




August 31, 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 Growing Agricultural Science Teachers (GAST): Round 2

CSFA Number: 586-18-0876

CSFA Title: Agricultural Education - Growing Agricultural Science Teachers (GAST)

Program Overview

Eligibility and Application Information

Eligible Applicants: Institutions of higher education that offer state-approved agricultural science teacher preparation programs and public community colleges that provide an articulated agriculture science teacher education course of study (105 ILCS 5/2-3.80a) are eligible to apply. Public community college must at least offer:
a) The introductory agricultural education course for which transfer credit is accepted by the public universities under the Illinois Articulation Initiative. (See the [information](#) posted by the Illinois Board of Higher Education.)
b) A one-semester-hour internship or other, equivalent field experience.

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](#). 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.

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;
- (ii) Continue to maintain an active SAM registration with current information at all times during which it has an active 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 state award to an applicant until the applicant has complied with all applicable SAM requirements.

This grant is subject to the provisions of:

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

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.

Grant Award/Cost Sharing or Matching: This grant doesn't have a cost sharing or matching requirement.

- (i) Proposals that score under 70 points will not be funded.

Grant Period: The grant period is anticipated to begin no sooner than November 20, 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 or emailed no later than 4 p.m. on October 7, 2022. Directions for each submission method are found below.

Electronic Submission: Completed proposals sent electronically should be scanned into PDF with all supporting documents and required signatures and submitted via the ISBE Attachment Manager. Choose Staci Hardin from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Email: The proposal may be emailed to cte@isbe.net.

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 recorded and placed on the Career Technical Education webpage by September 8, 2022. Attendance is not required at the technical assistance session; however, anyone who intends to submit a proposal must watch the archived version of it.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to September 30, 2022, at the Funding Opportunities webpage. 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. All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after September 30, 2022. Applicants are advised to check the site before submitting a proposal.

General Information

Program Background and Description

Program Purpose:

The purpose of Growing Agricultural Science Teachers (GAST) is to recruit, develop, and retain school-based agricultural education teachers in Grades 5-12. Four main objectives have been identified to fulfill this purpose -- recruitment and retention, development of preservice teachers, professional learning for early career teachers, and professional learning for teacher educators at an identified community college or university.

Program Description:

Funds will be used by agricultural science teacher education training programs and public community colleges in Illinois that provide an articulated agriculture science teacher education course of study for the purpose of addressing the shortage of agriculture science teachers in Illinois. Activities that are funded will be designed to recruit agriculture science teacher candidates into preparation programs that lead to teacher licensure in agricultural education, ensure that candidates who are preparing to be teachers make good use of the knowledge of professionals in varied agricultural occupations, expose them to practical field-based experiences, and provide them with support during their first five years of service that will improve the retention of these individuals in the teaching profession.

ISBE-identified priorities should be addressed through four categories of activity -- offering teacher education candidate recruitment and retention incentives, having master teachers and practitioners assist with various aspects of the recruitment of potential candidates and the preparation of those candidates as skilled and qualified teachers of agricultural education, establishing/delivering/arranging for/or providing financial support for professional development experiences for new agriculture science teachers during their first five years of teaching, and providing professional development for faculty in universities agricultural education teacher preparation programs and for community college agriculture faculty responsible for instruction in agricultural education teacher preparation transfer programs.

Program Background/History:

Section 2-3.80a of the Illinois School Code (105 ILCS 5/2-3.80a) directs ISBE to develop an agricultural science teacher education training continuum beginning at the secondary level. ISBE also is directed to provide grants to support said activities. The GAST grant program has been developed in accordance with Section 2-3.80a and has been historically administered to eligible applicants for related purposes.

Program Objectives:

The GAST program has four main objectives:

1. Recruitment and retention of agricultural education teachers in Illinois public schools.
2. Development of preservice teachers in technical knowledge, skills, and professional readiness.
3. Professional learning for early career teachers in technical knowledge, skills, and teaching strategies.
4. Professional learning for agricultural education teacher educators at participating institutions.

The GAST program has the following intended program outcomes:

1. Increased student enrollment in participating agricultural education teacher preparation programs.
2. Increased retention of early career agricultural education teachers in Illinois.
3. Improved technical knowledge, skills, and professional readiness of preservice teachers.
4. Increased opportunities for professional learning for early career teachers (Years 1-5).
5. Improved technical knowledge, skills, and professional readiness for teacher educators.

The GAST program has the following intended student outcomes:

1. Increased opportunities for exposure and exploration for students considering a career in ag ed.
2. Increased student enrollment, program quality, and service to schools through retention of teachers.
3. Improved quality of instruction and student services for those schools to be served by preservice teachers.

4. Improved quality of instruction and student services for those schools being served by early career teachers.
5. Improved quality of instruction and student services for those institutions participating in GAST.

Policy Requirements:

Please refer to 105 ILCS 5/2-3.80a. and 23 Ill. Adm. Code 75 Subpart B: Growing Agricultural Science Teachers (GAST) Grants.

Performance Measures:

Performance Measures identify those quantifiable metrics that will be utilized to biannually assess the effectiveness of each grant project. Percentages listed below are not necessarily expected or required levels of performance. For expected and required performance levels, see Performance Targets and Performance Standards below. The following are performance measures for this RFP:

1. 100 percent of proposed recruitment initiatives and activities designed to attract students in 11th and 12th grades interested in pursuing agriculture education.
2. 100 percent of recruitment activities, including schools that do not have agricultural education programs.
3. 100 percent of recruitment activities, including students who are not agricultural education students.
4. 100 percent of recruitment activities that provide opportunities for middle, secondary, or postsecondary students to explore the agriculture science teaching career pathway.
5. 100 percent of retention initiatives are designed in response to the expressed needs of individuals who are in their first five years of teaching in agricultural education.
6. 100 percent of preservice teachers impacted by GAST funds meet the requirements for ISBE licensure in agricultural education upon graduation (universities).
7. 100 percent of preservice teachers impacted by GAST funds who are prepared to transfer to another eligible institution for the purpose of teacher licensure (community colleges).
8. 100 percent of preservice teachers impacted by GAST funds who are employed in a school-based agricultural education career upon graduation (universities).
9. 100 percent of preservice teachers impacted by GAST funds transfer to another eligible institution for the purpose of teacher licensure (community colleges).

Performance Targets:

The following Performance Targets identify those quantifiable goals that will be utilized to biannually assess the effectiveness of each grant project:

1. One hundred percent of proposed recruitment initiatives and activities must be designed to attract students in 11th and 12th grades interested in pursuing agriculture education.
2. At least 10 percent of recruitment activities must include schools that do not have agricultural education programs.
3. At least 10 percent of recruitment activities must include students who are not agricultural education students.
4. All recruitment activities must provide opportunities for middle, secondary, or postsecondary students to explore the agriculture science teaching career pathway.
5. One hundred percent of retention initiatives must be designed in response to the expressed needs of individuals who are in their first five years of teaching in agricultural education.
6. One hundred percent of preservice teachers impacted by GAST funds meet the requirements for ISBE licensure in agricultural education upon graduation (universities).
7. One hundred percent of preservice teachers impacted by GAST funds are prepared to transfer to another eligible institution for the purpose of teacher licensure (community colleges).
8. Ninety percent of preservice teachers impacted by GAST funds are employed in a school-based agricultural education career upon graduation (universities).
9. Ninety percent of preservice teachers impacted by GAST funds transfer to another eligible institution for the purpose of teacher licensure (community colleges).

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 quantified standards on an annual or ongoing basis.

1. Seventy-five percent of proposed recruitment initiatives and activities must be designed to attract students in 11th and 12th grades interested in pursuing agriculture education.
2. At least 5 percent of recruitment activities must include schools that do not have agricultural education programs.
3. At least 5 percent of recruitment activities must include students who are not agricultural education students.
4. All recruitment activities must provide opportunities for middle, secondary, or postsecondary students to explore the agriculture science teaching career pathway.
5. One hundred percent of retention initiatives must be designed in response to the expressed needs of individuals who are in their first five years of teaching in agricultural education.
6. Eighty percent of preservice teachers impacted by GAST funds meet the requirements for ISBE licensure in agricultural education upon graduation (universities).
7. Eighty percent of preservice teachers impacted by GAST funds are prepared to transfer to another eligible institution for the purpose of teacher licensure (community colleges).
8. Seventy percent of preservice teachers impacted by GAST funds are employed in a school-based agricultural education career upon graduation (universities).
9. Seventy percent of preservice teachers impacted by GAST funds transfer to another eligible institution for the purpose of teacher licensure (community colleges).

Deliverables and Milestones:

The following Milestones and Deliverables are annually required from the grantee:

1. Submit a mid-year report to ag_ed@isbe.net that includes information on all Performance Measures.
2. Complete a final narrative report prior to the approval of the following fiscal year's grant indicating the program impact and achievement of the designated Performance Measures.
3. 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 final narrative report.
4. Attend and report at the regularly scheduled Illinois Committee for Agricultural Education (ICAE) and Illinois Leadership Council for Agricultural Education (ILCAE) meetings immediately following the fiscal year to include information on all Performance Measures.

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 program. Eight grants that totaled \$300,000 were awarded to GAST programs in FY 2022. Grants totaling \$320,000 each year are anticipated to be awarded to eligible universities and community colleges in fiscal years 2023, 2024, and 2025. The per institution grant amount is based on the total number and type of eligible applicants but is anticipated to be \$40,000 for each participating university and \$20,000 for each participating community college.

Cost Sharing or Matching:

This NOFO/RFP does not have a cost sharing or 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.

LEAs

- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and USDE. 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 FY22 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 USDE.

- 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 which 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

- For 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 GOMB centralized process where they will have the option to:
 - o Select the 10% 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/>.

- For 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% default rate described at 34 CFR 76.564.
- Colleges and Universities will be limited to a maximum indirect cost rate of 8% 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 grant uses an unrestricted indirect cost rate. Illinois Administrative Rules Title 23. Subtitle A. Chapter 1. Subchapter b. Part 75. Subpart B. Section 75.40 states no more than 5 percent of the grant funds received may be expended for professional development for the staff of its agricultural education teacher preparation program. Activities funded by this NOFO/RFP may not duplicate or supplant efforts already conducted by or under the auspices of the community college or university. The use of grant funds for administrative expenditures shall be limited to the amount demonstrably necessary for the implementation or coordination of additional activities.

Reporting Requirements

Periodic financial reporting should be completed at a minimum quarterly via the IWAS system. Programmatic reporting should be completed at a minimum 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 6.)
2. Final end-of-year progress report. (See Deliverables and Milestones on page 6.)
3. Attendance and progress report at the regularly scheduled ICAE and ILCAE meetings that most immediately follow the conclusion of the fiscal year.

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 2):** Include a summary of your proposal. *Do not exceed one page.*
- 3. Program Narrative (Attachment 3):** Include a maximum of five pages. *Follow the specifications found under Program Narrative Requirements on the next page.*
- 4. Objectives and Activities (Attachment 4):** Include a maximum of five pages: *Follow the specifications found under Objectives and Activities Requirements on the next page.*
- 5. Proposal Evaluation Design (Attachment 5):** Include a maximum of three pages: *Follow the specifications found under Evaluation Design Requirements on page 12.*
- 6. State Budget Summary and Payment Schedule (Attachment 6):** 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 authorized official sign the form. The payment schedule should be based on the projected date of expenditure. Salaries and fringe benefits should be requested at equal intervals on the schedule. Supplies, equipment, contracted services, and professional development should be requested in the month for which the expenditure is anticipated.
- 7. Budget Summary Breakdown (Attachment 7):** The Budget Summary Breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the State Budget Summary and Payment Schedule. The Budget Summary 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. Complete the Program Narrative form to include at least the following items:

1. Explain the need for recruitment and retention initiatives in the state of Illinois that specifically address the need for those prospective teacher candidates and preservice teachers at the respective institution.
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 -- especially agricultural education -- specific to recruitment and retention of school-based agricultural education teachers.
4. Provide detailed biographies of individuals involved in the project and their experiences with agricultural education, including middle and high schools, postsecondary schools, administration of related programs, and engagement with the agricultural industry.
5. Explain the cost-effective use of state resources as evidenced by the dollar amounts proposed for the activities described in relation to the numbers to be served and the services to be provided. Present sufficient evidence of the institution'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 GAST programs. The form should be organized using the following goals in the order they appear below:

- Goal 1. Recruit and retain agricultural education teachers in Illinois public schools.
- Goal 2. Develop preservice teachers in technical knowledge, skills, and professional readiness.
- Goal 3. Provide professional learning for early career teachers in technical knowledge, skills, and teaching strategies.
- Goal 4. Provide professional learning for agricultural education teacher educators at participating institutions.

Ensure that this section aligns proposed activities with each of these goals and demonstrates a reasonably significant impact on the intended program and student outcomes. (See Program Objectives on page 4.) Ensure that this section addresses the following components:

1. Includes professional learning opportunities and technical assistance activities that will accomplish the purposes and objectives set forth in this NOFO/RFP with approaches that are effective, relevant, and comprehensive in scope.
2. Demonstrates an understanding of the Agriculture, Food, and Natural Resources industry, generally, and of agricultural education in prekindergarten through adult audiences, specifically.
3. Includes an explanation of how services and activities that are proposed will be accessible to preservice and early career teachers throughout the state.
4. Demonstrates qualifications of staff and any proposed subcontractors demonstrate extensive experience in delivering the services and activities that are proposed.
5. Presents convincing evidence of applicant's ability to manage large-scale programs on a statewide or comparable basis
6. Includes the use of existing resources, leveraging a variety of state and local resources in delivering and coordinating the activities and work
7. Identifies strategies to incorporate principles of equity and inclusion, using National Alliance for Partnerships in Equity (NAPE) resources as a foundation to consider at least the following:
 - a. Current educational institution of the aspiring or early career teacher to include access to school-based agricultural education programming.
 - b. Nontraditional college students and teacher candidates (married, parent/guardian, or first-generation college student); and
 - c. Students identifying as a minority group in agricultural (by 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 ongoing continuous improvement and evaluation plan for the project to measure the effectiveness of the project against identified Performance Targets. Evaluation must include feedback from students, preservice teachers, early career school-based agricultural education teachers, and staff involved in the project. At a minimum, ensure this section includes:

1. Continuous improvement plan and methodology that is aligned to the Performance Targets and Performance Standards listed in this NOFO/RFP.
2. Plan for Illinois agricultural education teachers to provide both formative and summative feedback.
3. Process for evaluation of partners and subcontractors and a response to the evaluations and feedback.
4. Process for an annual evaluation of this project from the Facilitating Coordination in Agricultural Education (FCAE) -- Local Program Support team and a response to the feedback for program improvement. Feedback must not be filtered or selected in any way by the grantee.

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 indicate 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 Performance Measures through qualitative and quantitative evaluation methodologies and data collection.

Proposals that score under 70 points will not be funded.

Tiebreaker

In the event of a tie, the applicant with the best plan for the identification and recruitment of non-traditional school-based agricultural education (SBAE) teacher candidates to include urban, non-farm, and female students will be given priority.

Priority Points

Five priority bonus points will be given to proposals that include a plan for the identification and recruitment of non-traditional school-based agricultural education (SBAE) teacher candidates to include urban, non-farm, and female students.

Evaluation Criteria

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

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

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.

Section 1: Need (15 Points)		Possible Points
The proposal includes an explanation of the need for recruitment and retention initiatives in the State of Illinois, specifically addressing the need for those prospective teacher candidates and preservice teachers at the respective institution.		5
The proposal includes an explanation of the need for identifying and addressing barriers for inclusion, equity, and diversity in the agricultural industry.		5
The proposal includes an explanation of the need for identifying and addressing barriers for inclusion, equity, and diversity in education -- especially agricultural education -- specific to recruitment and retention of school-based agricultural education teachers.		5
Section 2: Capacity (10 Points)		
The proposal includes detailed biographies of individuals involved in the project and their experiences with agricultural education, including middle and high schools, postsecondary schools, administration of related programs, and engagement with agricultural industry. (Attached as an addendum to the application.) (Program Narrative 4)		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.		5
Section 3: Quality (55 Points)		
The proposal includes professional learning opportunities and technical assistance activities that will accomplish the purposes and objectives set forth in this NOFO/RFP.		5
Approaches to professional learning opportunities and technical assistance activities are effective, relevant, and comprehensive in scope.		5
The proposal demonstrates an understanding of the Agriculture, Food, and Natural Resource industry, generally, and of agricultural education in kindergarten through adult audiences, specifically.		5
The services and activities that are proposed will be accessible to preservice and early career teachers throughout the state.		5
The qualifications of staff and any proposed subcontractors demonstrate extensive experience in delivering the services and activities proposed.		5
The applicant has presented convincing evidence of its ability to manage large-scale programs on a statewide or comparable basis		5
The applicant proposes use of existing resources, leveraging a variety of state and local resources in delivering and coordinating its activities and work.		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:	5
This plan includes current educational institutions of the aspiring or early career teachers to include access to school-based agricultural education programming.	5
This plan includes nontraditional college students and teacher candidates (married, parent/guardian, or first-generation college student); and	5
This plan includes students identifying as a minority group in agriculture (by race/ethnicity, gender/sexual orientation, socioeconomic status, religion/spirituality, citizenship, etc.).	5
Section 4: Evaluation (25 points)	
The proposal's continuous improvement plan is aligned with the minimum Performance Standards and Performance Measures listed in this NOFO/RFP.	5
The methodology of this plan is aligned with Performance Standards and Performance Measures listed in this NOFO/RFP	5
The proposal includes a plan for Illinois agricultural education teachers to provide both formative and summative feedback to the project.	5
The proposal includes a process for evaluation of partners and subcontractors and a response to the evaluations and feedback for program improvement.	5
The proposal includes a process for an annual evaluation of this project from the FCAE -- Local Program Support team and a response to the feedback for program improvement. Feedback must not be filtered or selected in any way by the grantee.	5
Priority Bonus Points	
The proposal includes a plan for the identification and recruitment of non-traditional SBAE teacher candidates including but not limited to urban, non-farm, and female students.	5

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting Andrew Klein at aklein@isbe.net.