



Grant Overview:

Explore, Engage, and Experience (3E) Grant: Establishing Meaningful PK-12 Pathways and Opportunities for All

Program Name	Explore, Engage, and Experience (3E) Grant: Establishing Meaningful PK-12 Pathways and Opportunities for All Students
Fiscal Year of Award	2022-2024
Application Release Date	Monday, March 28, 2022
Application Due Date	Friday, May 13, 2022
Electronic Submission Process	<u>Online Form</u>
Eligibility	<p>This grant opportunity recognizes that PK-12 schools cannot establish meaningful pathways alone, and as a result, prioritizes the development of partnerships to achieve the outcomes listed on pages 4-5. Lead applicants may include any of the following:</p> <ul style="list-style-type: none">● PK-12 schools*;● non-profit organizations;● education service centers;● higher education institutions; or● employers. <p>In addition to applying as a non-profit organization, education service center, higher education institution, or employer, you may also apply as a convener and/or technical partner supporting pathways development across multiple PK-12 schools.</p> <p><i>*Please note: regardless of who is applying as the lead applicant, all successful applications must include a partnership and commitment from a K-12 partner(s).</i></p>



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Award	A total of \$25 million has been allocated towards this grant. Individual awards will be determined based on the intended outcomes resulting from the grant, including the number of students who complete a credential and/or work-based learning experience through the partnership.
Grant Award Notification Date	Anticipated June 2022



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Grant Summary

The 3E Grant is aimed at helping schools and communities strengthen, expand, and create effective pre-K to career pathways and linkages. An increasing number of state, regional, and local partnerships are being developed to blur the lines between PK-12, higher education, and the workforce. Our education system plays an essential role in ensuring all students develop foundational knowledge and skills, as well as access to exploration, engagement, and experiences that illuminate the range of opportunities available to them after high school. This includes career exploration and engagement in elementary and middle school and hands-on experiences in high school that support students as they choose a path of employment, enrollment, and enlistment leading to service.



Additionally, as our state continues to work with stakeholders on the launch of the Indiana Graduates Prepared to Succeed (GPS) dashboard, **career and postsecondary readiness (credentials and experiences)**, has been identified as one of the five characteristics most important to a student's preparation for success after high school.

To elevate efforts to provide seamless transitions for students, this grant will support the development of intentional pathways for schools and communities ready to lean in on this work. In particular, the 3E grant was developed with three key outcomes in mind:

Primary outcomes

1. Increase the number of students earning a high-value postsecondary credential by increasing access and enrollment in [Next Level Programs of Study](#) (CTE), [Indiana College Core](#), and/or a [Graduation Pathway high-value credential](#).
2. Increase the number of students engaging in [high-quality work-based learning opportunities](#) during high school.



Secondary outcome

3. Increase the number of innovative career exploration and engagement opportunities in elementary and middle school which lead to the experiences identified above.

While much of the work to achieve the primary outcomes listed above will occur through reenvisioning and maximizing a student's time in high school, applicants are also encouraged to connect these experiences with an increased number of innovative career exploration and engagement opportunities in elementary and middle school. These activities may also be included in the applicant's strategic plan and budget; however, there must be a clear connection between the secondary and primary outcomes. Successful applicants will prioritize the bulk of their spending on the primary outcomes.



Grant Requirements

Eligible Entities

This grant opportunity recognizes that PK-12 schools cannot do this important work alone, and as a result, prioritizes the development of partnerships to achieve the outcomes listed above. Lead applicants may include any of the following:

- PK-12 schools*;
- non-profit organizations;
- education service centers;
- higher education institutions; or
- employers.

In addition to applying as a non-profit organization, education service center, higher education institution, or employer, you may also apply as a convener and/or technical partner supporting pathways development across multiple PK-12 schools.

**Please note: regardless of who is applying as the lead applicant, all successful applications must include a partnership and commitment from PK-12 school partner(s).*

Consideration of Technical Partners

In addition to the eligible applicants listed above, successful applications may consider having a technical partner to offer support throughout the strategic planning and implementation process. If utilized, the services of the technical partner should be accounted for in the budget estimate provided by the lead applicant. Below are some questions that may be considered when evaluating the selection of a technical partner:

- Does the technical partner demonstrate effective experience in building school-employer relationships?
- Does the technical partner have the demonstrated ability to lead strategic planning for the applicant, including plans to grow postsecondary credential completion and/or work-based learning experiences as well as a sustainability plan?
- Does the technical partner have the demonstrated ability to track data and execute a progress monitoring plan?
- Does the technical partner have an understanding of other regional efforts being supported by state grant funding?
- Does the technical partner have a plan in place for ongoing communication and collaboration through a schedule of regular meetings amongst grant applicants and community partners?

Assumptions Regarding Data and Use of Funds:

- A data sharing agreement will be established between PK-12 schools and partner applicants.
- Funds must be used solely for the execution of the Explore, Engage, Experience (3E) Grant.
- IDOE will serve as the fiscal agent for the grant. The terms of engagement between PK-12 schools and partner applicants are the responsibility of the local parties.

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Application Process

The Application Overview and instructions for submitting applications begin on page 9.

1. Important Dates

- **Monday, March 28, 2022:** Application opens
- **Friday, May 13, 2022:** Applications due, must be submitted through the [Online Application Form](#)
- **June 2022:** Anticipated date of awards announcement

2. Grant Timeline

- **June 2022 - September 30, 2024**
- Grant recipient must obligate all funds by September 30, 2024
- Grant recipient must submit all reimbursements by December 31, 2024

3. Applicant Support

- For technical support or application clarity, applicants can contact StudentPathways@doe.in.gov. IDOE staff may not advise on application content.

4. Selection of Grant Awards

Following the close of the application window, all applications will be reviewed and scored by reviewers. Reviewers attend required training sessions that cover the application and rubric used to evaluate programs. These rubrics can be found on page 15.

Once scored by the reviewers, application scores will be screened for a significant score variance. IDOE will rank applications by final application scores. Top-scoring grants will be awarded until all funds have been exhausted.

IDOE reserves the right to determine individual awarded amounts based on application content and funding availability.

5. Required Information for Submission

- Bidder number
- Vendor registration
- Online form application with required documents



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*The registration status of all applicants will be reviewed and confirmed with the Secretary of State. This process can take 4-5 weeks. **Any lead applicants that are not registered by the application deadline, May 13, will be deemed ineligible for the grant.** See the [State Contracting](#) section of this document for more information.*



Application Overview

Applicants must develop and submit a grant narrative and budget to satisfy the following criteria as defined in the components listed below.

- The grant narrative and budget documentation must:
 - Reflect the intended use of the grant funds;
 - Affirm efforts to monitor program implementation, collect, share, and submit all relevant student data, and participate in a data sharing agreement with PK-12 schools, if applicable; and
 - Affirm that the amount of time each student spends on each work-based learning type will be documented and submitted per a data sharing agreement with PK-12 schools, as applicable.
- Further, applicants must develop and clearly articulate an Explore, Engage, and Experience (3E) plan through the grant narrative and budget documentation that satisfies each of the evaluation criteria (outlined in this document) beyond the required assurances.
- Applications lacking the required assurances will not be reviewed.

Component 1: Pathway Expansion & Implementation Planning

Successful grant applications will:

- **1.1** - Identify the pathway you seek to expand or create and explain how this pathway connects to the needs of your unique local economy.
- **1.2** - Develop a strategy and timeline for creating or expanding your identified pathway, along with a sustainability plan that will support the continuation of this work beyond the grant period.
- **1.3** - Create a comprehensive plan for career exploration and engagement in pre-K through grade 10 that prepares students for work-based learning experiences, internships, and apprenticeships in grades 11 and 12.
- **1.4** - Develop a partnership that allows for additional work-based learning experiences for high school students, particularly in high-wage, high-demand careers.



- **1.5** - Develop a pathway that leads to the attainment of credentials of currency (high-value technical certifications or other industry-recognized credentials and certificates) while still in high school.
- **1.6** - Provide a comprehensive communication plan for students and families to promote access to the new opportunities that will be created or expanded through this grant.
- **1.7** - Create a master schedule and pathway curriculum guide that provides flexibility for grade 11 and 12 students to allow for embedded career experiences and opportunities.
- **1.8** - Identify the support personnel within the school(s) and partner organization(s) who will be responsible for implementation and sustainability, and clearly define the role that each person will play. This may include career counselors, college credit coordinators, etc.
- **1.9** - Provide baseline data as well as data goals to measure post-implementation progress.. This should include an explanation of how progress monitoring will occur.

Component 2: Community Partner Collaboration

Successful grant applications will:

- **2.1** - Identify community partners who will assist in guiding your pathway planning, development, and implementation.
- **2.2** - Clearly define the role of each community partner and provide an explanation of why each community partner was selected. This should include details of any previous or current projects, as well as their unique qualifications.
- **2.3** - Provide documentation of commitment for each community partner. This should include a primary point of contact, contact information, and commitment type.
- **2.4** - Application has multiple PK-12 partners whose work aligns with economic development strategies of the county/region.



Application Components

Applications should only be submitted once, so please ensure applications are finalized before submitting. The online form for submitting applications can be found [here](#). Applicants should submit a completed Project Narrative, Budget Summary (Excel format), and Budget Narrative in the online form application.

Section	Points Possible
1. Project Narrative	
a. Pathway Expansion & Implementation Planning	54
b. Community Partner Collaboration	24
2. Budget Summary (Pass or Fail)	10
Budget Narrative (Pass or Fail)	10
TOTAL	98

Please ensure that as you are filling out the application narrative, you are following the rubrics that outline the points per category and requested information. Rubrics can be found on page 15 of this document.

1. Project Narrative

Pathway Expansion & Implementation Planning

- Please share a brief summary of the pathway you seek to expand or create and explain how this pathway connects to the needs of your unique local economy.
- What is your strategy and timeline for creating or expanding your identified pathway?
- What is your sustainability plan of action that will support the continuation of this work beyond the grant period?



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- What is your comprehensive plan for career exploration and engagement in pre-K through grade 10 that prepares students for work-based learning experiences, internships, and apprenticeships in grades 11 and 12?
- What partnership(s) have you developed that will allow for additional work-based learning experiences for high school students, particularly in high-wage, high-demand careers?
- How will your pathway lead to credentials of currency (a high-value technical certification or other industry-recognized credential or certificate) while still in high school?
- How will you communicate and engage students and parents in new opportunities that will be created or expanded through this grant?
- Identify the support personnel within the school(s) and partner organization(s) who will be responsible for implementation and sustainability. Clearly define the role that each person will play.
- Please provide the name(s) of your collaborating school(s)/district(s) and give details about the alignment of common pathways to economic development strategies of the region/county.

Grant Data Metrics

Metric	Current State: Baseline Data (Number & Percentage of Students Engaged)	Future State: Data Goal (Number & Percentage of Students Engaged)
PK-8th Grade Student Engagement in Career Exploration Activities & Curriculum		
6th-10th Grade Student Engagement in Career Engagement Activities & Curriculum		
11th & 12th Grade Student Engagement in Level 1 WBL* Experience		
11th & 12th Grade Student Engagement in Level 2 WBL Experience		
11th & 12th Grade Student Engagement in Level 3 WBL Experience		
11th & 12th Grade Student Engagement in Level 4 WBL Experience		
Graduating Seniors who have completed a Credential or Certification		

*WBL = work-based learning



Community Partner Collaboration

Complete Partnership Profile (minimum of one partner, maximum of three partners)

- Community Partner Organization
- Contact Name and Email Address
- Type of Partnership: What will this partner provide?
- Why was this partner selected?

Successful applications may consider having a technical partner to offer support throughout the strategic planning and implementation process. If utilized, the services of the technical partner should be accounted for in the budget estimate provided by the lead applicant.

- See technical partners [linked](#) here, but applicants are not limited to this list. Please make your selection in the online application form.
- If you choose to use a technical partner, why were they chosen?

2. Budget Summary & Narrative

- Complete the [Budget Summary](#) document and upload it as an Excel file to the application's online form.
- Complete the [Budget Narrative](#) document and upload it as a PDF file to the application online.

Budget summaries and narratives will be evaluated on a pass(10)/fail(0) basis based on the following criteria:

Grant funds must be reasonable, allocable, and necessary to fulfill the objectives of the grant. Evaluators will cross reference the budget to the Application Narrative. Any expenses listed on the Budget Summary or Narrative that do not line up with the described program may result in a failed budget.



Updated Allowable Expenses

Friday, April 22, 2022

Consider utilizing these funds for assessing the academic impact of COVID-19 learning disruptions and supporting **high-quality virtual instruction and programming**, as well as incorporating creative or enrichment opportunities that will build foundational skills while increasing retention and engagement, among other outcomes.

In preparation for this grant opportunity, applicants should identify the area(s) they seek to prioritize and determine the partner(s) that best meets those needs. After developing a strategy, estimated budget, timeline, and sustainability plan, the partnership can apply for the following reimbursable expenses:

The partnership can apply for the following reimbursable expenses:

<ul style="list-style-type: none">● Training● Contracted services● Personnel	<ul style="list-style-type: none">● Software and technology● Equipment● Tuition	<ul style="list-style-type: none">● Transportation● Virtual Programming
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Grant funds may be used for the following expenses:

- **Update Tech and Other Infrastructure**
 - Updating school data collection and analysis
 - Assessment of learning
- **Accelerate Learning**
 - Special Populations
 - Increase access
 - Personalized instruction
 - Family connections and involvement
 - Academic Programming and Assessment
 - Assessing academic impact Supporting high quality virtual instruction and programming
 - Incorporating creative or enrichment programming
- **Sustain Innovation**
 - Virtual Learning
 - Sustaining virtual learning
 - Enhancing virtual learning
 - School Design
 - School day restructuring

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- Increasing access to existing out-of-school time programs

Grant Funds May Not Be Used For The Following Unallowable Expenses:

- Non-academic entertainment
- Preparation of the initial grant application prior to 3/13/2020
- Pre-award costs (incurred before the grant effective date of 3/13/2020)
- Decorative items
- Purchase of facilities or vehicles
- Land acquisition
- Capital improvements
- Permanent renovations
- Food, including refreshments/snacks
- Indirect costs (costs that cannot be easily parsed to a particular funding line, such as the cost of preparing payroll or paying utilities)

Reimbursement

The 3E Grant Funding will be administered through reimbursement.

- Funding will be provided to grant recipients after the expenses within the grant period have been incurred.
- Grant recipients will follow procedures to submit documentation to obtain reimbursement monthly.
- Reimbursement forms and directions will be provided after the grant contracts have been fully executed.



Evaluation Rubrics

3E Grant Narrative Scoring Rubric

Component 1: Pathway Expansion & Implementation 3E Planning				
Criteria	Total Points (54 points possible)			
	Not Present (0 points)	Fair (2 points)	Strong (4 points)	Exemplary (6 points)
1.1 Identify the pathway you seek to expand or create and explain how this pathway connects to the needs of your unique local economy.	No sequence of courses is included.	A course sequence is included, but is not fully developed for grades 9-12 or the course sequence does not align to a locally determined high-wage, high-demand postsecondary pathway.	A fully developed course sequence for grades 9-12 is present and includes both core and elective courses that align with a high-wage, high-demand postsecondary pathway.	A comprehensive course plan for grades 7-12+ is present and includes both core and elective courses that align with a high-wage, high-demand postsecondary pathway.



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<p>1.2 Develop a strategy and timeline for creating or expanding your identified pathway along with a sustainability plan that will support the continuation of this work beyond the grant period.</p>	<p>No strategy, timeline, or sustainability plan of action included.</p>	<p>A strategy and timeline are included, but there is no clear sustainability plan for after the grant period.</p>	<p>A clear strategy and timeline that align with grant requirements are included along with a sustainability plan for after the grant period.</p>	<p>A comprehensive strategy is outlined with an implementation timeline that aligns with the grant spending deadline and showcases how the work will be fully sustained after the grant period. The strategy outlined should align with the current and future strategic goals identified under the IEDC READI Grant.</p>
<p>1.3 Create a comprehensive plan for career exploration and engagement in pre-K through grade 10 that prepares students for work-based learning experiences, internships, and apprenticeships in grades 11 and 12.</p>	<p>No PK-10 Career Exploration & Engagement Plan is included.</p>	<p>A PK-10 Career Exploration & Engagement Plan is included but lacks connection to the high school 3E experience.</p>	<p>A PK-10 Career Exploration & Engagement Plan is included that showcases the experiences and/or curriculum at each grade level that prepare students for high school 3E experiences.</p>	<p>A comprehensive PK-10 Career Exploration & Engagement Plan is included that showcases the experiences and curriculum at each grade level that prepare students for high school 3E experiences and is inclusive of both parent and community involvement.</p>



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<p>1.4 Develop a partnership that allows for additional work-based learning experiences for high school students, particularly in high-wage, high-demand careers.</p>	<p>No work-based learning experiences are included.</p>	<p>Work-based learning experiences are included but are available on a limited basis.</p>	<p>Work-based learning experiences are embedded into grades 11 & 12 student pathways and align with course curriculum and the postsecondary trajectory for the student.</p>	<p>A comprehensive plan is outlined for embedding work-based learning experiences into the pathway through both course curriculum and immersive experiences within industry, aligned to the postsecondary trajectory for the student.</p>
<p>1.5 Develop a pathway that leads to the attainment of credentials of currency (a high-value technical certification or other industry-recognized credentials and certificates) while still in high school.</p>	<p>No credentials of currency are included.</p>	<p>The pathway allows for the opportunity for some students to earn a credential of currency.</p>	<p>The pathway is developed so that a credential of currency is embedded for all students.</p>	<p>A comprehensive plan for the pathway is developed so that a credential of currency is embedded for all students, inclusive of stackable credentials and multiple avenues to credential attainment.</p>
<p>1.6 Provide a comprehensive communication plan for students and families to promote access to the new opportunities that will be created/expanded through this grant.</p>	<p>No communication plan is included.</p>	<p>A communication plan is included, but does not address all stakeholders or topics.</p>	<p>A communication plan for all grade 9-12 students and parents on each of the required areas is included.</p>	<p>A comprehensive communication plan for all students and parents, including incoming students in middle school and recent high school graduates, is included with frequent touch points</p>

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				and multiple communication methods.
1.7 Create a master schedule and pathway curriculum guide that provides flexibility for grade 11 and 12 students to allow for embedded career experiences and opportunities.	No pathway curriculum guide is included.	A pathway curriculum guide is included, but it does not allow for 3E experiences in grades 11 and 12 or only allows for these experiences for some students.	The pathway curriculum guide is designed to allow for some flexibility in grades 11 and 12 for all students to participate in 3E experiences and opportunities.	The pathway curriculum guide is designed to be flexible and ensure all students have multiple opportunities to participate in 3E opportunities throughout grades 11 and 12 and is inclusive of summer academic and immersive experiences leading to high-wage, high-demand opportunities.
1.8 Identify the support personnel within the school(s) and partner organization(s) who will be responsible for implementation and sustainability and clearly define the role that each person will play . This may include career counselors,	No information regarding school counseling role or Proactive Appreciative Advising or Career Coaching is included	A description of the role of the school counselor in the Regional Pathway is included, but does not align to the Proactive Appreciative Advising & Career Coaching Model	A description of the role of the school counselor in the Regional Pathway is included that aligns to the Proactive Appreciative Advising & Career Coaching Model	A comprehensive School Counseling plan is included that addresses the role of the school counselor in Proactive Appreciative Advising & Career Coaching and outlines a strategy for counselors to engage students and parents at least twice per semester

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college credit coordinator, etc.				
1.9 Provide baseline data as well as data goals to measure post-implementation progress. This should also include an explanation of how progress monitoring will occur.	No baseline data or data goals included.	Baseline data and data goals are provided, however the projected increase is less than 20% above baseline data.	Baseline data and data goals are provided, with the projected increase between 20% and 50% above baseline data.	Baseline data and data goals are provided, with the projected increase being at least 50% above baseline data.

Component 2: Community Partner Collaboration

<u>Criteria</u>	<u>Total points (24 points possible)</u>			
	Not Present (0 points)	Fair (2 points)	Strong (4 points)	Exemplary (6 points)
2.1 Identify community partners who will assist in guiding your pathway planning, development, and implementation.	No community partners identified.	At least one employer or community partner is included, but does not specify their role in the pathway planning, development and implementation.	At least one employer or community partner is included and clearly outlines their role in the pathway planning, development, and implementation.	Multiple employers and/or community partners are included and clearly outlines their role in the pathway planning, development, and implementation, including financial or in-kind supports.

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<p>2.2 Clearly define the role of each community partner and provide an explanation of why each community partner was selected. This should include details of any previous or current collaborations as well as their unique qualifications.</p>	<p>No plan for a consortium is included.</p>	<p>A plan for a consortium is included, but does not include all stakeholder groups (industry, community agencies, higher education, support agencies, and school partners).</p>	<p>A plan for a consortium of industry, community agencies, higher education, recommended support agencies, and school partners is included and general partners are identified.</p>	<p>A comprehensive plan for a consortium of industry, community agencies, higher education, recommended support agencies, and school partners is included. Support agencies have a proven, quality track record of supporting career pathway development. The plan is inclusive of consortium objectives and identifies key stakeholders to fill each role.</p>
<p>2.3 Provide documentation of commitment for each community partner. This should include a primary point of contact, contact information, and a signature.</p>	<p>No documentation of commitment from community partners.</p>	<p>Documentation of commitment demonstrates a general support of the work but does not provide specific examples of contribution.</p>	<p>Documentation of commitment demonstrates specific examples of equipment, human capital, in-kind, or financial support during the life of the grant.</p>	<p>Documentation of commitment demonstrates specific examples of equipment, human capital, in-kind and financial support beyond the life of the grant.</p>
<p>2.4 Application has multiple PK-12 partners whose work aligns with economic</p>	<p>One or fewer PK-12 organizations identified as partner organizations.</p>	<p>Multiple PK-12 organizations identified as partner organizations.</p>	<p>Multiple PK-12 organizations identified as partner organizations aligned with common</p>	<p>Multiple PK-12 organizations identified as partner organizations. Organizations are</p>

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development strategies of the county/region.			local/regional economic goals. Plan includes how PK-12 partners will collaborate with partnering employers to offer career exploration, engagement and WBL experiences.	strategically committed to local regional economic goals and have a robust plan of ongoing collaboration and shared service agreements. Plans are explicit about how the PK-12 collaboration will seek to provide a unified communication plan with local/regional employers in offering career exploration, engagement and WBL experiences.
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Budget Rubric

<u>Criteria</u>	<u>Fail (0 points)</u>	<u>Pass (10 points)</u>
Allowable expenditures	Budget includes non allowable items	Budget includes only allowable items
Reasonable, allocable, and necessary to fulfill the objectives of the grant	Budget is not reasonable, allocable, and/or necessary to fulfill the objectives of the grant	Budget is reasonable, allocable, and necessary to fulfill the objectives of the grant

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Data Monitoring

Grant recipients will be required to monitor and record the relevant student data and report this data to IDOE annually.

Awarded applicants will be required to use data templates provided by IDOE to ensure accurate and consistent data collection throughout the program. More information on data submission will be provided once awarded programs are announced.



State Contracting

The State of Indiana requires contract vendors to be registered with the state through three separate agencies: Secretary of State's Office, Indiana Department of Administration, and Auditor of State's Office. If you are currently not registered, or not active with your registration, please see the information below for assistance.

Secretary of State's Office (SOS)

If you are not already registered with the Secretary of State, please review their [website](#) or call 317-232-6581 to determine if your registration is required. You may verify if your organization's registration is active [here](#). Please note that individuals are not required to register with the SOS.

Auditor of State's Office (AOS)

If you are not already registered as a vendor with the State of Indiana, please fill out the [W9](#) and [Direct Deposit](#) forms and submit to Accounts Payable at accountspayable@doe.in.gov. Direct deposit by electronic funds transfer is required by IC 4-13-2-14.8 unless a waiver is obtained from the AOS.

Indiana Department of Administration (IDOA)

The Indiana Department of Administration has launched the Supplier Contract Management System (SCM) for the processing of state contract and grant agreements. On November 1, 2016, the IDOE began utilizing SCM for contract and grant agreements between the state and vendors. To meet the requirements of SCM and to accomplish this collaboration on your agreement(s), your organization must register to use the SCM system. Instructions for bidder profile registration are located [here](#). The Supplier Portal can be accessed [here](#).

These registrations may take several weeks to complete and are **required** for submission of the grant application. It is the lead applicant's responsibility to ensure registration with all three of the above agencies is completed prior to the grant deadline. **Failure to register with the above will result in dismissal from the review process.**



Submission

Please submit the Application Narrative, Budget Summary, and Budget Narrative to the [3E Online Grant Application Form](#) no later than **Friday, May 13, 2022 at 11:59 p.m. EDT**. Grant notifications are anticipated to be released **Monday, June 6, 2022**. Please reach out with questions or concerns to the following:

Flora Jones

Director of Student Pathways

Indiana Department of Education

StudentPathways@doe.in.gov

Elise Locke

Assistant Director of Student Pathways

Indiana Department of Education

StudentPathways@doe.in.gov

Appendices

- Appendix A: Work-Based Learning Continuum
- Appendix B: Career Engagement Continuum
- Appendix C: Career Exploration Continuum



Appendix A: Work Based Learning Continuum

Four Levels of Work-Based Learning (WBL) Experiences for Grades 11 & 12	
LEVEL 1: Basic WBL Experience	<ul style="list-style-type: none"> ● Governor’s Work Ethic Certificate or Career Exploration Internship- time dedicated to WBL experiences during the school day (e.g., student schedule allows ½ day off campus to experience world of work) <ul style="list-style-type: none"> ○ Paid or non-paid experience ○ Must have at least 5 hours per week dedicated to employability skill development through a Career Exploration Internship (Course Titles & Descriptions) ○ Post-secondary credential is not embedded in pathway; WBL experience only
LEVEL 2: WBL Capstone	<ul style="list-style-type: none"> ● WBL Capstones for Academic & CTE Pathways <ul style="list-style-type: none"> ○ Previous completion or current enrollment in one advanced dual credit course ○ Paid or non-paid experience ○ Hours for Completion - minimum 75 hours ○ Post-secondary credential embedded in pathway <ul style="list-style-type: none"> ■ Academic Pathway: Indiana College Core ■ CTE Pathway: Industry-Recognized Certification or Credential
LEVEL 3: STATE Pre-Apprenticeship	<ul style="list-style-type: none"> ● Pre-Apprenticeship: This level provides students with the potential to earn a CTE Concentrator with an embedded 3E Experience ● This pre-apprenticeship provides one year of the required credits needed in Level 4 and will be applied to Level 4 completion <ul style="list-style-type: none"> ○ Sequence of Courses: CTE Concentrator and/or Indiana College Core embedded ○ Paid or non-paid experience ○ Hours for Completion - 650 hours over the 11th and 12th grade years ○ Post-secondary CTE certificate or dual credit credential earned upon completion
LEVEL 4: FEDERAL (U.S. Department of Labor) Registered Apprenticeship / Modern Youth Apprenticeship	<ul style="list-style-type: none"> ● Paid WBL experience <ul style="list-style-type: none"> ○ Hours for Completion - approximately 2,000 hours ○ 2-3 year duration ○ Post-secondary CTE certificate or dual credit credential earned upon completion



Appendix B: Career Engagement Continuum

Engage						
Apply learning through practical experiences that develop knowledge and skills necessary for success in careers and postsecondary transition						
	Interactive/ Hands-On Experiences	Job Shadowing	Industry Developed Team Challenge PBL	CTE Student Organization (CTSO)	Micro-Internships	School Based Enterprises
Rec Grade	Grades 6 - 10	Grades 7-12	Grades 9 - 12	Grades 9-12	Grades 10 - 12	Grades 9-12
Description / Examples	<ul style="list-style-type: none"> For students to “try on” various careers by engaging in example tasks Foundational SAE 	<ul style="list-style-type: none"> For students to experience the day-to-day responsibilities of a given job 	<ul style="list-style-type: none"> Career Preparation activity where small groups of students (four to six per team) are engaged in solving a problem or a challenge issued by an employer in consultation with a classroom teacher 	<ul style="list-style-type: none"> FFA BPA, DECA, FBLA HOSA FCCLA Educators Rising Skillsusa TSA 	<ul style="list-style-type: none"> Two-week internship at local engineering firm during fall break (8 hours per day) Summer internship at a local tech company supporting the IT helpdesk 	<ul style="list-style-type: none"> Bernie’s Place Commodore Manuf SAE Ownership
Key Characteristics	<ul style="list-style-type: none"> Students participate in on-site industry/career field trip that offers opportunities for interactive or hands-on experiences to develop a new skill 	<ul style="list-style-type: none"> Meaningful experience that provides continued opportunity to student to witness day to day responsibilities of the given job Usually 3 hours-1 day 	<ul style="list-style-type: none"> Structured using effective project-based learning approaches Authentic problem or issue faced by employer Culminates with student presentation of solution(s) to a panel of employers Often structured as an interdisciplinary unit 	<ul style="list-style-type: none"> Takes place in class or after school Aligned to CTE programs of study Often involves competition that are project-based or skills based Offers recognition of student skills Networking opportunities 	<ul style="list-style-type: none"> Takes place at employer worksite Not always tied to course standards Two to eight weeks in length Students working onsite at employer workplace Mentoring from workplace practitioners Paid or unpaid Interns might experience multiple roles 	<ul style="list-style-type: none"> Student-led Centers on student provided goods or services to meet the needs of the local community Interaction with customers and/or clients Generally connected to CTE Course Ongoing training provided by teacher to meet business needs
Grad Pathway	Employability Skills	Employability Skills	Employability Skills	Employability Skills	Employability Skills	Employability Skills



Appendix C: Career Exploration Continuum

Explore						
Build awareness of careers and explore postsecondary and career options for the purpose of motivating students and to inform their decision making in high school.						
	Career Day / Career Fair	Clubs	Career Simulation	JA Jobspark	Indiana Career Explorer	Informational Interviews
Rec. Grade	Grades K-12	Grades K-12	Grades K-12	Grade 8	Grades 6-10	Grades 6-10
Examples	<ul style="list-style-type: none"> Indiana Manufacturing Day, Field trips to specific sector occupations Foundational SAE 	<ul style="list-style-type: none"> Robotics, Ag garden projects -marketing clubs 4-H Architecture, Construction, and Engineering Mentors (ACE) 	<ul style="list-style-type: none"> Junior Achievement BizTown Foundational SAE 	<ul style="list-style-type: none"> Provide a “hands-on” career exploration experience for students JA Jobspark 	<ul style="list-style-type: none"> Online career exploration tool 	<ul style="list-style-type: none"> For students to learn about careers and practice interview skills
Key Characteristics	<ul style="list-style-type: none"> Locally driven Invited to classroom -enhances employer engagement 	<ul style="list-style-type: none"> Driven by student interest Teacher supported During school or after school 	<ul style="list-style-type: none"> Students participate in activities that mirror tasks carried out by professionals in those careers 	<ul style="list-style-type: none"> A culminating hands-on experience that follows career curriculum at the elementary levels 	<ul style="list-style-type: none"> Should not be used as a “one and done” experience -To be effective, it must be connected to other learning and have relevance for the student outside of the classroom 	<ul style="list-style-type: none"> Teacher instructs students to prepare questions to ask, how to dress, nonverbal cues, etc. Student prepares Student receives immediate feedback from the interviewer upon completion of the interview and has the opportunity to talk informally with the person about their career.