# WELCOME

2025 Career and Technical Education (CTE)
Education Career Pathway State Grant

Presented by: Gina Fulton, Principal Consultant

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# Agenda

- Background of Grant
- Eligibility Guidelines
- Purpose, definitions, and examples
- Completing the Electronic Grant in IWAS
  - General Information
  - Application Information
  - Application Narrative
  - Budget Pages Tabs
  - Assurances Tabs
- Grant Due Date –May 3, 2024, by 4:00 pm
- Award Timeline—Tentative award date, August 1, 2024 *without any appeals
- Definitions of Terms
- FAQ
- Next Steps

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# Background

- In September of 2018, ISBE released the Teach Illinois: Strong Teachers, Strong Classrooms report.
- ISBE is committed to implementing short-, medium-, and long-term strategies to address the statewide teacher shortage.
  - The Education Career Pathway is aimed at providing students with learning experiences and knowledge that prepares them to enter educator preparation programs at postsecondary institutions upon graduation from high school.

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# Eligibility Guidelines

**Eligible Entities:** Any entity that can demonstrate the capacity to support the activities described in 23 Ill. Adm. Code 256.400 is eligible to apply.

- Regional Offices of Education
- Education for Employment systems
- Community colleges
- State institutions

** One applicant can partner with no more than five implementing schools and implementing schools currently being served in an Education Pathway Grant (FY 2022 or FY 2024)

**Priority Points:**(20 points total ; 5 points each bullet below)

- Rural district(s) are found on the list from the U.S. Department of Education.
- Schools identified at 70% or below in adequacy funding.
- High school teacher vacancy rate 5% or more.
- High school students of color percentage are underrepresented 25% or more (using Illinois School Report Card data).

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# Eligibility Guidelines Con't

- Any entity that can demonstrate the capacity to support the activities described in 23 Ill. Adm. Code 256.400 is eligible. Eligible applicants cannot partner with implementing schools already served in the fiscal year 2022 and 2024 CTE Education Career Pathway Grants.
- Listing of FY22-FY24 Awardees
- Expansion of pathways is allowed-meaning a new pathway can be added if the awardee is not 2022 or 2024 recipient and the pathway did not exist in that school in the past. Example: HS A has Early Childhood Pathway and wants to offer General Education Pathway. This can be done if they did not receive funds in FY 22 or FY 24 and a new separate CTE Education Pathway is created.

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# Grant Purpose

This grant will be an avenue to recruit students into the field of education, thus addressing the teacher shortage in Illinois.

It will provide funding to eligible applicants to support the development and implementation of CTE Education Career Pathways or Programs of Study in specific partner districts and schools.

Pathways associated with this grant opportunity are:

Early Childhood Education and Training

General Education  (Early Childhood Education, Elementary/Secondary Education)

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# Program Description

- The CTE Education Career Pathway State Grant will provide funding directly to eligible recipients to support planning and implementation of a CTE Education Career Pathway or Program of Study.

- Programs will include coursework designed to prepare students for matriculation into and success in a postsecondary teacher preparation program.

- It will afford students 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.

- Program participants will have opportunities to earn dual credit; 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.

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# Grant Purpose

- Awardees will be developing high school CTE Educator Pathways or Programs of Study.
- The *Human Service Matrix* and course offerings to support implementation planning are provided to help guide your planning and writing your proposal. Each hyperlink below allows the applicant to see what courses need to be planned for and specifically what are some areas to consider when planning.
- The Model Education Program of Study is provided as an example of what the Program of Study for education could look like.

General Education Course Offerings
Early Childhood Education Course Offerings
Human Services Matrix
Model Education Program of Study

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# Career Pathway Definition

CAREER PATHWAY is defined in Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and referenced in Perkins V. The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that:

* Aligns with the skill needs of industries in the economy of the state or region involved;
* Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an apprenticeship, except in Section 171);
* Includes counseling to support an individual in achieving the individual's education and career goals;
* Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
* Organizes education, training, and other services to meet the particular needs of an individual to the extent practicable;
*Enables an individual to attain a secondary school diploma or its recognizable equivalent and at least one recognized postsecondary credential; *and*
*Helps an individual enter or advance within a specific occupation or occupational cluster.

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# Program of Study Definition

PROGRAM OF STUDY is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary levels and a component to a career pathway that:

*Incorporates challenging state academic standards, including those adopted by a state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

*Addresses both academic and technical knowledge and skills, including employability skills;

*Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;

*Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

*Has multiple entry and exit points that incorporate credentialing; ***and***

*Culminates in the attainment of a recognized postsecondary credential.

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# Human Services Matrix

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| TEACHER LICENSURE ENDORSEMENT | ELS with FCDA<br>ELS with FCCP<br>ELS with FCSW<br>ELS with EDTN<br>ELS with ECED | Group 1 & 2 Only:<br>ELS with FCSW<br>ELS with FCWF<br>ELS with FCCP | ELS with ECED<br>Group 1 & 2 Only:<br>ELS with FCWF<br>ELS with FCDA<br>ELS with FCSW | Group 1 & 2 Only:<br>ELS with FCWF<br>ELS with FCDA<br>ELS with FCCP | PEL with FACS<br>ELS with FNCC | PEL with FACS<br>ELS with FCED | PEL with FACS<br>ELS with FCED | PEL with FACS<br>ELS with EDTN | PEL with FACS<br>ELS with ECED |
| PATHWAY | WORK AND FAMILY STUDIES | ADULT DEVELOPMENT AND AGING | CHILD CARE PROVIDER | SOCIAL WORK | FOODS, NUTRITION AND WELLNESS STUDIES | HOUSING AND HUMAN ENVIRONMENTS | APPAREL AND TEXTILE | EDUCATION, GENERAL | EARLY CHILDHOOD EDUCATION AND TRAINING |
| **GROUP 1: ORIENTATION COURSES (Minimum Selection: One course from Group 1 or 2)** | | | | | | | | | |
| ORIENTATION COURSES | Career Exploration 22151A001 | Career Exploration 22151A001 | Career Exploration 22151A001 | Career Exploration 22151A001 | Career Exploration 22151A001 | Career Exploration 22151A001 | Career Exploration 22151A001 | Career Exploration 22151A001 | Career Exploration 22151A001 |
| | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 | Human Services Career Exploration 19001A001 |
| **GROUP 2: INTRODUCTORY COURSES** | | | | | | | | | |
| ODUCTORY COURSES | Introduction to FACS Careers 19251A001 | Introduction to FACS Careers 19251A001 | Introduction to FACS Careers 19251A001 | Human Growth and Development 19261A001 | Introduction to FACS Careers 19251A001 | Introduction to FACS Careers 19251A001 | Introduction to FACS Careers 19251A001 | Foundations to Teaching 19151A001 | Foundations to Teaching 19151A001 |
| | Work and Family Relationships 19259A001 | Work and Family Relationships 19259A001 | Work and Family Relationships 19259A001 | Work and Family Relationships 19259A001 | Work and Family Relationships 19259A001 | Textiles and Design I 19201A001 | Fashion, Apparel, and Textile Service Occupations 19204A001 | Human Growth and Development 19261A001 | Human Growth and Development 19261A001 |
| | Human Growth and Development 19261A001 | Human Growth and Development 19261A001 | Human Growth and Development 19261A001 | Child Development and Parenting 19052A001 | Nutrition and Culinary Arts I 16054A001 | Work and Family Relationships 19259A001 | Work and Family Relationships 19259A001 | Work and Family Relationships 19259A001 | Work and Family Relationships 19259A001 |

Pathway >>>

Orientation Courses >>>

Introductory Courses >>>

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# Humans Service Matrix Con't

Skills Courses >>>

Advanced Courses >>>

Workplace Experience >>>

**CAREER PROGRAMS IN HUMAN SERVICES (2023-2024)**

| CAREER CLUSTER | Human Services | Human Services | Human Services | Human Services | Human Services | Hospitality and Tourism | Manufacturing | Education and Training | Education and Training |
|---|---|---|---|---|---|---|---|---|---|
| CIP | 19.1001 | 19.0702 | 19.0709 | 44.0701 | 19.0501 | 19.0601 | 19.0901 | 13.0101 | 13.1210 |
| INTRODUCTORY COURSES *CONTINUED* | Textiles and Design I 19201A001 | | | | | | | | |
| | Family and Career Relationships 19151A001 | | | | | | | | |
| **GROUP 3: SKILLS COURSE (Minimum Selection 1)** | | | | | | | | | |
| SKILLS COURSE | Family and Consumer Sciences 19251A002 | Elder Care 19053A002 | Child Care 19051A001 | Counseling and Mental Health 19301A001 | Nutrition and Wellness 19253A001 | Interior Design 05193A001 | Textile and Design Occupations 19204A002 | Educational Methodology 19152A001 | Early Childhood Education 19153A001 |
| | | | Care and Learning Services Management 19055A001 | | | | Textiles and Design II 19203A001 | | |
| **GROUP 4: ADVANCED COURSES** | | | | | | | | | |
| ADVANCED COURSES | Family and Consumer Sciences Communications 19299A001 | Geriatric Aide 14059A001 | | Community Protection 15202A001 | Food Science 19254A001 | Home Furnishings Production 19206A002 | Fashion Merchandising 12153A001 | Instructional Technology 19155A001 | Instructional Technology 19155A001 |
| | Consumer Economics & Personal Finance 19262A001 | Home Health Aide 14053A001 | | | Food Preparation and Health Management 19252A001 | Facilities Planning and Management Services 16103A001 | Clothing/Textile Maintenance 19202A001 | Classroom Management 19154A001 | Classroom Management 19154A001 |
| | Community Protection 15202A001 | Community Protection 15202A001 | | | | | | | |
| | | Gerontology 14059A002 | | Gerontology 14059A002 | | | | | |
| **GROUP 5: WORKPLACE EXPERIENCE COURSES** | | | | | | | | | |
| WORKPLACE EXPERIENCE | Human Services Workplace Experience 19998A003 | Human Services Workplace Experience 19998A003 | Human Services Workplace Experience 19998A003 | Human Services Workplace Experience 19998A003 | Human Services Workplace Experience 19998A003 | Hospitality and Tourism Workplace Experience 16998A001 | Manufacturing Workplace Experience 13998A002 | Education and Training Workplace Experience 19198A003 | Education and Training Workplace Experience 19198A003 |
| | Work and Family Studies Workplace Experience 19298A001 | Elder Care Workplace Experience 19098A001 | Child Care Workplace Experience 19098A002 | Social Work Workplace Experience 19998A001 | Nutrition and Wellness Workplace Experience 19998A002 | Interior Design Workplace Experience 19248A002 | Apparel and Textile Workplace Experience 19248A001 | General Education Workplace Experience 19198A001 | Early Childhood Education Workplace Experience 19198A002 |

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# Grant Award

| Fiscal Year | Award amount<br>Up to range (1 to 5 schools) | Purpose |
|---|---|---|
| 2025 | $0 funds awarded this year | Planning Time<br>100% planning |
| 2026 | $50,000 - $250,000<br>$50,000 per school | Implementation Time<br>At least 50% of implementation to be completed |
| 2027 | $50,000 - $250,000<br>$50,000 per school | Implementation and Planning Sustainability Time<br>At least 75% of implementation to be completed |
| 2028 | $50,000 - $250,000<br>$50,000 per school | Implementation and Sustainability Time<br>At least 90% of implementation |

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# Access to eGMS

This grant has an electronic process for application.

Access the grant via IWAS. System listing: **CTE Education Career Pathway RFP**. NOTE: Do not choose the CTE Education Career Pathway Continuation Grant!!

If you do not currently have access to the ISBE Web Application Security (IWAS) system, please contact our **Call Center at 217-558-3600** during business hours: Monday - Friday, 7 a.m. -4:30 p.m. Someone will help you to get access to IWAS in order to apply for this grant.

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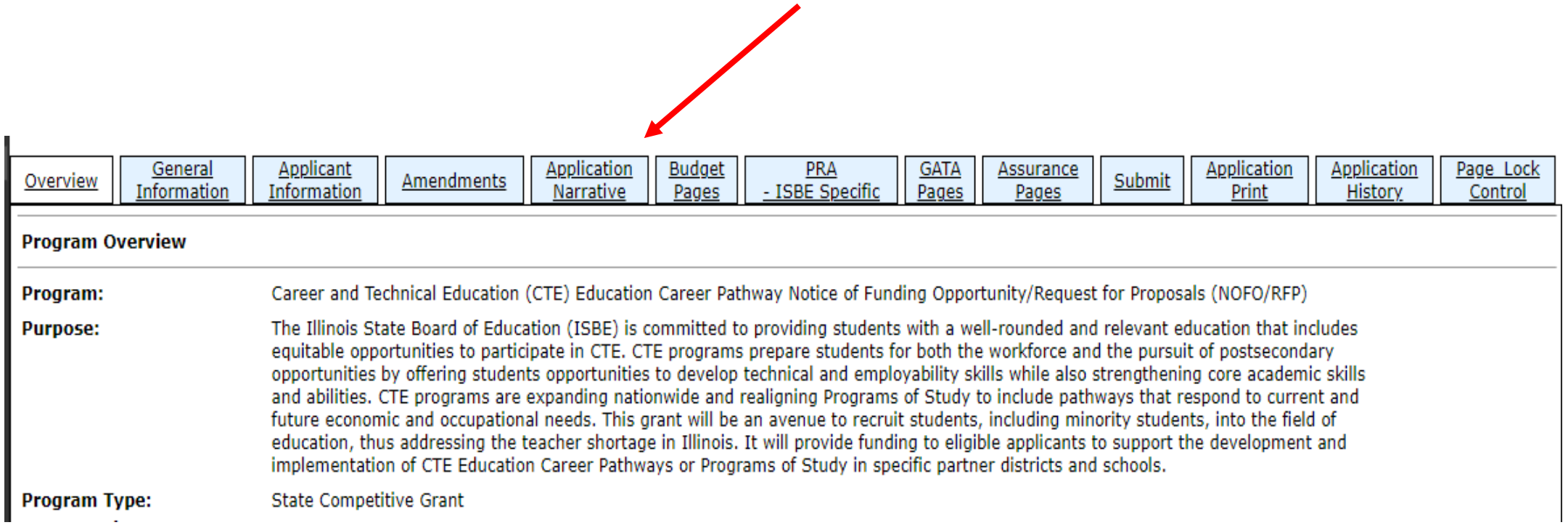
# Completing the Grant Electronically

You will see the following tabs across the application after opening the grant. For today's training, the application narrative is the focus.

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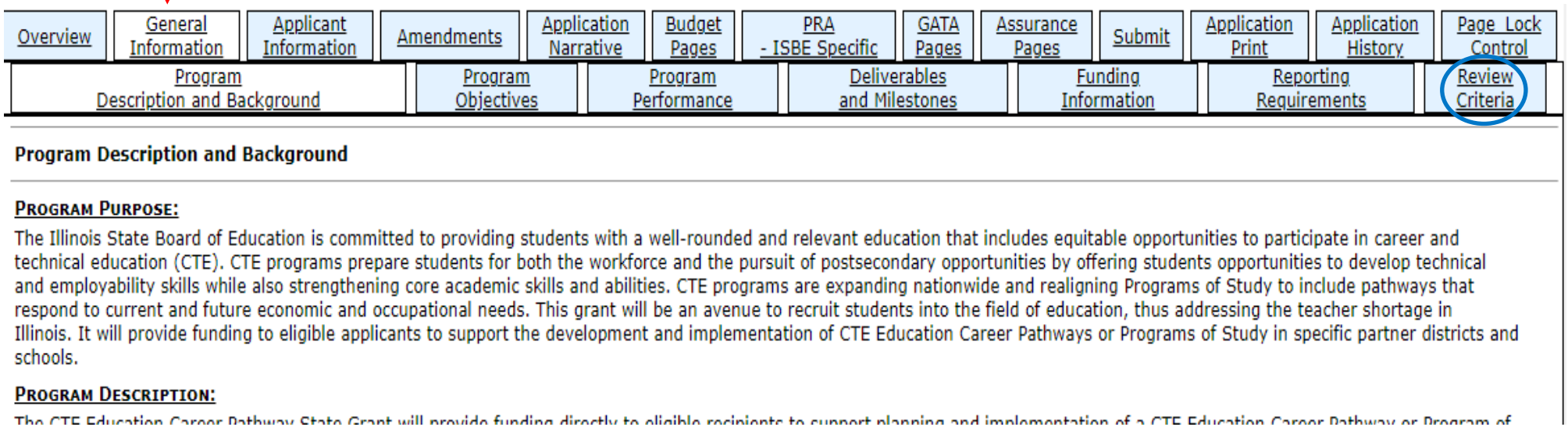
# Important Tabs Inside the Grant

*The General Information tab of the grant has “break out” tabs below. These tabs contain important information concerning the objections, program performance, deliverables of the grant, funding, reporting, and the **REVIEW CRITERIA** for this competitive grant.

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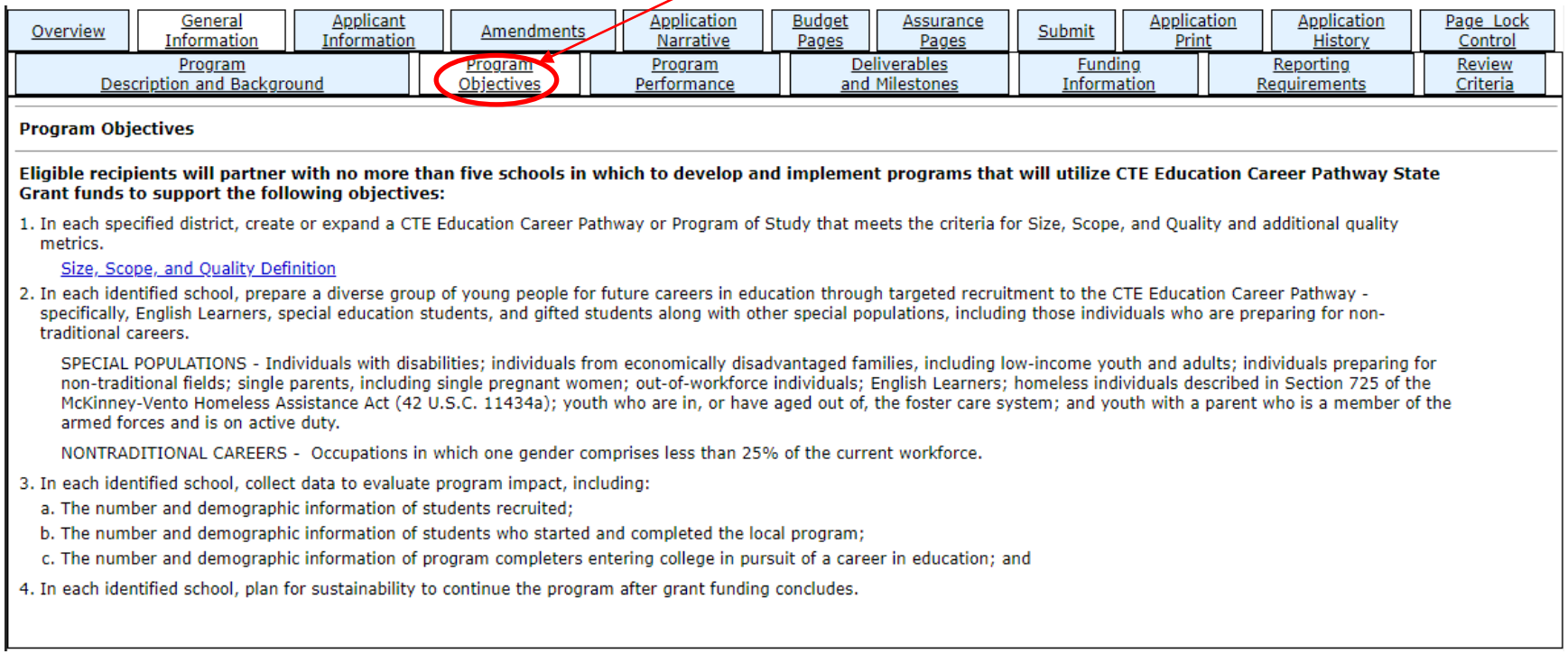
# General Information – Program Objectives




Size Scope Quality Link

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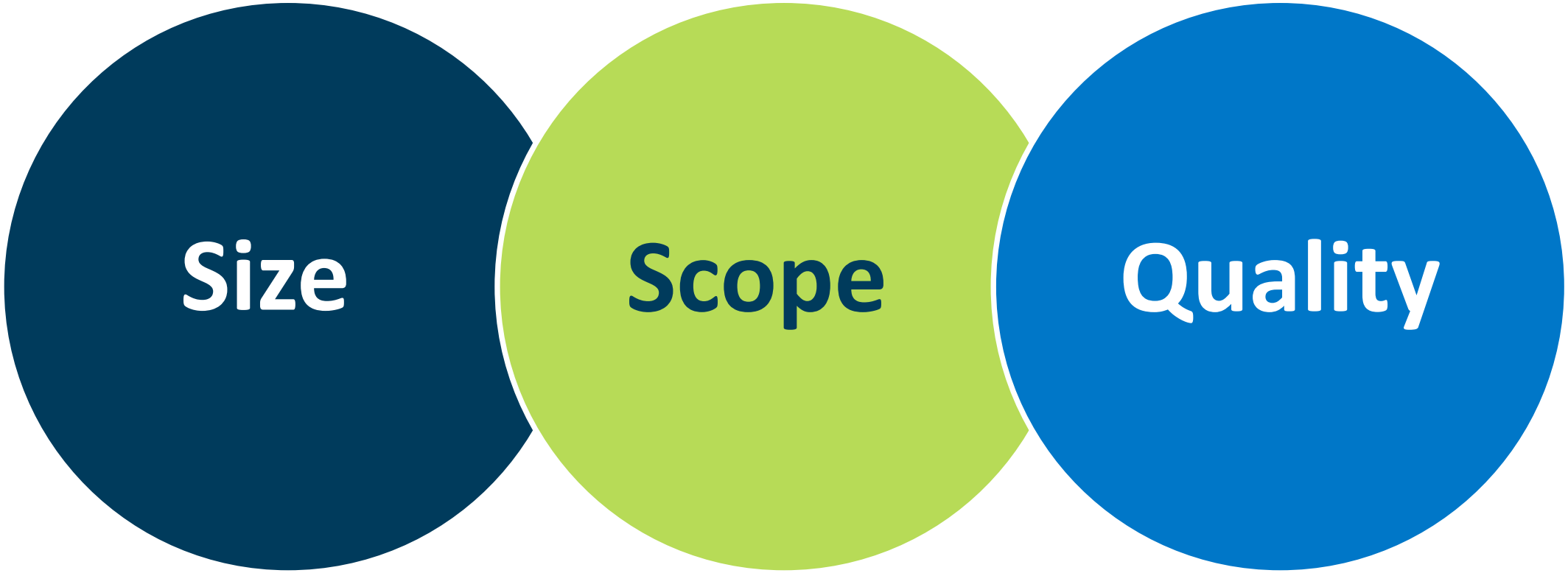
# Important Considerations When Writing Narrative

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# Size

**Illinois' Perkins V State Plan, State Fiscal Year (SFY) 2021-2024**
**CTE Program Size, Scope, and Quality**

**Size**

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the Comprehensive Local Needs Assessment (CLNA). Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in the table below. This is not a requirement; however, enrollment irregularities should be addressed in the CLNA and a component of the continuous improvement plan for the LEA.

**Table 7: Size of Secondary Program Recommendations**

| Size of LEA District (No. of students) | Recommended Minimum Number of CTE Programs of Study |
|---|---|
| 501 – 2,000 | Two Programs |
| 2,001-3,000 | Three Programs |
| 3,001 – 4,000 | Four Programs |
| 4,001 and above | Five Programs |

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# Scope

**Scope**

As defined in Perkins V, a program of study is a "coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

a. Incorporates challenging state academic standards;
b. Addresses both academic and technical knowledge and skills, including employability skills;
c. Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
d. Progresses in specificity;
e. Has multiple entry and exit points that incorporate credentialing; and
f. Culminates in the attainment of a recognized postsecondary credential."

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders, including business and industry.

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# Nine Quality Indicators

**Quality**

Programs of study must meet the multiple quality criteria. Most criteria should be met at the time of initial application; all criteria must be met no later than the start of Year 3 of the local plan, including specific strategies to address the unmet criterion in Years 1 and 2. ISBE or ICCB ultimately determines the extent to which programs meet the quality and may require accelerated timelines or provide extensions for additional time based on local efforts.

1. **Development and Engagement:** All programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Criterion 9.

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2. **Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.

3. **Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies. Dual credit instructors must meet requirements as described in the Dual Credit Quality Act and be in accordance with ICCB administrative rules.

4. **Recruitment and Access:** Districts and colleges must develop a student recruitment and retention plan through the CLNA beginning in SFY 2021 to address equity gaps that are evident as early as middle school, including gaps in program of study access, participation, persistence, and completion. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.

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5. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

*Middle School and Secondary:* The middle school and secondary program of study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course with related career awareness activities;
- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled, and that includes career exploration;
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum.

*Postsecondary:* The postsecondary programs of study course sequence must, at minimum:

- Encompass alignment of content between secondary and postsecondary coursework and curricula and maximize opportunities for dual credit or articulated credit in applicable academic and technical areas;
- Include stackable credentials;
- Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
- Describe how work-based learning is incorporated into the curricula;
- Describe how employability skills are incorporated into the content of the program; and
- Ensure access and smooth transitions through programming for all students.

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6. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
    - Team-based challenges and/or CTSOs; and
    - One or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.

7. **Instructors:** Instructors within programs of study are qualified, collaborate with industry professionals, and engage in applicable professional learning.

8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.

9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee.

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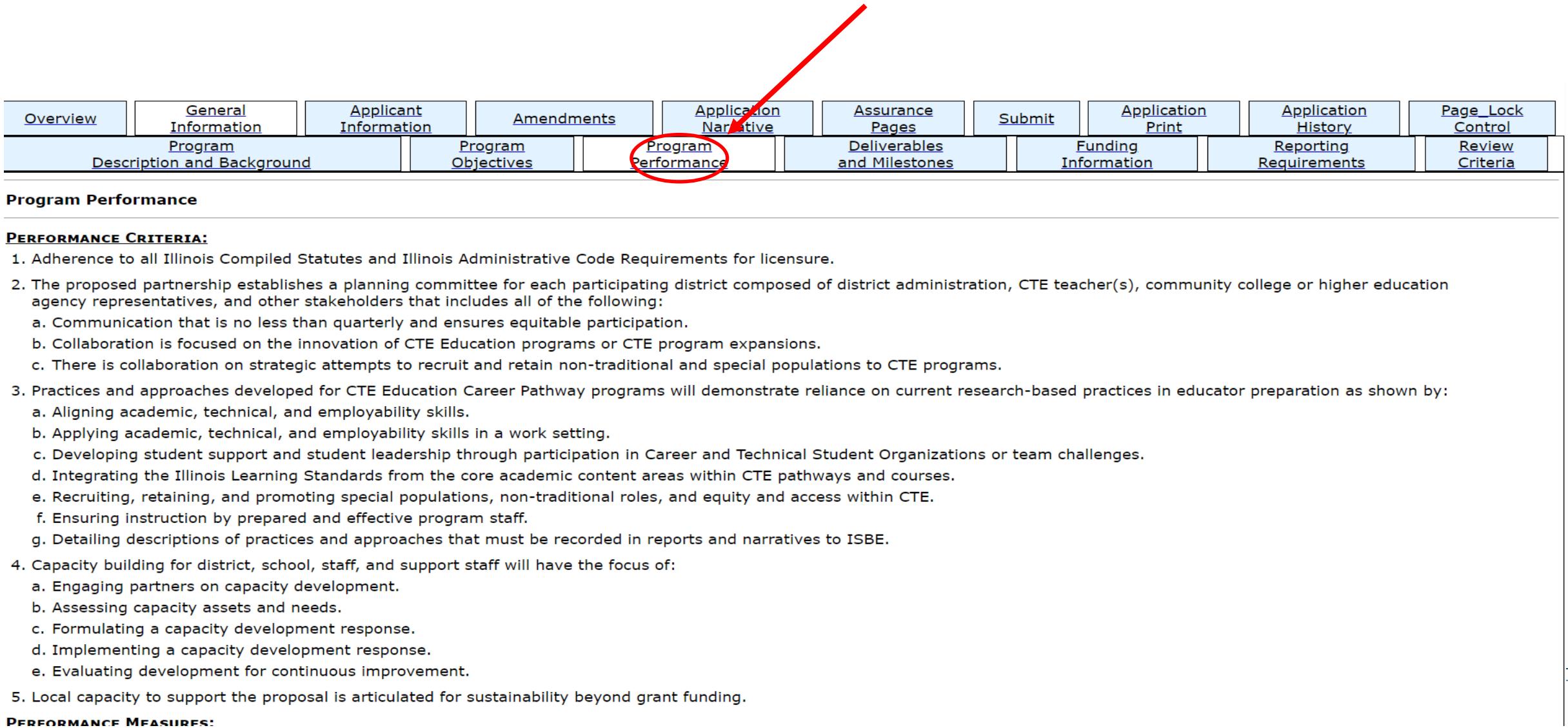
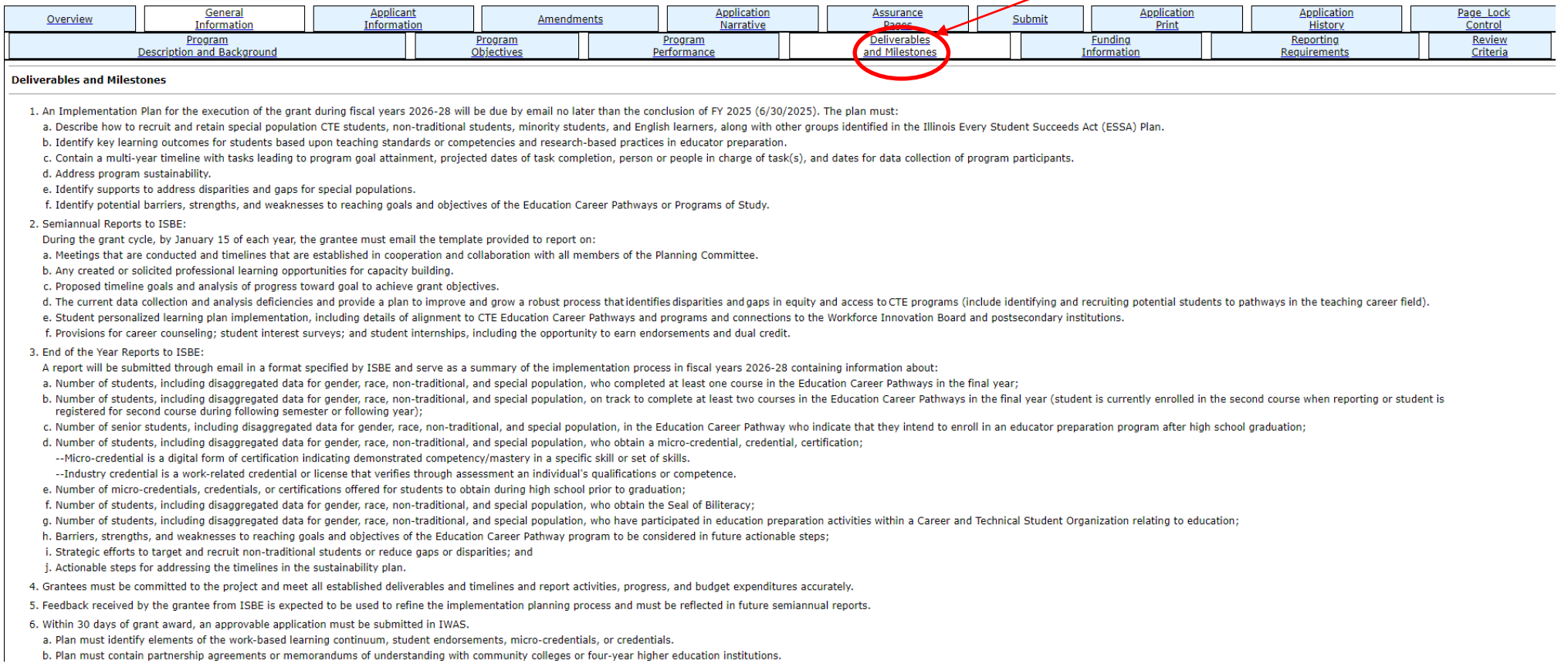
# General Information – Program Performance



# General Information – Deliverables and Milestones



Overview | General Information | Applicant Information | Amendments | Application Narrative | Assurance Pages | Submit | Application Print | Application History | Page Lock Control

Program Description and Background | Program Objectives | Program Performance | Deliverables and Milestones | Funding Information | Reporting Requirements | Review Criteria

**Deliverables and Milestones**

1. An Implementation Plan for the execution of the grant during fiscal years 2026-28 will be due by email no later than the conclusion of FY 2025 (6/30/2025). The plan must:
   a. Describe how to recruit and retain special population CTE students, non-traditional students, minority students, and English learners, along with other groups identified in the Illinois Every Student Succeeds Act (ESSA) Plan.
   b. Identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in educator preparation.
   c. 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.
   d. Address program sustainability.
   e. Identify supports to address disparities and gaps for special populations.
   f. Identify potential barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathways or Programs of Study.
2. Semiannual Reports to ISBE:
   During the grant cycle, by January 15 of each year, the grantee must email the template provided to report on:
   a. Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee.
   b. Any created or solicited professional learning opportunities for capacity building.
   c. Proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
   d. 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).
   e. 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.
   f. Provisions for career counseling; student interest surveys; and student internships, including the opportunity to earn endorsements and dual credit.
3. End of the Year Reports to ISBE:
   A report will be submitted through email in a format specified by ISBE and serve as a summary of the implementation process in fiscal years 2026-28 containing information about:
   a. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who completed at least one course in the Education Career Pathways in the final year;
   b. 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 Pathways 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);
   c. 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;
   d. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a micro-credential, credential, certification;
      --Micro-credential is a digital form of 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 an individual's qualifications or competence.
   e. Number of micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation;
   f. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain the Seal of Biliteracy;
   g. 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;
   h. Barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathway program to be considered in future actionable steps;
   i. Strategic efforts to target and recruit non-traditional students or reduce gaps or disparities; and
   j. Actionable steps for addressing the timelines in the sustainability plan.
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 semiannual reports.
6. Within 30 days of grant award, an approvable application must be submitted in IWAS.
   a. Plan must identify elements of the work-based learning continuum, student endorsements, micro-credentials, or credentials.
   b. Plan must contain partnership agreements or memorandums of understanding with community colleges or four-year higher education institutions.

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# General Information – Funding

General Information about Program Funding, Allowable Expenditures, and Funding Restrictions

| Overview | General Information | Applicant Information | Amendments | Application Narrative | Assurance Pages | Submit | Application Print | Application History | Page_Lock Control |
|---|---|---|---|---|---|---|---|---|---|

| Program Description and Background | Program Objectives | Program Performance | Deliverables and Milestones | Funding Information | Reporting Requirements | Review Criteria |
|---|---|---|---|---|---|---|

**Funding Information**

**INTRODUCTION:**

There will be no funding awarded in FY 2025. FY 2025 will be for planning. Funding for continuation years FY 2026-28 is provided through state appropriation.

**COST SHARING OR MATCHING (FY 2026-28):**

There is no cost sharing or match required.

**INDIRECT COST RATE (FY 2026-28):**

The federal Uniform Guidance 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

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# Allowable Expenditures/Funding Restrictions

**ALLOWABLE EXPENDITURES (FY 2026-28):**

A proposed budget listing anticipated project expenditures within allowable budget items and limitations set forth in this application.

A. Allowable costs are:
   1. Salaries
   2. Employee benefits
   3. Purchased services
   4. Staff travel
   5. Supplies and materials

B. Specific costs must be itemized.

C. Only those expenditures in excess of the regular agency or district operational costs and which are necessary to the project should be shown.

D. Project funds may not be used to maintain a recipient's CTE vocational education program.

E. Consultant fees must be stated, and evidence must be presented that they are in accordance with the written policy for consultant reimbursement adopted by the applicant.

F. Out-of-state travel may only be used for technical training experiences not available in Illinois. Written approval must be obtained in advance of such travel from the State Board of Education. Participation in out-of-state professional association meetings and conferences will not be considered for approval.

G. Travel costs to be paid must be stated, and evidence must be presented that they are in accordance with written travel policy adopted by the applicant.

H. Records must be kept demonstrating that staff travel has been limited to the purposes specified in the approved project application.

I. Unless otherwise approved by the State Board of Education, non-consumable materials, such as resource materials, reference books, and reports, remain the property of and must be delivered to the State Board of Education at the end of the project funding period.

**FUNDING RESTRICTIONS (FY 2026-28):**

A. Projected costs for FY 2026-28 must be included on the Cost-Effectiveness page of the CTE Education Career Pathway proposal.

B. Proposed expenditures must align with the proposed activities, the number of students to be served, staffing levels, goals and objectives, and the evaluation of the project.

C. All expenditures must be reasonable and necessary to carry out the program's purpose, goals, objectives, and all funds must be spent in accordance with the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook. The handbook is available at the website below.
   https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf

# Budget Description Examples (needed for Year 2-4)

- 1000/100 - .5 FTE to teach Early Childhood Career Pathway Orientation and Intro Courses, ABC High School, $55,000/2=$22,500
- 1000/200 - .5 FTE Benefits ( TRS, FICA, Health, etc. 24%) $5,400
- 1000/300 - Unemployment $145
- 1000/400 - Early childhood resources material library (25 books @ 45 = $1,125)

Examples of things that would not be allowable:

- Grant writer as there are no funds in year 1 and expenses occur in the year provided.
- Students attending out-of-state travel.
- Administrative duties exceeding the 5% cap/indirect costs rules.
- Creating positions that are administrative and calling them someone they are not. Remember, job descriptions, roles and responsibilities, time and effort are all part of this grant.
- Things have to be reasonable and allowable. For example, you would not hire a full-time position to coordinate the implementation of the pathway as it might not be reasonable depending on what the grant narrative discusses as the work. Again, job descriptions, roles and responsibilities, time and effort need to be thought about when requesting budget funds.

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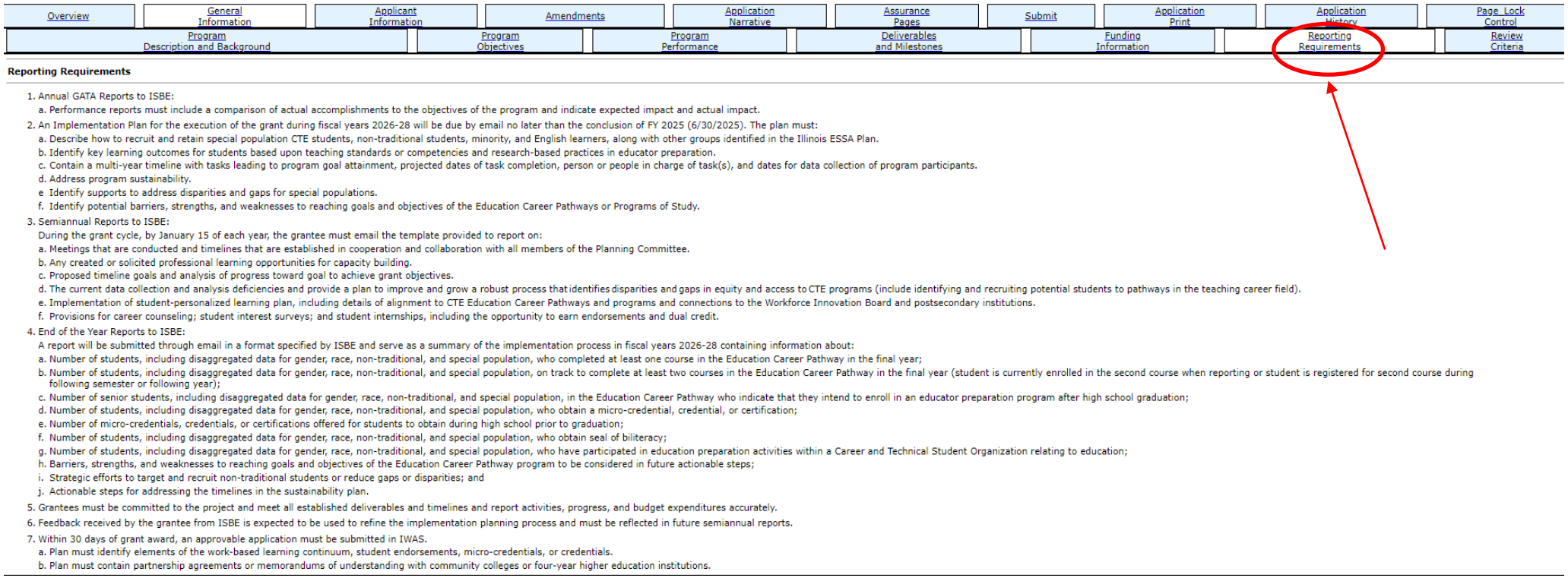
# General Information – Reporting Requirements



Overview | General Information | Applicant Information | Amendments | Application Narrative | Assurance Pages | Submit | Application Print | Application History | Page Lock Control

Program Description and Background | Program Objectives | Program Performance | Deliverables and Milestones | Funding Information | Reporting Requirements | Review Criteria

**Reporting Requirements**

1. Annual GATA Reports to ISBE:
   a. Performance reports must include a comparison of actual accomplishments to the objectives of the program and indicate expected impact and actual impact.
2. An Implementation Plan for the execution of the grant during fiscal years 2026-28 will be due by email no later than the conclusion of FY 2025 (6/30/2025). The plan must:
   a. Describe how to recruit and retain special population CTE students, non-traditional students, minority, and English learners, along with other groups identified in the Illinois ESSA Plan.
   b. Identify key learning outcomes for students based upon teaching standards or competencies and research-based practices in educator preparation.
   c. 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.
   d. Address program sustainability.
   e Identify supports to address disparities and gaps for special populations.
   f. Identify potential barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathways or Programs of Study.
3. Semiannual Reports to ISBE:
   During the grant cycle, by January 15 of each year, the grantee must email the template provided to report on:
   a. Meetings that are conducted and timelines that are established in cooperation and collaboration with all members of the Planning Committee.
   b. Any created or solicited professional learning opportunities for capacity building.
   c. Proposed timeline goals and analysis of progress toward goal to achieve grant objectives.
   d. 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).
   e. Implementation of student-personalized learning plan, including details of alignment to CTE Education Career Pathways and programs and connections to the Workforce Innovation Board and postsecondary institutions.
   f. Provisions for career counseling; student interest surveys; and student internships, including the opportunity to earn endorsements and dual credit.
4. End of the Year Reports to ISBE:
   A report will be submitted through email in a format specified by ISBE and serve as a summary of the implementation process in fiscal years 2026-28 containing information about:
   a. 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;
   b. 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);
   c. 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;
   d. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a micro-credential, credential, or certification;
   e. Number of micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation;
   f. Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain seal of biliteracy;
   g. 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;
   h. Barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathway program to be considered in future actionable steps;
   i. Strategic efforts to target and recruit non-traditional students or reduce gaps or disparities; and
   j. Actionable steps for addressing the timelines in the sustainability plan.
5. Grantees must be committed to the project and meet all established deliverables and timelines and report activities, progress, and budget expenditures accurately.
6. Feedback received by the grantee from ISBE is expected to be used to refine the implementation planning process and must be reflected in future semiannual reports.
7. Within 30 days of grant award, an approvable application must be submitted in IWAS.
   a. Plan must identify elements of the work-based learning continuum, student endorsements, micro-credentials, or credentials.
   b. Plan must contain partnership agreements or memorandums of understanding with community colleges or four-year higher education institutions.

Ed Pathways Implementation Plan Template, Semiannual Report Template, and End of Year Report Template can be found at https://www.isbe.net/Pages/CTE-Grants.aspx under the CTE Education Career Pathway Grants dropdown.

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# Required Plans/Reports

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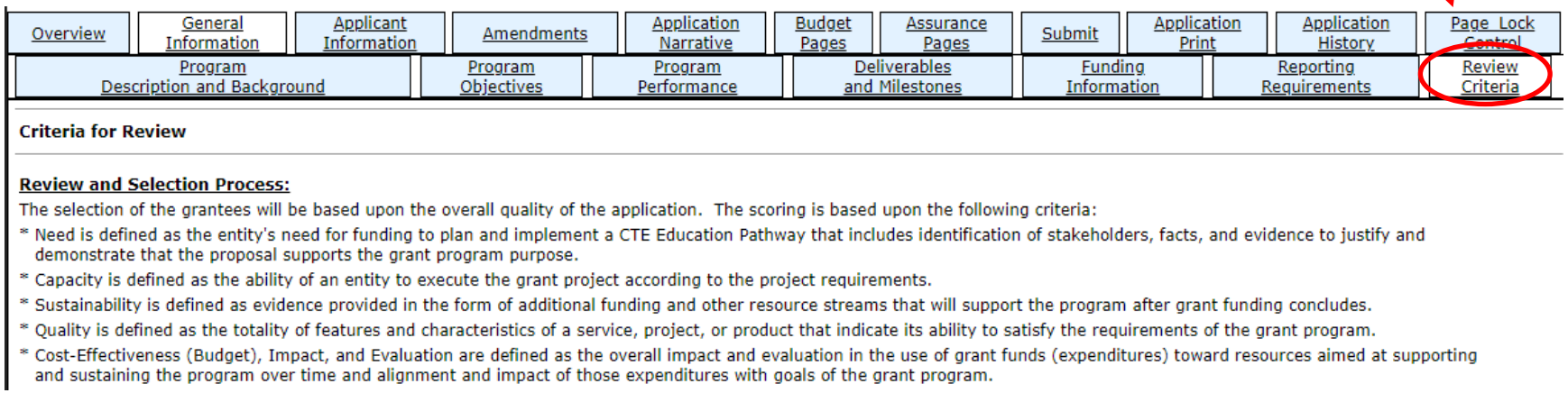
# General Information – Review Criteria




Review Criteria – Contains the scoring rubric for each section of the grant application. Each question of the grant application, its corresponding point totals, and expectation for scoring is on this page.

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# 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 |
| **Total Points** | **100** |
| Priority Points | Up to 20 |
| **Total Points** | **120** |

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# Criteria – Need

**Selection criteria and point values are as follows:**

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Very Strong |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal lacks the specific details and evidence necessary to support the grant outcomes. | Proposal is unclear in some of the major details and evidence to provide enough support to meet grant outcomes. | Proposal provides moderate or adequate detail and evidence supported by some research and conveys the potential to meet most grant outcomes. | Proposal provides substantial detail and solid evidence backed by research to meet grant outcomes. | Proposal exceeds expectations and provides a solid, sustainable plan backed by research to meet grant outcomes. |

| **Section 1: NEED** | **Possible Points** |
|---|---|
| **Need is defined as the entity's need for funding to plan and implement a CTE Education Career Pathway.** | **15** |
| The proposal describes 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 the meet the needs/interests of all students, including special populations (such as English Learners, special education, and minority students) and gifted students. (Proposal Narrative, Section 1, No. 1) | 5 |
| The proposal describes how the proposed program addresses local educator workforce development needs, including teaching shortages. (Proposal Narrative, Section 1, No. 2) | 5 |
| The proposal explains 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. (Proposal Narrative, Section 1, No. 3) | 5 |

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# Criteria – Capacity

**Selection criteria and point values are as follows:**

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Very Strong |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal lacks the specific details and evidence necessary to support the grant outcomes. | Proposal is unclear in some of the major details and evidence to provide enough support to meet grant outcomes. | Proposal provides moderate or adequate detail and evidence supported by some research and conveys the potential to meet most grant outcomes. | Proposal provides substantial detail and solid evidence backed by research to meet grant outcomes. | Proposal exceeds expectations and provides a solid, sustainable plan backed by research to meet grant outcomes. |

| **Section 2: CAPACITY** | **Possible Points** |
|---|---|
| **Capacity is defined as the ability of an entity to execute the grant project according to the project requirements.** | **20** |
| The proposal lists the partnerships and the roles of each partner such as schools district, higher education, community college, and/or local ROEs and EFE systems that will participate and support the development, implementation, evaluation, sustainability and include a plan how the various partners will provide transition supports and services to students across the entire pipeline, including after students exiting high school and entering post-secondary education. State the expected impact of each partner on the success and sustainability of the program and aligned activities. (Proposal Narrative, Section 2, No. 1) | 5 |
| The proposal explains anticipated local school capacity needs in preparation to implement program, such as teacher recruitment, salary, benefits, professional learning, student and teacher supports, supplies, mentoring, and partnerships necessary to implement the program, are clearly articulated. (Proposal Narrative, Section 2, No. 2) | 5 |
| The proposal identifies the plan and process to recruit and select instructional staff. Includes number of staff and courses within the pathway. (Proposal Narrative, Section 2, No. 3) | 5 |
| The proposal includes planned dual credit courses and capacity for transportation to field experiences/internships at elementary or middle schools or community-based | 5 |

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# Criteria – Quality (Part 1)

**Selection criteria and point values are as follows:**

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Very Strong |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal lacks the specific details and evidence necessary to support the grant outcomes. | Proposal is unclear in some of the major details and evidence to provide enough support to meet grant outcomes. | Proposal provides moderate or adequate detail and evidence supported by some research and conveys the potential to meet most grant outcomes. | Proposal provides substantial detail and solid evidence backed by research to meet grant outcomes. | Proposal exceeds expectations and provides a solid, sustainable plan backed by research to meet grant outcomes. |

| **Section 3: QUALITY** | **Possible Points** |
|---|---|
| **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. This section focuses on the objectives, supporting activities, and quality in the design and implementation of the Education Career Pathway and alignment to performance criteria and deliverables established in the NOFO/RFP.** | **45** |
| Proposed pathway aligns with the definition of Size, Scope, and Quality. (Section 3, Part 1, No. 1) Click the following hyperlink for the Size, Scope, and Quality definition: https://www.isbe.net/Documents/Perkins-V-FY21-24-Size-Scope-Quality.pdf | 5 |
| The plan addresses the following indicators of quality:<br>a. A marketing and recruitment plan for students;<br>b. Offer an Education Career Pathway endorsement;<br>c. Offer opportunities to earn dual credit and Seal of Biliteracy;<br>d. Provide work-based learning opportunities and internships; and<br>e. Observations at elementary/middle schools and/or community based organizations with opportunities to create and deliver mini lessons.<br>(Section 3, Part 1, No. 2. a.) | 5 |
| The plan addresses the following indicators of quality:<br>f. Program based on competency-based learning;<br>g. Offer a Career and Technical Student Organization along with advisor stipend, if needed;<br>h. Includes a methodology for data collection and evaluation;<br>i. Establishes an ongoing timeline for communication with ISBE.<br>In additional, programs may provide:<br>a. Career exploration opportunities in grades 5 - 8; and<br>b. Provisions for career counseling and a career exploration student interest survey.<br>(Section 3, Part 1, No. 2. b.) | 5 |
| The plan describes micro-credentials, credentials, or certifications offered for students to obtain during high school prior to graduation. (Section 3 Part 1, No. 3) | 5 |
| The proposal includes measurable objectives supported by activities and/or performance standards or planned benchmarks that effectively support goals of the grant. (Section 3, Part 1, No. 4) | 5 |

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# Criteria – Quality (Part 2)

**Selection criteria and point values are as follows:**

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Very Strong |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal lacks the specific details and evidence necessary to support the grant outcomes. | Proposal is unclear in some of the major details and evidence to provide enough support to meet grant outcomes. | Proposal provides moderate or adequate detail and evidence supported by some research and conveys the potential to meet most grant outcomes. | Proposal provides substantial detail and solid evidence backed by research to meet grant outcomes. | Proposal exceeds expectations and provides a solid, sustainable plan backed by research to meet grant outcomes. |

| **Section 3: QUALITY** | **Possible Points** |
|---|---|
| **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. This section focuses on the objectives, supporting activities, and quality in the design and implementation of the Education Career Pathway and alignment to performance criteria and deliverables established in the NOFO/RFP.** | **45** |
| The proposal includes a plan to inform students about the highest areas of teacher need in the state (i.e., Special Education, Science, Technology, Engineering and Math, Elementary Education, and Bi-lingual Education specifically) and to recruit pathway students back to the implementing home school as staff. (Section 3, Part 2, No. 5) | 5 |
| There is a plan to measure effectiveness and data collection to drive improvements and sustain the education pathway based on local data, Workforce Innovation Board data, student and business (community) needs, and postsecondary program completion rates. (Section 3 Part 2, No. 6) | 5 |
| The proposal describes 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. (Section 3 Part 2, No. 7) | 5 |
| The proposal describes how the program will utilize research-based practices in educator preparation. (Section 3 Part 2, No. 8) | 5 |

Quality Part I and II total 45 points

Part 1 – 25 points

Part 2 – 20 points

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# Criteria – Sustainability

**Selection criteria and point values are as follows:**

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Very Strong |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal lacks the specific details and evidence necessary to support the grant outcomes. | Proposal is unclear in some of the major details and evidence to provide enough support to meet grant outcomes. | Proposal provides moderate or adequate detail and evidence supported by some research and conveys the potential to meet most grant outcomes. | Proposal provides substantial detail and solid evidence backed by research to meet grant outcomes. | Proposal exceeds expectations and provides a solid, sustainable plan backed by research to meet grant outcomes. |

| Section 4: Sustainability | Possible Points |
|---|---|
| **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.** | 5 |
| The proposed plan includes provisions in funding and other resources to sustain the Education Career Pathway long term after the grant period ends. Provided information which includes additional funding and other resource streams. (Section 4, No. 1) | 5 |

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# Criteria – Cost-Effectiveness

**Selection criteria and point values are as follows:**

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Very Strong |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal lacks the specific details and evidence necessary to support the grant outcomes. | Proposal is unclear in some of the major details and evidence to provide enough support to meet grant outcomes. | Proposal provides moderate or adequate detail and evidence supported by some research and conveys the potential to meet most grant outcomes. | Proposal provides substantial detail and solid evidence backed by research to meet grant outcomes. | Proposal exceeds expectations and provides a solid, sustainable plan backed by research to meet grant outcomes. |

| SECTION 5: COST-EFFECTIVENESS (BUDGET), IMPACT, AND EVALUATION | Possible Points |
|---|---|
| **Cost-Effectiveness (Budget), Impact, and Evaluation are defined as the overall impact and evaluation 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.** | **15** |
| The proposal provides details how each budgeted item supports proposed goals, objectives, activities and outcomes. (Section 5, No. 1) | 5 |
| The proposal provides details on anticipated impact as evidence and justification of spending the funds. (Section 5, No. 2) | 5 |
| The proposal describes process to measure and evaluate cost-effectiveness and impact and the process to drive budgetary decisions toward program improvement over time. (Section 5, No. 3) | 5 |

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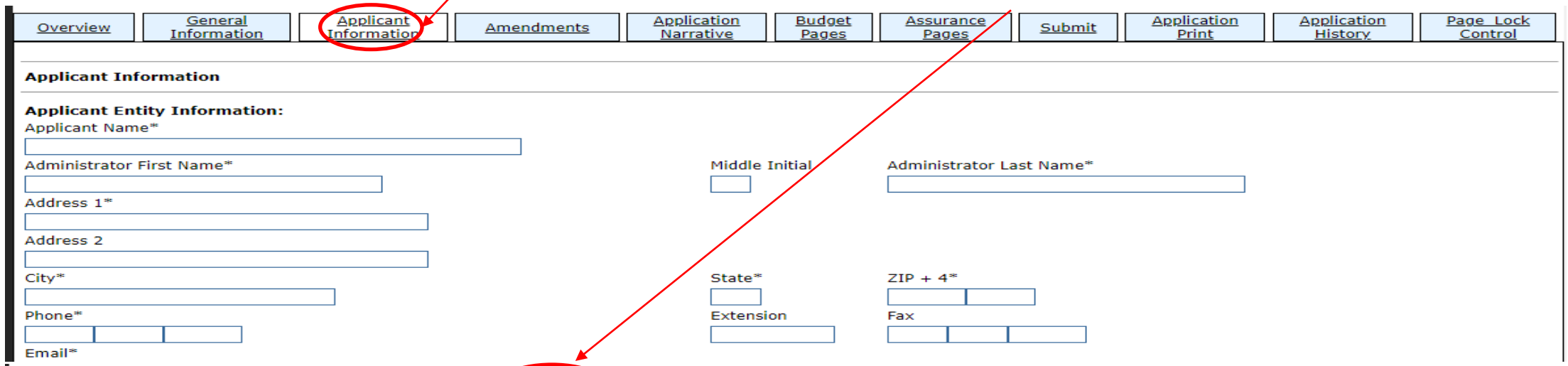
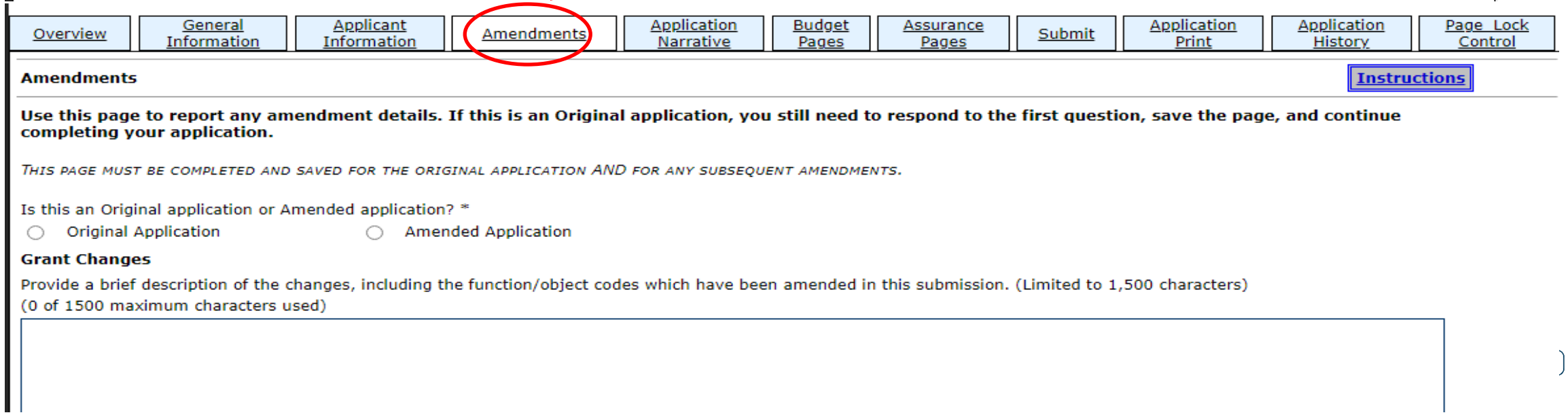
# Application Information and Amendment Pages



# Application Abstract

Overview | General Information | Applicant Information | Amendments | Application Narrative | Budget Pages | Assurance Pages | Submit | Application Print | Application History | Page Lock Control

Abstract | Participating Districts/Schools | Need | Capacity | Quality Part One | Quality Part Two | Sustainability Plan | Cost-Effectiveness

**Abstract**

**Provide an outline/brief summary of the whole project highlighting major points; importance of project; and desired measurable results to be achieved, including the projected number of students to be served each year of the grant for each school. Clearly explain the alignment to the state's strategic vision for Illinois CTE and goals and the proposed project.***

https://www.isbe.net/Documents/Perkins-Plan.pdf

*NOTE: When completing narrative pages, do not use special formatting copy/pasted from Word, such as numbered or bulleted lists, charts, graphs, etc. Do not use special characters, such as single or double quotes, ampersand symbol, etc.*

(0 of 3500 maximum characters used)

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# Application Narrative – Participating School

Overview | General Information | Applicant Information | Amendments | Application Narrative | Assurance Pages | Submit | Application Print | Application History | Page Lock Control

Abstract | Participating Districts/Schools | Need | Capacity | Quality Part One | Quality Part Two | Sustainability Plan | Cost-Effectiveness

**Participating Districts/Schools**

List the local school district in which a CTE Education Career Pathway or Program of Study will be implemented.
Provide all the information requested for each participating school. At least one school is required, and no more than five schools in total that are not currently receiving grant funds.
Eligible applicants cannot partner with implementing schools already served in the fiscal year 2022 and 2024 CTE Education Career Pathway Grants.
Applicant must have completed Project Participation Agreements on file for each participating district. Agreements must be provided upon request.

Key to column headings:

- Provide the name of the participating district.
- Provide the name of the school that will be implementing a CTE Education Career Pathway or Program of Study.
- Provide the name of the district or school staff member who will be the contact for the program.
- Check the box if the district is a rural district as defined by the National Center for Education Statistics. A reference list can be found here.
- Enter the district's final percent of funding adequacy in FY 2023 as a whole number (i.e., 70 for 70%). A reference list of districts who fell at or below 70% can be found here.
- Enter the district's teacher vacancy rate percentage as a whole number (i.e., 5 for 5%) This data can be found at:https://www.isbe.net/unfilledpositions
- Enter the percentage of students of color at the implementing high school as a whole number (i.e., 35 for 35%). This data can be found under the high school's name at:https://www.illinoisreportcard.com/
- Enter the percentage of teachers of color at the implementing high school as a whole number (i.e., 25 for 25%). This data can be found under the high school's name at:https://www.illinoisreportcard.com/
- Check the box to confirm a Project Participation Agreement is complete and on file with the applicant.
- Provide the number of students projected to participate in a CTE Education Career Pathway or Program of Study.

| | Participating District | Implementation School | District/School Contact | Rural District (NCES) | Final Percent of Funding Adequacy | Teacher Vacancy Percentage Rate | Students of Color Percentage | Teachers of Color Percentage | Project Participation Agreement on File* | Projected Number of Students to be Served |
|---|---|---|---|---|---|---|---|---|---|---|
| *1. | | | | ☐ | | | | | ☐ | |
| 2. | | | | ☐ | | | | | ☐ | |
| 3. | | | | ☐ | | | | | ☐ | |
| 4. | | | | ☐ | | | | | ☐ | |
| 5. | | | | ☐ | | | | | ☐ | |

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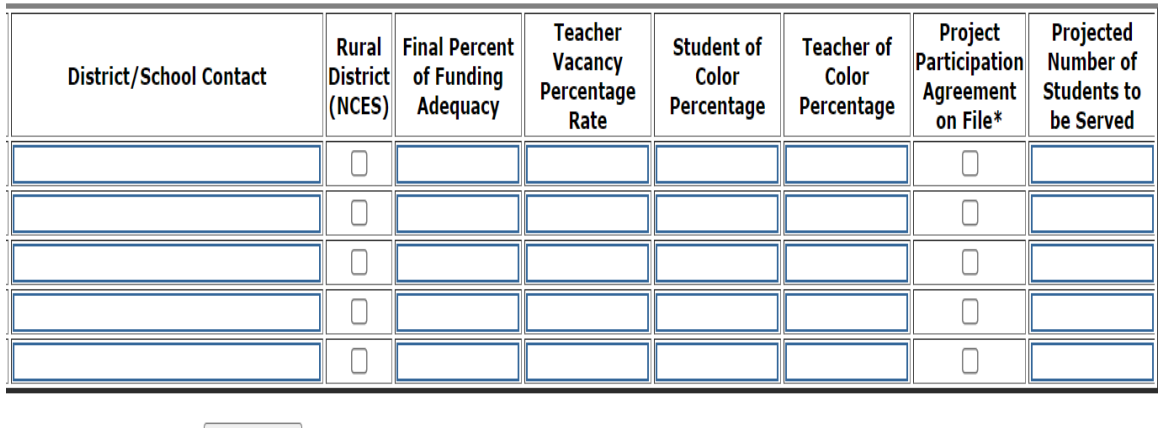
ILLINOIS STATE BOARD OF EDUCATION

# Priority Points

The categories below have the source embedded into the title. Each of the numbered priority area takes you to the correct location for determining what priority points are available for consideration in your application by the school applying.

1. Rural District Listing
2. EBF Priority District Listing
3. Teacher Vacancy Rates
4. Racial/Ethnic Diversity Data



| District/School Contact | Rural District (NCES) | Final Percent of Funding Adequacy | Teacher Vacancy Percentage Rate | Student of Color Percentage | Teacher of Color Percentage | Project Participation Agreement on File* | Projected Number of Students to be Served |
|---|---|---|---|---|---|---|---|
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |

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# Rural District Listing

- This is an Excel spreadsheet listing those eligible for rural determination.

| Local Educational Agency (LEA) Name | Mailing Address | City | State | Zip |
|---|---|---|---|---|
| A-C Central CUSD 262 | PO Box 260 | Ashland | IL | 62612 |
| Akin CCSD 91 | 21962 Akin Blacktop | Akin | IL | 62890 |
| Albers SD 63 | PO Box 104 | Albers | IL | 62215 |
| Alden Hebron SD 19 | 9604 Illinois St | Hebron | IL | 60034 |
| Allendale CCSD 17 | PO Box 130 | Allendale | IL | 62410 |
| Allen-Otter Creek CCSD 65 | 400 S Lane St | Ransom | IL | 60470 |
| AlWood CUSD 225 | 301 E 5th Ave | Woodhull | IL | 61490 |
| Annawan CUSD 226 | 501 W South St | Annawan | IL | 61234 |
| Armstrong Twp HSD 225 | PO Box 37 | Armstrong | IL | 61812 |
| Armstrong-Ellis Cons SD 61 | PO Box 7 | Armstrong | IL | 61812 |
| Ashley CCSD 15 | 450 N Third St | Ashley | IL | 62808 |
| Ashton-Franklin Center CUSD 275 | 611 Western Ave | Ashton | IL | 61006 |
| Astoria CUSD 1 | 402 N Jefferson St | Astoria | IL | 61501 |
| Aviston SD 21 | 350 S Hull St | Aviston | IL | 62216 |
| Bartelso SD 57 | PO Box 267 | Bartelso | IL | 62218 |
| Beecher City CUSD 20 | 438 E State Highwa | Beecher City | IL | 62414 |
| Bement CUSD 5 | 201 S Champaign St | Bement | IL | 61813 |
| Bethel SD 82 | 1201 Bethel Rd | Mount Vernon | IL | 62864 |
| Bismarck Henning CUSD | PO Box 350 | Bismarck | IL | 61814 |
| Blue Ridge CUSD 18 | 411 N John St | Farmer City | IL | 61842 |
| Bluford Unit School District 318 | 901 6th St | Bluford | IL | 62814 |
| Bradford CUSD 1 | 115 High St | Bradford | IL | 61421 |
| Brownstown CUSD 201 | 421 S College Ave | Brownstown | IL | 62418 |
| Brussels CUSD 42 | PO Box 128 | Brussels | IL | 62013 |
| Buncombe Cons SD 43 | PO Box 40 | Buncombe | IL | 62912 |
| Bunker Hill CUSD 8 | 504 E Warren St | Bunker Hill | IL | 62014 |
| Calhoun CUSD 40 | 101 Calhoun Ave | Hardin | IL | 62047 |
| Cambridge CUSD 227 | 300 S West St | Cambridge | IL | 61238 |
| Carrier Mills-Stonefort CUSD 2 | 7071 US 45 S | Carrier Mills | IL | 62917 |
| Carrollton CUSD 1 | 950A 3rd St | Carrollton | IL | 62016 |

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# EBF Priority District Listing

This is an Excel spreadsheet listing the schools at 70% and below EBF Priority Points List.

**Schools at 70% and below EBF Priority Points List**

| District ID | District Name | County |
|---|---|---|
| 5309030801600 | WASHINGTON COMM H S DIST 308 | TAZEWELL |
| 0901019301700 | RANTOUL TOWNSHIP H S DIST 193 | CHAMPAIGN |
| 5008220301700 | O FALLON TWP HIGH SCH DIST 203 | ST CLAIR |
| 3404912401600 | GRANT COMM H S DISTRICT 124 | LAKE |
| 4406315601600 | MCHENRY COMM H S DIST 156 | MCHENRY |
| 5008220101700 | BELLEVILLE TWP HS DIST 201 | ST CLAIR |
| 2009622501600 | FAIRFIELD COMM H S DIST 225 | WAYNE |
| 6510890108000 | ILLINOIS STATE UNIVERSITY LAB SCH | MCLEAN |
| 6510890208000 | UNIVERSITY OF ILLINOIS LAB SCHOOL | CHAMPAIGN |
| 0500000000095 | Region 05 North Cook ISC 1 ALOP | COOK |
| 0900000000092 | Champaign/Ford ROE TAOEP | CHAMPAIGN |

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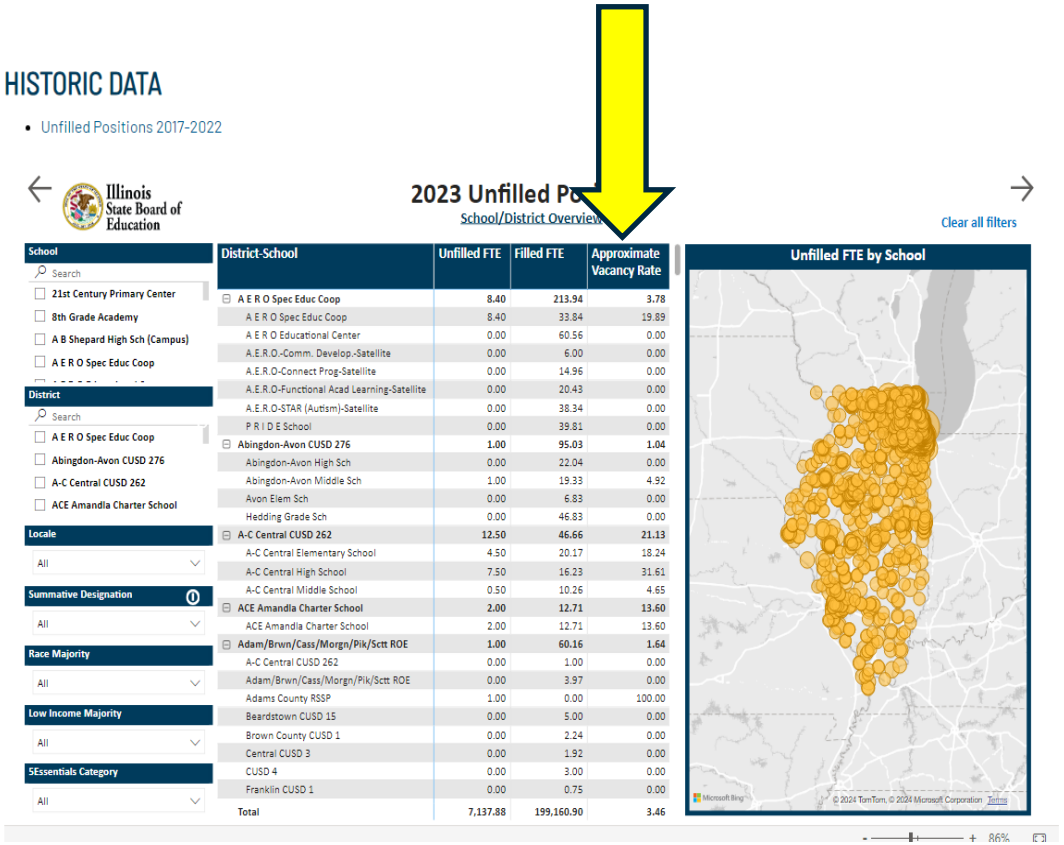
# Teacher Vacancy Rates

The teacher vacancy rates are found on the 2023 Unfilled Positions page. The first picture is the page you can search by (county, school/district, etc.). The second picture is what you see once you are in the data. The vacancy rate is found in the last column on the right.

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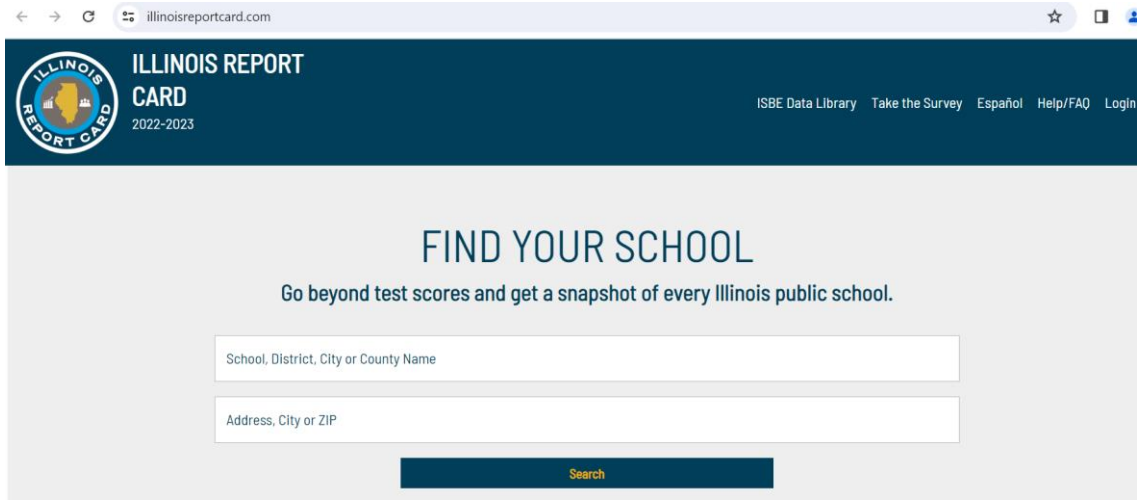
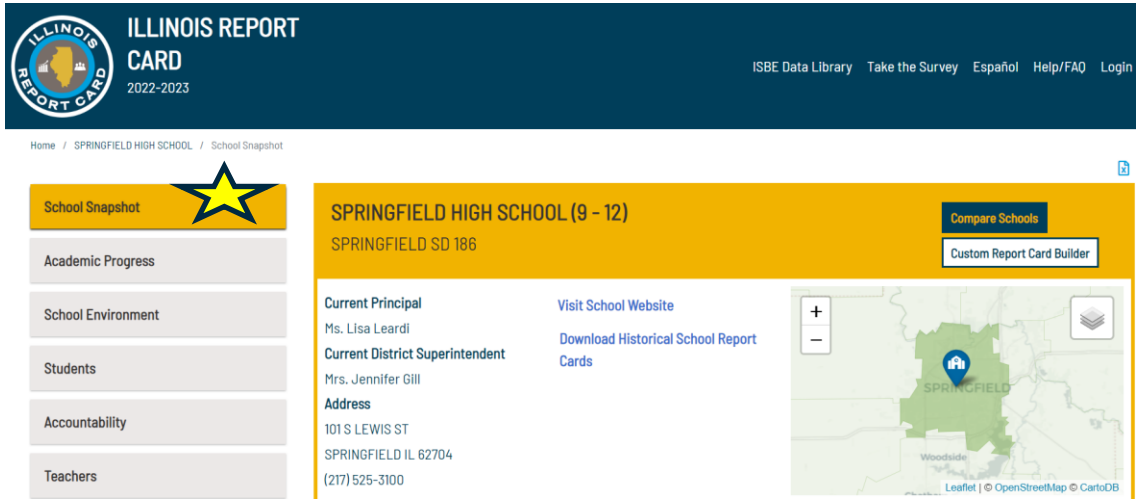
# Racial/Ethic Diversity




The box above allows you to search by the school applying for funds. This is the first step for racial/ethic diversity data.




Next you would choose the “Students” category on the lefthand side of the page with the golden orange color.

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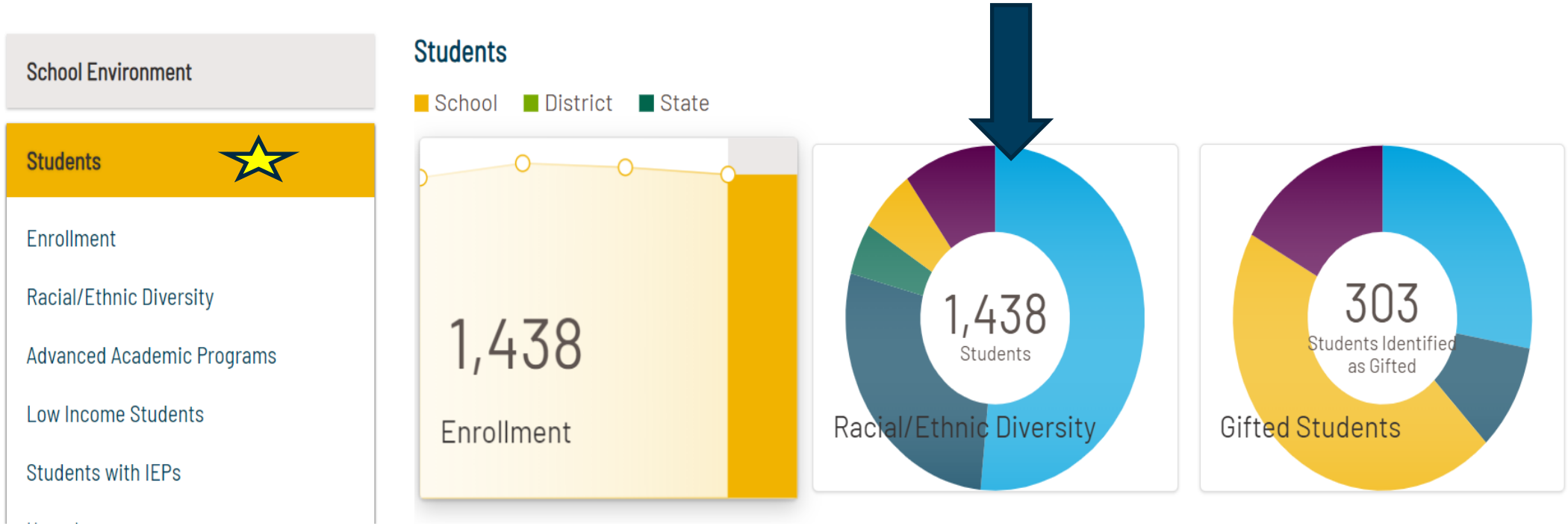


From the “Students” page denoted on the left-hand side of page, choose the “Racial/Ethnic Diversity” icon with the arrow above.

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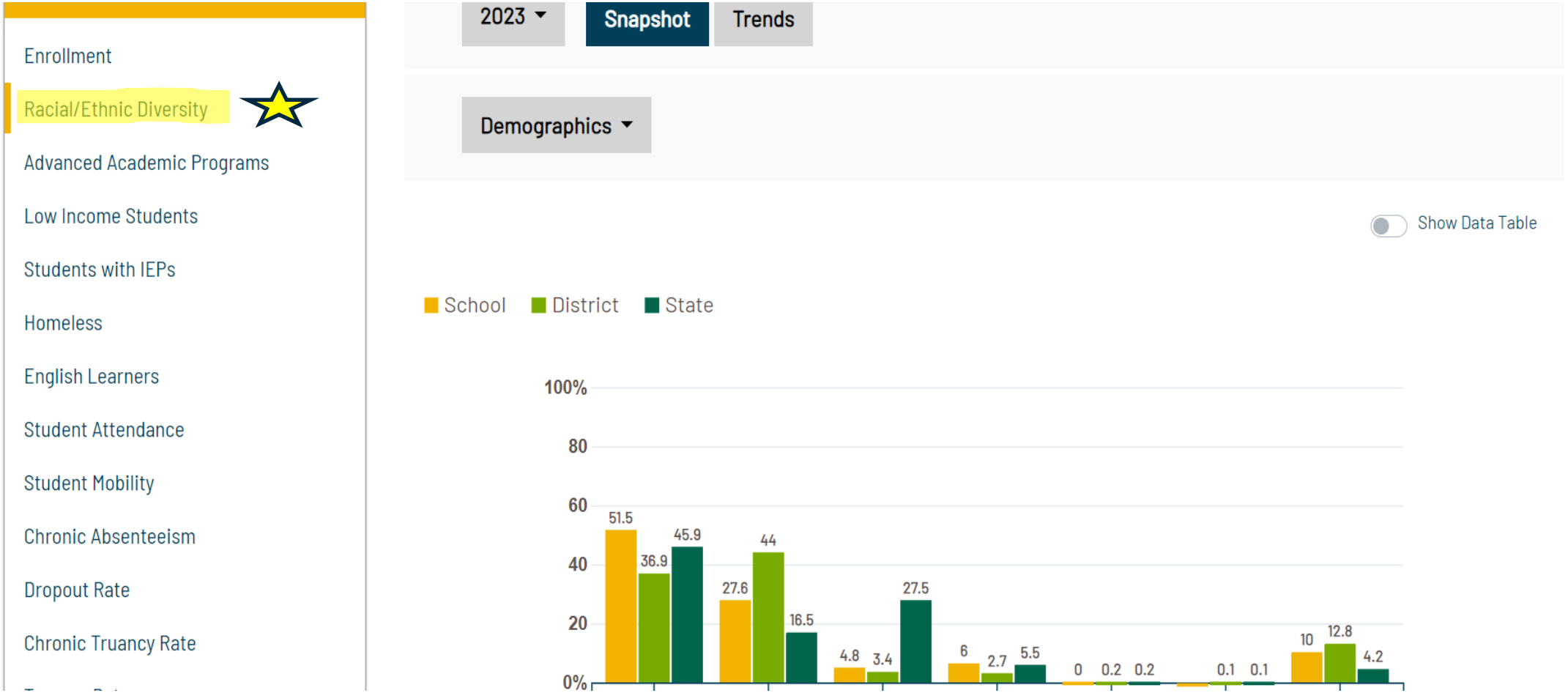


Choose “Racial/Ethnic Diversity” and you will see the demographic data above. This is the number for student diversity. For example, the golden bar in the bar graph-gives the school level data. Add up the groups of student totals that equate to “students of color” in the school you are serving.

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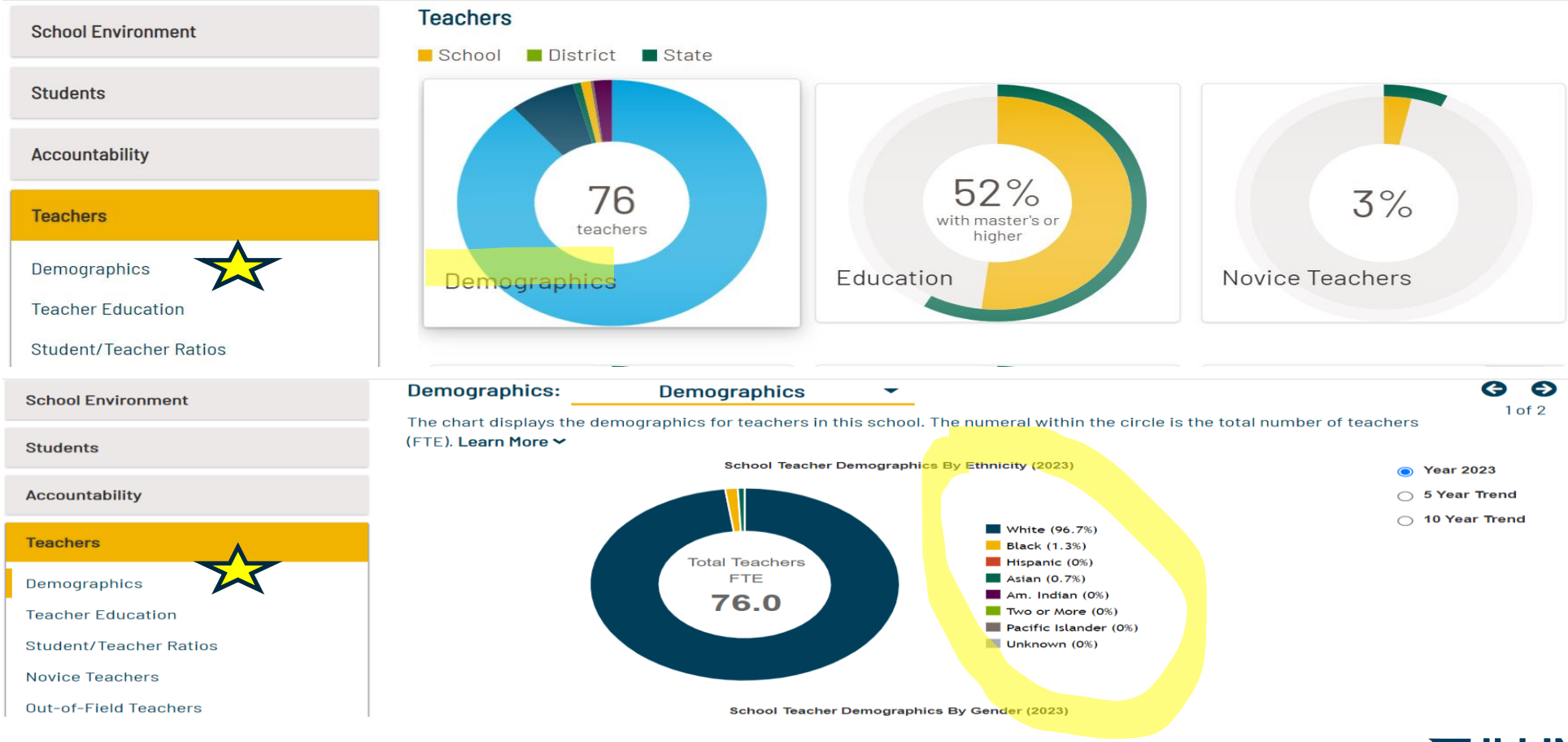
# Teacher Demographics




Teacher demographics can be found in the highlighted circle at the bottom of this slide.

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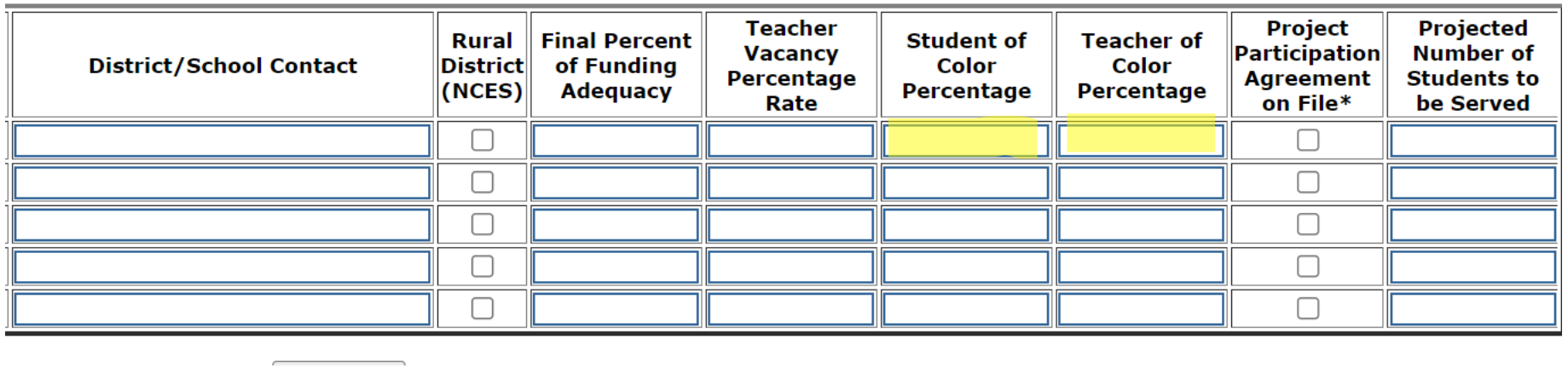
# Calculation

- Teachers of color demographic information. Calculate total and add in location below in grant application.
- Students of color demographic information. Calculate total and add in location below in grant application.



| District/School Contact | Rural District (NCES) | Final Percent of Funding Adequacy | Teacher Vacancy Percentage Rate | Student of Color Percentage | Teacher of Color Percentage | Project Participation Agreement on File* | Projected Number of Students to be Served |
|---|---|---|---|---|---|---|---|
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |
| | ☐ | | | | | ☐ | |

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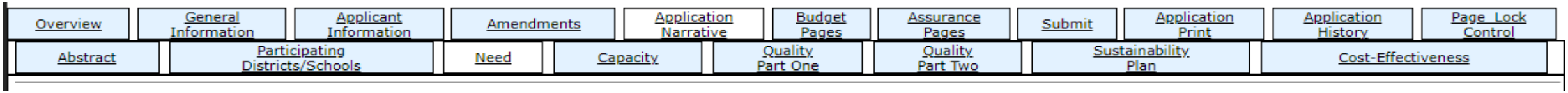
# Application Narrative
# Need, Capacity, Quality and Sustainability




Working from the left to the right – applicants will answer the same questions discussed on the REVIEW Criteria selection. The questions in the NEED Criteria to be answered here.

**When working in IWAS, the applicant will need to put some type of character in each box for the “save” function to work on the current page.

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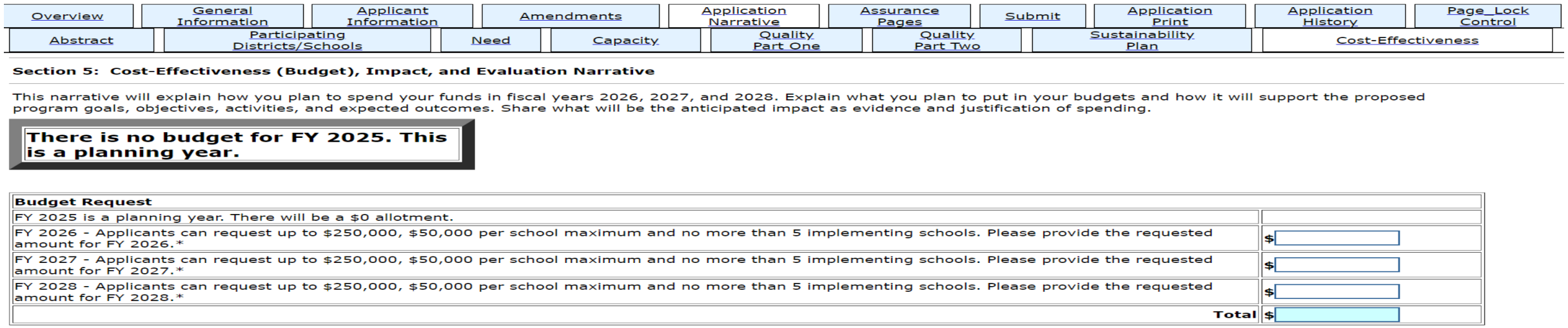
# Application Narrative – Cost-Effectiveness



Overview | General Information | Applicant Information | Amendments | Application Narrative | Assurance Pages | Submit | Application Print | Application History | Page Lock Control

Abstract | Participating Districts/Schools | Need | Capacity | Quality Part One | Quality Part Two | Sustainability Plan | Cost-Effectiveness

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

This narrative will explain how you plan to spend your funds in fiscal years 2026, 2027, and 2028. Explain what you plan to put in your budgets and how it will support the proposed program goals, objectives, activities, and expected outcomes. Share what will be the anticipated impact as evidence and justification of spending.

**There is no budget for FY 2025. This is a planning year.**

| Budget Request | |
|---|---|
| FY 2025 is a planning year. There will be a $0 allotment. | |
| FY 2026 - Applicants can request up to $250,000, $50,000 per school maximum and no more than 5 implementing schools. Please provide the requested amount for FY 2026.* | $ |
| FY 2027 - Applicants can request up to $250,000, $50,000 per school maximum and no more than 5 implementing schools. Please provide the requested amount for FY 2027.* | $ |
| FY 2028 - Applicants can request up to $250,000, $50,000 per school maximum and no more than 5 implementing schools. Please provide the requested amount for FY 2028.* | $ |
| **Total** | $ |

The Cost-Effectiveness page is two parts.

- The total amounts, not to exceed maximum allowances, to be provided for each year of the grant.
  - No more than 5 schools @ $50,000 per year= $250,000 x 3 years= $750,000 grand total maximum
  - One school example 1 school @ $50,000 per year=$50,000 x 3 years=$150,000 grand total maximum
- The second part are the narrative sections relating to costs and planning over the entire grant life.

IMPORTANT NOTE: There are no budget pages, budget detail, for FY 2025. The cost-effectiveness narrative questions relate to all years of the grant.

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# Cost-Effectiveness

| Section 5: Cost-effectiveness (Budget), Impact, and Evaluation | Possible Points |
|---|---|
| **Cost-Effectiveness (Budget), Impact, and Evaluation are defined as the overall impact and evaluation 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.** | 15 |
| The proposal provides details how each budgeted item supports proposed goals, objectives, activities and outcomes. (Section 5, No. 1) | 5 |
| The proposal provides details on anticipated impact as evidence and justification of spending the funds. (Section 5, No. 2) | 5 |
| The proposal describes process to measure and evaluate cost-effectiveness and impact and the process to drive budgetary decisions toward program improvement over time. (Section 5, No. 3) | 5 |

Section 5: Question 1: 5 points

Provide details for FY 26-28 budgets and how the expenditures will support the proposed goals, objectives, activities and outcomes.

Section 5: Question 2: 5 points

Provide details on anticipated impact as evidence and justification of spending the funds.

Section 5: Question 3: 5 points

Describe the process to measure and evaluate cost-effectiveness and impact, and the process to drive budgetary decisions toward program improvement over time.

The second part of this page is the narrative sections relating to costs and planning over the entire grant life.

IMPORTANT NOTE: There are no budget pages, budget detail, for FY 2025. The cost-effectiveness narrative questions relate to all years of the grant.

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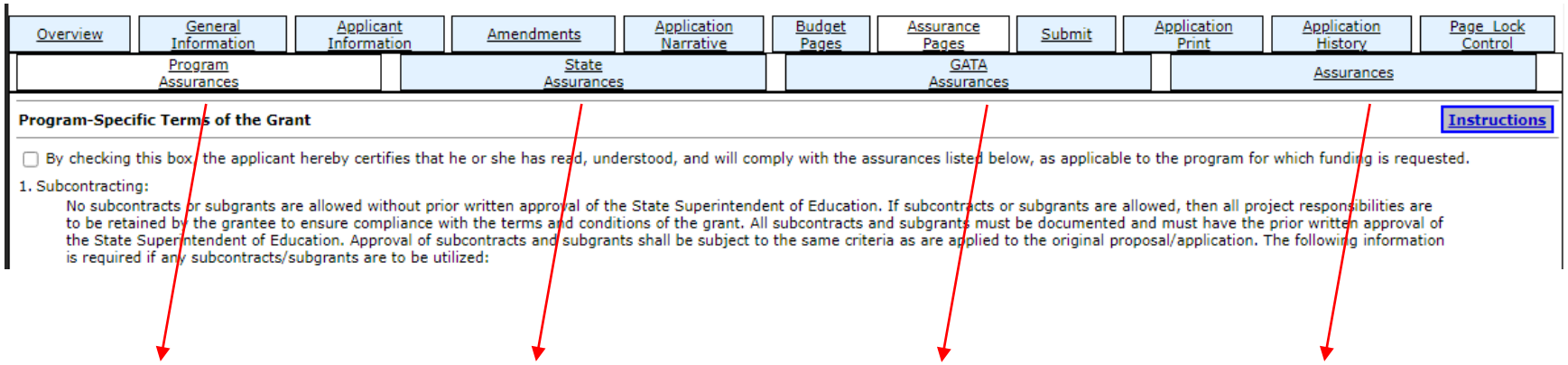
# Assurance Page




Complete the Assurance Page by working left to right and clicking on all boxes and saving each page.

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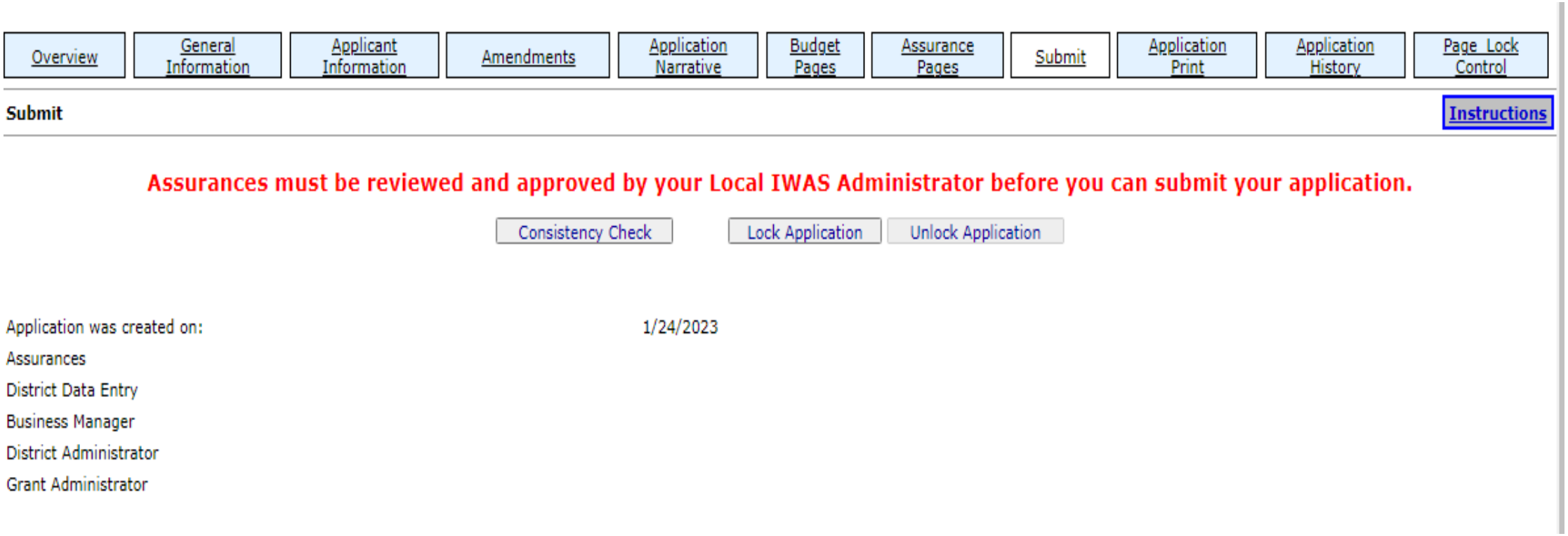
# Submit


Overview
General Information
Applicant Information
Amendments
Application Narrative
Budget Pages
Assurance Pages
Submit
Application Print
Application History
Page Lock Control
Submit
Instructions
Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.
Consistency Check
Lock Application
Unlock Application
Application was created on:
1/24/2023
Assurances
District Data Entry
Business Manager
District Administrator
Grant Administrator

# Grant Due Date

- 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 p.m. on May 2, 2024** .
- The grant awards will be issued by August 1, 2024, with 30 days to negotiate and finalize your original budget by creating an Amendment 1 to access funds. The grant year will end on June 30, 2025, with the submission of your implementation plan prior to your continuation funds being approved in eGMS.
- You will apply for your continuation funds in the spring of every year after the first-year award.
- Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

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# Grant Award Timeline

- It is anticipated that successful application will receive a Notice of Award by August 1, 2024.
- The award is not an authorization to begin performance or expenditures.
- There is a 14-day timeframe to allow for the merit-based appeal. The ISBE Legal Department subsequently has 60 days to review the appeal. This is what could delay notice of award.
- 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 in Years 2, 3, and 4 of the grant continuing application.

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# 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

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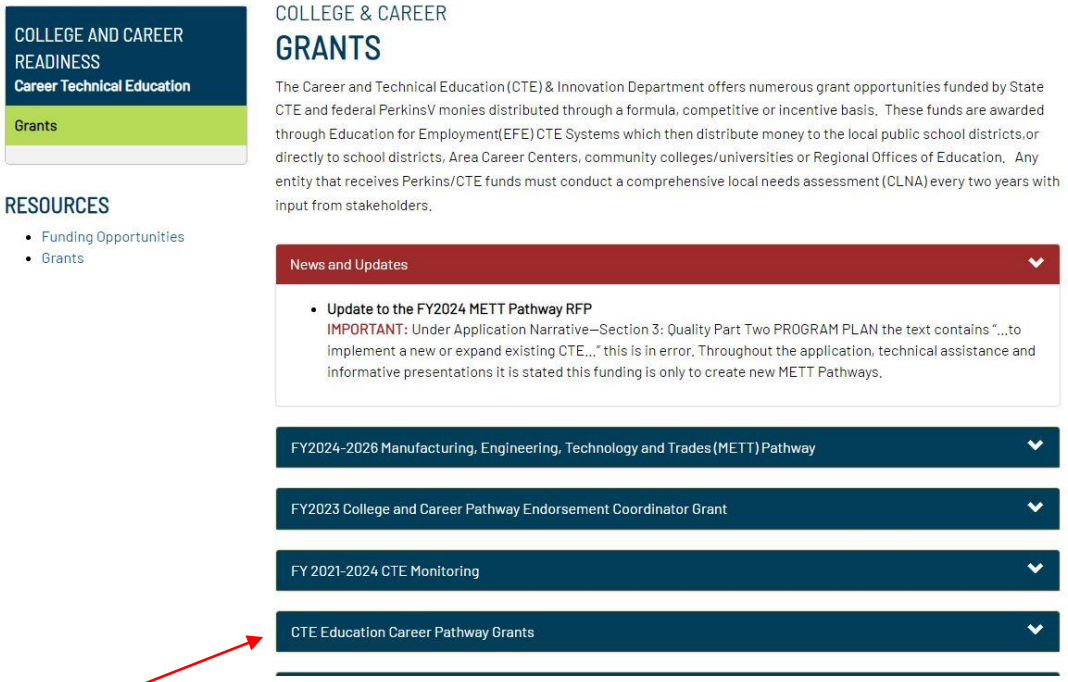
# Where this Information Can be Found




CTE's grants page [Grants (isbe.net)]

All information about the grant, including the Implementation Templates, Midyear and End of Year Report Templates (includes prior year information as well) under the CTE Education Career Pathway Grant banner.

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# Q & A

- Please email any questions to cte@isbe.net.
- These questions will be combined into an FAQ.
- The FAQ can be found on the ISBE's CTE Grants page under the CTE Education Career Pathway Grants. Click on the arrow at the end of the blue bar to see all documents.

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# Next Steps

Complete your proposal and submit electronically.

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# thank you

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