CTE work	Yes		2 CFR § 200.430
Student expenses/direct assistance to students (fees, insurance, tuition)	No		2 CFR § 200.469
Student recognition awards (certificates, plaques, portfolios)	Yes		2 CFR § 200.453
Substitute pay	No		2 CFR § 200.431
Teacher in-service	Yes		2 CFR § 200.431
Technical skill attainment (TSA) assessments and industry recognized credentials (IRCs) included on the OSSE Industry Recognized Credentials list	Yes		2 CFR § 200.453
Training	Yes		2 CFR § 200.473
Transportation aligned with CTE coursework (business/industry tours, career fairs, field trips)	Yes		2 CFR § 200.474
Travel (continental United States)	No		2 CFR § 200.475
Travel (international)	No		2 CFR § 200.475
Vehicles	No		2 CFR § 200.468