



# WELCOME

2022 Career and Technical Education (CTE)  
Education Career Pathway State Grant

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## 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 to address statewide teacher shortage
  - 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.
- FY 2022 - \$2.1 million in funding



## Eligibility Guidelines

**Eligible Entities:** Eligible applicants are any entity that can demonstrate the capacity to support the activities described in 23 Ill. Adm. Code 256.400. Eligible applicants cannot serve implementing schools already being served in cohort FY 2020 and FY 2021.

- Districts
- ROEs
- EFEs
- Community Colleges
- State Institutions

### **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

List can be found at: <https://www.isbe.net/Pages/CTE-Grants.aspx> under CTE Education Pathway Grant Resources



## Grant Award

### **FY 2022 – Planning Year**

- Funding up to \$32,337 per school; total award with 6 schools up to \$194,022  
(Entities do not have to take the maximum of \$32,337 - it is up to \$32,337)

### **FY 2023 – Implementation Year**

- Funding up to \$50,000 per school; total award with 6 schools up to \$300,000.  
(Entities do not have to take the maximum of \$50,000 – it is up to \$50,000)

### **FY 2024 – Implementation Year 2**

- Funding award amount remains the same as FY2023, and requires a 33% district match
  - As an example: \$100,000 award for two implementing schools would receive an allotment of \$67,000 and requires matching funds in the amount of \$33,000.

### **FY 2025 – Implementation Year 3 – moving into Sustainability Year**

- Funding award amount remains the same as FY2025, and requires a 67% district match
  - Using the same example as above, a \$100,000 award for two implementing schools would receive an allotment of \$33,000 and requires matching funds in the amount of \$67,000

### **The cost matching requirement for the partner school district**

- The planning grant funds awarded in FY 2022 and the implementation grant funds awarded in FY 2023 do not require a match;
- The implementation grant funds FY 2024 and FY 2025 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	Award amount Up to range (1 school up to 6 schools )	Purpose
2022	\$32,337-\$194,022	Planning
2023	\$50,000 - \$300,000	Implementation
2024	\$32,000 - \$194,022	Implementation grantee match is 33%
2025	\$16,500 - \$99,000	Implementation grantee is match 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 be eligible for consideration.
  - Proposals must be submitted electronically **by 4:00 p.m. on Friday, March 14, 2022.**
- The grant period will begin as soon as possible and will extend from the execution date of the grant until June 30, 2023.
- 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 six schools. Programs will include:
  - coursework designed to prepare students for success in education and training pathways;
  - student opportunities to participate in field experiences, and/or work-based learning, and
  - opportunities to earn
    - dual credit<sup>1</sup>,
    - industry certification such as para-professional licensure,
    - State Seal of Biliteracy,
    - College and Career Pathway Endorsement,
    - 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;
- can partner with up to 6 implementing high 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



# Program Objectives

3. In each identified district, is collect data to evaluate program impact.



# Program Objectives

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



## 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.
3. Practices and approaches developed for CTE Education Career pathway programs will demonstrate reliance on current education research-based practices in educator preparation.
4. There will be a focus of capacity building for district, school, and staff and support staff to build and sustain a robust education pathway.
5. Local capacity to support the proposal is articulated for sustainability beyond grant funding.

***Performance Standard: 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***



# Targets

*Targets are:*

- *FY 22 – **100%** of planning should be completed by June 30, 2022.*
- *FY 23 - **50%** of the implementation plan should be completed by June 30, 2023*
- *FY 24 - **75%** of the implementation plan should be completed by June 30, 2024 and*
- *FY 25 - **at least 90%** of the implementation is completed by the end of the grant June 30, 2025.*





## Deliverables and Milestones

1. An **Implementation Plan** for the execution of the grant during fiscal years 2023-2025 (the template is provided by ISBE)
2. **Semi-Annual Report** to ISBE - During the grant cycle, by January 15th of each year (the template is provided by ISBE)
3. **End of the Year Report 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 2022-2025
4. Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.
5. 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.
6. Within 30 days of grant award a substantially approved budget must be submitted in IWAS

\*Details of each plan and report can be found in the RFP. Copies of the Implementation Plan Template and Semi-Annual Report can be @ <https://www.isbe.net/Pages/CTE-Grants.aspx>



## 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.

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



## 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

**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





## Q & A

- Please type any questions you have in the chat box feature.
- Other questions can be emailed to:
  - [kvalenti@ISBE.net](mailto: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!