




April 6, 2022

**TO:** Eligible Applicants

**FROM:** Dr. Carmen I. Ayala   
State Superintendent of Education

**SUBJECT:** **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**  
Fiscal Year 2023 Agricultural Education -- FCAE -- Curricular Resource Management

**CSFA Number:** 586-41-2830  
**CSFA Title:** FCAE Curricular Resource Management program

## **Program Overview**

### ***Eligibility and Application Information***

**Eligible Applicants:** community colleges and universities that offer a postsecondary agricultural program of study, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and nonprofit organizations are eligible to apply. For the purposes of this funding opportunity, a postsecondary agricultural program of study means a community college or university that offers a series of courses in agriculture, food, and natural resources (AFNR).

**NOTE:** The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete Prequalification requirements before applying for any grant. This includes completion of the Grantee Registration and prequalification process through the Illinois GATA Web Portal at <https://www2.illinois.gov/sites/GATA/Grantee/Pages/default.aspx>. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP. Applicants are advised to complete the prequalification requirements well in advance of the NOFO/RFP deadline

Successful grant applicants will be required to complete an FY 2023 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, an FY 2023 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY 2023 Programmatic Risk Assessment that is found within the electronic Grant Management System budget. Grant awards will not be executed until the FY 2023 ICQ, Organizational Risk Assessment, and Programmatic Risk Assessment are completed.

**Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM):** Each applicant (unless the applicant is an individual or federal or state awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the federal or state awarding agency under 2 CFR § 25.110(d)) is required to:

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at [www.sam.gov](http://www.sam.gov);
- (ii) Provide a valid DUNS number in its [application](#); and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award or an application or plan under consideration by a federal or state awarding agency. The Illinois State Board of Education (ISBE)

may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

**Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance** is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>.

**This grant is subject to the provisions of:**

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <https://ilga.gov/commission/JCAR/admincode/044/04407000sections.html>.

**Merit-Based Review and Selection Process for Competitive Grants:** ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. Applicants are advised to refer to the ISBE merit-based review policy, which can be found at [https://www.isbe.net/Documents/Merit\\_Based\\_Review\\_Policy.pdf](https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf).

**Grant Award/Cost Sharing or Matching:** This grant can be renewed for up to two subsequent years. Funding Information is on page 10.

*Proposals that score less than 70 points will not be funded.*

**Grant Period:** The grant period will begin no sooner than July 1, 2022 and will extend from the execution date of the grant until June 30, 2023. Successful applicants may reapply via continuing application for up to two additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

**Submission Dates and Times/Other Submission Requirements:** Proposals can be submitted electronically through the ISBE Attachment Manager, mailed, or hand-delivered no later than 4 p.m. May 23, 2022. Directions for each submission method are found below.

**Electronic Submission:** Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose **Staci Hardin** from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

**Hand Delivered:** Proposals may be hand-delivered to the following locations:

Springfield Office  
Reception Area  
1st Floor  
100 North First Street

Chicago Office  
Reception Area  
Suite 900  
555 West Monroe Street

Late proposals will not be accepted

**Grant Award Notice:** It is anticipated that successful applicants will receive a Notice of Award via email approximately 90 days after the application deadline. The award letter is NOT an authorization to begin performance or expenditures. After the merit-based appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. Monies spent prior to programmatic approval are done so at the applicant's own risk.

**Technical Assistance Session:** A technical assistance session will be held at April 12, 2022. Registration information is found at <https://register.gotowebinar.com/register/8691386952088343566> . Live attendance is not required; however, proposals will not be accepted by anyone who does not either attend the live technical assistance session or watch the recording.

**Changes to NOFO/RFP:** ISBE will post any changes made to the NOFO/RFP prior to **May 16, 2022**, at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

**Agency Contact/Contact to Request Application Package:** For more information on this NOFO/RFP, contact Staci Hardin at [ag\\_ed@isbe.net](mailto:ag_ed@isbe.net) or Marci Johnson at [cte@isbe.net](mailto:cte@isbe.net). All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/Agriculture-Education.aspx> so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after **May 16, 2022**. Applicants are advised to check the site before submitting a proposal.

## General Information

### *Program Background and Description*

#### **Program Purpose:**

Legislation [105 ILCS 5/2.3.80 directs ISBE to establish a state program for agricultural education as part of the curriculum of the kindergarten-through-adult public-school system. ISBE has established the Facilitating Coordination in Agricultural Education (FCAE) project to award one or more grants to facilitate and coordinate agricultural education programs in Illinois. This FCAE grant, called Curricular Resource Management, is intended to provide school-based agricultural education teachers in Illinois with high-quality, standards-aligned curricular resources for courses in agriculture, food, and natural resources in addition to immersive professional learning aligned to said resources. The successful applicant for this grant project will review existing and develop new curriculum and assessments, ensure alignment of resources to applicable and appropriate Illinois Learning Standards, disseminate said resources, and deliver professional learning.

#### **Program Description:**

The successful applicant of this grant program will provide professional staff to implement activities and initiatives to accomplish the purposes outlined above. Regular activities that should result from this project are:

1. Development of curricular resource review checklist to be used by program coordinator or qualified staff in the review of lessons, instructional materials, and related assessments for agricultural education. A checklist shall include at a minimum review of the following aspects:
  - a. Clearly defined learning objectives aligned to updated industry knowledge and skills.
  - b. Appropriate rigor and complexity for assigned grade level(s).
  - c. Correct alignment of AFNR content standards as published by the National Council for Agricultural Education and/or adopted by ISBE.
  - d. Correct alignment of other Illinois Learning Standards as adopted by ISBE, including, but not limited to, math, science, English language arts, social-emotional learning, and social sciences.
  - e. Review of all embedded resources for relevancy, accuracy, and functionality (e.g., identifying embedded links that are expired, resources that are out of date, etc.).
  - f. Identification of new supplemental resources that align to the content, instructional strategy, and student learning experiences for each lesson reviewed.

Qualified staff shall be determined by completion of curricular review training that is facilitated by the program coordinator. Training will align to the review checklist. All deficiencies identified will be the responsibility of the grantee to document, resolve when capable, and report to ISBE.

2. Engagement with stakeholder groups (agricultural educators, administrators, state leaders, and industry experts from various AFNR pathways) to assess, review, and revise curricular resources and assessments on an ongoing and regular basis. Activity may include coordination meetings, focus groups, strategic partnerships, and other methods of accomplishing this goal.
3. At least monthly meetings with ISBE to coordinate the development of new curricular resources and related professional learning experiences. Monthly meetings will serve as progress check-ins, opportunities for feedback, problem-solving, etc.
4. Development and implementation of a process to establish and/or adopt statewide models of instruction for designated AFNR courses. The process shall result in the following deliverables for each course:
  - a. Recommended Course Outline. Course outline will include a topical outline, unit descriptions, essential understandings, and recommended labs and activities.
  - b. Material Purchasing List -- List will include the names, descriptions, and quantities of items needed to teach each respective course and will be based on a standard 20-student classroom.
  - c. Daily Pacing Guide -- Pacing guide will provide daily activities and material needs and should account for state and national FFA programming

- d. Extended Learning Guide will include recommendations for FFA activities and Supervised Agricultural Experience projects that relate to the course content.
5. Development and implementation of a process to establish and deliver immersive professional learning opportunities aligned to the adoption of statewide models of instruction. Process shall result in the following deliverables for each course:
  - a. Immersive Training Plan -- will include sequenced, immersive, and hands-on activities intended to be utilized in the respective course in agricultural education. Teachers being trained through this professional learning opportunity will personally conduct all complex lab activities in the recommended sequence for each course. All non-lab activities included in the model of instruction should be reviewed and discussed. Immersive training experiences should replicate the model of instruction for the agricultural educator in the role of student.
  - b. Certification Process for Teacher Training -- Upon satisfactory completion of teacher training, grantee will award and monitor teacher certification in the respective course.
  - c. Fully Immersive and Condensed Versions of teacher Training Opportunities -- Teachers beyond Year 5 shall be able to enroll in condensed versions of the professional learning opportunities. Early career teachers (Years 1-5) will complete fully immersive trainings until beyond Year 5 or certified in at least the state model of instruction for Introduction to the Agricultural Industry.
  - d. Teach-the-Teacher Facilitation Training -- Training will include comprehensive preparation for teachers intending to facilitate professional learning opportunities on behalf of the project. Teachers must be certified in the respective model of instruction or have taught said course for no less than five years. Training will prepare facilitators on aspects of training such as facilitating discussion, pacing, preparing lab activities, debriefing, and validating participant understanding of the essential instructional strategies and activities.
6. Development and update agricultural education curriculum, assessments, and classroom resources for agricultural topics at all educational levels.
7. Coordination and implementation of ISBE initiatives, such as the incorporation of the Illinois Learning Standards (including the Common Core State Standards for English language arts and mathematics and the Next Generation Science Standards), into curriculum.
8. Oversight and monitoring of ISBE agricultural education curriculum contracts funded via the ISBE Agricultural Education royalty account.

The successful applicant must have enough appropriately qualified staff, through either employment or subcontract, to provide the activities and services required under this NOFO/RFP. Additionally, the applicant must present evidence of the institution's financial stability (e.g., at least include financial statements).

**Program Background/History:**

Section 2-3.80 of the School Code [105 ILCS 5/2.3.80] established an agricultural education program to ensure the provision of agricultural education in the curriculum of the kindergarten-through-adult public-school system. Under the law, ISBE is to establish and maintain an agricultural education program such that the state has an adequate supply of trained and skilled individuals that is representative of racial and ethnic groups for the agriculture industry.

As part of its responsibilities for agricultural education, ISBE in coordination with the Illinois Committee for Agricultural Education (ICAE) and the Illinois Leadership Council for Agricultural Education (ILCAE), must:

1. Develop a curriculum and strategy for the purpose of establishing a source of trained and qualified individuals in agriculture,
2. Promote a strategy for articulating Illinois' program in agricultural education throughout the public-school system, and
3. Offer a consumer education outreach strategy regarding the importance of agricultural education in Illinois.

The FCAE grant program is how ISBE, in large part, facilitates the accomplishment of these collective goals. Each NOFO/RFP utilizes defined program objectives specific to that particular FCAE grant and then utilizes aligned performance measures to regularly assess the achievement, progress, and efficiency of the selected grantee.

**Program Objectives:**

Aligned with the responsibilities outlined above, the FCAE project to be funded under this NOFO/RFP must include activities and services designed to meet the following goals:

1. Review of existing agricultural education curriculum and assessments.
2. Development of new agricultural education curriculum and assessments.
3. Ensure alignment of agricultural education curriculum and assessments to the applicable [Illinois Learning Standards](#).
  - a. Agricultural education curriculum and assessments must be evaluated, revised (as needed) and disseminated to programs and teachers in prekindergarten through Grade 12, as applicable; and
  - b. Professional learning must be provided to assist teachers with planning, developing, and implementing the resources using currently available technology.
4. Development of new or maintenance of an existing web-based platform to disseminate agricultural education curriculum materials to teachers and administrators of Illinois agricultural education programs.
5. Management of Illinois agricultural education curriculum projects contracted by ISBE and funded through the ISBE Agricultural Education royalty account.

**Policy Requirements:**

Please refer to 105 ILCS 5/2-3.80 and 23 Ill. Adm. Code 75 Subpart E Facilitating the Coordination of Agricultural Education.

**Terms:**

The applicant must certify that he or she has read, understood, and will comply with the assurances listed below, as applicable to the program for which funding is requested.

1. Subcontracting: No subcontracts or subgrants are allowed without prior written approval of the State Superintendent of Education or designee. If subcontracts or subgrants are allowed, then all project responsibilities are to be retained by the grantee to ensure compliance with the terms and conditions of the grant. All subcontracts and subgrants must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts and subgrants shall be subject to the same criteria as are applied to the original proposal/application.
2. Reporting: The grantee shall submit a mid-term report and final narrative report regarding the services and activities provided and their impact on agricultural education in a format and according to timelines specified by the State Superintendent of Education or designee. The final report shall include either one copy of printed materials developed through the project or electronic access to those materials.
3. Funds received under this program must be used to supplement, and not supplant, state or federal funds that would otherwise be used for authorized activities.
4. The grantee shall designate a project director, who will have responsibility for coordinating all grant activities with staff in the ISBE Department of CTE and Innovation. These activities shall include attendance at monthly project meetings with the agency's principal consultant for agricultural education and the preparation, submission, and maintenance of all written project documentation, including, but not limited to, budget amendments, mid-year and final reports, expenditure reports, and other information related to personnel.
5. The grantee shall be required to attend the meetings of the ILCAE and the ICAE.
6. Funds may not be used for out-of-state travel unless first approved by the State Board of Education at least 30 days in advance of the first day of travel. Requests for approval shall contain the name or description of the function that personnel will be attending, number of travelers, projected cost, dates of travel, and benefit to the project. Out-of-state travel will be approved only if it is related to or benefits the project.

7. The initial NOFO/RFP and each continuation application shall specify the indirect cost rate to be used for the grant period, provided that in no case shall the indirect cost rate exceed 8 percent (part 75 Section 75.420).

### **Performance Measures:**

The following Performance Measures identify those quantifiable metrics that will be utilized to biannually assess the effectiveness of the coordination of this FCAE project.

1. One hundred percent of existing curricular resources for agricultural education annually reviewed as documented in completed review checklists. Curricular resources not reviewed in the previous three years should take priority over other materials.
2. One hundred percent of curricular resources and materials developed as specified for the respective fiscal year.
3. Three Models of Instruction developed for school-based agricultural education (SBAE) in Illinois each fiscal year.
4. One hundred percent of early career (years 1-5) SBAE teachers in Illinois engaged in immersive professional development aligned to the Models of Instruction developed through the project each fiscal year, starting in FY 2024.
5. One hundred percent of SBAE teachers in Illinois engaged in immersive professional development aligned to the Models of Instruction developed through the project each fiscal year, starting in FY2024.

### **Targets:**

The following targets identify those quantifiable goals that will be utilized to biannually assess the effectiveness of the coordination of this FCAE project.

1. At least 20 percent of existing curricular resources for agricultural education are annually reviewed as documented in completed review checklists. Curricular resources not reviewed in the previous three years should take priority over other materials.
2. Development of 100 percent of curricular resources and materials specified for the respective fiscal year.
3. At least two Models of Instruction developed for SBAE in Illinois each fiscal year.
4. At least 20 percent of early career (Years 1-5) SBAE teachers in Illinois engaged in immersive professional development aligned to the Models of Instruction developed through the project each fiscal year, starting in FY 2024.
5. At least 10 percent of SBAE teachers in Illinois engaged in immersive professional development aligned to the Models of Instruction developed through the project each fiscal year, starting in FY 2024.

### **Performance Standards:**

The following Performance Standards define the minimum achievement desired for each of the measures outlined above. Successful applicants must plan to meet or exceed these standards on an annual and ongoing basis.

1. At least 10 percent of existing curricular resources for agricultural education reviewed as documented in completed review checklists. Curricular resources not reviewed in the previous three years should take priority over other materials.
2. Development of 50 percent of curricular resources and materials specified for the respective fiscal year.
3. At least one Model of Instruction developed for SBAE in Illinois each fiscal year.
4. At least 15 percent of early career (Years 1-5) SBAE teachers in Illinois engaged in immersive professional development aligned to the Models of Instruction developed through the project each fiscal year, starting in FY 2024.
5. At least 8 percent of SBAE teachers in Illinois engaged in immersive professional development aligned to the Models of Instruction developed through the project each fiscal year, starting in FY 2024.

### **Deliverables and Milestones:**

The following deliverables are annually required from the grantee:

1. Submit a mid-year report that includes information on all performance measures.
2. Complete a end of year narrative report prior to the approval of the following fiscal year's grant indicating the program impact and achievement of the designed performance measures.

3. Complete a final narrative report by June 30, 2026, indicating the program impact and achievement of the designed performance measures.
4. Document and keep on file work product and/or evidence of completed activities, partners, documents; publications, or other educational tools developed, time and data summary reports and expenditures. These items should be uploaded or linked in the end of year final narrative report.
5. Attend and report at regularly scheduled meetings of ICAE and ILCAE to include information on all Performance Measures.

The following deliverables are organized by project components and listed by fiscal year.

2. Review and alignment of existing agricultural education curriculum and assessments	
FY23	<p>Development and adoption of a standard curricular review checklist.</p> <p>Development and implementation of curricular review checklist training for staff.</p> <p>Review of at least 10% of existing curricular resources documented by completed checklists.</p>
FY24	Review of at least 20% of existing curricular resources, not reviewed in previous year, documented by completed checklists.
FY25	Review of at least 20% of existing curricular resources, not reviewed in previous two years, documented by completed checklists.

3. Development and dissemination of new agricultural education curricular resources	
FY23	<p><b>Course Designation --</b> Designation of four ISBE-approved AFNR courses for which to develop Models of Instruction and immersive professional development during the grant cycle. Course designations must originate from the input of current school-based agricultural education teachers such as the Illinois Association of Vocational Agriculture Teachers Curriculum Committee as well as be informed by enrollment data and industry outlook. Final course selection is subject to approval and comprehensive equity impact analysis conducted by ISBE.</p> <p><b>Develop Model of Instruction for Course 1 --</b> Development and implementation of process to establish a Model of Instruction for the first designated AFNR course (e.g., Introduction to the Agricultural Industry 18001A001). The following items will be developed as evidence of the satisfactory completion of this deliverable: course outline, material purchasing list, daily pacing guide, and extended learning guide.</p> <p><b>Develop Model of Instruction for Course 2 --</b> Implementation of a process to establish a Model of Instruction for the second designated AFNR course (e.g., Basic Agricultural Mechanics 18401A001). The following items will be developed as evidence of the satisfactory completion of this deliverable: course outline, material purchasing list, daily pacing guide, and extended learning guide.</p>
FY24	<p><b>Develop Professional Learning for Course 1 -- Development</b> and implementation of a process to establish and deliver immersive professional learning opportunities for Illinois educators aligned to the Model of Instruction.</p> <p><b>Pilot Professional Learning for Course 1 --</b> Implementation of a professional learning institute for Illinois educators aligned to the Model of Instruction for Course 1. The following items will be developed as evidence of the satisfactory completion of this deliverable: immersive training plan and completed teacher certificates.</p>



	<p><b><i>Develop Professional Learning for Course 2</i></b> -- Development and implementation of a process to establish and deliver immersive professional learning opportunities for Illinois educators aligned to the Model of Instruction for Course 2.</p> <p><b><i>Pilot Professional Learning for Course 2</i></b> -- Implementation of a professional learning institute for Illinois educators aligned to the Model of Instruction for Course 2. The following items will be developed as evidence of the satisfactory completion of this deliverable: immersive training plan and completed teacher certificates.</p> <p><b><i>Develop Model of Instruction for Course 3</i></b>-- Implementation of a process to establish a Model of Instruction for Course 3 (e.g., Basic Agricultural Science 18401A001). The following items will be developed as evidence of the satisfactory completion of this deliverable: course outline, material purchasing list, daily pacing guide, and extended learning guide.</p> <p><b><i>Develop Model of Instruction for Course 4</i></b> -- Implementation of a process to establish a Model of Instruction for Course 4 (e.g., Basic Horticultural Science 18052A001). The following items will be developed as evidence of the satisfactory completion of this deliverable: course outline, material purchasing list, daily pacing guide, and extended learning guide.</p>
FY25	<p><b><i>Deliver Professional Learning for Course 1</i></b> -- Implementation of at least two professional learning institutes aligned to the Model of Instruction for Course 1. The following items will be developed as evidence of the satisfactory completion of this deliverable: immersive training plan and completed teacher certificates.</p> <p><b><i>Deliver Professional Learning for Course 2</i></b> -- Implementation of at least two professional learning institutes aligned to the Model of Instruction for Course 2. The following items will be developed as evidence of the satisfactory completion of this deliverable: immersive training plan and completed teacher certificates.</p> <p><b><i>Develop Professional Learning for Course 3</i></b> -- Development and implementation of a process to establish and deliver immersive professional learning opportunities for Illinois educators aligned to the Model of Instruction for Course 3. The following items will be developed as evidence of the satisfactory completion of this deliverable: course outline, material purchasing list, daily pacing guide, and extended learning guide.</p> <p><b><i>Pilot Professional Learning for Course 3</i></b> -- Implementation of a professional learning institute for Illinois educators aligned to the Model of Instruction for Course 3. The following items will be developed as evidence of the satisfactory completion of this deliverable: immersive training plan and completed teacher certificates.</p> <p><b><i>Develop Professional Learning for Course 4</i></b> – Development and implementation of a process to establish and deliver immersive professional learning opportunities for Illinois educators aligned to the Model of Instruction for Course 4. The following items will be developed as evidence of the satisfactory completion of this deliverable: course outline, material purchasing list, daily pacing guide, and extended learning guide.</p> <p><b><i>Pilot Professional Learning for Course 5</i></b>- Implementation of a professional learning institute for Illinois educators aligned to the Model of Instruction for Course 4. The following items will be developed as evidence of the satisfactory completion of this deliverable: immersive training plan and completed teacher certificates.</p>

**Quarterly Report Measure**

For each quarter of each fiscal year, the successful applicant of this grant program should email the ISBE form to [ag\\_ed@isbe.net](mailto:ag_ed@isbe.net). The report will be on the measures identified below:

- Percentage of existing curricular resources documented by completed checklists.
- Number of new qualified staff trained on use of a curricular review checklist.
- Progress report on the development of deliverables specified for the given fiscal year.
- Percentage of early career teachers engaged in curricular professional learning.
- Percentage of school-based agricultural education teachers engaged in curricular professional learning.

### ***Funding Information***

#### **Introduction:**

The final amount to be awarded will depend upon the satisfactory progress toward the grant objectives and goals and the total appropriation for the project. One grant for \$216,000 is expected to be awarded in each of fiscal years 2023, 2024, and 2025 for the purposes outlined in this NOFO/RFP, for a total of \$648,000 over those three years.

#### **Cost Sharing or Matching:**

This NOFO/RFP does not have a cost matching requirement.

#### **Indirect Cost Rate:**

The federal Uniform Guidance at 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.

#### **Local Education Agencies**

- Local Education Agency (LEA) indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and the U. S. Department of Education (ED). The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published on the ISBE website. The FY2019 rates are available at <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by ED.

- Newly organized LEAs, ROEs, ISCs, area vocational centers, charter schools, university laboratory schools, and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.
- LEAs that jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

#### **Non-LEAs**

- Programs eligible for an unrestricted indirect cost rate; not-for-profit entities; community-/faith-based organizations; and other non-LEA, non-university subgrantees utilize rates negotiated through the Governor's Office of Management and Budget centralized process in which they will have the option to:
  - o Select the 10 percent de minimis rate.
  - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency.
  - o Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at <https://grants.illinois.gov/portal/>.

- Federal programs requiring the use of a restricted indirect cost rate, not-for-profit entities, community-/faith-based organizations, and other non-LEA subgrantees shall utilize the 8 percent default rate described at 34 CFR 76.564.
- Colleges and universities will be limited to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660), and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

**Funding Restrictions:**

This state grant will use indirect cost rates not to exceed 8 percent.

## ***Reporting Requirements***

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed annually via the IWAS system. Additional reporting requirements are listed below.

Additional reporting requirements:

1. One mid-year progress report. (See Deliverables and Milestones on page 7.)
2. Final end-of-year progress report. (See Deliverables and Milestones on page 7.)
3. Attendance and progress report at scheduled meetings of ICAE.
4. Attendance and progress report at scheduled meetings of ILCAE.
5. Attendance at monthly Illinois agricultural education state staff meetings that includes representation from all FCAE grant projects (Local Program Support, Work-based Learning, and Curricular Resource Management), the Illinois FFA Center, and ISBE.

## Content and Form of Application Submission

**Instructions:** Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

- 1. Uniform Application for State Grant Assistance (Attachment 1):** Include the name, address, and telephone and fax numbers of the entity; email, name, and telephone number of the contact person; Federal Employer Identification number; DUNS number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- 2. Proposal Abstract (Attachment 2A):** Include a summary of your proposal. *Not to exceed one page.*
- 4. Program Narrative (Attachment 2B):** Include a maximum 10 pages. *Follow the specifications found under Program Narrative Requirements on page 14.*
- 5. Objectives and Activities (Attachment 3):** Include a maximum 10 pages. *Follow the specifications found under Objectives and Activities Requirements beginning on page 14.*
- 6. Proposal Evaluation Design (Attachment 4):** Include a maximum five pages. *Follow the specification found under Evaluation Design Requirements on page 15.*
- 7. State Budget Summary and Payment Schedule (Attachment 5A):** The budget MUST be submitted on this form. No other budget form will be accepted. District budgets MUST be signed by the district superintendent. Other applicants should have an official who is authorized to sign the form. The payment schedule should be based on the projected date of expenditures, Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.
- 8. Budget Summary Breakdown (Attachment 5B):** The Budget Summary Breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary and Payment Schedule. The Budget Breakdown should also include subcontract information, if applicable.

### ***Program Narrative Requirements***

The purpose of the Program Narrative form is to establish the comprehensive need for the program and the credibility of the proposed applicant in managing the program. See Attachment 2B. Complete the Program Narrative form to include at least the following items:

1. Explain the need for facilitation and coordination of agricultural education in the State of Illinois, specifically addressing the need for the facilitation and coordination of AFNR curricular resources.
2. Explain the need for identifying and addressing barriers for inclusion, equity, and diversity in the agricultural industry.
3. Explain the need for identifying and addressing barriers for inclusion, equity, and diversity in education and especially agricultural education, specific to the development and delivery of AFNR curricular resources.
4. Provide detailed biographies of individuals involved in the project and their experiences with agricultural education, including middle and high school, postsecondary, administration of related programs, and engagement with agricultural industry. (Attach as an addendum to the application.)
5. Explain how state resources will be used cost-effectively, as evidenced by the amounts requested for the proposed activities in relation to the numbers to be served and the services to be provided. Present sufficient evidence of applicant's financial stability.

### ***Objectives and Activities Requirements***

The purpose of the Objectives and Activities form is to describe the activities proposed as they align with the established goals for this specific FCAE grant project. See Attachment 3. This form should be organized using the following goals in the order they appear below:

- Goal 1. Review existing Illinois agricultural education curriculum and assessments.
- Goal 2. Development of new agricultural education curriculum and assessments.
- Goal 3. Alignment of curriculum and assessments to the applicable Illinois Learning Standards.
- Goal 4. Provide professional learning aligned to Illinois agricultural education curriculum.
- Goal 5. Disseminate agricultural education curriculum materials through online platform.
- Goal 6. Management of Illinois agricultural education curriculum projects contracted by ISBE.

Ensure that this section includes each of the components listed below:

1. Professional learning opportunities to accomplish the purposes and objectives set forth in this NOFO/RFP. Approaches to these components are effective, relevant, and comprehensive in scope.
2. Understanding of the agriculture, food, and natural resource industry, generally, and of agricultural education in prekindergarten through adult audiences, specifically. The services and activities that are proposed will be accessible to teachers and others throughout the state.
3. Evidence is presented of the applicant's capabilities to review, modify, and develop (as needed) agricultural education instructional resources. Understanding of the relationships of AFNR curricular resources to the Illinois Learning Standards is evident.
4. Skills related to website management are clearly articulated and adequate for maintaining and updating, as needed, the FCAE agricultural education website ([www.ilaged.org](http://www.ilaged.org)) and support content for the ISBE agricultural education webpage.
5. Qualifications of staff and any proposed subcontractors demonstrate extensive experience in delivering the services and activities proposed. The applicant has presented convincing evidence of its ability to manage large-scale programs on a statewide or comparable basis.
6. Evaluation strategies that are likely to gauge the effectiveness of the services provided and measure the impact that the activities will have on agricultural education statewide, while yielding sufficient data that can be used to improve agricultural education through the project.
7. Use of existing resources that leverages a variety of state and local resources in delivering and coordinating its activities and work.

8. Strategies to incorporate principles of equity and inclusion, using National Alliance for Partnerships in Equity (NAPE) resources as a foundation. This plan should consider, at a minimum, the following:
  - (1) Home postsecondary institution.
  - (2) Nontraditional college students (married, parent/guardian, or first-generation college student); and
  - (3) Students identifying as a minority group in agriculture (race/ethnicity, gender/sexual orientation, socioeconomic status, religion/spirituality, citizenship, etc.).

### ***Evaluation Design Requirements***

The purpose of the Evaluation Design form is to outline and describe an annual, third-party evaluation of the project to measure the effectiveness of the project on an ongoing basis. See Attachment 4. The third party must be experienced with the needs of local agricultural education programs. At a minimum, ensure this section includes:

1. Continuous improvement plan and methodology is aligned with the minimum Performance Standards and Performance Measures listed in this NOFO/RFP and with the components outlined in 2, 3, and 4 below.
2. Plan for Illinois agricultural education teachers to provide both formative and summative feedback to project staff and the designated coordinator.
3. Process for external evaluation of partners and subcontractors and a response to the evaluations and feedback for program improvement.
4. Process for external evaluation of this FCAE project to include feedback from Illinois agricultural education students, teachers, and administrators and a response to the feedback for program improvement. Feedback sought by the external evaluating organization must not be filtered or selected in any way by project staff.

## Review Criteria

### *Application Review and Selection Process*

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

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose.
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements.
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicates its ability to satisfy the requirements of the grant program.
- Evaluation is defined as the overall impact of planned activities toward meeting or exceeding performance standards and measures through qualitative and quantitative evaluation methodologies and data collection.

*Proposals that score less than 70 points will not be funded.*

### *Priority Points*

The proposal includes a plan for identification of new, innovated curriculum partners for the betterment of agricultural education statewide programs. (Five points are possible.)

### *Tiebreaker*

In the event of a tie, the proposal with the best plan for identification, development, and dissemination of curricular resources and professional development relating to non-traditional SBAE programs will be selected as the winner.

### *Evaluation Criteria*

These overall criteria are built into the rubric beginning on the next page. The points for each criterion section as well as the individual criteria are also included in the rubric.

<b>Criteria</b>	<b>Points</b>
<b>Section 1: Need</b>	15
<b>Section 2: Capacity</b>	10
<b>Section 3: Quality</b>	55
<b>Section 4: Evaluation</b>	20
<b>Total</b>	100
<b>Priority Bonus Points</b>	5
<b>Grand Total</b>	105

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting [Staci Hardin](mailto:Staci Hardin) at [ag\\_ed@isbe.net](mailto:ag_ed@isbe.net).



**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 provides very few details to meet the project outcomes.	Proposal is unclear and lacks enough evidence to meet project outcomes.	Proposal provides moderate detail and conveys potential to meet project outcomes.	Proposal provides good detail and solid evidence to meet project outcomes.	Proposal exceeds expectations and provides a strong plan to meet project outcomes.

<b>Section 1: Need (15 Points)</b>		Possible Points
In describing the need for a statewide system of agricultural education...		
The proposal includes an explanation of the need for facilitation and coordination of agricultural education in the State of Illinois, specifically addressing the need for the facilitation and coordination of AFNR curricular resources. Attachment 2B		5
The proposal includes an explanation of the need for identifying and addressing barriers for inclusion, equity, and diversity in the agricultural industry. Attachment 2B		5
The proposal includes an explanation of the need for identifying and addressing barriers for inclusion, equity, and diversity in education and especially agricultural education, specific to the development and delivery of AFNR curricular resources. Attachment 2B		5
<b>Section 2: Capacity (10 Points)</b>		Possible Points
In describing the ability of the applicant to achieve the project goals...		
The proposal includes detailed biographies of individuals involved in the project and their experiences with agricultural education including middle and high school, postsecondary, administration of related programs, and engagement with agricultural industry. (Attach as an addendum to the application.) Attachment 2B		5
The proposal represents a cost-effective use of state resources, as evidenced by the amounts requested for the proposed activities in relation to the numbers to be served and the services to be provided. Sufficient evidence of the applicant’s financial stability is presented. Attachment 2B		5
<b>Section 3: Quality (55 Points)</b>		Possible Points
In describing the activities proposed as they align with the established goals of this NOFO/RFP...		
The proposal includes professional learning opportunities that will accomplish the purposes and objectives set forth in this NOFO/RFP. Approaches to these components are effective, relevant, and comprehensive in scope. Attachment 3		5
Professional learning opportunity objectives and approaches are effective, relevant, and comprehensive in scope. Attachment 3		5
The proposal demonstrates an understanding of the agriculture, food, and natural resource industry, generally, and of agricultural education in prekindergarten-through-adult audiences, specifically. The services and activities that are proposed will be accessible to teachers and others throughout the state. Attachment 3		5
Sufficient evidence is presented of the applicant’s capabilities to review, modify, and develop (As needed) agricultural education instructional resources. Attachment 3		5

Understanding of the relationships of AFNR curricular resources to the Illinois Learning Standards is evident. Attachment 3	5
Skills related to website management are clearly articulated and adequate for maintaining and updating, as needed, the FCAE agricultural education website (www.ilaged.org) and support content for the ISBE agricultural education webpage. Attachment 3	5
The qualifications of staff and any proposed subcontractors demonstrate extensive experience in delivering the services and activities proposed. Attachment 3	5
The applicant has presented convincing evidence of its ability to manage large-scale programs on a statewide or comparable basis. Attachment 3	5
The evaluation strategies are likely to gauge the effectiveness of the services provided and measure the impact that the activities will have on agricultural education statewide, while yielding sufficient data that can be used to improve agricultural education through the project. Attachment 3	5
The applicant proposes use of existing resources, leveraging a variety of state and local resources in delivering and coordinating its activities and work. Attachment 3	5
The proposal identifies strategies to incorporate principles of equity and inclusion, using NAPE resources as a foundation. This plan should consider, at a minimum, the following: (1) Home postsecondary institution. (2) Nontraditional college students (married, parent/guardian, or first-generation college student); and (3) Students identifying as a minority group in agriculture (race/ethnicity, gender/sexual orientation, socioeconomic status, religion/spirituality, citizenship, etc.). Attachment 3	5
<b>Section 4: Evaluation (20 Points)</b> In describing the proposed plan for evaluation and continuous improvement of the project...	Possible Points
The proposal's continuous improvement plan and methodology is aligned with the minimum Performance Standards and Performance Measures listed in this NOFO/RFP. and with the components outlined in the next three boxes. Attachment 4	5
The proposal includes a plan for Illinois agricultural education teachers to provide both formative and summative feedback to project staff and the designated coordinator. Attachment 4	5
The proposal includes a process for external evaluation of partners and subcontractors and a response to the evaluations and feedback for program improvement. Attachment 4	5
The proposal includes a process for external evaluation of this FCAE project to include feedback from Illinois agricultural education students, teachers, and administrators and a response to the feedback for program improvement. Feedback sought by the external evaluating organization must not be filtered or selected in any way by project staff. Attachment 4	5