

Vocational-Technical Education Enhancement Grant Award Program

Administrative Planning Guide Fiscal Year 2016

(as amended January 13, 2015)

*Missouri Department of Elementary and Secondary Education
Chris L. Nicastro, Ph.D., Commissioner of Education
P.O. Box 480
Jefferson City, MO 65102-0480*

This document, in its entirety, may be accessed through the Department's website at the following address:
<http://dese.mo.gov/college-career-readiness/career-education/program-management-account-finance/grants>

POLICY OF NONDISCRIMINATION

It is the policy of the Missouri Department of Elementary and Secondary Education not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Inquiries related to Department employment practices may be directed to the Jefferson State Office Building, Human Resources Director, 8th floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, Missouri 65102-0480; telephone number (573) 751-9619 or TYY (800) 735-2966. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator–Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number (573) 526-4757 or TTY (800) 735-2966, civilrights@dese.mo.gov.

Anyone attending a meeting of the State Board of Education who requires auxiliary aids or services should request such services by contacting the Executive Assistant to the State Board of Education, Jefferson State Office Building, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone (573) 751-4446 or TTY: (800) 735-2966.

Inquiries or concerns regarding civil rights compliance by school districts or charter schools should be directed to the local school district or charter school Title IX/non-discrimination coordinator. Inquiries and complaints may also be directed to the Office for Civil Rights, Kansas City Office, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, 3rd floor, Suite 320, Kansas City, MO 64106; telephone: (816) 268-0550; FAX: (816) 823-1404; TDD: (877) 521-2172.

Table of Contents

| | |
|---|----|
| Policy of Nondiscrimination..... | 2 |
| Rule 5 CSR 20-200.190..... | 4 |
| Request for Grant Award..... | 7 |
| Financial Allowances and Limitations | 11 |
| Appendices | 13 |
| Appendix I- Implementation Process | 14 |
| Appendix II- Monitoring Process | 14 |
| Appendix III- Anticipated Questions..... | 16 |
| Appendix IV- High Demand Occupations | 18 |
| Appendix V- Program Improvement Plans | 27 |
| Appendix VI- Criteria to Avoid Duplication of Career Education Programming..... | 33 |
| Appendix VII- Standard Complaint Resolution Procedure | 34 |
| Appendix VIII-EGFV4 Instructions | 36 |
| Appendix IX- Submission of Information from Program Improvement Plans | 39 |

TITLE 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Division 20 – Division of Learning Services

Chapter 200 – Office of College and Career Readiness

ORDER OF RULEMAKING

5 CSR 20-200 Vocational-Technical Education Enhancement Grant Award Program.

PURPOSE: This rule establishes minimum requirements for the administration of the Vocational-Technical Education Enhancement Grant Award Program.

(1) The Vocational-Technical Education Enhancement Grant Award Program shall be administered by the Division of Vocational and Adult Education, Department of Elementary and Secondary Education, which has the authority to determine grant award criteria and annual grant amounts.

(2) Eligible institutions shall include public high schools, area career-technical schools and community colleges that operate department-approved occupational preparatory (long-term) career education programs. Grant awards shall be made under the following conditions:

(A) Seventy-five percent (75%) of grant funds shall be expended for new programs, curriculum enhancement or instructional equipment that address demand occupations that have been determined to be in critical shortage, as published by the Division of Vocational and Adult Education. The remaining twenty-five percent (25%) or less of the grant may be used for these purposes, as well as facility improvement without regard for demand occupations. A grant recipient shall expend at least twenty-five percent (25%) matching funds from local sources for all grant funds expended for instructional equipment. A grant recipient shall expend at least fifty percent (50%) matching funds from local sources for all other grant fund expenditures;

(B) An advisory committee with no fewer than twelve (12) members shall be established by each eligible institution prior to a grant award. This committee shall be composed of at least two (2) members representing each of the following groups: business persons, labor leaders, parents, senior citizens, community leaders and teachers. The committee shall assist the grant recipient with the development of a plan which will ensure that graduates proceed to a two (2) - or four (4)-year college/university or a high wage job with workplace skill development opportunities. This plan shall be developed prior to the close of the fiscal year that the grant recipient receives an initial grant under this grant award program. Eligible institutions that apply for grant funds after receiving an initial grant award shall submit a description of the accomplishments made toward the implementation of their initial plan and any modifications to their initial plan; and

(C) A budget shall be developed which details all major expenditure categories and itemizes all equipment purchases. Equipment purchases with grant funds shall-

1. Have prior approval of the Division of Vocational and Adult Education; and
2. Be appropriate to the instructional content of the career education course or program.

(3) A request for grant award will be made available to eligible institutions by the Division of Vocational and Adult Education for each fiscal year. Applicants must complete the request for grant award and forward it to the division no later than the published date in order to receive consideration. Grant awards will be effective July 1 of each year.

(4) The request for grant award must contain at least the following:

- (A) The name and address of the institution and school or community college district applying for a grant award;
 - (B) A statement of commitment to implement the content of the request bearing the signature of the chief administrator of the school or community college district submitting the grant request;
 - (C) A description of how the funds made available by this grant award program will be used to enhance the career education offerings at the institution and address demand occupations;
 - (D) A detailed, line item budget of anticipated local and grant fund expenditures;
 - (E) An assurance that fiscal control, property management control and fund accounting procedures are provided;
 - (F) An assurance that funds from local sources will be allocated and expended for the purposes delineated in the grant proposal in an amount equal to or greater than twenty-five percent (25%) for all instructional equipment and equal to or greater than fifty percent (50%) for all other grant award expenditure;
 - (G) An assurance that seventy-five percent (75%) of grant funds will be expended for new programs, curriculum enhancement or instructional equipment that addresses demand occupations;
 - (H) An assurance that the grant recipient will comply with all reporting requirements of the department relating to this grant award program;
 - (I) An assurance by secondary school districts that student performance standards will be established within the district that lead to or qualify students for graduation, and that these standards meet or exceed the Show-Me Standards;
 - (J) An assurance that prior to the close of the fiscal year of the grant award a plan will be developed with the assistance of the prescribed advisory committee, to ensure that graduates proceed to a two (2)- or four (4)-year college/university or a high wage job with workplace skill development opportunities;
 - (K) A listing of the advisory committee members and the category that they represent;
 - (L) The title and classification of instructional programs (CIP) code of any occupational preparatory (long-term) career education program for which grant funds will be expended; and
 - (M) A complete application for new or expanding regular vocational programs, if an occupational preparatory (long-term) vocational education program is being established or expanded with grant funds.
- (5) The Division of Vocational and Adult Education will review all grant request submitted by eligible institutions based upon the extent to which-
- A. The proposed programs, services and activities enhance Career education;
 - B. The proposed programs, services and activities address demand occupations, and
 - C. A complete request for grant award is received prior to the deadline.
- (6) The Division of Vocational and Adult Education will give priority to eligible institutions that have not previously received a grant award.

(7) Beginning July 1, 1994, the commissioner of education shall request from the director of the Division of Workforce Development, Department of Economic Development, an annual listing of demand occupations in the state, including sub state projections. The listing shall include those occupations for which, in the judgment of the director of the Division of Workforce Development, there are critical shortages to meet present and future employment needs necessary to the economic growth and competitiveness of the state. The Division of Vocational and Adult Education will publish the list of demand occupations annually in its request for proposals.

AUTHORITY: section 161-092 and 178.585, RSMo 2000.* This rule previously filed as 5 CSR 60-120.070. Original rule filed Nov. 10, 1993, effective June 6, 1994. Amended: Filed Nov. 22, 1994, effective June 30, 1995. Amended: Filed July 7, 2000, effective February 28, 2001. Rescinded and readopted: Filed Oct. 19, 2001, effective May 30, 2002.Moved to 5 CSR 20-200.190, effective Aug.16, 2011.

*Original authority: 161.092, RSMo 1963, amended 1973; and 178.585, RSMo 1993, amended 1995.

Request for Grant Award

- RFP:** Vocational-Technical Education Enhancement Grant Award Program
- ID CODE:** 20-200.190
- ELIGIBLE ENTITIES:** Missouri public high schools, area career centers and community colleges currently operating Department-approved occupational preparatory (long-term) career education programs offering courses eligible for grant funding.
- GOAL:** To expand and enhance the quality of Missouri's occupational preparatory (long-term) career education programs through improved alignment with business and industry occupational training needs, and increased emphasis on training in high-demand occupations that have been determined to be in critical shortage.
- RATIONALE:** The Outstanding Schools Act of 1993 established provisions for the implementation of a grant award program to enhance career education in public high schools, area career schools, and community colleges. The funds made available through the program focus on the initiation of new and the improvement of existing occupational preparatory (long-term) career education training programs, curriculum enhancement, instructional equipment and facility improvement, particularly in high demand occupations.
- MINIMUM REQUIREMENTS:** Requests for Vocational-Technical Education Enhancement Grant funding shall minimally consist of two components:
- A. A qualifying improvement plan for each applicant program which will deliver instruction during the 2015-2016 school year in one or more eligible courses; and
 - B. A properly submitted budget for each occupational career education program by CIP code for which grant funds are being requested.
- Grant funds may also be requested for new occupational preparatory (long-term) career education programs. Any request for grant qualification as a new program must include documentation of Department approval of the new program. That documentation should be emailed to enhancement@dese.mo.gov.
- ASSURANCES:** The applicant must assure that:
- A. Fiscal and property management control, and fund accounting procedures are in place and operational.

- B. Funds from local sources will be allocated and expended for instructional equipment for occupational career education programs as described in the grant proposal in an amount equal to or greater than twenty-five percent (25%) of the grant expenditure for this purpose.
- C. Funds from local sources will be allocated and expended for allowable purposes other than instructional equipment as delineated in the grant proposal in an amount equal to or greater than fifty percent (50%) of the grant expenditure for these purposes.
- D. Seventy-five percent (75%) of grant funds will be expended for new or existing occupational career education programs, curriculum enhancement, or instructional equipment that address high demand occupations.
- E. An advisory committee has been established and the names and affiliation of each member is available for review at the local level.
- F. The grant recipient will comply with all reporting requirements of the Department relating to this grant award program.
- G. Secondary student performance standards have been or will be established within the district that lead to or qualify students for graduation, and these standards will be revised to meet or exceed the Show-Me Standards adopted by the State Board of Education.
- H. Prior to the close of the fiscal year of the grant award, a plan will be developed, with the assistance of the prescribed advisory committee, to ensure that graduates proceed to a college or a high wage job with work place skill development opportunities (*applies only to local education agencies that have not previously received grant funds*).
- I. Prior to the close of the fiscal year of the grant award, a report will be forwarded to the Department describing the accomplishments made toward the implementation of the plan to ensure that graduates proceed to a college or a high wage job with work place skill development opportunities and any modifications to the initial plan (*applies only to local education agencies that have previously received grant funds*).
- J. Any facility improvement made available through the expenditure of grant funds must be directly tied to improved instruction and learning, and must comply with all federal, state, and local building codes, and with the accessibility requirements specified by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.
- K. All equipment purchases must be physically located in the instructional area approved in the grant application unless explicit approval is obtained under Department regulations regarding equipment disposition.
- L. Records for this grant should be kept for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide the Department of Elementary and Secondary Education any information it may need to carry out its responsibilities under the programs.

- M. All expenditure of funds awarded through this grant shall be in accordance with fiscal allowances and limitations identified within this document.
- N. Electronic, online submission of an application for Vocational-Technical Education Enhancement Grant funding shall be considered as bearing the electronic signature of chief administrator of the school or community college district, and such action indicates full acceptance of all assurances by the applicant.
- O. All grant funds must be incurred and expended, **not merely encumbered**, prior to March 31, 2016.

FUNDING AND EXPENDITURE LEVELS:

No maximum amount of grant funds is established. Local education agencies must match the requested grant funds for instructional equipment/capital outlay expenditures on at least a 25% local/75% state basis and for other expenditures on at least a 50% local/50% state basis.

Grants will be limited by the funds appropriated annually by the Missouri General Assembly, by annual funding priorities, and by amount of demand for funding. Therefore, the Department reserves the right to reduce the amount requested due to the availability of funds.

Grantees will be expected to expend no less than 80% of awarded funds between July 1, 2015 and March 31, 2016. Beginning July 1, 2015, failure to expend 80% of two consecutive Vocational-Technical Education Enhancement Grant awards shall result in a penalty administered to the grantee's next funding request. Such a penalty shall result in a reduction in one subsequent funding award determined by formula, and imposed in addition to overall funding reduction imposed on all grantees due to a lack of available funds.

The penalty formula for reduced funding shall result in a preliminary award level which is the lesser of:

- A. 80% of the grantee's average expenditure level for the two most recent Vocational-Technical Education Enhancement Grant awards; or
- B. 80% of the allowable costs from the grantee's application.

Since grant award reductions can necessitate the prioritization of planned purchases, any grantee receiving less than 90% of anticipated levels will have 30 calendar days to submit a revised budget with a new total funding level for which they propose being responsible for expending no less than 80%. Such a resubmitted budget shall be subject to negotiation with, and approval by the Department of Elementary and Secondary Education.

PROPOSAL FORMAT:

In summary, applications will consist of a two-step electronic submission. Financial information will be submitted using the Excel-based EGFV4, available online at <http://dese.mo.gov/college-career-readiness/career-education/program-management-account-finance/grants>. The narrative information will be submitted through the compliance plan component of the Department's secured web application system.

Preparation for grant submission has been expanded beyond submission of a statement of need, planned improvements, and a description of evaluation to also

include a demonstration of how grant funding will be part of overall career technical education program improvement. A program improvement plan addressing key elements and providing measureable objectives for grant funding will be required. The narrative component of the funding request will be done in response to compliance plan web appwriting prompts which allow the applicant to address key elements of the program improvement plan and its relationship to the funding request.

Please Note: Access to the compliance plan web application is still under construction and is not anticipated to be complete until early January 2015. Final construction and testing must be completed before any instructions unique to Vocational-Technical Education Enhancement Grants are released for these systems. Grantees need to be completing the planning process and writing the narrative component of the application now. It is those activities the Department encourages districts and institutions to prioritize in preparation of grant applications. Electronic data entry is not anticipated to be time-consuming.

As noted above, the Excel-based EGFV4 will be the format used for applicant submission. The EGFV4 will continue to be used for state review of the budget, along with any changes as deemed necessary by either the Department or the applicant college or LEA before the final grant award is determined. The EGFV4 should be attached to the compliance plan web application narrative responses and formatted as follows: County-District Code, EGFV4, two-digit year (Example: 115115 EGFV4 14)

Only one grant award is available per eligible applicant, and all programs for which funding is sought shall be included in the same EGFV4-based budget.

Once the final grant award is established, that figure will be placed into ePeGS, and the grantee will enter the approved budget's detail into that web application for use throughout the grant cycle.

DUE DATES: Both narrative and budget components of grant award funding requests must be submitted electronically no later than February 6, 2015.

GRANT AWARD DATES: July 1, 2015 through May 15, 2016

DELIVERABLES: Approved grant recipients must submit final expenditures to the Department through the online ePeGS system **on or before March 31, 2016.**

A grant-year progress report describing gains made in the roll out of each funded program's improvement plan to improve instruction and student achievement and career preparedness must be submitted to the Department **on or before May 15, 2016.** The report must include an accounting of those measurable objectives which were met, along with those either not met during the grant period or determined as no longer applicable to the improvement plan. The report must also provide a description as to the extent grant funding contributes to program improvement and/or continued viability. Grant-year progress reports should be submitted to enhancement@dese.mo.gov; subject line "Progress Report".

Vocational-Technical Education Enhancement Grant

Financial Allowances and Limitations

Grant funds must be appropriate to the instructional content of the occupational preparatory (long-term) career education program(s) operated or proposed to be operated by the applying institution.

Grant funds must be expended during the fiscal year awarded. Grant funds must be matched with local education agency funds in an amount equal to or greater than twenty-five percent (25%) for instructional equipment expenditures and fifty percent (50%) for all other expenditures.

Funds paid for unauthorized or disallowed reimbursement will be subject to repayment to the State of Missouri, with the potential addition of interest.

Allowed Costs

- A. Instructional Equipment (reimbursement not to exceed 75% of purchase price) which may be replaced no more frequently than once every three years, and must meet both of the following definitions:
- Be directly related to the occupational career education instructional program;
 - Be tangible, nonexpendable property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.
- B. Non-Consumable Instructional Supplies (reimbursement not to exceed 50% of purchase price) which may be replaced no more frequently than once every three years, and must meet both of the following definitions:
- Be directly related to the occupational career education instructional program;
 - Be tangible and nonexpendable having a useful life of more than one year and an acquisition cost of \$200 or more per unit.
- C.. Other Allowable Costs (reimbursement not to exceed 50% of purchase price) restricted to:
- Computer software, including annual site license fees (no minimum unit cost)
 - Network or internet connections (no minimum unit cost)
 - Installation costs (no minimum unit cost)
 - Service contracts/maintenance agreements for program specific software (no minimum unit cost)
 - Instructor training (no minimum unit cost)
 - Storage cabinets for program specific equipment (\$200 minimum unit cost)
 - Curriculum enhancement consisting of purchased curriculum materials, videos, DVDs, reference sets, etc. (\$200 minimum unit cost).
 - Certain facility modifications necessary for enhanced instructional delivery (\$200 minimum unit cost)

Limitations for Allowable Costs

- A. Provision of equipment and/or non-consumable supplies for student use on an actual or near 1:1 basis is eligible for reimbursement from grant funding with the following limitations:
- For occupational preparatory career education programs that have been state-approved and in place for three or more years, such purchases may be subject for grant approval based on one of two scenarios related to the grantee's number of CTE concentrators in the appropriate career cluster:
 - In instances where the three-year average number of CTE concentrators for the course offering for which funding is sought is at or below the Department of Elementary and Secondary Education's maximum recommended standard for students per teacher (33 students), eligible reimbursement for the class shall be limited to a number of units not to exceed the three-year concentrator average; or
 - In instances where a grantee's overall three-year average for any of the 16 CTE career cluster concentrations is above the Department's maximum recommended standard for students per teacher, expenditure of grant funding shall be available for 1:1 student to equipment or non-consumable supply or material for any cluster-aligned course. Per eligible course, the total

number of allowable units shall be the lesser of the peak number of students enrolled at a given time or the Department's maximum recommended enrollment for a class, 33.

2. Exceptions to these limitations will require written authorization from the Department of Elementary and Secondary Education and will be subject to close scrutiny prior to such approval. The burden of supporting evidence to demonstrate that the above formulaic options present undue challenges for any portion of an application shall rest entirely on the grantee.
 3. Applications submitted for eligible courses in programs that have been state-approved and in place for less than three years or new for the upcoming school year will be subject to negotiated numbers of units for which eligible reimbursement will be authorized.
- B. The limit on instructor training shall be twenty-five percent (25%) of requested grant funding, and shall be restricted to professional development linked to certification in a specific career occupational field. For example, a school requesting \$7,500 in equipment could request a maximum of \$2,500 for instructor certification, for a total grant request of \$10,000.
1. A detailed request for instructor certification funds must be included within the grant's program improvement plan. Information provided within the program improvement plan will determine if the request is granted.
 2. Reimbursable expenses for instructor training shall be limited to registration and directly-related training costs. Travel, lodging and per diem costs associated with the training are not eligible for enhancement grant reimbursement.
 3. Actual reimbursed costs for instructor training shall be the lesser of the budgeted amount for this allowable expenditure or twenty-five percent (25%) of total funds actually expended.
- C. Physical improvement(s) of existing facilities must have a direct relationship to, and effect on, instruction in grant-eligible courses in specific occupational career education programs as identified in the affected program improvement plan(s).
1. General modifications to the overall facility, administrative or general student service areas are not allowable.
 2. Approvable expenditures are limited to materials or related items that are commonly used to make physical improvements to an existing facility.
 3. Grant proposals must include a complete description of the facility improvements that are anticipated and how these changes will enable or enhance instruction and better allow achievement of objectives as identified in the program improvement plan.
 4. Grant funds expended for facility improvements are restricted to a maximum of twenty-five percent (25%) of the grant award. All facility improvements must be completed in accordance with local, state and federal building codes and meet accessibility requirements specified by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Disallowed Costs

- A. Items under a \$200 unit cost unless specifically exempted
- B. Consumable supplies or materials having a useful life no more than one year
- C. Student textbooks, workbooks, and guides
- D. Monthly/annual usage charges
- E. Monthly/annual membership charges
- F. New construction (i.e. building additions, annexes, storage sheds, concrete/foundations, flatwork, etc.)
- G. Security fencing, security lighting and parking areas
- H. Curriculum Development
- I. Consultant services/stipends
- J. Photocopying costs
- K. Installation or labor costs to modify facilities
- L. Furniture
- M. Travel, lodging and per diem costs associated with instructor training
- N. Expenditures exceeding specific limitations to allowed costs as noted above.

APPENDICES

APPENDIX I-IMPLEMENTATION PROCESS

1. The former practice of merely aligning funding requests to a statement of need, and descriptions of planned improvements and evaluation, Vocational-Technical Education Enhancement Grant justification is now tied to improvement plans for all programs that will feature eligible courses during the 2015-2016 school year and for which the applicant district or institution seeks grant funding. Planned improvements will continue to provide a focus toward identified needs and solutions, but will include measurable objectives which will better enable both grantees and the Department of Elementary and Secondary Education to gauge the impact funding provides toward improved instruction and student performance.

Rubrics for both secondary and postsecondary improvement plans are included in this document in Appendix V.

Districts will submit requests for enhancement grant funds through a two-step process:

A. Description of key elements from each applicant program's improvement plan will follow writing prompts made available through the Department's web app compliance plan process for plan submission, and will serve as the narrative component of each application. Those writing prompts are also included in Appendix V.

B. Grant budgets will be submitted electronically through use of the Excel-based EGFV4 with actual grant financial administration occurring through ePeGS.

Successful completion of these two steps constitutes submission of the application.

Please Note: Access to the web application for submission of the narrative portion of the grant application is still under construction and is not anticipated to be complete until early January 2015. Final construction and testing must be completed before any instructions unique to Vocational-Technical Education Enhancement Grants are released for these systems. However, the more time- and thought-consuming portion of the application process is improvement plan development. It is that activity that the Department encourages districts and institutions to prioritize for attention in preparation of grant applications. Electronic data entry is not anticipated to be time-consuming.

2. The Department of Elementary and Secondary Education (DESE) will review all program improvement plans and notify any applicant with a plan(s) failing to meet minimum qualification for funding that they have thirty (30) calendar days from the point of notification to make necessary changes in order to remain eligible for funding.
3. Once the Department has reviewed all qualifying applications and the resulting cumulative sum of all preliminary grant awards, a determination will be made whether reductions will be required due to a lack of available funds. If reductions cause awards to be less than 90% of requested funding levels, applicants will have thirty (30) calendar days to submit a revised budget for Department consideration.
3. Once grant award notification has been made, the district will be allowed to expend funds after July 1, 2015.
 - A. The grantee will be allowed to submit a limited number of revisions to the approved grant through ePeGS until December 31, 2015
 - B. Between July 1 - November 15, 2015 each grantee is allowed to submit up to three revisions, and then up to two revisions from November 16 - December 31, 2015. Revision requests exceeding these limitations will not be considered for approval.
 - C. DESE will review and approve/deny the revised request and send notification to the district contact person.
4. The district will submit reimbursement requests using ePeGS. Requests can be made monthly or quarterly, or at the end of a trimester, or semester, but must be submitted no later than March 31, 2015.

APPENDIX II

MONITORING: DESK AUDIT TIMELINE

Invoices *do not* need to be submitted with ePeGS-based requests for reimbursement.. However, invoices will need to be kept for a period of three years for fiscal program auditing and for program evaluation. Desk audits will be implemented on a *percentage* of districts within the defined [Cohort](#) Groups as listed in the Department's Tiered Monitoring Process. Each of the districts has been assigned to one of three cohort groups. Districts receiving desk audits will be notified and given specific reporting instructions in April of the grant award year. Districts will be required to submit invoices and other documents as requested for items reimbursed within the three-year time period.

| | | |
|------------------|------------------|------------------|
| Fiscal Year 2016 | Fiscal Year 2017 | Fiscal Year 2018 |
| Cohort Group 2 | Cohort Group 3 | Cohort Group 1 |

APPENDIX III - ANTICIPATED QUESTIONS

Q. How do I submit an Enhancement Grant and what needs to be included?

A. Information pertaining to grant applications can be found in the Vocational-Technical Enhancement Grant Administrative Planning Guide. In summary, applications will consist of a two-step electronic submission. Financial information will be submitted using the Excel-based EGFV4 while the narrative information will be submitted through the compliance plan component of the Department's secured web application system. Once grants are fully approved financial administration will occur through ePeGS.

Preparation for grant submission has been expanded beyond submission of a statement of need, planned improvements, and a description of evaluation to also include a demonstration of how grant funding will be part of overall career technical education program improvement. A program improvement plan addressing key elements and providing measureable objectives for grant funding will be required. The narrative component of the funding request will be done in response to compliance plan-based writing prompts which allow the applicant to address key elements of the program improvement plan and its relationship to the funding request.

Q. Will financial components of grant administration still be done using the Excel-based EGFV4 file?

A. The fiscal component of the application will be done using the EGFV4 file, as will changes made by the Department or grantee prior to final approval. However, once a budget figure is approved, all financial administration will be done through ePeGS.

Q. Will requests for reimbursement still be done on a sporadic timeline in FY16?

A. No. Requests for reimbursement will be available on whichever timeline best suits the grantee. Requests can be made on a monthly or quarterly basis, or by trimester, semester, or annually. However, all expenditures must have occurred, and requests for reimbursement submitted no later than March 31, 2016.

Q. Do we need to submit invoices with requests for reimbursement?

A. Invoices *do not* need to be submitted with the ePeGS-based request for reimbursement. However, invoices will need to be kept for a period of three years for fiscal program auditing and for program evaluation. Desk audits will be implemented on a *percentage* of districts within the defined [Cohort](#) Groups as listed in the Department's Tiered Monitoring Process. Each of the districts and eligible postsecondary institutions has been assigned to one of three cohort groups. Districts receiving desk audits will be notified and given specific reporting instructions in April of the grant award period. Districts will be required to submit invoices for items reimbursed within the three year time period.

| | | |
|------------------|------------------|------------------|
| Fiscal Year 2016 | Fiscal Year 2017 | Fiscal Year 2018 |
| Cohort Group 2 | Cohort Group 3 | Cohort Group 1 |

Q. What if none of the courses my school is teaching appear in the list of eligible programs in Appendix IV?

A. If your course/program is not listed, it was not aligned to any of the projected high-demand occupations on a statewide basis. However, there are two additional ways for an occupation to be determined as high demand: 1) MERIC regional labor market projections, and 2) through attainment of certain positive termination thresholds.

Q. Has the grant application process become competitive?

A. No, but there is no guarantee that all applications will result in a funding award. The narrative description of the program improvement plan will need to meet thresholds in certain elements to qualify for funding.

If an application's narrative fails to qualify for funding, the applicant district or institution will be allowed 30 days to make necessary changes to become grant eligible.

Q. Has the cost threshold for equipment been increased?

A. Yes. The cost threshold for equipment has increased from \$200 to \$1,000. However, those items previously categorized as equipment but priced between \$200 and \$999 will remain eligible for reimbursement up to a maximum level of 50%.

Q. Will items continue to be reimbursable based on enrollment?

A. Yes, but the process is changing for the provision of instructional items for students on or near a 1:1 basis. Rather than the Department checking enrollment when reimbursement requests are made, specific limitations have been established to which grantees must abide. Compliance with those guidelines and any necessary review of enrollment/purchase information will be done through on-site monitoring to determine if ineligible reimbursement was requested and processed.

APPENDIX IV-High Demand Occupations

The Vocational-Technical Education Enhancement Grant Award Program provides funding to improve existing and establish new occupational career education programs. New occupational career education programs must be approved by the Department. Grant funds may not be expended for programs that (1) do not directly prepare individuals for at least entry level employment in a specific occupation and (2) prepare individuals for occupations that require at least a bachelor's degree.

High Demand Occupations as Determined by Missouri Department of Economic Development, Division of Workforce Development

In developing the list of courses eligible for Vocational-Technical Education Enhancement Grant funding, the Department of Elementary and Secondary Education uses occupational employment projections prepared by the Department of Economic Development's Missouri Economic Research and Information Center (MERIC). Instructional content provided through a course in a state-approved career education program determined to be aligned with one or more of those occupations has been listed by general program area with its assigned Classification of Instructional Program (CIP) Code. All occupations selected are expected to have at least 50 job openings annually on a statewide basis over the ten (10) year projection of 2010 through 2020.

This is a slightly different process of occupational projection than used in the past, but should result in a more accurate assignment of A and B rating classifications.

Occupational qualification of high demand on a regional basis will likewise be determined through use of long-term projection data (2010-2020) from MERIC, available online in spreadsheet format at http://www.missourieconomy.org/occupations/occ_proj.stm. Any applying school may use this approach in an attempt to qualify a course for funding, but acceptance of such a request will be dependent upon Department review and approval.

All such requests will be subject to the same eligibility qualifications included in the definition statement at the opening of this section of the Administrative Planning Guide. They may not either (1) directly prepare individuals for at least entry level employment in a specific occupation and (2) prepare individuals for occupations that require at least a bachelor's degree.

Consideration of Occupations not on the Annual Listing of High Demand Occupations

For consideration of occupations not on the annual MERIC listings of state or regional high demand occupations, the LEA or institution must provide the Department with documentation relating to existing occupational career education programs that have at least ten (10) career education exiters or completers per year who were employed in a related job at a rate of 80% or higher for the previous two (2) years. Secondary education grantees are also be allowed to submit occupations for consideration as meeting the high-demand classification if positive placement of at least ten (10) career education exiters or completers per year who enrolled into related postsecondary education programs at a rate of 80% or higher for the previous two (2) years.

Consideration of such alternative classification of occupations shall be dependent upon corroborating data available to the Department of Elementary and Secondary Education.

Northwest Region

Andrew
 Atchison
 Buchanan
 Caldwell
 Clinton
 Daviess
 DeKalb
 Gentry
 Grundy
 Harrison
 Holt
 Linn
 Livingston
 Mercer
 Nodaway
 Putnam
 Sullivan
 Worth

Northeast Region

Adair
 Clark
 Knox
 Lewis
 Lincoln
 Macon
 Marion
 Monroe
 Montgomery
 Pike
 Ralls
 Randolph
 Schuyler
 Scotland
 Shelby
 Warren

Kansas City

Cass
 Clay
 Jackson
 Platte
 Ray

Central Region

Audrain
 Boone
 Callaway
 Camden
 Cole
 Cooper
 Crawford
 Dent
 Gasconade
 Howard
 Laclede
 Maries
 Miller
 Moniteau
 Morgan
 Osage
 Phelps
 Pulaski
 Washington

West Central Region

Bates
 Benton
 Carroll
 Cedar
 Chariton
 Henry
 Hickory
 Johnson
 Lafayette
 Pettis
 Saline
 St. Clair
 Vernon
 Vernon

St. Louis

Franklin
 Jefferson
 St. Charles
 St. Louis

Southwest Region

Barry
 Barton
 Dade
 Jasper
 Lawrence
 McDonald
 Newton

Ozark Region

Christian
 Dallas
 Greene
 Polk
 Stone
 Taney
 Webster

South Central Region

Butler
 Carter
 Douglas
 Howell
 Oregon
 Ozark
 Reynolds
 Ripley
 Shannon
 Texas
 Wayne
 Wright

Southeast Region

Bollinger
 Cape Girardeau
 Dunklin
 Iron
 Madison
 Mississippi
 New Madrid
 Pemiscot
 Perry
 Scott
 St. Francois
 Ste. Genevieve
 Stoddard

The following crosswalk of CIP codes and high demand occupations from the statewide list should be used when completing the grant application. There may be additional CIP codes and demand occupations in Local Workforce Investment Areas (LWIA's).

| High Demand Agriculture Occupations | | | | |
|--|-------------------------------------|--|------------------------------------|--|
| <i>Occupations</i> | CIP Code - Secondary | Secondary Course Title | CIP Code - PS/Adult | PS/Adult Program Titles |
| <i>Sales Representatives</i> | 01.0101 | Agri. Business Sales & Marketing; Agricultural Management & Economics | 01.0101 | Agricultural Business & Mgmt |
| <i>Maintenance & Repair Workers Helpers; Carpenters; Electricians; Construction Laborers</i> | 01.0201 | Ag Construction, Ag Machinery, Ag Power 1, Ag Power 2, Ag Structures | 01.0201 | Agricultural Mechanization |
| <i>Agricultural and Food Science Technicians</i> | 01.0401 | Food Science & Technology | <i>Not at PS/Adult Level</i> | |
| <i>Tree Trimmers and Pruners</i> | 01.0601 | Nursery Operations & Mgmt | <i>Not at PS/Adult Level</i> | |
| High Demand Business Occupations | | | | |
| <i>Occupations</i> | CIP Code - Secondary | Secondary Course Title | CIP Code - PS/Adult | PS/Adult Program Titles |
| <i>Computer User Support Specialists</i> | 11.0103 | Business Technology | 52.0407 | Business/Office Automation/ Technology |
| | | Network Administration | 11.0901 | Computer Systems Networking & Telecommunications |
| | | | 11.0101 | Computer & Information Sciences |
| <i>Web Developers</i> | 11.0103 | Graphic Arts/ Desktop Publishing | 11.0803 | Computer Graphics |

| | | | | |
|--|---------------------------------|---|--------------------------------|--|
| | | Multimedia | 11.0801 | Web Page, Digital/ Multimedia & Information Resources Design |
| | | Web Design | 11.1004 | Web/Multimedia Mgmt & Webmaster |
| <i>Sales Representatives, Wholesale & Manufacturing, and Services; Executive Secretaries & Administrative Assistants; Secretaries; Customer Service Representatives; Business Operations Specialists; Purchasing Agents, Except Wholesale, Retail, and Farm Products, Office Clerks, General</i> | 52.0101 | Business Law | 52.0408 | Legal Administrative Asst/Secretary |
| | | Business Mgmt | 52.0201 | Business Administration & Mgmt |
| | | Entrepreneurship | <i>Not at PS/Adult Level</i> | |
| | | | 52.0204 | Office Supervision & Mgmt |
| | | | | 52.0401 |
| | <i>Not at Secondary Level</i> | | | |
| <i>Medical Secretaries</i> | 52.0101 | Medical Administrative Assts | 52.0402 | Medical Administrative/Executive Asst & Medical |
| <i>Bookkeeping, Accounting, & Auditing Clerks, Billing & Posting Clerks, Bill & Account Collectors; Tax Preparers</i> | 52.0803 | Business Economics | <i>Not at PS/Adult Level</i> | |
| | | Accounting | 52.0302 | Accounting Technology/ Technician & Bookkeeping |
| | | Banking & Financial Services | 52.0803 | Banking & Financial Support Services |
| High Demand Marketing Occupations | | | | |
| <i>Occupations</i> | CIP Code - Secondary | Secondary Course Title | CIP Code - PS/Adult | PS/Adult Program Titles |
| <i>Customer Service Representatives; Sales Representatives, Wholesale & Manufacturing, and Services</i> | 52.1401 | Marketing, Fundamentals of Advertising | 52.1401 | Marketing/Marketing Mgmt |
| | 52.1402 | Marketing, Advanced; Marketing Research | | |

| High Demand Occupational FCS | | | | |
|--|-------------------------------------|---|------------------------------------|--|
| <i>Occupations</i> | CIP Code - Secondary | Secondary Course Title | CIP Code - PS/Adult | PS/Adult Program Titles |
| <i>Child Care Workers</i> | 19.0709 | Child Care | 19.0708 | Child Care & Support Services Mgmt |
| | | | 19.0709 | Child Care Provider/ Asst |
| <i>Cooks, Restaurant</i> | 12.0500 | Culinary Arts; ProStart I ProStart II | 12.0503 | Culinary Arts/Chef Training |
| <i>Preschool Teachers Except Special Ed</i> | 13.0101 | Career Pathways for Teaching Profession | 13.0101 | Career Pathways for Teaching Profession |
| High Demand Health Science Occupations | | | | |
| <i>Occupations</i> | CIP Code - Secondary | Secondary Course Title | CIP Code - PS/Adult | PS/Adult Program Titles |
| <i>PLTW - BioMedical</i> | 51. 0001 | Prin Bio Sci, Human Body Sys, Med Interv, BioMed Innov | <i>Not at PS/Adult Level</i> | |
| <i>Dental Asst</i> | 51.0601 | Dental Assisting | 51.0601 | Dental Assisting/ Asst |
| <i>Medical Secretary</i> | 51.0706 | Medical Transcription, Medical Records | 51.0707 | Health Information/Medical Records Technology/ Technician |
| <i>Medical Asst</i> | 51.0801 | Medical Asst | 51.0801 | Medical/Clinical Asst |
| <i>Pharmacy Technicians</i> | 51.0805 | Pharmacy Technician | 51.0805 | Pharmacy Technician/Asst |
| <i>Radiologic Technicians/ Technologists</i> | <i>Not at Secondary Level</i> | | 51.0907 | Medical Radiologic Technology/Science- Radiation Therapist |
| <i>Respiratory Therapist</i> | <i>Not at Secondary Level</i> | | 51.0908 | Respiratory Care Therapy/ Therapist |
| <i>Surgical Technologists</i> | <i>Not at Secondary Level</i> | | 51.0909 | Surgical Technology |
| <i>Phlebotomists</i> | <i>Not at Secondary Level</i> | | 51.1009 | Phlebotomy |
| <i>Medical & Clinical Laboratory Technicians</i> | <i>Not at Secondary Level</i> | | 51.1004 | Clinical/Medical Laboratory Technician |
| <i>Diagnostic Medical Sonographers</i> | <i>Not at Secondary Level</i> | | 51.0910 | Diagnostic Medical Sonography |
| <i>Health Technicians and Technologists, All Other</i> | <i>Not at Secondary Level</i> | | 51.1099 | Clinical/Medical Laboratory Science and Allied Professions |
| <i>Registered Nurses</i> | <i>Not at Secondary Level</i> | | 51.3801 | Registered Nursing/ Registered Nurse |
| <i>Licensed Pract/Voc. Nurses</i> | <i>Not at Secondary Level</i> | | 51.3901 | Licensed Practical/ Vocational Nurse Training |
| <i>Nursing Assistants</i> | <i>Not at Secondary Level</i> | | 51.3902 | Nursing Asst/Aide & Patient Care Asst/Aide |
| <i>Dental Hygienist</i> | <i>Not at Secondary Level</i> | | 51.0602 | Dental Hygiene/Hygienist |

| <i>Physical Therapy Asst</i> | 51.0806 | Physical Therapy Asst | 51.0806 | Physical Therapy Technician/Asst |
|--|-------------------------------|-----------------------------------|------------------------------|---|
| <i>Personal Care Aide</i> | 51.2601 | Health Aide | 51.2601 | Health Services/Allied Health/Health Sciences |
| High Demand Skilled Technical Sciences | | | | |
| Occupations | CIP Code - Secondary | Secondary Course Title | CIP Code - PS/Adult | PS/Adult Program Titles |
| <i>Industrial Machinery Mechanics</i> | 15.0613 | Industrial Manufacturing | 15.0613 | Manufacturing Engineering Technology/Technician |
| <i>Computer Support Specialists</i> | 15.1202 | Computer Maint. CISCO | 15.1202 | Computer Technology/Computer Systems Technology |
| <i>Police & Sheriff's Patrol Officers; Security Guards</i> | 43.0107 | Law Enforcement | 43.0107 | Criminal Justice/Police Science |
| <i>Brick masons & Block masons</i> | 46.0101 | Masonry | 46.0101 | Mason/Masonry |
| <i>Carpenters</i> | 46.0201 | Carpentry | 46.0201 | Carpentry/Carpenter |
| <i>Painters</i> | 46.0408 | Painting/Painter and Wall Coverer | 46.0408 | Painting/Painter and Wall Coverer |
| <i>Construction and Maintenance; Construction Laborers</i> | 46.0000 | Construction Technology, | <i>Not at PS/Adult Level</i> | |
| <i>Electricians</i> | 46.0302 | Res. Wiring | 46.0302 | Electrician |
| <i>Plumbers, Pipefitters, and Steamfitters</i> | 46.0503 | Plumbing | 46.0503 | Plumbing |
| <i>Structural Iron and Steel Workers</i> | 46.0509 | Ironworking/Ironworker | 46.0509 | Ironworking/Ironworker |
| <i>Maintenance & Repair Workers;</i> | 46.0401 | Building Maintenance | 46.0401 | Building/Property Maintenance |
| <i>Cement Masons & Concrete Finishers</i> | <i>Not at Secondary Level</i> | | 46.0402 | Concrete Finishing/Concrete Finisher |
| <i>Telecommunications Equipment Installers and Repairers</i> | 47.0105 | Industrial Electronics Technology | 47.0105 | Industrial Electronics Technology |

| | | | | |
|--|-------------------------------|--|---------|--|
| <i>Heat, A/C, Refrig. Mechanics/Installers</i> | 47.0401 | Heating & A/C, HVAC | 47.0201 | Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician |
| <i>Electrical/Power line Installation & Repairs</i> | 47.0301 | Electrical & Power Transmission Installation | 46.0301 | Electrical & Power Transmission Installation/Installer |
| <i>Industrial Machinery Mechanics</i> | 47.0303 | Industrial Equipment Maintenance Repair | 47.0303 | Industrial Equipment Maintenance Repair |
| <i>Auto Service Technicians/Mechanics</i> | 47.0604 | Auto Mechanics | 47.0604 | Automobile/Automotive Mechanics Technology/Technician |
| <i>Mobile Heavy Equipment Mechanics, Except Engines</i> | 47.0605 | Diesel Mechanics, Heavy Equip. Repair | 47.0605 | Diesel Mechanics Technology/Technician |
| <i>Machinists; Computer-Controlled Machine Tool Operators, Metal and Plastic</i> | 48.0501 | Machinists | 48.0501 | Machine Tool Technology/Machinist |
| | | | 48.0510 | Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist |
| <i>Sheet Metal Workers</i> | 48.0506 | Sheet Metal | 48.0506 | Sheet Metal |
| <i>Structural Iron and Steel Workers</i> | 48.0509 | Ironworking/Ironworker | 48.0509 | Ironworking/Ironworker |
| <i>Operating Engineers, other Construction Equipment Operators</i> | <i>Not at Secondary Level</i> | | 49.0202 | Construction/Heavy Equipment/Earthmoving Equipment Operation |

| | | | |
|--|-------------------------------------|--|--|
| <i>Heavy and Tractor Trailer Truck Drivers</i> | <i>Not at Secondary Level</i> | 49.0205 | Truck & Bus Driver/ Commercial Vehicle Operator & Instructor |
| High Demand Technology & Engineering | | | |
| <i>Occupations</i> | CIP Code - Secondary | Secondary Course Title | CIP Code - PS/Adult |
| <i>PLTW - Engineering</i> | 21.0104 | Principles of Engineering; Intro to Engineering Design; Digital Electronics; Computer Integrated Mfg, Civil Engineering & Architecture; Biotechnolgy Engineering; Aerospace Engineering; Engineering Design & Development | <i>Not at PS/Adult Level</i> |

Appendix V-Program Improvement Plans

Eligibility for a Vocational-Technical Education Enhancement Grant requires an improvement plan for each program applying for funding, which addresses certain key elements. Eligible program improvement plans developed by eligible postsecondary institutions must align with the college's multi-year strategic plan, while program improvement plans for career technical education at eligible secondary education entities must align with the appropriate building level improvement plans mandated by MSIP 5.

Though not required for grant funding, an exemplary improvement plan might extend its scope out three to five years into the future. That portion of the longer plan focused on a single-year Vocational-Technical Education Enhancement Grant application might readily be illustrated in a benchmarked step toward ongoing improvements.

Program improvement plans should not be the vision or result of one or two people, but ideally will include significant contributions from faculty, administration, the program advisory committee and other stakeholders. Plans should identify measurable objectives that will help to establish the extent to which targeted gains are made through enhanced instruction and student performance leading to an increase in the acquisition of specific industry skills.

Once developed, the program improvement plan will enable the applicant to establish the need for improvements, along with the applicant's plan for a solution, but in a manner that addresses overall, and hopefully ongoing enhancement of a program's capacity to deliver quality instruction. Applicants will not be required to submit a lengthy plan, but asked to describe how the overall vision of improvements along with the specific points for which funds are sought will contribute toward enhanced education and better opportunities for students through a series of writing prompts. Responses to each prompt will be required for each program seeking grant funding for one or more eligible courses. Those writing prompts which will be made available on the compliance plan component of the Department's secured web application system for plan submission (estimated timeline early January 2015) are as follows:

- A. Describe each grant-seeking program's improvement plan's alignment to the appropriate institution or building plan(s). For all program improvement plans which are multi-year in length, explain the connection the funding request has to enhanced or augmented instruction during the grant period, and to longer term improvement for the program and either institution or building plan(s).
- B. Describe how each program to be funded will use measurable objectives to determine effective use of requested funding and to demonstrate successful rollout of the improvement plan for the grant period, and positive impact toward success of the institutional or building plan(s). Explain the extent to which the program improvement plan has determined the composition of allowable items to be funded by the grant.
- C. Include a description of the improvement plan's measurable objectives for the grant period, and if applicable, longer term rollout of the plan. If the program improvement plan identifies objectives beyond the grant period, explain the correlation between those anticipated to be achieved during the funding timeline and those further into the future. Explain the extent in which the objectives will determine project success.

- D. Describe the eligible courses for which funding is sought by course name and CIP Code, what teacher will be providing instruction for each course, and designate in what building and room(s) instruction will occur for each funded course. Include a description of what is to be purchased for each course along with how these expenditures will address needed improvements and/or augmentation in the delivery of the eligible course(s) and student performance and/or learning.
- E. Describe any student performance and/or learning measures which will be used to determine project success.
- F. Describe any relationship the program improvement plan and/or funding request has to specific industry credentials, including the development of such when none is presently available, and the potential for future career mobility for students.
- G. Describe the composition of the applying program occupational advisory committee. Explain the extent the committee, building/district/institution administration, faculty and other key stakeholders were involved with the development of the program improvement plan and prioritization of the funding request.

The next few pages provide rubrics for postsecondary institutions and secondary districts to use in order to guide the development of a program improvement plan that will meet Vocational-Technical Education Enhancement Grant eligibility requirements. Please note that applications will not be assigned a score based on these, or any other rubrics. However, for the four categorical areas of Program Improvement Plan, Grant Year Objectives, Specific Industry Skills, and Industry Partnerships, the Department's review will determine whether the application's narrative response to the writing prompts above qualify for funding, or are non-responsive as submitted.

If, as a result of the Department's review an application is determined to be non-responsive, the applying district or postsecondary institution will be allowed 30 days to make changes in an attempt to qualify for funding.

Postsecondary Education-Enhancement Grant Evaluation Rubric

| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
|------------------------------------|---|---|--|
| 1) Program Improvement Plan | <p>The proposal includes a three- to five-year improvement plan for each program associated with requested enhancement grant funding with each aligned to an institutional multi-year strategic plan. The program improvement plans include a description of the alignment to SMART goals for the aligned elements. The proposal also specifies how the requested funding request will result in benchmarked progress during the grant period which contribute toward achievement of objectives for the longer-term improvement plan.</p> <p>The plan documents participation of faculty, administration, an advisory committee, and other key stakeholders in its development.</p> | <p>The proposal is linked to an annual program improvement plan and a longer term college strategic plan, but does not demonstrate how objectives of the single-year grant request align to the longer term goals. The proposal references the program improvement and strategic plans, but does not specify what relation the funding request provides to the goals and objectives of that plan.</p> <p>The plan indicates that administration and the advisory committee approved the proposal, but includes little to no evidence of their participation in the planning and prioritization of objectives.</p> | <p>The request for funding does not demonstrate alignment to a longer-term institutional plan. No indication or evidence exists that anyone was consulted for input regarding the plan's viability prior to submission of the funding request.</p> |
| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
| 2) Grant Year Objectives | <p>The proposal includes specific measurements that will be used to partially gauge the success of the intended use of enhancement grant funds during the grant year for each program involved with the proposal.</p> <p>Measures include student achievement and demonstrated improved learning, and the extent in which grant expenditures have allowed program(s) to provide instruction using industry-standard equipment and/or other eligible costs.</p> <p>A description of the process for a comparison of measurable projections for objectives with actual achieved measures is included in the proposal.</p> | <p>The proposal offers general projections of intended performance without specificity to planned measurements.</p> <p>Student learning measures are included, with alignment to grant expenditures but lacking in documentation or weighting or impact of related funding.</p> <p>The proposal implies that projected performance will be compared to actual achievement, but does not provide process details.</p> | <p>No address of measurement of program improvement is included in the proposal</p> |

| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
|------------------------------------|--|--|--|
| 3) Specific Industry Skills | <p>The grant proposal demonstrates how instruction will align with specific industry skills result in greater student attainment industry-recognized credentialing. and describes this relationship.</p> <p>Specific industry credentials are identified for the program(s) associated with the funding request. The grant proposal projects the increase in the number of students who will acquire specific industry credentialing.</p> <p>In instances where no specific industry credential exists, a plan is in place or under development to identify credentialing which may strengthen student portfolios.</p> | <p>The funding request is directly related to instruction which is aligned to increased acquisition specific industry skills.</p> | <p>The funding request does not establish a direct relationship to instruction which is aligned to increased attainment of specific industry skills.</p> |
| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
| 4) Industry Partnerships | <p>The funding request describes business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds and involvement in the planning process.</p> <p>Occupational advisory committee recommendations are provided to support the funding request.</p> | <p>The funding request mentions business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds, but does not provide any detail regarding the extent of involvement in the planning process.</p> | <p>The funding request does not identify any partnerships for the program(s) associated with the enhancement grant.</p> |

Secondary Education-Enhancement Grant Evaluation Rubric

| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
|------------------------------------|--|--|--|
| 1) Program Improvement Plan | <p>The proposal includes a three- to five-year improvement plan for each program associated with requested enhancement grant funding with each aligned to a building level improvement plan as required by MSIP 5. The program improvement plans include a description of the alignment to SMART goals for the aligned elements. The proposal also specifies how the requested funding request will result in benchmarked progress during the grant period which contribute toward achievement of objectives for the longer-term improvement plan.</p> <p>The plan documents participation of faculty, administration, an advisory committee, and other key stakeholders in its development.</p> | <p>The proposal is linked to an annual program improvement each aligned to a building level improvement plan as required by MSIP 5., but does not demonstrate how objectives of the single-year grant request align to the longer term goals. The proposal references the program improvement and strategic plans, but does not specify what relation the funding request provides to the goals and objectives of that plan.</p> <p>The plan indicates that administration and the advisory committee approved the proposal, but includes little to no evidence of their participation in the planning and prioritization of objectives.</p> | <p>The request for funding does not demonstrate alignment to a longer-term institutional plan. No indication or evidence exists that anyone was consulted for input regarding the plan's viability prior to submission of the funding request.</p> |
| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
| 2) Grant Year Objectives | <p>The proposal includes specific measurements that will be used to partially gauge the success of the intended use of enhancement grant funds during the grant year for each program involved with the proposal.</p> <p>Measures include student achievement and demonstrated improved learning, and the extent in which grant expenditures have allowed program(s) to provide instruction using industry-standard equipment and/or other eligible costs.</p> <p>A description of the process for a comparison of measurable projections for objectives with actual achieved measures is included in the proposal.</p> | <p>The proposal offers general projections of intended performance without specificity to planned measurements.</p> <p>Student learning measures are included, with alignment to grant expenditures but lacking in documentation or weighting or impact of related funding.</p> <p>The proposal implies that projected performance will be compared to actual achievement, but does not provide process details.</p> | <p>No address of measurement of program improvement is included in the proposal</p> |

| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
|---|--|--|--|
| <p>3) Specific Industry Skills</p> | <p>The grant proposal demonstrates how instruction will align with specific industry skills result in greater student attainment industry-recognized credentialing. and describes this relationship.</p> <p>Specific industry credentials are identified for the program(s) associated with the funding request. The grant proposal projects the increase in the number of students who will acquire specific industry credentialing.</p> <p>In instances where no specific industry credential exists, a plan is in place or under development to identify credentialing which may strengthen student portfolios.</p> | <p>The funding request is directly related to instruction which is aligned to increased acquisition specific industry skills.</p> | <p>The funding request does not establish a direct relationship to instruction which is aligned to increased attainment of specific industry skills.</p> |
| Category | Exceptional | Qualifying | Incomplete Information/ Non-Responsive |
| <p>4) Industry Partnerships</p> | <p>The funding request describes business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds and involvement in the planning process.</p> <p>Occupational advisory committee recommendations are provided to support the funding request.</p> | <p>The funding request mentions business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds, but does not provide any detail regarding the extent of involvement in the planning process.</p> | <p>The funding request does not identify any partnerships for the program(s) associated with the enhancement grant.</p> |

Appendix VI-Criteria to Avoid Duplication Of Career Education Programming

The following criteria will be utilized by the Department of Elementary and Secondary Education, Office of College and Career Readiness, to avoid duplication of career education programming. New career education program applications will be considered a duplication when the following six (6) test situations occur among career education and/or Workforce Investment Act (WIA) programs in the same local workforce investment area.

1. The Classification of Instructional Programs (CIP) codes are identical.
2. The instructional objectives of the programs are identical.
3. The population for which the programs are intended is identical.
4. The sum of the number of individuals proposed to be trained and the number of individuals currently being trained exceeds the number of individuals available for training within a specific population.
5. The access to the programs is identical or in close geographic proximity.
6. The combined total number of potentially trained individuals available for related job placement exceeds the labor market demand within the geographic area.

Appendix VII

Department of Elementary and Secondary Education

Standard Complaint Resolution Procedure

This standard complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education. The Department has promulgated regulations except those that have authorizing statutes or implementing regulations prescribing a separate procedure.

What is a complaint for purposes of this policy?

A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department personnel.

A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied, or misinterpreted.

Who may file a complaint?

Any parent or guardian, surrogate parent, teacher, administrator, school board or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint.

What types of complaints are recognized?

1. A complaint alleging that a local school district is violating, misapplying, or misinterpreting a law or a regulation of the Department of Elementary and Secondary Education; and
2. A complaint alleging that the Department of Elementary and Secondary Education is violating, misapplying, or misinterpreting a law or a regulation.

How are complaints filed?

1. Complaints against local school districts.

A complaint alleging that local school district officials have violated, misapplied, or misinterpreted a state or federal law or regulation, must first be filed and resolution pursued in accordance with local district policy. If the issue cannot be resolved at the local level, the complainant may file a complaint with the Department. Before accepting such a complaint, the Department will ask for evidence of an attempt to resolve the issue at the local level. If the parties have not attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution. A question about local school district policies, rules, or practices

which are not based on federal or state laws or regulations is not a complaint within the meaning of this policy and must be settled at the local school district level.

2. Complaints against the Department of Elementary and Secondary Education.

A local school district official, a local board of education, or any person directly affected by actions of the Department may file a written complaint alleging that the Department or its personnel have violated, misapplied, or misinterpreted a state or federal law or regulation directly with the Department.

How does the Department hear and resolve complaints?

1. Any formal complaint against the Department or an unresolved complaint against a local school district is to be addressed to the director of the section of the Department that administers the activity, project, or program under which a law or rule application or interpretation is being questioned.
2. Within thirty days after receiving a complaint or appeal, the section director will resolve the complaint and inform interested parties in writing of the decision. In resolving the complaint, the section director may rely upon statements of the parties involved or may conduct an independent investigation. The section director may grant an extension of the thirty-day limit for just cause.
3. If a complainant disagrees with the decision of the section director, the complainant may, within ten working days, appeal to the Deputy Commissioner of Education. This appeal must be in writing and state why the complainant disagrees with the decision.
4. Within thirty days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant in writing. The decision of the Deputy Commissioner of Education is not appealable when the issue relates to state law or regulation.
5. If the complainant disagrees with the decision of the Deputy Commissioner of Education in a matter relating to federal law or regulation, the complainant may request a review of the decision by the United States Secretary of Education in accordance with 34 CSR Part 76, Section 76.781.

What other recourse is available in resolving complaints?

In some circumstances, complainants may have additional recourse in the courts or through the Administrative Hearing Commission.

Appendix VIII

Department of Elementary and Secondary Education

Application for Authorization of Enhancement Grant Expenditures

EG FV4 INSTRUCTIONS

Contact Name - The first and last name of the individual to contact regarding Enhancement Grant questions. This is the contact name the State will use to send correspondence (EG FV4, EG FV2, etc.) and direct questions.

Local Education Agency (LEA) Name - The official name of the school district or college submitting the Enhancement Grant request.

Contact Phone – The 10 digit telephone number of the individual to contact regarding the Enhancement Grant. The telephone number should correspond to the Contact Name

County District Code - Six digit code assigned to the district or college. This code needs to correspond to the LEA name on the grant application.

Contact E-mail - The e-mail of the individual to contact for the Enhancement Grant. This is the contact name the State will use to send correspondence (EG FV4, EG FV2, etc.) and direct questions. The contact e-mail should correspond with the Contact Name and the Contact Phone.

School Code –The Department assigned school numbers. (Selected from a drop-down menu)
0000-Colleges
1050- High Schools
1100-Area Career Centers

Fiscal Year Ending – The four digit year the fiscal year ends.

Building or Campus Name - The name of the high school, career center, or campus requesting Enhancement Grant funds. District with multiple schools or institutions with multiple campus locations requesting Enhancement Grant funds will need to be identified

Instructor Name - The name of the instructor that will utilize the requested item. The instructor name should correspond with the Room/Lab Number of the requested item(s)

Room/Lab Number - The room number of the instructor the item will be located. The Room/Lab Number should correspond to with the Instructors Name requesting the item(s).

CTE Program Code - The CTE Program Codes used for College and Career Readiness are (select from a dropdown menu):

- 01-Agricultural Education
- 02-Business Education
- 04-Marketing Education
- 05-Health Sciences
- 07-Occupational Family Consumer Sciences and Human Services
- 08-Skilled Technical Sciences
- 10-Technology and Engineering Education

CTE Type - The CTE entity requesting Enhancement Grant funds: (Select from a dropdown menu)

- 04, Secondary
- 07, Post Secondary
- 10, Adult

CIP Code - The CIP Codes used within the career education programs that are on the High Demand List. Only the CIP Codes that are on the High Demand List will be visible on the drop down menu. The drop down menu is generated based on the selection of CTE Program Code and CTE Type identified. (Select from a dropdown menu)

Course Description - The Course Description used within the different career education programs that are on the High Demand List. Only the Course Descriptions on the High Demand List will be visible on the drop down menu. The drop down menu is generated based on the selection of CTE Program Code and CTE Type identified. (Select from a dropdown menu)

State Code -The state code used in to identify the item and category it will be funded. *Only one item can be requested per line.* (Select from a dropdown menu)

- 11-Equipment (minimum cost threshold of \$1,000)
- 12-Other (use for non-consumable instructional supplies as defined on page 12 of this guide)
- 62-Curriculum (use for other allowable costs as defined on page 12 of this guide)
- 79-Renovations (do not use)

It is very important that you select the correct state code for the item. The reimbursement percentage will be based on the selection of the state code. The maximum reimbursement for equipment purchases from the Enhancement Grant will be at 75% of the approved cost. The maximum reimbursement for Other Costs, Curriculum and Renovations will be 50% of the approved cost. Note:All Vocational-Technical Education Enhancement Grants are subject to approval at a reimbursement rate lower than the stated maximums dependent upon availability of funds.

Description of Item - This should be a short identifying statement of the item, service, activity, etc. *Only one item can be requested per line. Do not group separate equipment items together. Installation of equipment will need to be itemized out and on a separate line from the equipment.*

Quantity - The number of items requesting to be purchased. *Note: Requests for grant funding of a volume of items intended to provide a 1:1 per student, or a number deemed to be approaching a similar ratio are subject to approval with the caveat that reimbursement is "enrollment dependent." In such a scenario, the number of such units for which the school is eligible for reimbursement*

shall be both dependent upon the number approved for the grant AND the number of students in the class for which the items in question were approved.

(Example: A district requests and is granted funding to provide 15 computers in a class, with the approval indicating that reimbursement is enrollment dependent. If the district purchases all units and requests reimbursement for all, but locally entered data into the state student information system indicates only eight students have been enrolled into that class, reimbursement will be limited to eight computers.)

Estimated Unit Cost - The estimated cost per unit.

Estimated Total Cost - The total estimated cost of the items based on the quantity and unit cost. (Calculated Automatically)

Estimated Reimbursement- The estimated amount that will be reimbursed based on the estimated cost of the items and state code selected for that item. Please note that this is not the Approved Grant Amount. (Calculated Automatically)

Notes - Available to add any comments.

Only one EGFV4 is to be submitted per LEA or postsecondary institution. Instructions as to submission of the EGFV4 as an upload attached to the narrative responses driven by the program compliance/improvement plan are included in Appendix IX.

Appendix IX

Department of Elementary and Secondary Education

Instructions for Submission of Information from Program Compliance/Improvement Plans

The Compliance Plans System (CPS) through the Department Web Applications will be used to submit the narrative component of applications for funding from the Vocational-Technical Education Enhancement Grant. Requests for grant funding submitted by eligible secondary and postsecondary institutions will require the development of program improvement plans (see Appendix V of the FY16 planning guide) from which will provide schools with the responses to the writing prompts in CPS which have been tailored for the Vocational-Technical Education Enhancement Grant.

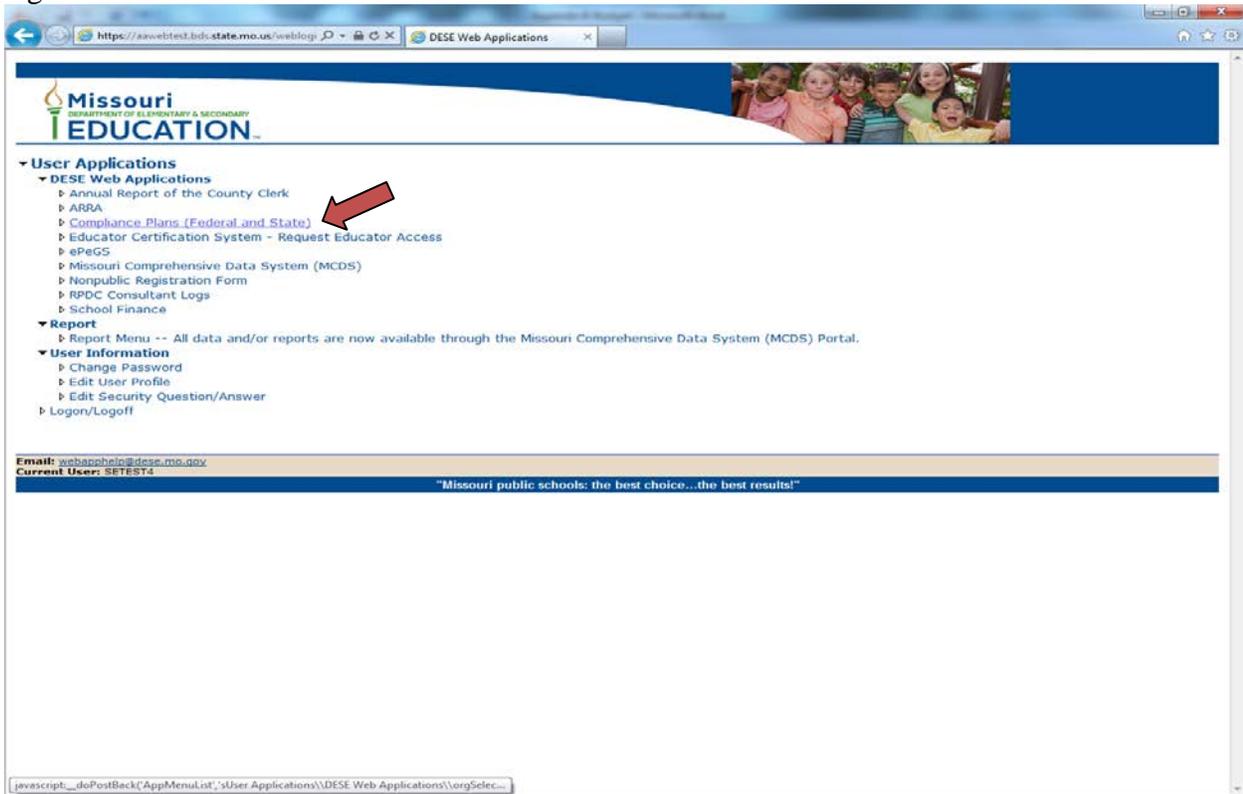
These narrative responses replace the Statement of Need and Description of Improvements used in prior years.

The CPS has two security levels for accessing the system (Administrator and User), with additional security that is established by the Administrator within the system itself. Some district staff have been granted access to the CPS as follows:

- **Compliance Plan Administrator**: District staff with User Manager access, as well as superintendents in districts with no User Manager, have been granted access to CPS at the Administrator level. The CPS Administrator has full access (View, Data Entry and Authorized Representative) to all plans available to the district. In addition, the CPS Administrator must grant access rights to other district staff with CPS User access. Granting access to CPS Users is done through the "Maintain user security" option on the CPS home page.
- **Compliance Plans User**: District staff with access to the ePeGS Planning Tool have been granted access to CPS at the User level. CPS Users will not have access to any plans within CPS until rights have been granted by the Compliance Plans Administrator. Please note that in order for CPS Users to be available for assignment by the Administrator, they must first log in to the CPS.
 - Step 1: User logs into CPS and has no access to any plans
 - Step 2: Administrator logs into CPS, goes to "Maintain user security," selects the User and assigns plans and security levels (View, Data Entry and Authorized Representative) for the User
 - Step 3: User logs into CPS and is able to access the plans for which the Administrator has assigned rights

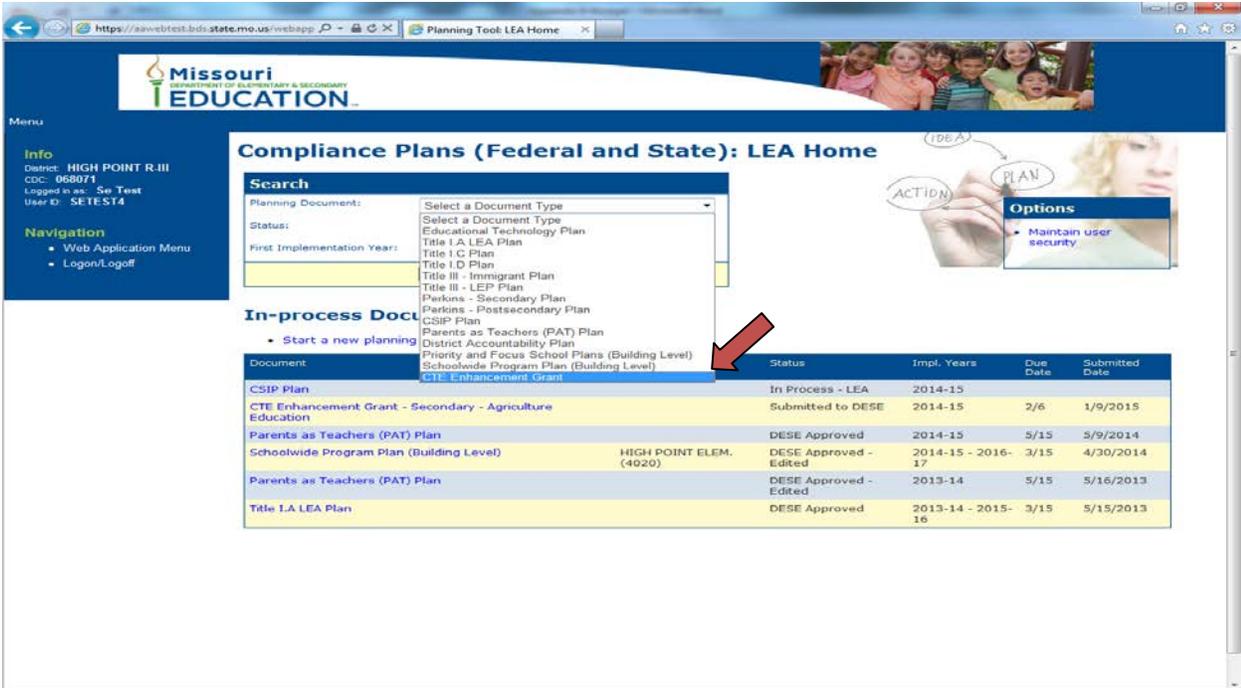
To access, go to the Department's web apps (<https://k12apps.dese.mo.gov/webLogin/login.aspx>) login site, and select Compliance Plans (Federal and State) from the Cross-Divisional Systems list, as shown in Figure 1 below.

Figure 1



Once the Compliance Plans option has been selected, the next screen will offer a series of options in a drop-down box as shown in Figure 2. Scroll down and select CTE Enhancement Grant.

Figure 2



The next step is to start a new planning document as shown in Figure 3 and then using the second drop box option as shown in Figure 4, again select CTE Enhancement Grant.

Figure 3

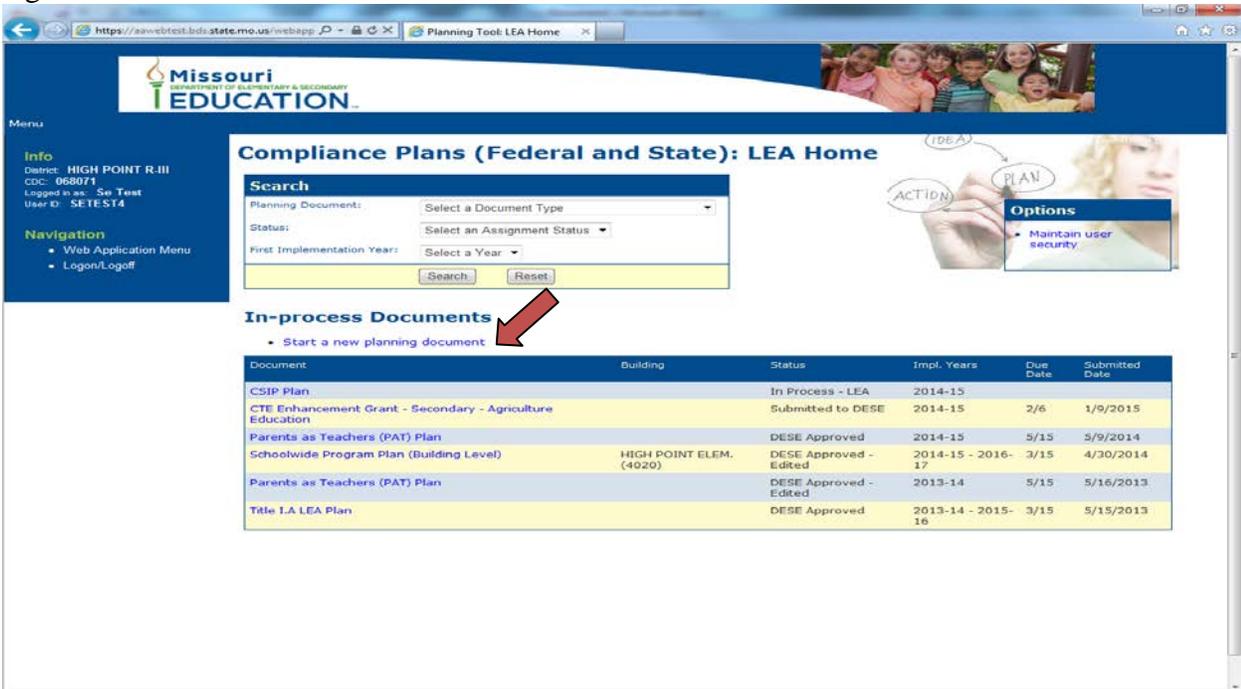
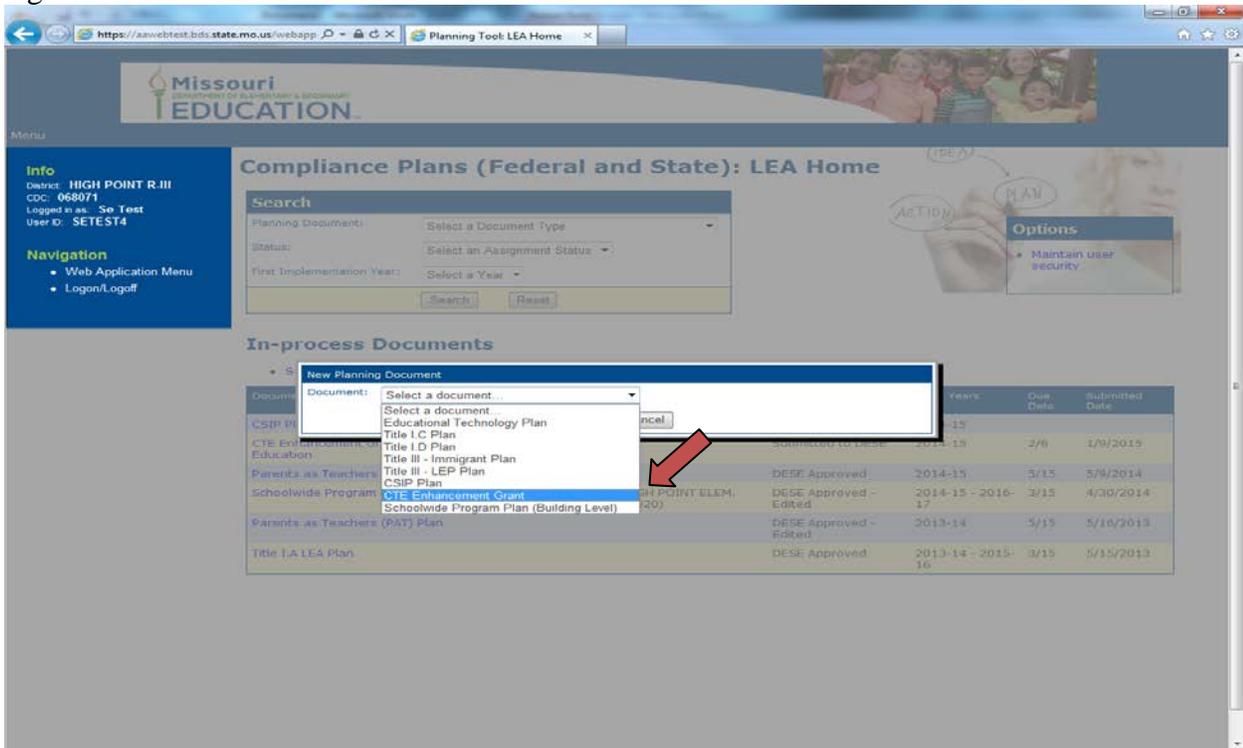


Figure 4



Select the first program for which FY16 Vocational-Technical Education Grant funding is being sought from the drop down box as shown in Figure 5, and select whether the eligible instructional activity will occur at the secondary or postsecondary level by clicking on the appropriate button.

Figure 5



Responses to the writing prompts may be entered either through keystroke or simply copied from word processing software into the text boxes which follow each prompt. Please note that responses are not

limited by the size of the text box. **Note:** Aside from the impact on program improvement and/or student learning, much of the response to the fourth prompt can refer to the uploaded EGFV4.

Applicants should save information by clicking the button located at the bottom of this screen (see Figure 6). Although the button indicates that by saving this file you will move on to responses for another program, you may easily return to the information which has been saved.

Figure 6

The screenshot shows a web browser window with the URL <http://admitted.fds.state.mo.us/edapp/>. The page title is "Planning Test Plan Questionnaire". The form contains four numbered prompts, each with a corresponding text input box:

4. Describe the eligible courses for which funding is sought by course name and CIP Code, what teacher will be providing instruction for each course, and designate in what building and room(s) instruction will occur for each funded course. Include a description of what is to be purchased for each course along with how those expenditures will address needed improvements and/or augmentation in the delivery of the eligible course(s) and student performance and/or learning.
5. Describe any student performance and/or learning measures which be used to determine project success.
6. Describe any relationship the program improvement plan and/or funding request has to specific industry credentials, including the development of such when none is presently available, and the potential for future career mobility for students.
7. Describe the composition of the applying program's occupational advisory committee. Explain the extent the committee, building/district/institution administration, faculty, and other key stakeholders were involved with the development of the program improvement plan and prioritization of the funding request.

At the bottom of the form is a button labeled "Save and Create New Plan". A red arrow points to this button. Below the form is a blue banner with the text "Missouri public schools: the best choice...the best results!"

Before a plan may be submitted, name of at least one contact person must be provided. That individual, who can be designated as the principal point of contact for the applying program in cases where multiple members of the planning team are listed. To provide this information, first click on the web link "Manage Team."

Figure 7A

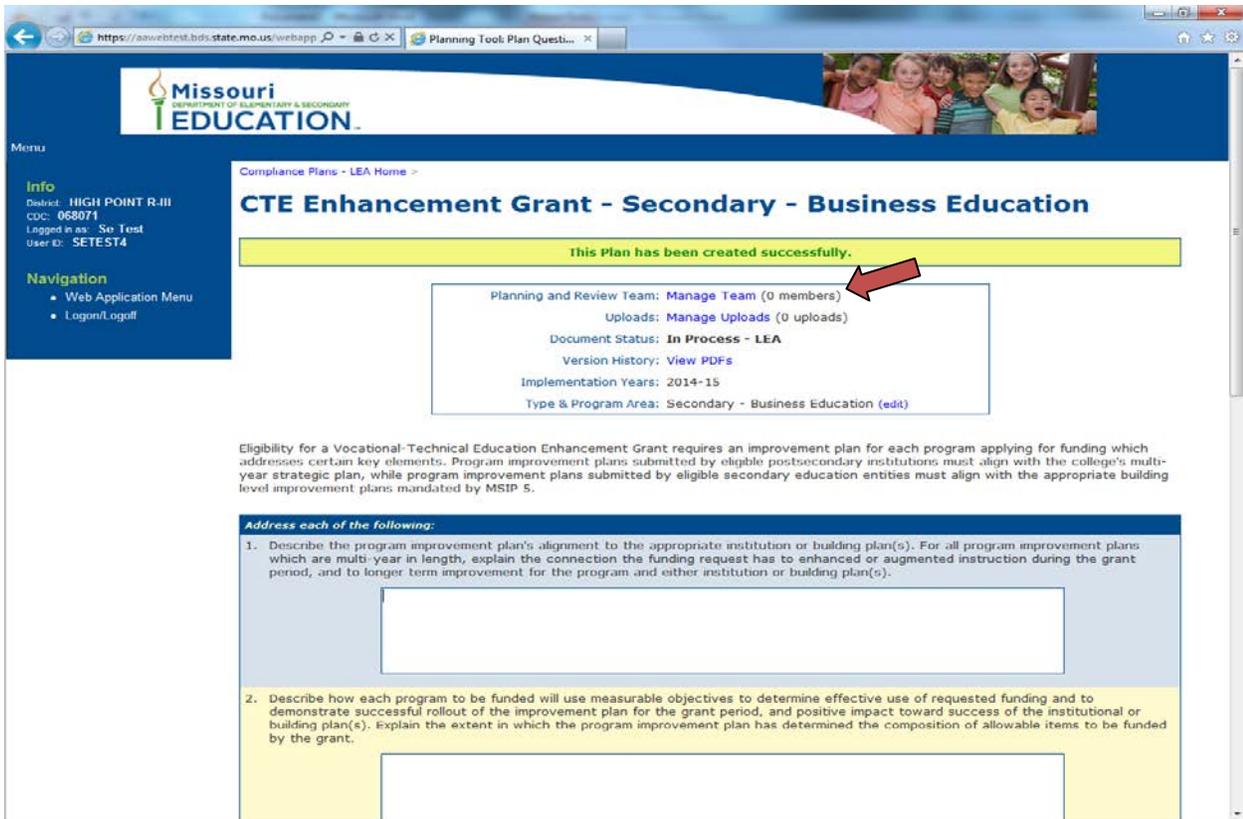


Figure 7B



Figure 7C

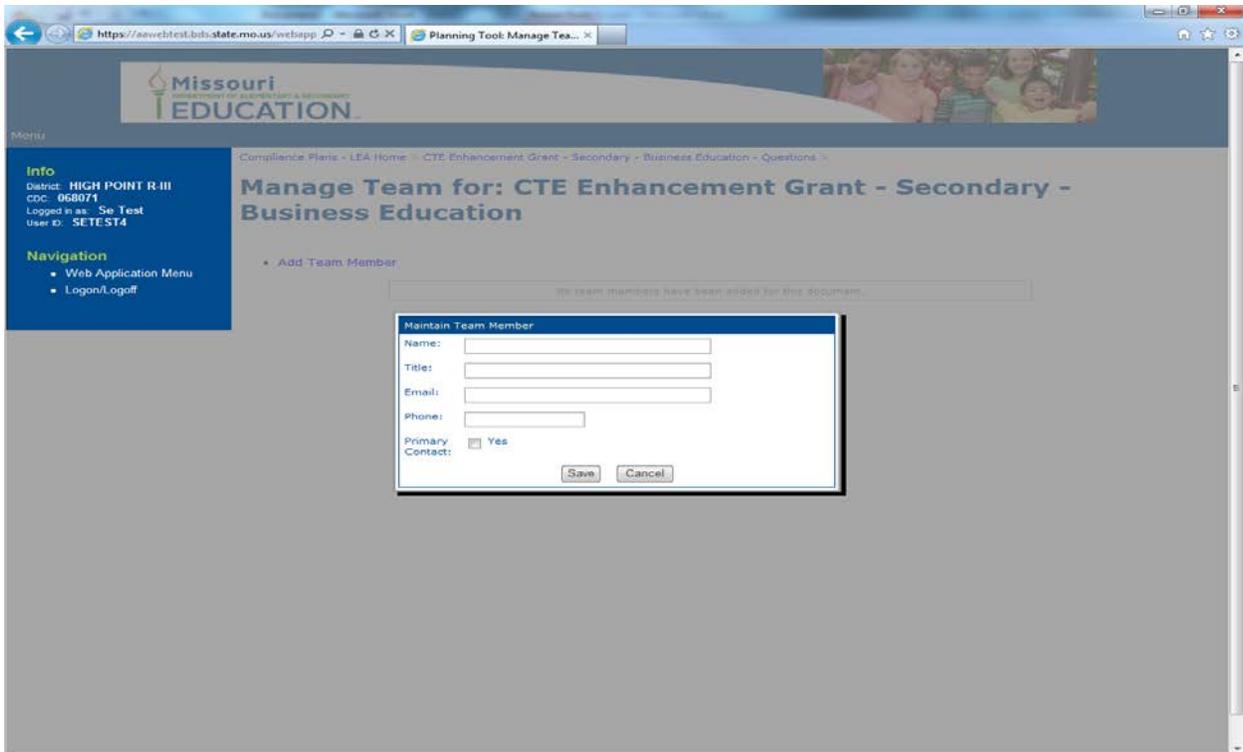
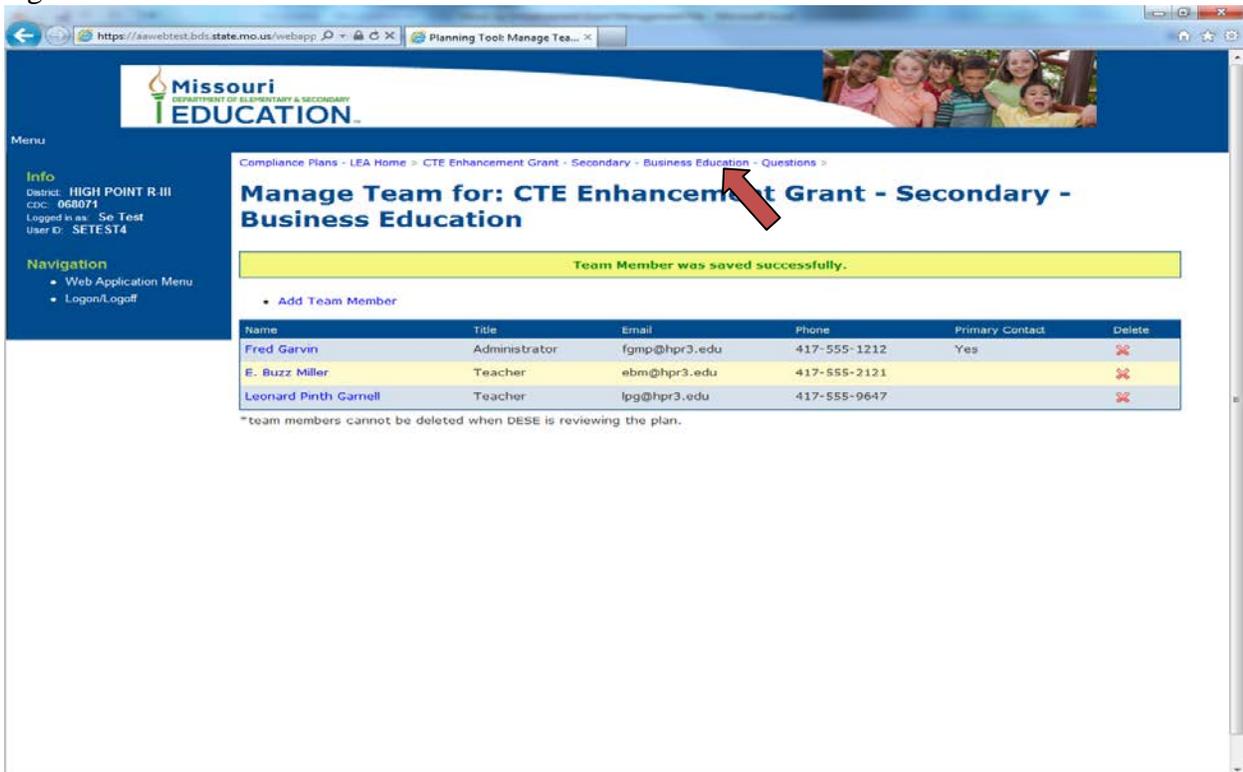


Figure 7D

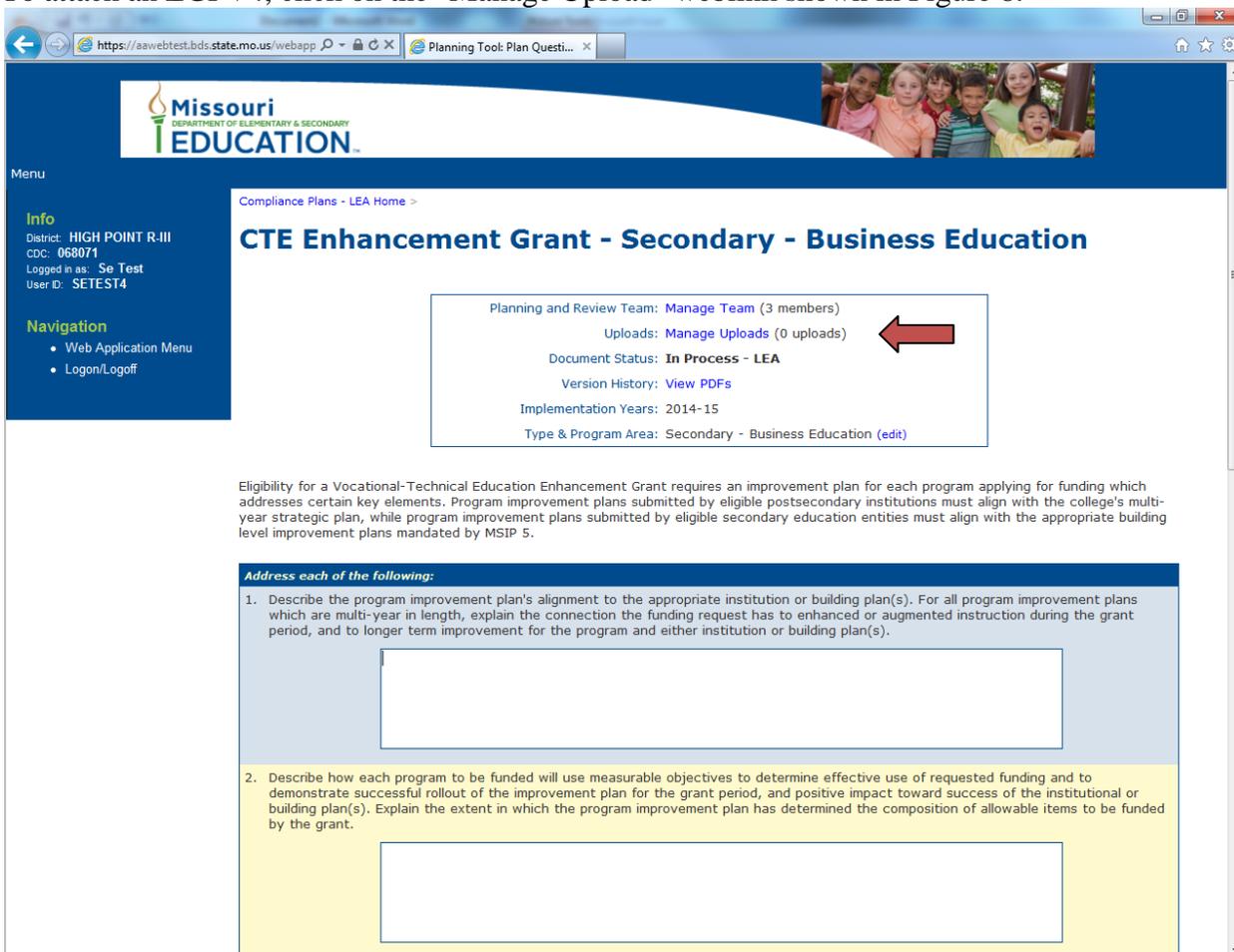


Then simply click on the applying program's name to return to the writing prompt text boxes.

The process described thus far in this appendix will be repeated for the submission of each program for which the eligible LEA or postsecondary education is seeking grant funding, but these do not need to be submitted at the same time.

Before the first program's narrative application component is submitted, the EGFV4 (as described in Appendix VIII) which includes budget information **for all programs** for which the eligible district or institution is seeking funds is to be uploaded with the initially submitted narrative. Only one EGFV4 is to be submitted by each applicant, regardless the number of programs, buildings or campuses that are involved in delivery of grant-eligible instruction.

To attach an EGFV4, click on the "Manage Upload" weblink shown in Figure 8.

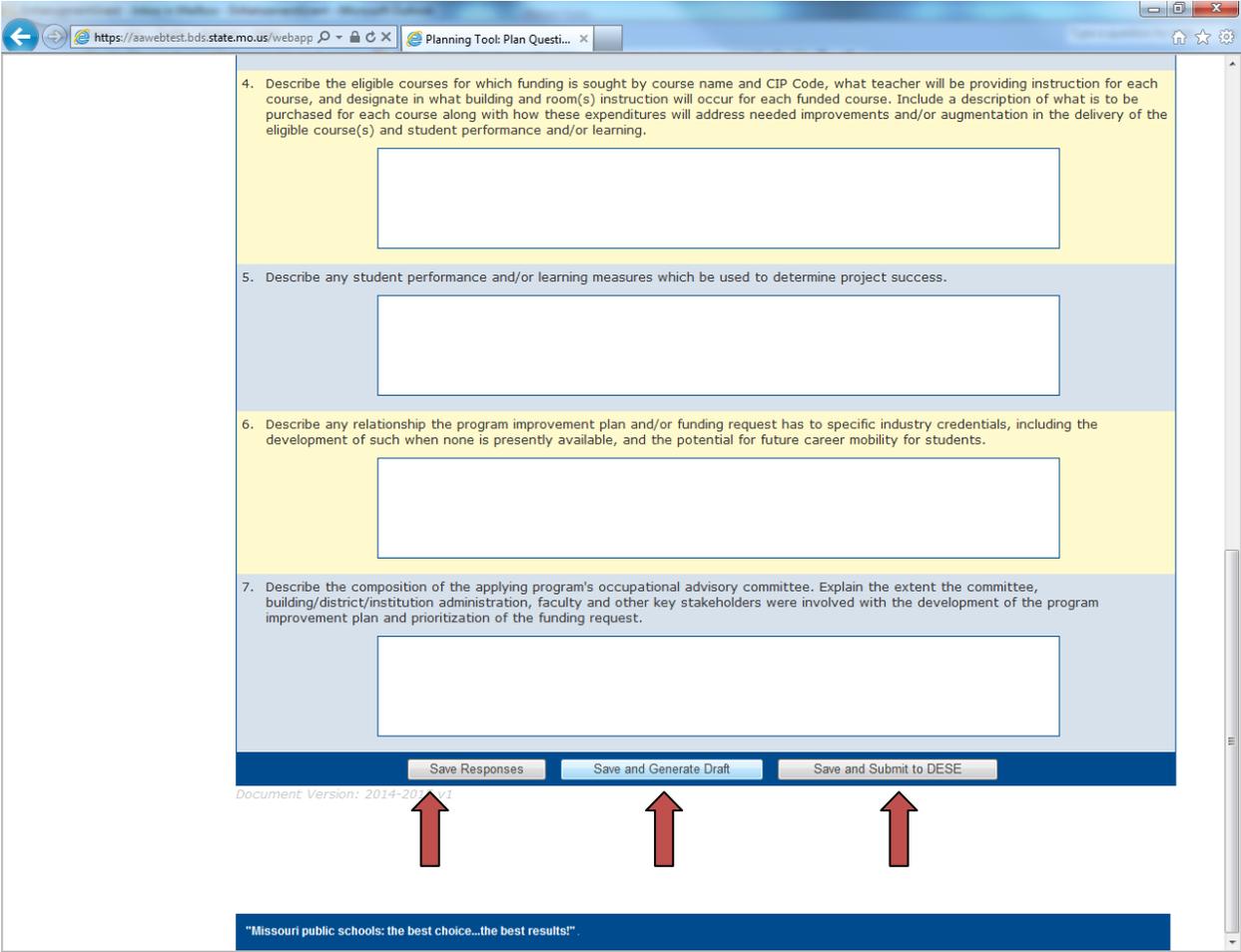


You may note three options for saving entered narrative. The first of these, "Save Responses" is simply to ensure that information which has been entered will remain in place if done in segments or if some unforeseen event occurs such as a power outage.

The second, "Save and Generate Draft" allows for distribution of a copy of entered narrative for review prior to submission of the application.

Finally, "Save and Submit to DESE" does just as it implies. Once the option is selected, the application is officially submitted through the web application and available for Department review and consideration for approval.

Figure 9



If any component of the application is deemed non-responsive and/or incomplete, approval will be denied and returned to the applicant with along with comments describing the point(s) deemed lacking. The applicant will then have thirty (30) days in which to make necessary changes and resubmit for a second review.