



FY20 CTEI and Perkins Grant Overview

for Education for Employment (EFE)
System Directors
June 13, 2019



- Marci Johnson, Director of Curriculum & Instruction, State CTE Director
- Kim Barnes-Cummins, CTE Specialist (Region 3 & EFE 050)
- John DeWeese, Business (Region 5, State Agencies & CPS)
- Whitney Mehaffy, Health Science (Region 2, EFE 310 & 060)
- Steve Parrott, Tech & Engineering (Region 6, EFE 070 & 080)
- Heather Strom, School Counseling (Region 4 & EFE 065)
- Erica Thieman, Agriculture (EFEs 020 & 030)
- Kristina Valentine, Human/Public Services (Region 1)
- Camille Franklin, Charter Schools (GATA & EFE 040)



GATA

- Must complete the following prior to FY20 grant submission:
 - Grantee registration
<https://grants.illinois.gov/portal/> & completion of the Internal Controls Questionnaire (ICQ);
 - New FY 20 Organizational Risk Assessment via IWAS application; &
 - Current SAM Cage Code.
- Questions? Contact ISBE GATA Staff at gata@isbe.net or (217) 782-5630.



General Tips

- Work left to right through the pages.
- Use the Grant Instructions located on the Overview page as a guide.
- Save changes & check red error messages at the top of page before moving to next page.
- Use the Spell Check button in the upper right corner of pages.
- Don't use special characters (e.g., &, <, >, etc.).
- Enable pop-ups to access Spell Check & Review Checklist.



Overview Page Changes

| | | | | | | | | | | | |
|----------|-----------------------------|-------|------------------------|--------------|-------------------|-------------|-----------------|--------|---------------------|-------------------|-------------------|
| Overview | Applicant Information Pages | FEATA | Program Specific Pages | Budget Pages | Programmatic Risk | QA/QA Pages | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
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- Updated:
 - hyperlink to Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
 - Performance Indicator Definitions
 - Local Required Uses of Funds
 - Perkins V Definitions
 - Grant Instructions



Illinois State Board of Education

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| | |
|---------------------------------------|----------------------------|
| Applicant Information | Amendments |
|---------------------------------------|----------------------------|

Applicant Information

See the Overview page for instructions

Program Contact Person:

Last Name* First Name* Middle Initial

Address 1*

Address 2

City* State* Zip + 4

Phone*

Email*

Budget Contact Person (required fields if different from Program Contact):

Last Name* First Name*

General Education Provisions Act*

Section 427 of the General Education Provisions Act requires that all applicants provide a description of the steps the applicant proposes to take to ensure equitable access to and participation in these federal programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from access to and participation in program activities. Describe the steps that will be taken to overcome any barriers identified.* (Limited to 500 characters)
(0 of 500 maximum characters used)

Select the area affected by the project:

- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)

Activity Period:

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

Grant Period:

Begin Date: July 1, or the submission date of the original application, whichever is later
End Date: Project activities must be complete and expenses must be incurred by June 30. In the rare event that an extension is needed, contact your grant coordinator no later than 30 days prior to the end date.*

Justification for Grant Extension:

Use this text area for any needed explanations to ISBE in regard to the extension of the project year for this program.
(0 of 3000 maximum characters used)



Applicant Info Page

- Don't Forget:

- Area Affected – Choose Multiple Areas or Other AND list who is impacted by the grant (e.g., counties, districts, schools, etc.).

Select the area affected by the project:

- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)

- For the Original Application & all Amendments, must choose Activity Period; justification required for grant end date extension.

Activity Period:

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

Grant Period:

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date: 06/30/2020 Project activities must be complete and expenses must be incurred by June 30. In the rare event that an extension is needed, contact your grant coordinator no later than 30 days prior to the end date.*

Justification for Grant Extension:

Use this text area for any needed explanations to ISBE in regard to the extension of the project year for this program.
(0 of 3000 maximum characters used)



Applicant Info Page – Perkins Only

| | | | | | | | | | | | |
|-----------------------|----------------------------|-------|------------------------|-------------|-------------------|------------|----------------|--------|---------------------|-------------------|-------------------|
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| Applicant Information | | | | | Amendments | | | | | | |

- Don't Forget to Fill Out the GEPA Statement on both Main and Subgrants.

General Education Provisions Act*

Section 427 of the General Education Provisions Act requires that all applicants provide a description of the steps the applicant proposes to take to ensure equitable access to and participation in these federal programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation; gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from access to and participation in program activities. Describe the steps that will be taken to overcome any barriers identified.* (Limited to 500 characters)

(0 of 500 maximum characters used)

- Need to explain how you will address barriers for various student populations should they arise.
- Share guidance with Subgrantees.



Amendment Page Changes

| | | | | | | | | | | | |
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| Applicant Information | | | | | Amendments | | | | | | |

Amendments

Use this page to report any amendment details. If this is an Initial application, you still need to respond to the first question, save the page and continue completing your application.

Is this an Original application or Amended application? *

- Original Application
- Amended Application

Amendment Number

Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)

INCLUDE CHANGES IN BOTH THE ADMINISTRATIVE AGENT GRANT AND SUBGRANT(S) AND LABEL CLEARLY.

(0 of 1500 maximum characters used)

*Required field

Approval Status

- The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.

General Comments

Approval Status

- The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.

- The application is being returned for changes. See checklist items below.
- The application is fully approved.



Performance Indicators Page Changes

| | | | | | | | | | | | |
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| Performance Indicators | | | | | | Program Specific | | | | | |

Performance Indicator Definitions

The definitions on this page provide the Education for Employment (EFE) the new Perkins V performance indicators. Baseline data on each indicator will be provided to the EFE as part of the Comprehensive Local Needs Assessment required by Perkins V. State targets will be determined upon approval of the Perkins V State Plan and grantees held accountable starting FY21. FY20 is a transition year to prepare for the new Perkins V State Plan. This page is a Read-Only page. If you have any questions, contact your grant administrator.

1S1 FOUR-YEAR GRADUATION RATE

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

1S2 EXTENDED GRADUATION RATE

(At the State's discretion; Illinois also computes 6-year) The percentage of CTE concentrators who graduate high school, as measured by extended-year (6-year) adjusted cohort graduation rate defined in such section 8101.

2S1 ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 ACADEMIC PROFICIENCY IN MATHEMATICS

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 ACADEMIC PROFICIENCY IN SCIENCE

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 POSTSECONDARY PLACEMENT

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 NON-TRADITIONAL PROGRAM ENROLLMENT

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S1 PROGRAM QUALITY - ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL*

The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

5S2 PROGRAM QUALITY - ATTAINED POSTSECONDARY CREDITS*

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S3 PROGRAM QUALITY - PARTICIPATED IN WORK-BASED LEARNING*

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

* Program quality indicator(s) will be determined upon approval of the Perkins V State Plan for FY21.

- Read only
- State targets approved with new State Plan
- Preliminary baseline will be provided to each EFE.



Prior Year Final Reports Deleted

- Submit Final Progress Report with either 4th or 5th Quarter GATA Reports:
 - Upload template with cumulative report of full grant year.
 - 4th Quarter if grant end date 6/30/19
 - 5th Quarter if grant end date 8/31/19
 - All activities should be Completed.
 - Include evaluation results/accomplishments for all activities.

Grant Periodic Reporting System

Upload/View File(s)

Supporting information to the below sections can be included in this file.



Prior Year Final Reports Deleted

- In the Deliverables and Results/Accomplishment text boxes:
 - Include appropriate progress for that quarter
 - 4th Quarter progress if grant end date 6/30/19
 - 5th Quarter progress if grant end date 8/31/19
 - Also note that final progress report attached.

Deliverables

Required Uses: (R-1) Integration of academics with CTE (R-2) Linking secondary and postsecondary programs (R-3) All aspects of an industry (R-4); Use of technology (R-5) Professional development programs (R-6) Evaluation of CTE programs (R-7) Initiate and improve CTE programs (R-8) Effective services and activities (R-9) Prepare special populations and (R-10) Elementary

UGA Exhibit B (Briefly convey information regarding the status of the deliverable)

Results / Accomplishments in Reporting Period



Perkins Only – Local Plan

| | | | | | | | | | | | | |
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| Performance Indicators | | | Program Specific | | | | | | | | | |
| Local Plan | Ed. Community Involvement | Career Development | Student Support | Level of Performance | Professional Development | Integration | Programs of Study | | | | | |

Local Plan Requirements

See the Overview page for instructions

Submission of local plans is a requirement for receiving funds from this grant. FY20 Local Plans will prepare for the FY21 Local Application, including completion of the Comprehensive Local Needs Assessment, evaluation of existing CTE programs and programs of study, and a focus on equity, access, and success of all special populations in CTE programs. For additional information, use the hyperlink below to review the requirements and read grant Performance Standards on the Exhibit page.

[Section 134 and 135 of Strengthening Career and Technical Education \(CTE\) for the 21st Century Act \(Perkins V\) Grant](#)

Coordination and Collaboration*

Describe how all required groups and individuals, including business and industry, are involved in the development, implementation and evaluation of CTE programs and how they are informed of requirements.*

(0 of 1000 maximum characters used)

Check all applicable entities or activities.

- | | |
|--|--|
| <input type="checkbox"/> Advisory Committees | <input type="checkbox"/> Agency Coordination |
| <input type="checkbox"/> Council Memberships | <input type="checkbox"/> Focus Groups |
| <input type="checkbox"/> Leadership Councils | <input type="checkbox"/> Surveys |
| <input type="checkbox"/> Newsletters | <input type="checkbox"/> Website Development |
| <input type="checkbox"/> Other | |

Special Populations*

Special populations include the following groups:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth;
- 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—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

- Updated Perkins V Act hyperlink
- Updated Special Populations categories
- New 4-year local application (plan) approved along with State Plan



Program Specific Changes

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| Local Plan | Ed. Community Involvement | Career Development | Student Support | Level of Performance | Professional Development | Integration | Programs of Study | | | | |

- Required Uses Updated to Perkins V
 - (R-1) Career exploration & career development
 - Perkins – including middles grades (down to grade 5)
 - CTEI – Elementary dollars for K-8 activities (R-7)
 - (R-2) Professional Development
 - (R-3) CTE technical and employability skills
 - (R-4) Integration of academic skills into CTE
 - (R-5) CTE program of study for increased student achievement
 - (R-6) Evaluation of CTE programs, including Local Needs Assessment
- See Local Required Uses of Funds on Overview Page for full guidance on activities that align to each.



Program Specific Changes

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| Override | Applicant Information Pages | FEATA | Program Specific Pages | Budget Pages | Programmatic Risk | GATA Pages | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Performance Indicators | | | | | | Program Specific | | | | | |
| Local Plan | Ed_Community Involvement | Career Development | | Student Support | Level of Performance | | Professional Development | Intercation | | Programs of Study | |

- No Performance Indicators to link to activities
- With no State Targets, FY20 deliverables are:
 - Completing the Comprehensive Local Needs Assessment & reporting results (guidance forthcoming) – due 6/30/20;
 - As a result of needs assessment, providing a list of CTE programs seeking funding in FY21 – due 4/1/20; &
 - EFE System Director attending at least 1 special populations PD & communicating info to appropriate system & school personnel – due 6/30/20.



Budget Detail Changes

- Use March 2019 ISBE Fiscal Policies & Procedures.
- See Grant Instructions on the Overview page for guidance on allowables in each grant.
- Perkins V to support CTE programs of sufficient size, scope & quality
 - This will be opened to public comment &
 - Approved with new State Plan.



Budget Detail Changes & Reminders

- Perkins V allows more flexibility with:
 - Reducing or eliminating barriers for special populations participation in CTE programs;
 - Supporting CTSOs; &
 - Covering industry-recognized certifications or other assessments (see Required Uses of Funds for a complete list).
- Still 5% cap on Administrative expenses (2300).
- Same as FY19 – NO food for PD or meetings (only travel meal reimbursement & food for student instruction supply)



Budget Reminders

- CTEI only:
 - Can include CTE teacher instructional salary & benefits.
 - See guidance on Teacher's Salary Cap & CTE Course Allotment.
 - See guidance on food for PD or meetings.
- Proposed Expenditure Page:
 - Between Minimum & Maximum Admin (2300, 2520, 2540)
 - Exceed other allotments – requires justification
- Payment Schedule & Expenditure Reporting could be impacted by late submission or approval (see May 30th email on new law).



Programmatic Risk Assessment

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|---|-----------------------------|-------|------------------------|--------------|----------------------------|------------|-----------------|--------|---------------------|-------------------|-------------------|
| Overview | Applicant Information Pages | IFATA | Program Specific Pages | Budget Pages | Programmatic Risk PRA-ISBE | GATA Pages | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| ISBE portion of Program Risk Assessment | | | | | | | | | | | |

- All questions on 1 page
- Answers combined with Organizational Risk Assessment for:
 - Notice of State Award (NOSA) Program Risk Conditions &
 - NOSA PRA Prequalification Status
- Check Prequalification Status at GATA Grantee Status Report - https://www.isbe.net/Documents/GATA_Status.pdf



ISBE Vision, Mission & Values

| | |
|---|--|
| <p>Vision: Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.</p> | <p>Goals: Every child in each public school system in the State of Illinois deserves to attend a system wherein...</p> <ul style="list-style-type: none"> • All kindergartners are assessed for readiness. • Ninety percent or more of third-grade students are reading at or above grade level. • Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics. • Ninety percent or more of ninth-grade students are on track to graduate with their cohort. • Ninety percent or more of students graduate from high school ready for college and career. • All students are supported by highly prepared and effective teachers and school leaders. • Every school offers a safe and healthy learning environment for all students. |
| <p>Mission: Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.</p> | |



Share

- CTE Best Practices & Success Stories – CTE@isbe.net
- Perkins V Feedback – Perkins@isbe.net



Contact Us

- Center for Curriculum & Instruction, College & Career Readiness Division:
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