



## **Innovative Career and Technical Education Curriculum Grant Application Guidelines**

The Center for Education and Career Innovation (CECI) was established by Governor Mike Pence via an Executive Order in August 2013. Its mission is to advance the learning outcomes for Hoosier students and adult workers by: (1) aligning statewide efforts to connect the education and workforce training pipeline with the needs of Indiana's employers, and (2) supporting the expansion of innovative and highly effective education and career development initiatives.

CECI combines the operational support for four state entities that include: the Indiana Career Council, Indiana Works Councils, Education Roundtable, and the State Board of Education (SBOE). CECI's guiding principles include:

- Supporting integrated service delivery that is student- and adult worker-centric, and is focused on defined outcomes.
- Ensuring Indiana's educators are given the necessary freedom, support and flexibility to succeed in the classroom, and are rewarded for their successes.
- Fostering, identifying and scaling the most innovative and effective education and workforce models, tools and resources.
- Holding students, adult workers, educators, schools, higher education institutions and workforce programs accountable for their progress through rigorous, fair and transparent accountability systems.
- Eliminating silos and aligning resource allocation efforts in collaboration with public and private sector partners, providers and employers.

The Indiana Works Councils and CECI announce the availability of \$4.365 million in funding as matching grants to private investments for the Innovative Career and Technical Education (CTE) Curriculum grant (as authorized under IC 20-19-6-7). The purpose of this grant application is to foster and scale the most innovative and effective CTE curriculum models in the state. These models may be either pedagogical or programmatic in nature. For instance, there is much evidence to indicate that certain instructional models (e.g. project-based learning, flipped instruction, or work-based learning) hold great promise for ensuring learning is relevant and rigorous in nature. There is also a growing body of evidence that indicates that new program models (e.g. polytechnic institutes, early college, new tech, etc.) might be leveraged to address the growing technical skills gap that exists in Indiana. CECI is seeking grant proposals that leverage evidence-based practices in the development of innovative CTE Curriculum at the local level.

## ***Section I: Eligible Applicants***

Grant proposals must be developed and approved by an Indiana Regional Works Council. Please see Appendix A: “Definitions” for a list of entities that may serve as fiscal agents. After grant proposals are approved at a local level, the Indiana Regional Works Council will submit the grant proposal to CECI. A review team will analyze all grant proposals. The review team will consist of staff from the Center for Education & Career Innovation, Commission for Higher Education, Department of Education, and Department of Workforce Development. The review team may consult with industry, business, employer, and/or workforce training experts.

## ***Section II: Fiscal Requirements***

Grants will be available in two cycles, each lasting fifteen months during which grantees may request reimbursement on a quarterly basis. Grantees may receive funding from either grant cycle or from both grant cycles.

The deadlines to submit grant proposals for Cycle 1 and Cycle 2 are ~~April 30, 2014~~ **May 15, 2014** and January 2, 2015 respectively. Both grant cycles require a 3:1 ratio of grant funding to private investment match, meaning that the grantee will receive \$3 in grant funding for each \$1 of private investment match.

Grants will run on the following approximate timeline:

<b>Timeline</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Proposals Due	<del>April 30, 2014</del> <b>May 15, 2014</b>	January 2, 2015
Announcement of Awards	June 2014	March 2015
Funding Available	July 1, 2014 to September 30, 2015	April 1, 2015 – June 30, 2016
First Status Report due	October 15, 2014	July 15, 2015
Second Status Report due	January 15, 2015	October 15, 2015
Third Status Report due	April 15, 2015	January 15, 2016
Fourth Status Report Due	July 15, 2015	April 15, 2016
Fifth Status Report Due	October 15, 2015	July 15, 2016

### ***Payment and Status Reports***

Grantees must submit written status, via email and/or postal mail, reports to both the respective Regional Works Council that has oversight authority and to CECI. Each status report must include the following: (1) update of objectives, (2) a financial statement, (3) report on performance measures, and (4) update on the sustainability plan. Reimbursements will not be processed without a written status report. If a status report is not received by the due date listed in the grant timeline, reimbursement requests may be held until a status report is received.

### ***Requests for Reimbursement***

Grantees must submit requests for reimbursement utilizing the attached invoice (Appendix B). Reimbursements may be submitted on a quarterly basis (utilizing the table below as a guideline)

and will not be processed without a recent status report. CECI will process requests for reimbursement as quickly as possible. Reimbursements may take up to 45 days.

<b>Recommended Timeline</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Proposals Due	<del>April 30, 2014</del> <b>May, 15, 2014</b>	January 2, 2015
Grant Award Announcements	June, 2014	March, 2015
Funding Available	July 1, 2014	April 1, 2015
Invoice Due	October 15, 2014	July 15, 2015
Invoice Due	January 15, 2015	October 15, 2015
Invoice Due	April 15, 2015	January 15, 2016
Invoice Due	July 15, 2015	April 15, 2016
Invoice Due	October 15, 2015	July 15, 2016

*Fiscal Agents, Grant Contract and Conditions of Payment*

Grants awarded must be received by a fiscal agent which is registered as a business entity with the Indiana Secretary of State. To check status or request registration please visit the Secretary of State’s website at <http://www.in.gov/sos/business/2426.htm> or call 317-232-6531. Fiscal agents must also be an active registered vendor with the Auditor of State’s Office. Please provide an active Vendor Identification Number or you may request a new or updated registration by completing Vendor Form 53788 (Appendix C). Please refer to Appendix A for a list of eligible fiscal agents.

Before grant funding will be awarded, the Grantee must agree to the terms provided within the grant contract (Appendix D). All services provided by the Grantee under this Contract must be performed to the State’s reasonable satisfaction, as determined at the discretion of the undersigned State representative and in accordance with all applicable federal, state, local laws, ordinances, rules and regulations. The State shall not be required to pay for work found to be unsatisfactory, inconsistent with this Contract or performed in violation of any federal, state or local statute, ordinance, rule or regulation.

Unless the grant agreement provides otherwise, all interest earned on grant funds during the grant period must be expended by the grant recipient during the grant period, but only for purposes authorized by the grant. Any grant funds or interest earned on grant funds not expended or obligated at the end of the grant period and any interest earned on grant funds after the grant period has expired, must be returned to the state within 45 days following the end of the grant period.

***Section III: Narrative Requirements***

The purpose of this grant application is to foster and scale the most innovative and effective CTE curriculum models in the state. These models may be either pedagogical or programmatic in nature. For instance, there is much evidence to indicate that certain instructional models (e.g. project-based learning, flipped instruction, or work-based learning) hold great promise for ensuring learning is relevant and rigorous in nature. There is also a growing body of evidence

that indicates that new program models (e.g. polytechnic institutes, early college, new tech, etc.) might be leveraged to address the growing technical skills gap that exists in Indiana. CECI is seeking grant proposals that utilize evidence-based practices in the development of innovative CTE Curriculum at the local level.

Innovative Curriculum may be developed and approved in two ways:

- (1) Creating new curriculum under existing Indiana State Approved Courses Titles and Descriptions (Appendix E). As an example, the following courses may be utilized:
  - CTE Pilot Course;
  - Work Based Learning (Multiple Pathways or Subject Specific); or
  - Interdisciplinary Cooperative Education.
- (2) Developing an entirely new career pathway that has not yet been approved by the SBOE. New pathways must adhere to both academic standards, industry competencies, and have the possibility of dual credit with higher education institutions. New pathways and courses must be approved through the SBOE by completing the Proposal for New College and Career Pathway form (Appendix F). \*Please note that this form has proprietary due dates.\*

Applicants must respond to each question in order and in the format required. Each answer should be numbered to reflect the section and question it answers. Answers should be as specific as possible.

**A. Statement of Regional Industry Need and Proposed Partnerships**  
**20 Points 15 Points (2 pages)**

One of CECI's guiding principles is to work toward eliminating silos and aligning resource allocation efforts in collaboration with public and private sector partners, providers, and employers. Grantees must answer the following questions in their proposal:

1. What are the primary employment sectors in the economic growth region (EGR) where the proposed innovative CTE curriculum will be delivered? (See Appendix G for a map outlining the EGRs)
2. On which sector does the proposed CTE curriculum focus? What industry needs exist in the region for this type of curriculum? What skills gap is being addressed?
3. What partners (including private industry partners offering a match) are collaborating to address this need? These partners may include high schools, CTE centers, postsecondary providers, employers, and community-based organizations.
  - i. Please list all partners in a table that outlines the name of the partner and a short description of the role they will play in developing, delivering, or supporting the curriculum.

## **B. Description of Proposed Innovative Curriculum**

### **50 Points (4 pages)**

Another CECI guiding principle is to identify, foster, and scale the most innovative and effective education and workforce models, tools, and resources. Grantees must answer the following questions in their proposal:

1. Please articulate which process will be utilized in developing this curriculum (see Section III: Narrative Requirements) and include a short summary of the curriculum.
2. What is the proposed outcome for this new curriculum? Will it be an industry-recognized certification, dual credits, internships, apprenticeships, or job placement opportunities? How will success be defined?
3. What innovative models of instruction will be utilized? Why?
4. What innovative programmatic models will be utilized? Why?
5. Please describe how employers will be engaged in the development and/or delivery of this curriculum?
6. Please describe how post-secondary institutions will be engaged in the development and/or delivery of this curriculum?  
How many students does the grantee expect will enroll in this curriculum? In what timeframe? Please describe any recruiting or counseling efforts that will be funded as part of this grant.

## **C. Performance Measures, Evaluation, and Sustainability**

### **15 Points 25 Points (2 pages)**

Another CECI guiding principle is to hold students, adult workers, educators, schools, higher education institutions, and workforce programs accountable for their progress through rigorous, fair, and transparent accountability systems. Grantees must answer the following questions as part of their proposal.

1. What goals does the grantee have for the following performance metrics?
  - i. Number of students entered into the new curriculum
  - ii. Number of students in the new curriculum earning an industry-recognized certification or credential
  - iii. Number of students in the new curriculum that have entered into a work-based learning experience
  - iv. Number of dual credits earned
2. What outcome based measures will the grantee utilize to evaluate how well the new curriculum was implemented? What measures will be used in order to determine if the program achieved its objective? For example, if a program objective is to increase the number of students gaining employment after participation in the program, the measure could be: percentage of students obtaining employment after participating in program.
3. What efficiency measures might be utilized? For instance, cost per student enrolled in the program.
4. What is the grantee's plan for sustaining this curriculum after the grant period ends? What plans will be implemented to ensure continued support for the new curriculum (professional development, any additional staff costs, etc.)?



#### **D. Budget Narrative**

~~15 Points~~ **10 Points** (2 pages)

1. Please detail all costs outlined on the budget form.
2. Please explain in detail how the private funds will be invested in this curriculum.

### ***Section IV: Submission Requirements***

#### **A. Application Format**

Applications must be typed, single spaced in size 11 font on 8 ½” by 11” paper with all pages sequentially numbered and the Regional Works Council number at the top of every page. The narrative for Section III may be no longer than 10 pages, including any answer tables used. Applicants must respond to each question in order and in the format required. Each answer should be numbered to reflect the section and question it answers.

Required forms do not count against the page limitation and are not required to have page numbers. The first page must be Form 1 – Grant Application Cover Sheet. A Grant Application Checklist is provided. Please submit all application documents in the order listed on the Grant Application Checklist.

#### **B. Submission Requirements**

All grant proposals are to be submitted to CECI by an Indiana Regional Works Council who has worked closely with the fiscal agent to develop the proposal. Applicants must address all requirements and *one original hardcopy application* must be **received** at the Center for Education and Career Innovation by the proposal due date. Please note that CECI must receive applications by this deadline, i.e. this is not the postmark date. CECI will not accept faxed copies. Applications should be sent to:

Center for Education and Career Innovation  
Attn: Dana Carter  
143 W. Market St., Suite 500  
Indianapolis, IN 46204

*In addition to a hard copy, electronic copies* of the narrative and budget forms in Microsoft Word must be submitted via email to Dana Carter at [dcarter@ceci.in.gov](mailto:dcarter@ceci.in.gov) with the subject “Region #: CTE Innovation Grant Application.”

A confirmation email will be sent when both the electronic and hardcopy versions of the application are received. Use the Grant Application Checklist to check that all components have been submitted.

A webinar to discuss this grant opportunity and its requirements is scheduled for Tuesday, February 18<sup>th</sup> from 2:00 pm – 3:30 pm EST. Interested participants may email Dana Carter at [dcarter@ceci.in.gov](mailto:dcarter@ceci.in.gov) for more information.

#### **C. Technical Assistance**

Questions about this grant opportunity may be addressed to Dana Carter, Assistant Director, Indiana Works Council, at [dcarter@ceci.in.gov](mailto:dcarter@ceci.in.gov) or 317-232-7662.

## **Application Checklist**

- Form 1: Grant Application Cover Sheet
- Form 2: Budget Detail Sheet
- Form 3: Budget Detail Match Sheet
- Grant Narrative
- Vender Form 53788

## **List of Appendices**

- Appendix A: Definitions
- Appendix B: Invoice
- Appendix C: Vendor Form 53788
- Appendix D: Grant Contract
- Appendix E: Indiana State Approved Course Titles and Descriptions
- Appendix F: Innovative Pathway Proposal Form
- Appendix G: EGR Map

## Form 1: Grant Application Cover Sheet

Works Council Region: \_\_\_\_\_

Chairperson of Region: \_\_\_\_\_

Signature of Chairperson: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: IN Zip+4: \_\_\_\_\_

<b>Fiscal Agent</b>	
Name of Organization: _____	
Contact Person: _____	Title: _____
Phone: _____	Date: _____
Fax: _____	Email Address: _____
Signature of Fiscal Agent: _____	
<b>Project Director</b> <i>(person responsible for conducting daily grant operations)</i>	
Name: _____ Title: _____	
Phone: _____	Date: _____
Fax: _____	Email Address: _____
<b>Any Additional Contact Information</b>	
Name: _____ Title: _____	
Phone: _____	Date: _____
Fax: _____	Email Address: _____

**Form 2: Application Budget Detail Sheet**

Note: When entering dollar amounts, round off to the nearest dollar. Submit details explaining the expenditures by category below.

<b>Explanation of Expenditure</b>	<b>Amount Requested</b>
Salary Expenses	
Benefits and other Salary-Related Expenses	
Equipment	
Continuing Education Credit for Teachers	
Marketing Expenses	
Indirect Costs	
Other Costs:	
<b>TOTAL FUNDS REQUESTED</b>	

**Form 3: Application Budget Detail Sheet Match**

Note: When entering dollar amounts, round off to the nearest dollar. Submit details explaining the expenditures by category below.

Explanation of Private Investment	Amount of Private Investment
Salary Expenses	
Benefits and other Salary-Related Expenses	
Equipment	
Continuing Education Credit for Teachers	
Marketing Expenses	
Indirect Costs	
Other Costs:	
<b>TOTAL PRIVATE INVESTMENT TOTAL PRIVATE INVESTMENT</b>	

## Appendix A: Definitions

The definition of “private investment” includes:

- Individual funds
- Business or corporate funds
- Non-profit organization or foundation funds

The definition of “private investments” does NOT include:

- Local government funds
- State government funds
- Federal government funds

The term “private match” includes:

- Cash
- Equipment or facilities
- Personnel time and expertise

The term “matching” means a ratio between “private investments” and state innovative career and technical education curriculum development funds. The cost for all matching investments must be clearly articulated within the program budget.

Allowable fiscal agents include:

- Private entity/corporation
- Non-profit organization; 501(c)(3)
- School district
- Local Education Authority (LEA)

Allowable expenses include:

- Salary expenses incurred due to developing or delivering the proposed innovative curriculum. This includes but is not limited to: teacher stipends, teacher sub-pay, and additional staffing needs.
- Marketing
- Equipment
- Indirect costs

Indirect costs associated with administering grant projects may be paid using grant funding totaling not more than 5.7% of the total awarded amount.

Expenses not expressly stated as allowable may also be classified as allowable. It will be at the discretion of the review committee to make final determinations on allowable costs.

