



Illinois State Board of Education


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Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

July 10, 2019

TO: Eligible Applicants

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

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2020 Career Connections Conference Grant

CSFA Number: 586-18-1014

CSFA Title: Career and Technical Education State Leadership

Eligibility and Application Information

Eligible Applicants: Administrative agencies of regional vocational systems formed under a cooperative agreement, public community colleges, technical institutes operated by state universities, or state agencies having administrative control and direction of a program of vocational education.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2020 grant. This includes completion of the Grantee Registration and Pre-qualification 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.

Grant applicants are required to complete a FY 2020 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2020 GATA Risk Assessment through the Illinois State Board of Education (ISBE) Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2020 ICQ and GATA Risk Assessments 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 <https://www.sam.gov/SAM/>;
- (ii) Provide a valid DUNS number in its application <https://fedgov.dnb.com/webform>; 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. 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 <ftp://www.ilga.gov/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. The full text of the ISBE merit-based review policy is located at https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: One grant for award in FY2020 in an amount not to exceed \$250,000. It is the intention of ISBE to fund this project for an additional two years, contingent upon a sufficient appropriation for the program and satisfactory progress and evaluation in the preceding grant period. There is no cost sharing or matching requirement. Additional funding information is located under Funding Information on page 8.

Proposals scoring under 140 are not eligible for funding.

Grant Period: The grant period will begin no sooner than July 1, 2019, and will extend from the execution date of the grant until June 30, 2020. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress and evaluation in the preceding grant period.

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. CDT on Friday, August 30, 2019**. Directions for each submission method is 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 located at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose Barnes-Cummins, Kimberly A. from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Mailed Proposals: Mail the original and an electronic copy of the proposal on a USB flash drive to College and Career Readiness Division, Illinois State Board of Education, 100 N. 1st St. C-215, Springfield, IL 62777 to ensure the NOFO/RFP response is in the ISBE offices no later than **4 p.m. CDT on Friday, August 30, 2019**. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

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

ISBE Springfield Office
Reception Area
1st Floor
100 N. First St.
Springfield, IL 62777

Late proposals will not be accepted.

Grant Award Notice: Successful applicants will receive a Notice of Award from the State Superintendent 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 **1:30 p.m. CDT on Monday, July 29, 2019**. Registration information is found at <https://register.gotowebinar.com/register/2612366359943778819>. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to close of business **Friday, August 23, 2019** 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 Kimberly Barnes-Cummins at (217) 524-4832 or kbarnes@isbe.net.

All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions (FAQ) document found at <https://www.isbe.net/Pages/Request-for-Proposals.aspx> so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after **Friday, August 23, 2019**. Applicants are advised to check the site before submitting a proposal.

Program

Program Background:

The Carl D. Perkins (Perkins) Career and Technical Education (CTE) funding reflects the 100-year federal commitment to state CTE programming. Perkins funding is critical for ensuring state CTE programs are prepared to meet the ever-changing needs of learners and employers. Perkins funding allows states, Local Education Agencies, and postsecondary institutions the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students from career exploration through career preparation and to balance those student needs with the current and emerging needs of the economy. The Carl D. Perkins Career and Technical Education Act was reauthorized on July 31, 2018, as the Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V.

Program Purpose:

The purpose of Perkins V is to develop more fully students' academic knowledge and technical and employability skills through career-connected CTE learning experiences in high school (secondary) and college (postsecondary) that align with labor market needs, prepare students for in-demand careers, and provide all students with opportunities to explore careers, develop marketable skills, and engage in lifelong learning. ISBE is committed to strengthening state CTE programs through improved instruction, better alignment to core academics, and enhanced connections to career and postsecondary opportunities statewide. CTE state leadership grants provide for statewide program improvement activities having statewide applicability such as professional learning conferences.

Program Description:

The program will deliver CTE conferences in two different geographical locations of the state. Conference activities must align with the purpose of Perkins V and provide learning that expands and improves the knowledge, content, and skills of secondary career and technical education educators, administrators, and counselors, as well as postsecondary faculty, and promote transition and alignment of programs to improve student success. Conference activities should include strands for 5-8 grade teachers in the form of career-connected exploration.

Conferences must, at a minimum, align with the statewide definition of career and technical education and [ISBE's Board goals and equity principles](#). Conference activities must provide high-quality, research-based professional learning and development opportunities appropriate for CTE teachers, school counselors, administrators, support staff primarily in grades 9-12, and provide career-connected exploration and activities for middle grade educators. The learning experiences shall provide the target audience with the knowledge and skills to enhance and develop integrated curriculum, shall instill a higher level of academic and industry knowledge and skills for effective applied learning, and shall review methods of developing and utilizing data sets designed to improve student achievement and enhance further programs. The successful applicant will focus on and target professional learning to enhance secondary and postsecondary career and technical education pathways, as well as align with the goals and objectives of the Illinois Every Student Succeeds Act (ESSA) Plan, Perkins V, and the Illinois Workforce Innovation Opportunity Act.

The successful applicant must have experience in developing, maintaining, and effectively managing a conference website and an extensive database to record event data, such as registration, potential and past speakers, hotel information, agendas, evaluations, and mailing lists, and provide reporting data to the state.

The project may include conference registration fees on a cost-recovery basis only (not for profit) to provide conference meals and other costs not covered by the grant.

The project must comply with all reporting, evaluation, and data reporting required by ISBE. ISBE requires a final evaluation. An external evaluation may also be required, pending program reports.

Definition of Career and Technical Education:

Career and technical education is defined as educational instruction and activities that, when aligned, provide rigorous academic content, relevant technical knowledge, and skills that prepare students for careers or further

education leading to careers in current or emerging occupations that include high-skill, high-wage, and in-demand business and industry sectors. Activities must include concurrently aligned opportunities that meet state core academic learning standards and provide for mastery of technical skill attainment or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree. CTE includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills; work attitudes; employability skills; technical skills; and occupation-specific skills and knowledge of an industry, including opportunities for work-based learning.

ISBE Board Goal(s):

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

- Ninety percent or more students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Program Objective(s):

The program will deliver conferences in two different geographical locations of the state that meet the objectives of the grant and provide professional learning aimed at program improvement for career and technical educators statewide. The conferences must be guided by a planning committee composed of the following representatives:

- ISBE staff
- Illinois Community College Board (ICCB) representative

Other planning committee members (optional):

- CTE professionals delivering state-approved CTE programs (e.g., Education for Employment (EFE) system directors)
- University leaders responsible for CTE preparation programs
- CTE representation from the field, including, but not limited to, teachers/administrators/counselors
- Representatives from business and industry sectors
- Representatives from CTE stakeholder organizations

Performance Criteria:

The successful applicant will:

1. **Maintain a collaborative partnership with ISBE and the planning committee throughout the grant period.**
2. **Complete programmatic check-in with ISBE staff on a monthly basis.**
3. **Deliver engaging and meaningful professional learning/development experiences in a conference format:**
 - a. A statewide conference (including a pre-conference strand) with two separate locations, one in the northern region and one in the southern region.
 - b. Align with the state's [seven endorsement fields](#): Agriculture, Foods, and Natural Resources; Arts and Communication; Finance and Business Services; Health Sciences and Technology; Information Technology; Manufacturing and Engineering; and Human and Public Services (also known as Family and Consumer Sciences). These fields, along with science, technology, engineering, and math (STEM) in the classroom, enhance the content knowledge and instructional skills of target audience.
 - c. Focus on the integration of the Illinois Learning Standards from the core academic content areas within CTE pathways and courses.
 - d. Raise awareness and promote integration of skills within CTE courses.
 - e. Focus on engagement and promotion of special populations, non-traditional roles, and equity and access within CTE.
 - f. Highlight/showcase teachers around the state who make a difference/impact in CTE.
 - g. Showcase "student voices in CTE" segment.
 - h. Engage and involve business and industry.
 - i. Highlight/showcase and engage EFE systems.
 - j. Promotion and recruitment of mentorships for new CTE teachers.

- k. Highlight and promote apprenticeships and work-based learning options.
- l. Promotion of career technical student organizations.
4. **Complete and administer a conference evaluation.**
5. **Create a plan for continuous improvement.**

Professional learning experiences at the conferences should be grounded in CTE best instructional practices and focus on student equity and access throughout the career pathways, including special populations (individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency) and non-traditional career paths. High-quality CTE programs include prioritizing equity and access for all students, including non-traditional and special populations. They have integrated curriculums and include career exploration, alignment with postsecondary career pathways, alignment to industry and business needs, and counselor training.

Conference activities should align to current [ISBE initiatives](#), such as the Postsecondary and Workforce Readiness Act, employability skills, work-based learning and apprenticeships, the College and Career Pathway Endorsements and Indicators, alignment to postsecondary pathways, industry credentials, and dual credit. The grantee is required to partner with ISBE staff, ICCB staff, and other ISBE-connected CTE initiatives such as the [Innovative Curriculum Resources Project](#) and [Illinois' Classrooms in Action](#). A collaborative, partner approach will enhance the project's objectives, thus providing the most equitable, engaging, and highest-quality professional learning experiences for Illinois educators.

Policy Requirements:

In accordance with [23 Illinois Administrative Code Section 254.2140](#), this RFP is released for applications that will provide statewide CTE program improvement activities in the form of two career connections conferences.

Performance Measures:

Grantees will be expected to coordinate, plan, and deliver two conferences in collaboration with ISBE, meeting all of the performance criteria with 90 percent proficiency.

Targets:

All conference activities should meet **all** of the criteria specified in the "Performance Criteria" section.

Performance Standards:

The grantee will be expected to plan, coordinate, and deliver two statewide conferences (including a pre-conference), with each conference designed to solicit and serve at least 500 educators. The focus of each conference will be delivering professional learning for program improvement of secondary and postsecondary CTE educators, career and school counselors, administrators. The conferences will provide postsecondary career alignment ideas and opportunities. The final post-evaluation conference satisfaction rating standard will be no less than 50 percent on the post-conference evaluation form.

Deliverables and Milestones:

The grantee will maintain ongoing communication with ISBE, the committee, and other necessary entities; complete required reporting; and develop a plan of continual improvement within each grant year to ensure continual conference improvement and alignment with ISBE Board goals, the program objectives, and performance criteria.

1. Reports to ISBE

- a. Quarterly GATA and programmatic reports shall be in the format specified by ISBE and shall be submitted 30 calendar days after the period of performance.

- b. Performance reports must include a comparison of actual accomplishments to the objectives of the program and indicate expected impact and actual impact.
 - c. Monthly programmatic check-in with ISBE.
 - d. Feedback from ISBE is expected to be used to refine planning, implementation, and conference delivery.
- 2. **Within 30 days of grant award**
 - a. Establish a planning committee as detailed in the program objectives and determine required meeting dates with ISBE and other planning committee participants.
 - b. Submit substantially approved budget in IWAS.
- 3. **During planning cycle**
 - a. Conduct meetings with agendas and established timelines in cooperation and collaboration with ISBE and the planning committee.
 - b. Secure conference site locations as per RFP requirements.
 - c. Coordinate the conference event(s) with the planning committee members, including the pre-conference, and provide specific details related to ISBE and ICCB initiatives a variety of activity strands for grades 5-8, 9-12, and activities for postsecondary students and educators as detailed in the performance criteria.
 - d. Consult with the planning committee about pre-conference events; conference speakers, including the keynote and other featured speakers and/or national experts; breakout speaker solicitation and selection; registration fees; and marketing plan for conferences.
 - e. Consult with ISBE and the planning committee on the development of the formal post-evaluation for participants to include, but not be limited to, demographics, number and type of presentations, presentation topics, career and technical education topics, concentration, locations, secondary/postsecondary, satisfaction, etc. 60 days prior to conference events.
 - f. Collaborate with ISBE to determine means of implementation for "teacher and student spotlights" at the conference(s).
 - g. Establish and maintain a conference webpage four months prior to the conference(s).
 - h. Solicit vendors and/or exhibitors, such as curriculum resources, industry credentials, business and industry, technology, training for teachers, and higher education, for the conference(s) events.
- 4. **Deliver statewide conferences in two locations (north/south).**
 - a. Provide conference leadership/oversight.
 - b. Conduct evaluations with attendees.
- 5. **Post-Conference**
 - a. Report project evaluation data; disaggregate data for impact and effectiveness.
 - b. Submit project data to ISBE within 60 days.
 - c. Provide a written plan for continual improvement for additional years of the grant cycle to ISBE within 90 days of the conference(s).

Funding Information

Cost Sharing or Matching:

The RFP does not require cost sharing or matching.

Grant Award/Cost Sharing or Matching: One grant for award in FY2020 in an amount not to exceed \$250,000.

There is no cost sharing or matching requirement. Additional funding information is located under Funding Information on page 8.

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.

LEAs

- 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 annually on the ISBE website. The FY 2019 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.

Beginning in FY 2019, 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, Regional Offices of Education, Intermediate Service Centers, 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. They will have the option to:
 - Select the 10 percent diminimus rate.
 - Submit documentation supporting a rate determined through negotiation with their federal cognizant agency.
 - 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 is an unrestricted indirect cost program. 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.

Allowable Expenditures

The following expenditures *must* be included in the proposed budget.

1. Salary and benefits for approved full- and part-time personnel deemed necessary to deliver grant objectives and meet grant goals. At a minimum, a project director and project data coordinator shall be supported. Salaries must not exceed the standard amounts normally paid by the applicant.
 - Project director or coordinator will have experience in the delivery of CTE in secondary programs, as well as demonstrated educational leadership and communication skills. ***Must include resume and relative experience.***
 - Project data coordinator shall have demonstrated website technology, data collection, and communication skills. ***Must include resume and relative experience.***
2. Travel expenses for designated staff to carry out grant activities. Expenses must be paid in accordance with local policies and be cost effective. Travel expenses, including transportation costs and, where overnight stay is required, lodging and per diem, are subject to the state rates according to the Governor's Travel Control Board as outlined in the Reimbursement Schedule of the [Travel Guide for State of Illinois Employees](#) and any annual changes therein. Out-of-state travel may only be used for technical training experiences not available in Illinois. Written approval (30 days advanced notice) 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.
3. In-service education related to the grant objectives for personnel assigned/funded by this grant.
4. Training supplies and materials necessary for approved activities.
5. Communication expenses (e.g., phone, internet).
6. Office supplies.
7. Consultants hired on a daily basis, **as approved by ISBE**, to supplement the grant activities. These would be contracted for services, such as a national expert to deliver a specialized session or a keynote speaker(s). The ISBE grant administrator must provide prior approval for such expenditures for services. Rates must be reasonable and customary. Documentation of consultant services and their effectiveness must be included in the grantee's biannual reports.
8. Equipment necessary to carry out activities of the grant, such as computers and projectors, if needed and appropriate.

Non-Allowable Expenditures

Funds may not be spent to pay for meals served in conjunction with a meeting, a conference, or other such gathering required as part of the funded agency's contractual responsibilities to the state, according to 23 IL Administrative Code Section 254.2245(c).

Applicants are encouraged to refer to the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* for guidance on how to accurately complete a proposed budget.

Reporting Requirements

Periodic financial reporting in the Financial Reimbursement Information System should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting in GATA should be completed at a minimum of quarterly via the IWAS system. Additional reporting requirements are listed below.

Programmatic check-in with ISBE staff will be required monthly.

The grantee will be required to submit no less than quarterly expenditure reports and a project completion expenditure report in the format specified by ISBE. The project completion report showing all expenditures and obligations shall be submitted no later than 20 calendar days after the project ending date.

The grantee will be required to submit quarterly GATA periodic reports via the IWAS system that align with quarterly expenditure reports. A fifth-quarter GATA periodic report is required for grants extended through August 31.

The grantee may be required to submit a performance report at mid-year, with comprehensive year-end performance and data reports regarding progress toward implementation of the program plan and achievement of the program objectives. Performance reports shall be in the format specified by ISBE and shall be submitted 30 calendar days after the period of performance. Performance reports must include a comparison of actual accomplishments to the objectives of the program and indicate expected impact and actual impact. Grantee must relate financial expenditure data to performance accomplishments of the award. The utilization of an external evaluator for project activities may be utilized, if determined by 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 (Attachment 1):** Include the name, address, telephone and fax number 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 2):** Provide a summary of proposal with key objectives and alignment to RFP and agency mission, vision, and goals.
Not to exceed one page.
- ☐ 3. **Program Narrative (Attachment 3):** Follow the grant criteria found under "Program Narrative Requirements" beginning on page 13 of the RFP. *Not to exceed 10 pages.*
- ☐ 4. **Objectives and Activities (Attachment 4):** Describe each objective and planned activity in the proposal in timeline fashion. Provide the rationale behind each as to how the stated objectives and activities will achieve grant goals along with the expected impact of activities. List key personnel in the timeline.
Attach additional sheets as an appendix labeled: *Objectives and Activities (Attachment 4)*
- ☐ 5. **Budget Summary and Payment Schedule (Attachment 5):** Use the forms provided. 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 the authorized official 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.
- ☐ 6. **Budget Summary Breakdown (Attachment 6):** The Budget Summary Breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The Budget Summary Breakdown should also include subcontract information, if applicable.
- ☐ 7. **Evaluation Design (Attachment 7):** Use the form provided to complete the evaluation design. Attach additional sheets as an appendix labeled: *Evaluation Design (Attachment 7)*, if needed.
- ☐ 8. **Certifications and Assurances (Attachments 8 and 9):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
 - A. Program-Specific Terms of the Grant (Attachment 8)
 - B. Grant Application Certifications and Assurances (Attachment 9)

Program Narrative Requirements

Write a detailed narrative responding to the requisite criteria below describing how the project will align with the goals of the RFP and mission, vision, and goals of the agency. Incomplete applications will not be considered for funding.

1. **Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose.**
 - a. The proposal clearly addresses the career and technical educator's need for professional learning as detailed in the program objectives.
 - b. The proposal narrative provides specific details on collaboration with ISBE and ICCB that articulates how the needs of 5-8, 9-12, and postsecondary education students and educators will be serviced.
 - c. Addresses meeting needs to provide equity and access and effective practices to emphasize strategies to recruit and support students in special populations and non-traditional occupations.
2. **Capacity is defined as the ability of an entity to execute the grant objectives according to the RFP requirements. The entity must provide evidence that it possesses:**
 - a. The necessary capacity (or access to) in terms of personnel with relevant expertise available to carry out the grant expectations for a statewide conference in two locations. Includes a list of proposed key personnel or positions, as well as specificity of expertise to meet the goals of the conference. Resumes must be included and detail relevant experience.
 - b. Expertise in planning and delivering large statewide conferences for more than 500 people.
 - c. Expertise and capacity of staff in data collection and evaluation. Resumes must be included and detail relevant experience.
 - d. Staff with expertise in career and technical education pathways, the Illinois Learning Standards, employability skill areas, special populations, non-traditional roles in career and technical education, and equity and access to assist in planning the events for maximum impact. Resumes must be included and detail relevant experience.
 - e. The knowledge, expertise, and access to the necessary technology required to meet grant goals including staff with the necessary technological expertise to establish and support a dedicated web page designed to support the conference(s) with registration details and other information. Must be able to collect analytics required for reporting purposes.
3. **Quality is defined as the totality of features and characteristics of a conference that indicate its ability to satisfy the requirements of the grant program. Consideration should clearly demonstrate the entity possesses:**
 - a. Experience and knowledge in the career and technical education fields and pathways, including evidence of knowledge in special populations, non-traditional roles, and equity and access, within career and technical education programs.
 - b. Clearly stated objectives and activities, using terminology that can be understood, without acronyms. They must be aligned to career and technical education, including, but not limited to, career clusters and pathways, special populations, non-traditional occupations, equity and access, the Illinois Learning Standards, and employability skills. A detailed rationale for grant activities and statement of how the activities will achieve grant goals must be included.
 - c. Proposal scope meets and/or exceeds the goals of the grant, the mission, vision, goals and equity principles of ISBE, the Illinois ESSA Plan, and the state's definition of career and technical education.
 - d. Proposal aligns with the Postsecondary and Workforce Readiness Act, employability skills, work-based learning and apprenticeships, the College and Career Pathway Endorsements and Indicators, alignment to postsecondary pathways, industry credentials, and dual credit. The selected grantee is required to partner and work closely with ISBE staff, ICCB staff, and other initiatives such as the Innovative Curriculum Resources Project and Illinois' Classrooms in Action.

- e. Details how conference activities will provide professional learning and development opportunities appropriate for 9-12 educators, as well as provide career-connected exploration and activities for middle grade educators.
- f. A clear explanation of how activities will align to core academics and how the integration of academics, technical skills, and industry knowledge will be used to improve student achievement and enhance further programming.

4. Strategy and Implementation is defined as the overall plan of action to achieve grant goals.

Consideration should clearly demonstrate the entity possesses:

- a. A detailed description of the intent to coordinate and collaborate with ISBE and ICCB as detailed in the required performance measures. A detailed list of potential planning committee members with contact information must be included.
- b. A detailed timeline to include implementation steps, responsible staff, timeline/completion dates, and proposed funding amount for the activity as it aligns to proposed budget, project milestones, and deliverables, etc.
- c. A strategy to solicit and screen presenters for effectiveness and equal representation across the CTE career clusters and sessions related to special populations, access, and equity.
- d. A plan to implement a statewide conference in two geographic locations to increase accessibility.
- e. A solid marketing and registration plan reaching potential and applicable participants.
- f. A strategy to include a counselor strand as a pre-conference or other.
- g. A valid and reliable evaluation strategy for overall evaluation of conferences that includes measurements of impact.

5. Cost Effectiveness/Budget and Impact is defined as the overall alignment of projected activities to costs. Budget will be reviewed for impact and effectiveness. Consideration should clearly demonstrate the entity submits a:

- a. Budget aligned to meet grant objectives and expectations.
- b. Budget is cost effective and aligns with capacity expectations to execute grant effectively and efficiently to provide a statewide conference in two separate locations, as well as a pre-conference for each location.
- c. Budget breakdown explains each item completely and gives calculations to support the amount requested.
- d. Budget appears to be efficiently designed for impact, including a detailed plan for evaluation.

6. Evaluation is defined as the process by which the project will be assessed and reviewed.

Consideration should clearly demonstrate the entity:

- a. Includes an effective and solid plan to solicit feedback from conference participants. Key elements of the conference data collection include participant demographics, number and type of presentations, presentation topics, career and technical education topic or concentration, locations, secondary/postsecondary, satisfaction, etc. within 60 days of conference events. It must be obvious how data will be collected and disaggregated. Includes evaluation plan of the overall conference accounting for measurement of impact as related to budget.
- b. Includes a detailed plan to ensure continual program improvement for additional years of the grant cycle.
- c. Includes a plan to collaborate with ISBE regarding evaluation of project director.

Application Review

Review and Selection Process:

Proposals will be evaluated through a competitive RFP process in accordance with the applicable criteria set forth below and conducted by an expert panel of reviewers. The total number of possible points is 175. Final determination of funding will be made by the State Superintendent based upon the recommendations resulting from the review 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 indicate its ability to satisfy the requirements of the grant program.
- Strategy and Implementation is defined as the overall plan of action to achieve grant goals.
- Cost Effectiveness/Budget and Impact is defined as the overall alignment of projected activities to costs. Budget will be reviewed for impact and effectiveness.
- Evaluation is defined as the process by which the project will be assessed and reviewed.
- In the event of a tie, ISBE will conduct an additional review of top applicants.
- *Scores under 140 points will not be funded.*

Criteria:

These overall criteria are built into the rubric below. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met.

Following the notification of grant awards, an applicant may request copies of their reviewer comments and scores by contacting Kimberly Barnes at kbarnes@isbe.net.

Selection criteria and point values are as follows:

| Not Provided | Very Limited | Somewhat Limited | Moderate | Strong | Exemplary |
|-----------------------------------|---|--|---|---|--|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Proposal requirements are absent. | Proposal does not provide supporting evidence and details to meet the project outcome of a statewide conference in two locations. | Proposal is not clearly stated or lacks sufficient details and evidence to adequately meet the project outcome of a statewide conference in two locations. | Proposal provides moderate detail and conveys potential to meet most of the project outcome of a statewide conference in two locations. | Proposal provides strong, solid detail and evidence to meet and/or exceed project outcome of a statewide conference in two locations. | Proposal exceeds expectations, leaving no doubt of exceeding the project outcome of a statewide conference in two locations. |

| SECTION 1 | Possible Points |
|--|-----------------|
| CRITERIA: NEED (Attachments 3 and 4: Program Narrative/Objectives/Activities) | 15 |
| The proposal clearly outlines the need for professional learning supports of career and technical educators statewide as detailed in the program objectives. | 5 |
| The proposal narrative provides specific details on collaboration with ISBE and ICCB that articulates how the needs of 5-8, 9-12, and postsecondary education students and educators will be serviced. | 5 |
| The proposal addresses meeting needs to provide equity and access and effective practices to emphasize strategies to recruit and support student in special populations and non-traditional occupations. | 5 |

| SECTION 2 | Possible Points |
|--|-----------------|
| CRITERIA: CAPACITY (Attachments 3, 4, and 7: Program Narrative/Objectives and Activities/Program Evaluation Design/Appendix) | 30 |
| The proposal clearly demonstrates without a doubt the entity has the necessary capacity (or access to) in terms of personnel available to carry out the grant expectations. Provides detailed resumes in the appendix for the project director as well details and specificity to meet the goals of the conference. | 5 |
| The proposal clearly demonstrates evidence of expertise that the entity has the capacity to plan and deliver a large statewide conference(s) for more than 500 people. May cite prior experience. | 5 |
| The proposal clearly identifies staff with expertise in career and technical education, the Illinois Learning Standards, and employability skill areas. Includes a list of available or proposed personnel including credentials, with a clear picture as to roles and responsibilities of each team member. Resumes are included. | 5 |

| | |
|--|------------------------|
| The proposal cites staff with the necessary technological knowledge and expertise required to meet grant goals. The proposal provides evidence of access to the technology necessary to establish and support a dedicated web page, to include analytics related to visits, and to meet grant goals. May cite previous experience. | 5 |
| There is strong evidence of the capacity to develop and implement a final evaluation of the program, with submittal of results within 60 days post-conference. May included artifacts, including an example of a conference evaluation, as well as evaluations from previous events. | 5 |
| Provides a detailed plan to execute a statewide conference in two locations (north and south) in timeline format. | 5 |
| SECTION 3 | Possible Points |
| CRITERIA: QUALITY OF PROJECT PROPOSAL <i>(Attachments 3 and 4: Program Narrative/Objectives and Activities)</i> | 40 |
| The proposal narrative cites experience and knowledge in the career and technical education fields and pathways, including evidence of special populations, non-traditional roles, and equity and access, providing solid background to proposal's quality. | 5 |
| The proposal abstract and narrative provides evidence of a project that meets and/or exceeds the goals of the grant. The proposal includes clearly stated objectives and activities, using terminology that can be understood, without acronyms. They must be related to career and technical education, including career clusters and pathways, special populations, non-traditional occupations, equity and access, the Illinois Learning Standards, and employability skills. There is a detailed rationale for grant activities and statement of how the activities will achieve grant goals. The applicant has included information in the narrative and in the appendix as needed. | 5 |
| The proposal provides evidence of a project that aligns with ISBE Board goals and equity principles, the Postsecondary and Workforce Readiness Act, employability skills, work-based learning and apprenticeships, the College and Career Pathway Endorsements and Indicators, postsecondary pathways, industry credentials, and dual credit. The selected grantee is required to partner and work closely with ISBE staff, ICCB staff, and other initiatives such as the <u>Innovative Curriculum Resources Project and Illinois' Classrooms in Action</u> . | 5 |
| The proposal narrative details how conference activities will provide professional learning and development opportunities appropriate for secondary and postsecondary educators, as well as provide career-connected exploration and activities for middle grade educators. | 5 |
| The proposal narrative provides a clear explanation of how activities will align to core academics and how the integration of academics, technical skills, and industry knowledge will be used to improve student achievement and enhance further programs. | 5 |
| The proposal narrative clearly address all seven endorsement fields, and how they will be incorporated into the conference and professional learning activities for educators. | 5 |
| The proposal provides specific evidence of effective and meaningful collaboration with the state's EFE systems, as well as business and industry stakeholders. | 5 |
| The proposal narrative addresses meeting needs to provide equity and access and effective practices to emphasize strategies to recruit and support students in non-traditional occupations. | 5 |
| SECTION 4 | Possible Points |

| | |
|--|-----------------|
| CRITERIA: STRATEGY/IMPLEMENTATION <i>(Attachments 3, 4, and 7: Program Narrative, Objectives and Activities, Proposal Evaluation Design)</i> | 40 |
| The proposal narrative includes a detailed description of the need and intent to coordinate and collaborate with ISBE and ICCB as detailed in the required performance measures. A detailed list of potential planning committee members with contact information is included. | 5 |
| The objectives and activities include a detailed timeline that details implementation steps, key individuals/responsible staff, timeline/completion dates, proposed funding amount for the activity as it aligns to proposed budget, project milestones and deliverables, etc. | 5 |
| The proposal narrative includes a solid strategy to solicit and screen presenters for effectiveness and equal representation across the CTE career clusters and sessions related to special populations, access, and equity. Applicant may include a copy of the screening tool in the appendix as evidence. | 5 |
| The proposal narrative has a plan to implement conferences taking into account geographic locations/accessibility and the needs of CTE educators in those areas. | 5 |
| The proposal includes a plan to solicit vendors and/or exhibitors to the events, such as curriculum resources, industry credentials, representatives from business and industry, technology, other providers of professional development/training, and higher education, etc. | 5 |
| The proposal narrative details a solid marketing plan reaching potential and applicable participants. | 5 |
| The proposal narrative outlines a strategy to include a counselor strand as a pre-conference or other. | 5 |
| The proposal has identified a valid strategy for evaluation of overall conference(s) and measurement of impact. | 5 |
| SECTION 5 | |
| CRITERIA: BUDGET/COST EFFECTIVENESS <i>(Attachments 5 and 6: Budget Summary and Payment Schedule and Budget Summary Breakdown)</i> | Possible Points |
| The budget appears to be cost effective and is consistent with the scope and purpose of the project, meeting grant objectives. | 20 |
| The budget breakdown calculates each item and comprehensively provides a narrative to support the amount requested. | 5 |
| The budget aligns with capacity expectations to execute a grant effectively and efficiently to provide a statewide conference in two separate locations, as well as a pre-conference. Includes a dedicated website for information and registrations. | 5 |
| The proposal includes a detailed plan for evaluating overall conference impact as related to budget. | 5 |

| SECTION 6 | Possible Points |
|--|-----------------|
| CRITERIA: EVALUATION <i>(Attachment 7: Program Evaluation Design)</i> | 30 |
| The proposal includes an effective and solid plan to solicit feedback from conference participants. Key elements of the conference data collection include participant demographics, number and type of presentations, presentation topics, career and technical education topic or concentration, locations, secondary/postsecondary, satisfaction, etc. within 60 days of conference events. It must be obvious how data will be collected and disaggregated. | 5 |
| The proposal includes a detailed plan to ensure continual program improvement for additional years of the grant cycle. | 5 |
| The proposal includes an evaluation plan of the overall conference accounting for impact as related to budget. | 5 |
| The proposal applicant provides evidence of technological expertise and capacity to establish and support a dedicated web page, to include analytics related to visits, and to meet grant goals. | 5 |
| The proposal provides specific evidence of how the project will develop and execute a final evaluation of the program with submittal of results within 60 days post-conference. It must be obvious how data will be collected and disaggregated. There is a detailed plan to ensure continual program improvement for additional years of the grant cycle. Applicant may include artifacts within the appendix, including an example of a proposed conference evaluation, as well as evaluations from previous events. | 5 |
| The proposal narrative includes a plan to collaborate with ISBE regarding the evaluation of the program director. | 5 |