



WELCOME

2020 Career and Technical Education (CTE)
Education Career Pathway State Grant

Presented by: Kristina Valentine



Agenda

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Background

- In September 2018, ISBE released the report [Teach Illinois: Strong Teachers, Strong Classrooms](#).
- ISBE is committed to implementing short, medium, and long term strategies that address the statewide teacher shortage and enable all school districts to have funding opportunities to implement a CTE Education Career Pathway or Program of Study.
- The Education Career Pathway is aimed at providing students with learning experiences and knowledge that prepare them to enter educator preparation programs at postsecondary institutions upon graduation from high school.
- The State of Illinois appropriated an additional \$5 million in funding to support career and technical education in FY 2020. The CTE Education Career Pathway State Grant NOFO/RFP is being released in accordance with the state administrative rules for Career and Technical Education (Vocational Education) Part 254 and the \$5 million state appropriation.



Eligibility Guidelines

- The administrative agency of a regional vocational system formed under a cooperative agreement,
- a public community college,
- a technical institute operated by a state university,
- or a state agency having administrative control and direction of a program of vocational education.

Priority Points:(10 points each)

- Tier 1 or Tier 2 status Districts as determined by the Evidence-Based Funding formula
- Districts identified as Rural by the National Center for Education Statistics



Grant Award

- Individual grants for schools can be up to \$249,000, and with no more than 9 schools, not to exceed \$996,000.
- The program has a total appropriation of \$5 millions
- This NOFO/RFP HAS a cost matching requirement for the partner school district
 - The planning grant funds awarded in FY 2020 and the implementation grant funds awarded in FY 2021 do not require a match;
 - The implementation grant funds FY 2022 and FY 2023 must be matched by the grantee LEA or consortium.
 - The LEA may use actual dollars or the in-kind value of services.
 - The **budget narrative** should include information about how the matched funds will be used to support the grant.



Grant Award – Cost Sharing Requirement

Fiscal Year	Funding Percentage	Funding Match
FY 20	100%	0%
FY 21	100%	0%
FY 22	67%	33%
FY 23	33%	67%



Grant Award Timeline

- All applications must be submitted electronically through the CTE Education Career Pathway RFP system in the IWAS program listing.
 - Late Proposal will not eligible for consideration.
 - Proposals must be submitted electronically by 4:00 p.m. on Friday, May 22, 2020.
- The grant period will begin as soon as possible and will extend from the execution date of the grant until June 30, 2020.
- Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.



Grant Award Timeline

- It is anticipated that successful application will receive a Notice of Award from the State Superintendent via email approximately 30 days after the application deadline.
- The award letter is NOT an authorization to begin performance or expenditures.
- After the merit-based appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant.
- Monies spent prior to programmatic approval are done so at the applicant's own risk.



Program Description and Guidelines

Program Description:

- The CTE Education Career Pathway State Grant will provide funding directly to eligible applicants to support planning and implementation of a CTE Education Career Pathway or Program of Study in one to nine schools. Programs will include:
 - coursework designed to prepare students for matriculation into and success in a postsecondary teacher preparation program and
 - student opportunities to participate in field experiences, and/or work-based learning to begin to hone their craft and gain experience in different educational settings and content areas, and
 - opportunities to earn dual credit¹, industry certification such as para-professional licensure, the State Seal of Biliteracy, a College and Career Pathway Endorsement, and micro-credentials to demonstrate teaching competencies acquired through the program.



Program Description and Guidelines

Eligible applicants:

- must identify local school districts in which programs will be implemented;
- partner with up to nine schools; and
- are required to form partnerships to strengthen programs;



Program Objectives

1. In each identified district, create or expand a CTE Education Career Pathway or Program of Study that meets the criteria for [Size, Scope, and Quality](#) and additional program quality metrics.



Program Objectives

2. In each identified district, prepare a diverse group of young people for future careers in education through targeted recruitment to the CTE Education Career Pathway -- specifically, English Learners, special education students, and gifted students along with other special populations, including those individuals who are preparing for non-traditional fields.



Program Objectives

3. In each identified district, collect data to evaluate program impact including:
 - The number and demographic information of students recruited
 - The number and demographic information of students who started and completed the local program
 - The number and demographic information of program completers entering college in pursuit of a career in education
 - The names, birthdates and IEIN number of all program participants (for longitudinal tracking purposes).
 - In each identified district, plan for sustainability to continue the program after grant funding concludes



Program Objectives

4. In each identified district, plan for sustainability to continue the program after grant funding concludes



Performance Standards

The minimum acceptable standard would be projects meeting Performance Criteria #1 and #2, but only two of criteria #3, #4 or #5 of the following Performance Measures. (Slides 17 and 18)



Performance Measures

- 1. Adherence to all Illinois Compiled Statute and Illinois Administrative Code requirements for licensure.**
- 2. The proposed partnership establishes a planning committee for each participating district composed of district administration, CTE teacher(s), community college or higher education agency representatives, and other stakeholders that includes all of the following:**
 - Communication that is no less than quarterly and ensures equitable participation
 - Collaboration is focused on the innovation of CTE programs or CTE program expansions.
 - There is collaboration on strategic attempts to recruit and retain non-traditional, special populations to CTE programs.



Performance Measures

3. Practices and approaches developed for CTE Education Career pathway programs will demonstrate reliance on current education research-based practices in educator preparation as shown by:

- Aligning academic, technical, and employability skills.
- Applying academic, technical, and employability skills in a work setting.
- Developing student support and student leadership through participation in Career and Technical Student Organizations or team challenges.
- Integrating the Illinois Learning Standards from the core academic content areas within CTE pathways and courses.
- Recruiting, retaining, and promoting special populations, non-traditional roles, and equity and access within CTE.
- Ensuring instruction by prepared and effective program staff;
- Detailing descriptions of practices and approaches that must be recorded in reports and narratives to ISBE.



Performance Measures

4. Capacity building for district, school, and staff and support staff will have the focus of:

- Engaging partners on capacity development.
- Assessing capacity assets and needs.
- Formulating a capacity development response.
- Implementing a capacity development response.
- Evaluating development for continuous improvement.

5. Local capacity to support the proposal is articulated for sustainability beyond grant funding.



Targets

Targets are:

- *FY 20 – 100% of planning should be completed by June 30, 2020.*
- *FY 21 - 50% of the implementation plan should be completed by June 30, 2021*
- *FY 22 - 75% of the implementation plan should be completed by June 30, 2022 and*
- *FY 23 - at least 90% of the implementation is completed by the end of the grant June 30, 2023.*



Deliverables and Milestones

An **Implementation Plan** for the execution of the grant during fiscal years 2021-2023 will be due no later than the conclusion of FY 2020 (6/30/2020). The plan must:

- Describe how to recruit and retain special population CTE students, non-traditional students, and English Learners, along with other groups identified in the Illinois ESSA Plan;
- identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in educator preparation;
- contain a multi-year timeline with tasks leading to program goal attainment, projected dates of task completion, person or people in charge of task(s), and dates for data collection of program participants;
- address program sustainability (see Section 4 in Narrative);
- identify supports to address disparities and gaps for special populations; and,
- identify potential barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career pathways or programs of study.



Deliverables and Milestones

Semi Annual Reports to ISBE - During the grant cycle, by January 15th of each year, the grantee must use the template provided to report on:

- Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee;
- Report on proposed timeline goals and analysis of progress toward goals to achieve grant objectives;
- The current data collection and analysis deficiencies and provide a plan to improve and grow a robust process that identifies disparities and gaps in equity and access to CTE programs (include identifying and recruiting potential students to pathways in the teaching career field);
- Student personalized learning plan implementation, including details of alignment to CTE Education Career Pathways and programs and connections to the Workforce Innovation Board and postsecondary institutions; and
- Provisions for career counseling; student interest surveys; and student internships, including the opportunity to earn endorsements and dual credit.



Deliverables and Milestones

End of the Year Reports to ISBE: A report will be submitted in a format specified by ISBE and serve as a summary of the implementation process in fiscal years 2021-2023 containing information about:

- Number of students, including disaggregated data for gender, race, non-traditional, and special population, who completed at least one course in the Education Career pathway in the final year;
- Number of students, including disaggregated data for gender, race, non-traditional, and special population, on track to complete at least two courses in the Education Career pathway in the final year (student is currently enrolled in the second course when reporting or student is registered for second course during following semester or following year);
- Number of senior students, including disaggregated data for gender, race, non-traditional, and special population, in the Education Career pathway who indicate that they intend to enroll in an educator preparation program after high school graduation;
- Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a micro-credential, credential, certification;
- Number of micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation;
- Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain Seal of Biliteracy;
- Number of students, including disaggregated data for gender, race, non-traditional, and special population, who have participated in education preparation activities within a Career and Technical Student Organization relating to education;
- Barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career pathway program to be considered in future actionable steps;
- Strategic efforts to target and recruit non-traditional students or reduce gaps or disparities; and
- Actionable steps for addressing the timelines in the sustainability plan.



Deliverables and Milestones

Deliverables #4, #5 and #6 listed below

- Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.
- Feedback received by the grantee from ISBE is expected to be used to refine the implementation planning process and must be reflected in future quarterly reports.
- Within 30 days of grant award a substantially approved budget must be submitted in IWAS.



Application Review and Rubric

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- **Need** is defined as the entity's need for funding to plan and implement a CTE Education Career Pathway that includes identification of stakeholders, facts, and evidence to justify and demonstrate that the proposal supports the grant program purpose.
- **Capacity** is defined as the ability of an entity to execute the grant project according to the project requirements.
- **Quality** is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program.
- **Sustainability** is defined as evidence provided in the form of additional funding and other resource streams that will support the program after grant funding concludes.
- **Cost-Effectiveness (Budget)** are defined as the overall impact in the use of grant funds (expenditures) toward resources aimed at supporting and sustaining the program over time and alignment and impact of those expenditures with goals of the grant program.



Application Review and Rubric

Criteria	Points
Need	15
Capacity	20
Quality	45
Sustainability	5
Cost-Effectiveness	15
Total Points	100
Priority Points	Up to 20
Total Points	120



Rubric

Section 1: Need (Part 1 of Proposal Narrative)

This section of the application documents local needs of the LEA and is supported by data.

- Describe the local need for establishing a CTE Education Career Pathway or Program of Study by describing specific local student population (including demographics) and how the program will meet the needs/interests of all students, including special populations (such as English Learners, special education and gifted students).
- Describe how your proposed program addresses local educator workforce development needs, including teaching shortages.
- Explain how students will be recruited and selected to the program and needs pertaining to recruitment and outreach, such as counselors, instructional staff, administrative, and support staff.



Rubric

Section 2: Capacity (Part 2 of Proposal Narrative):

- This section describes in detail the ability of an entity to execute the grant project according to the project requirements.
- List the partnerships and the roles of each partner such as school districts, higher education, community, and/or local Regional Office of Education (ROE) or Education for Employment (EFE) systems that will participate and support the development, implementation, evaluation, and sustainability of the program. State the expected impact of each partner on the success and sustainability of the program and aligned activities.
- Explain the anticipated district capacity needs in preparation to implement the program, such as teacher recruitment, salary, benefits, professional learning, student and teacher supports, supplies, mentoring, and partnerships necessary to implement and sustain program.
- Identify the plan and process to recruit and select instructional staff. Include number of staff and courses within the pathway.
- Include planned dual credit courses and capacity for transportation to field experiences/internships at elementary or middle schools or community-based organizations.



Rubric

Section 3: Program Design Quality: Objectives and Activities (Part 3 of Proposal Narrative): This section focuses on the objectives and activities in the design and implementation of the CTE Education Pathway and alignment to goals and objectives of the NOFO/RFP.

Include a detailed plan to implement a new or expand an existing CTE Education Career pathway or Program of Study at the local school level based on a collaborative working partnership with school districts, higher education and other (optional, but recommended) community partners, as appropriate. The proposed plan must include the following components:

- The pathway must align with the definition of [Size, Scope and Quality](#) and include the following specific components:
 - Marketing and recruitment plan for students, such as a student brochure, or an individualized learning plan template
 - Offer an education career pathway endorsement;
 - Offer opportunities to earn dual credit and the Seal of Biliteracy
 - Provide work-based learning opportunities and internships;
 - Observations at elementary/middle schools and/or community-based organizations with opportunities to create and deliver mini lessons;
 - Program based on teaching standards or competencies;
 - Offer a Career and Technical Student Organization along with adviser stipend, if needed;
 - Include a methodology for data collection and evaluation;
 - Establish an ongoing timeline for communication with ISBE.
 - In addition, programs may provide:
 - Career exploration opportunities in grades 5-8; and
 - Provisions for career counseling and a career exploration student interest survey.
- Describes micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation.
- List measurable objectives, supported by activities, and/or performance standards, or planned benchmarks.
- Include a plan to ensure that all program participants register for an IEIN in ELIS in support of longitudinal tracking by ISBE.
- Include a plan to measure effectiveness and data collection to drive improvements and sustain the education career pathway based on local data, Workforce Innovation Board data, student and business (community) needs, and postsecondary program completion rates.
- Describe the number of dual credit opportunities in CTE, specifically those leading to the teaching profession to be offered in Year 1 and subsequent dual credit opportunities or advanced placement planned.
- Describe the number of dual credit and advanced placement opportunities that will be available to students in the program and how they will specifically prepare secondary students for entry into educator preparation courses at the postsecondary level.
- Describe how your program will utilize research-based practices in educator preparation.



Rubric

Section 4 Sustainability Plan:

In this section:

- The proposed plan includes provisions in funding and other resources to sustain the education career pathway long term after the grant period ends. Provide information which includes additional funding and other resource streams.



Rubric

Section 5 Cost-Effectiveness (Budget), Impact, and Evaluation Narrative:

- Provide details how each budgeted item supports proposed goals, objectives, activities and outcomes;
- Provide details on anticipated impact as evidence and justification of spending the funds.
- Describe process to measure and evaluate cost-effectiveness and impact and the process to drive budgetary decisions toward program improvement over time.



Definitions and School Listings

Special Populations are individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty

Nontraditional careers are those occupations in which one gender comprises less than 25% of the current workforce.

Micro-credential is a digital form certification indicating demonstrated competency/mastery in a specific skill or set of skills.

Industry credential is a work-related credential or license that verifies through assessment individual's qualifications or competence

[Tier 1 and 2 School Listing](#)

[Rural School Listing](#)



Q & A

- Please type any questions you have in the chat box feature.
- Other questions can be emailed to:
 - kvalenti@ISBE.net
- All questions asked and their answers will be added to the FAQ document as they arrive.



Next Steps

Complete your proposal and submit.

Thank you!