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

- 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
Whole Child ● Whole School ● Whole Community
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.).

  – For the Original Application & all Amendments, must choose Activity Period; justification required for grant end date extension.
Applicant Info Page – Perkins Only

• Don’t Forget to Fill Out the GEPA Statement on both Main and Subgrants.

– Need to explain how you will address barriers for various student populations should they arise.
– Share guidance with Subgrantees.
# Amendment Page Changes

## 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

**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 and financial areas and label clearly.

(5 of 1500 maximum characters used)

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*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

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.

<table>
<thead>
<tr>
<th>Performance Indicator Definitions</th>
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<tbody>
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</table>

#### 151 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).

#### 152 EXTENDED GRADUATION RATE
(A at the State's discretion; Illinois also computes 0-year) The percentage of CTR concentrators who graduate high school, as measured by extended-year (8-year) adjusted cohort graduation rate defined in such section 8101.

#### 251 ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1113(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.

#### 252 ACADEMIC PROFICIENCY IN MATHEMATICS
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1113(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.

#### 253 ACADEMIC PROFICIENCY IN SCIENCE
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1113(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.

#### 351 POSTSECONDAry PLACEMENT
The percentage of CTR concentrators, including those 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. 2594(a)), or are employed.

#### 451 NON-TRADITIONAL PROGRAM ENROLLMENT
The percentage of CTR concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

#### 551 PROGRAM QUALITY - ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL
The percentage of CTR concentrators graduating from high school having attained a recognized postsecondary credential.

#### 552 PROGRAM QUALITY - ATTAINED POSTSECONDARY CREDITS
The percentage of CTR 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.

#### 553 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 4\textsuperscript{th} or 5\textsuperscript{th} Quarter GATA Reports:
  – Upload template with cumulative report of full grant year.
    • 4\textsuperscript{th} Quarter if grant end date 6/30/19
    • 5\textsuperscript{th} Quarter if grant end date 8/31/19
  – All activities should be Completed.
  – Include evaluation results/accomplishments for all activities.
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.
Perkins Only – Local Plan

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

- 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

- 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

• 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

**Vision:**
Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

**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.

**Goals:**
Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- 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.
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:
  - (217) 524-4832
  - Kim Barnes-Cummins – k Barnes@isbe.net
  - John DeWeese - jdeweese@isbe.net
  - Whitney Mehaffy – wmehaffy@isbe.net
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