


July 25, 2024

TO: Eligible Applicants

FROM: Dr. Tony Sanders 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2025 Agricultural Education Pre-service Teacher Internship Program

CSFA Number: 586-69-2475

CSFA Title: Agricultural Education Pre-service Internship Program

Program Overview

Eligibility and Application Information

- a. **Eligible Applicants:** An eligible applicant for the Agricultural Education Pre-service Teacher Internship Program Grant shall be a partnership consisting of:
 1. One or more educational entities serving elementary and secondary schools, including, but not limited to, school districts; private schools; Regional Offices of Education; or one or more community-based organizations that provide agricultural education programs or related services, such as technical assistance or professional development, to agricultural education programs and practitioners; and
 2. One or more postsecondary institutions that offer postsecondary credit-bearing internship programs.
- b. The partnership established under subsection (a) must designate one entity to serve as the administrative agent for the grant.

Only one application may be submitted.

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 2025 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, an FY 2025 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY 2025 Programmatic Risk Assessment that is found within the electronic Grant Management System budget. Grant awards will not be executed until the FY 2025 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.

[Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192](#)

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: One applicant will be awarded for a planning and operating the program for FY 2025. This grant can be renewed for up to two subsequent years. See Funding Information on page 8.

Optional – Proposals that score under 70 points will not be funded.

Grant Period: The grant period for FY 2025 will begin no sooner than [October 1, 2024](#), and will extend from the execution date of the grant until June 30, 2025, or until August 31, 2025, if programs occur during the summer. Successful applicants may reapply via continuing application for up to [two](#) more year(s) with a grant period to begin no sooner than July 1 each additional year. 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 no later than September 3, 2024 at 4 p.m. Completed proposals should be scanned into PDF with all supporting documents and required signatures and submitted via the [ISBE Attachment Manager](#). Choose [Adrean Davis](#) from the dropdown menu in Receiver Information. Submit the application using the button at the bottom of the page.

Late proposals will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of Award via email approximately 45 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 recorded technical assistance session will be posted on the ISBE website by August 7, 2024. Webinar information is found at <https://www.isbe.net/Pages/Agriculture-Education.aspx>.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to [August 26, 2024](#), on the ISBE [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 the CTE Department at ag_ed@isbe.net. *Optional – 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 August 26, 2024. Applicants are advised to check the site before submitting a proposal.*

General Information

Program Background and Description

Program Purpose:

The goal of the Agricultural Education Pre-service Teacher Internship Program is to address the educator shortages experienced by middle school and secondary agricultural education programs in Illinois by developing a highly qualified and effective agricultural education candidate pool that is sufficient in size to meet the workforce need. The intent of this program is to provide a statewide internship program for pre-service agricultural educators in the state to strengthen the relationships among pre-service teachers from all teacher preparation programs, enhance the effectiveness of educators through the development of in-depth agricultural content knowledge, and increase the integration of industry partnerships in agricultural education.

Program Description:

The awarded applicant will have partnership(s) with postsecondary institution(s) that offer credit-bearing internship program(s) and will provide a program plan and supporting documentation as outlined in this NOFO/RFP that support the purposes and intent of the Agricultural Education Pre-service Teacher Internship Program.

This grant is designed to establish programs to assist pre-service teaching students in acquiring paid experience in the agricultural industry. The Agricultural Education Pre-service Teacher Internship Program must:

1. Offer, at a minimum, an eight-week experience or 300 hours of experience to prepare the pre-service teaching student for in-classroom experiences, including, but not limited to, experiences aligned to the pathways found within the Advance Career and Technical Education cluster for agriculture, food, and natural resources;
2. Include both in-classroom or virtual lectures and hands-on, applied learning;
3. Be articulated with coursework at each of the teacher preparation institutions offering teacher licensure in agriculture in this state; and
4. Make a commitment to equity for pre-service teaching students across all agricultural teacher preparation institutions in this state.

Preference for funding will be provided to eligible applicants whose programs:

1. Recruit pre-service teachers in agricultural education from all institutions of higher education offering accredited programs with teacher licensure in agricultural education.
2. Are articulated to offer course credit for the internship experience at the:
 - A) Undergraduate level at each institution of higher education offering accredited programs with teacher licensure in agricultural education; and
 - B) If applicable, graduate level at each institution of higher education offering accredited programs with teacher licensure in agricultural education at the post-baccalaureate level.
3. Target Illinois agricultural companies, as defined in 23 Ill. Adm. Code 75.600, that will provide the pre-service teacher intern with both breadth and depth of high-quality experiences in one or more agricultural industries. Priority will be given to programs that additionally focus efforts in recruiting Illinois agricultural companies that:
 - A) Are not currently or have not been engaged in formal internship programs with postsecondary institutions in the previous fiscal year;
 - B) Are located in Illinois communities that have hired at least one provisionally licensed agricultural education teacher within the previous three years; or
 - C) Are located in Illinois communities that have experienced annual teacher turnover for at least the two previous consecutive years.

Program Background/History:

Illinois recognizes the importance of agriculture through identification as one of the key industries in the [Governor's State Economic Development Plan](#), indicating it is of central importance to the growth and economic welfare of the state. Agricultural education is a critical component vital to continued prosperity and requires a source of trained and qualified individuals for employment in the industry and in Illinois classrooms. To this end, the Agricultural Education Pre-service Teacher Internship Program was established in 2019 to address issues related to agriculture teacher recruitment and retention, within the context of statewide and nationwide agriculture teacher pipeline issues.

Program Objectives:

- a. Promote increased content knowledge of the agriculture industry among pre-service agriculture teachers.
- b. Create enhanced incentives for individual students to persist in teacher preparation programs in agricultural education.
- c. Help eliminate barriers that may otherwise prevent individuals from completing preparation programs in agricultural education.
- d. Enhance teacher preparation candidate understanding of agricultural education and broaden awareness of the varied facets of agriculture and agricultural careers.
- e. Deliver professional learning designed in response to the expressed needs of pre-service agricultural educators.
- f. Develop and enhance relationships between agricultural education stakeholders and industry professionals in agriculture.

Policy Requirements:

Please refer to Public Act 101-0554 for the Agricultural Education Pre-service Teacher Internship Program and 23 Ill. Adm. Code 75, Subpart G.

Performance Measures:

1. At least eight pre-service teachers enroll in the internship experience each year.
2. At least 80 percent of all enrolled participants complete the entire internship experience.
3. One hundred percent of the internship experiences align with an agricultural career pathway.
4. One hundred percent of the enrolled pre-service teachers demonstrate increased content knowledge of specific facets of an agriculture industry.
5. One hundred percent of individuals are retained moving from teacher preparation programs into employment as a secondary agriculture teacher following graduation.
6. At least three new partnerships between agricultural education stakeholders and industry professionals in agriculture are developed annually.
7. At least one in-person recruitment event is conducted annually with each of the public Illinois universities offering programs in agricultural education teacher certification

Targets

1. At least eight pre-service teachers submit an application to participate in the internship experience by September 1 each year.
2. Compile a list of agriculture industry companies in the state that are approved for the internship program no later than June 1 of the previous year and share with all of the potential colleges that have candidates.
3. Check in with each interning student by July 1 each summer to ensure the students are on track to complete their internship.

4. Conduct an exit interview with each intern at the end of the internship to determine if the experience with the pre-service teacher increased the student's knowledge in comparison to their application interview.
5. Develop a procedure by October 1 of each year to follow up with pre-service teachers who graduated and determine where they are six months after graduation.
6. Add at least two new agriculture industry companies in the state each year to the approved list, focusing on communities with new or recent turnover of agriculture teachers.

Performance Standards:

1. At least four pre-service teachers enroll in the internship experience for pilot program in the first year and at least eight pre-service teachers enroll in each subsequent year, based upon funding availability and size of eligible internship candidate pool.
2. At least 50 percent of all enrolled participants complete the entire internship experience.
3. Sixty percent of the internship experiences align with an agricultural career pathway.
4. Fifty percent of the enrolled pre-service teachers demonstrate increased content knowledge of specific facets of an agriculture industry.
5. Sixty percent of individuals are retained moving from teacher preparation programs into employment as a secondary agriculture teacher following graduation.
6. At least one new partnership between agricultural education stakeholders and industry professionals in agriculture is developed annually.

Deliverables and Milestones:

Internship application release and selection timeline:

- A) An application for interns will be released no later than November 1, 2024, and August 1 each year thereafter.
- B) Application reviews and interviews will be completed no later than December 15, 2024, and September 15 each year thereafter.
- C) Interns will be selected and notified no later than January 6, 2025, and by October 1 each year thereafter.

Each applicant must provide ISBE an annual report in IWAS no later than October 1, 2025, and October 1, 2026, on the current status of the program that includes, but is not limited to, the following:

- A) Summary and documentation of the activities and support provided to date.
- B) A description of prospective enrollment for the next fiscal year's internship program.
- C) Documentation of credit articulation agreements with postsecondary institutions offering course credits for participants of the program.
- D) Progress on gaining employer commitments to participate in the program.
- E) Results from external evaluation of employers who participated in the internship program to include intern feedback and a response to the evaluations and feedback for program improvement.
- F) As applicable, follow-up data collected on previous cohort participants and a response to the feedback for program improvement disaggregated by:
 - 1) Home postsecondary institution;
 - 2) Nontraditional college students at the option of student self-disclosure (married, parent/guardian, or first-generation college student); and
 - 3) Students identifying as a minority group in agriculture at the option of student self-disclosure (race/ethnicity, gender/sexual orientation, socioeconomic status, religion/spirituality, citizenship, etc.).

G) Summary on the progress of completion of needs assessment for subsequent years response with action items.

H) A copy of each intern's one-page summary documenting their internship to include at a minimum:

- 1) Summary of the internship experience and key takeaways for the pre-service teacher,
- 2) Competency statements developed at the beginning of the program by interns and employers in collaboration with the awarded entity partners to include an evaluation of competency achieved, and
- 3) At least one photo from the internship experience.

A Periodic Grant Report must be submitted in IWAS at the end of the grant fiscal year.

Funding Information

Introduction:

The allocated amount for the internship program is \$120,320 for FY 2025, which provides programming for a maximum of 10 interns. The maximum allocated amount is \$120,320 for FY 2026 and FY 2027, contingent upon appropriation of funds for this initiative and commensurate with the number of pre-service agriculture teachers eligible for the internship. The maximum award over three years will be \$360,960.

Subject to appropriation, the State Board must award grants to a pre-service teaching student enrolled in the internship program under [subsection \(b\)](#), which may be used by the student to support all the following activities:

- (1) A stipend not to exceed \$7,500 for a pre-service teaching student's completion of the internship program, distributed in monthly installments.
- (2) Lodging for pre-service teaching student while participating in the internship program.
- (3) Reimbursement for meals, not to exceed the per diem rate established by the Internal Revenue Service, for a pre-service teaching student while participating in the internship program.
- (4) Any reasonable cost for participation in the internship program charged by the participating Illinois agricultural company.

The maximum allocation breakdown logic is detailed below.

| | FY2025 | FY2026 | FY2027 |
|--|------------------|------------------|------------------|
| Administrative Allowance | \$20,000 | \$20,000 | \$20,000 |
| Maximum Intern Cost | \$100,320 | \$100,320 | \$100,320 |
| Maximum Interns (from 4 universities) | 10 | 10 | 10 |
| Total Maximum Allocation | \$120,320 | \$120,320 | \$120,320 |

\$10,032 per intern cost (approximate)

- \$4,992 per student stipend
- \$2,400 for lodging (\$1,000 Chicago/\$600 rest of state = \$800 average x 3)
- \$2,640 per diem for meals & incidentals (\$76 Chicago/\$55 rest of state for meals and incidentals = \$66 average x 40 days)

The state superintendent of education shall, contingent upon appropriation of funds for this initiative, provide continuation funding to a partnership that demonstrates all of the following:

- 1) The total amount of funds available for the Agricultural Education Pre-Service Teacher Internship Program, and
- 2) The resources requested in the top-ranked proposals, as identified under [subsections \(a\) and \(b\)](#).

The grant period will begin no sooner than October 1, 2024, and July 1 each year thereafter and will extend from the execution date of the grant until June 30, 2025, or August 31, 2025, if summer programming occurs. 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.

The internship program is a three-year award (FY 2025, FY 2026, and FY 2027). Internship program grantees must submit a budget application for approval annually should funding for the program be available beyond FY 2025. Obligations of ISBE will cease immediately without further obligation should the agency fails to receive sufficient state funds for this program.

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 annually on the [ISBE Indirect Cost Rate Plan webpage](#). 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, 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 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](#).

- 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 unrestricted indirect cost rates.

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 in IWAS:

- Two annual progress reports. (See Deliverables and Milestones on page 6.)
- Final progress report. (See Deliverables and Milestones on page 6.)

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, telephone, and fax numbers of the entity; email, name, and telephone number of the contact person; Federal Employer Identification number; UEI number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals. First-time applicants without a Region-County-District-Type (RCDT) code must call or email the agency contact to obtain an RCDT code **before** submitting an application.

- 2. Program Narrative (Maximum 20 pages, submitted as a PDF document. Any pages submitted beyond the 20 pages will not be reviewed):** Follow the specifications found under “Program Narrative Requirements” beginning on page 12. Each proposal must include responses to each item in the order in which they are presented. Program Narrative responses should be combined into one PDF document and titled as such. Each proposal must include responses to each item in the order in which they are presented.

- 3. State Budget Summaries and Payment Schedules (Attachment 2A for FY 2025, Attachment 2B for FY 2026, and Attachment 2C for FY 2027):** The budgets **MUST** be submitted on these forms. No other budget forms will be accepted. Grantee budgets **MUST** be signed an authorized official. Other applicants should have an 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.

- 4. Budget Summary Breakdowns (Attachment 3A for FY 2025, Attachment 3B for 2026, and Attachment 3C for FY 2027):** The Budget Summary Breakdowns **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the State Budget Summaries and Payment Schedules. The Budget Summary Breakdowns should also include subcontract information, if applicable.

- 5. Letters of Support or Letters of Intent to Participate:**
Letter(s) of support from postsecondary institution(s) that agree to offer undergraduate or graduate credit for internship participation should be included. Letters of support should be combined into one PDF document and clearly titled as such.

A maximum of 20 letters of intent to participate from prospective internship sites can be included; any letters over the maximum will not be reviewed. Letters of intent should be combined into one PDF document and clearly titled as such.

Program Narrative Requirements

Each proposal must include responses to each item in the order in which they are presented below (maximum 20 pages, submit as a PDF document. Any pages submitted beyond the 20 pages will not be reviewed.).

1. Need

- A) The proposal identifies deficiencies and needs of current pre-service agricultural education teachers with respect to experiences, skills, and knowledge of each of the career pathways aligned to the cluster for Agriculture, Food, and Natural Resources;
- B) The proposal identifies the agricultural industry careers that are in demand or anticipated for Illinois.
- C) The proposal clearly establishes criteria and indicators:
 - i) For identifying individuals to be enrolled in the program, and
 - ii) That are likely to target those individuals who have the greatest need for development of competency

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- D) The proposal includes recruitment strategies that are likely to be effective in enrolling individuals in the program, particularly individuals who reflect the diversity of the students participating in accredited programs for agricultural education teacher licensure at postsecondary institutions in Illinois.

2. Capacity

- A) The proposal demonstrates that the postsecondary institution has the capacity, including faculty and other resources, to serve the group of individuals to be enrolled in its agricultural education internship program.
- B) The proposed roles and responsibilities of each entity that is a member of the partnership shall be appropriate, given the entity's qualifications, experience with adult learning and agricultural education initiatives and services, and the resources that each will devote to the program.
- C) The proposal demonstrates that the community organization or educational entity is familiar with the needs of postsecondary internship programs, specifically the needs of agricultural internship programs, and has the capacity to recruit individuals for the program and support those individuals as they progress through the program.

3. Quality

- A) The proposal demonstrates that:
 - i) Coursework and experiences required for internship completion will be scheduled and located so that they are accessible to all candidates;
 - ii) Supportive services that have been identified as necessary, including assistance for housing and child care, will be offered to enable all candidates to complete the internship program;
 - iii) A cohort model will be established with whole-group orientation, individual or small team work-based learning, and debriefing experiences; and
 - iv) Employer education and support will be provided in administering an internship and providing for interns.
- B) The proposal establishes a timetable and strategies for the administration and implementation of the program to include, but not be limited to, all of the following:
 - i) Recruitment of interns.
 - ii) Recruitment of employers to offer internships.
 - iii) Coordination of articulation agreements with four-year institutions offering course credit for the internship.
 - iv) Internship induction programming.
 - v) Capstone presentations and program conclusion.
- C) The proposal establishes a timetable or performance level for candidates as a condition for their continued receipt of assistance during the internship program.
- D) The proposal includes plans for assisting interns in tapping sources of financial aid beyond those made available under this subpart and by the members of the partnership.
- E) The plan of work for the program includes effective strategies for overcoming known barriers faced by the interns.

4. Evaluation

- A) The evaluation plan is designed to yield information that can be used both in judging the program's qualitative and quantitative impact and in identifying changes or new approaches that will improve the program's outcomes.

5. Cost Effectiveness

- A) The program shall be cost effective, as evidenced by the cost of proposed services in relation to the individuals to be enrolled and the services to be provided.
- B) The proposal describes commitments on the part of all the partnership's members that will enable the partnership to obtain additional funding for the program if budgetary requirements exceed grant-funded amounts.

Priority -- Current Status:

The proposal includes a plan for identification and recruitment of employers located in communities that have experienced high agriculture teacher turnover as defined by having three or more teacher turnover events in the last five years.

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 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 most letters of intent will be given priority.

Priority Points

The proposal includes a plan for identification and recruitment of employers that are located in communities that have experienced high agriculture teacher turnover as defined by having three or more teacher turnover events in the last five years. Five points possible.

Evaluation Criteria

These overall criteria are built into the rubric that begins on the next page. The number in the parentheses following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria are also included in the rubric.

| Criteria | Points |
|--------------------------------------|---------------|
| Section 1: Need | 20 |
| Section 2: Capacity | 15 |
| Section 3: Quality | 45 |
| Section 4: Evaluation | 10 |
| Section 5: Cost Effectiveness | 10 |
| Total | 100 |
| Priority Bonus Points | 5 |
| Grand Total | 105 |

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting [Jason Mott](mailto:ag_ed@isbe.net) at 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 strong evidence to meet project outcomes. | Proposal exceeds expectations and provides a solid plan to meet project outcomes. |

| Section 1: Need Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose. 20 Points | Possible Points |
|---|------------------------|
| The proposal identifies deficiencies and needs of current pre-service agricultural education teachers with respect to experiences, skills, and knowledge of each of the career pathways aligned to the ACTE cluster for Agriculture, Food, and Natural Resources. Program Narrative 1. A | 5 |
| The proposal identifies the agricultural industry careers that are in demand or anticipated for Illinois. Program Narrative 1. B | 5 |
| The proposal clearly establishes criteria and indicators: i) For identifying individuals to be enrolled in the program; and ii) That are likely to target those individuals who have the greatest need for development of competency in one or more areas of the agricultural industry. Program Narrative 1. C | 5 |
| The proposal includes recruitment strategies that are likely to be effective in enrolling individuals in the program, particularly individuals who reflect the diversity of the students participating in accredited programs for agricultural education teacher licensure at postsecondary institutions in Illinois. Program Narrative 1. D | 5 |
| Section 2: Capacity Capacity is defined as the ability of an entity to execute the grant project according to the project requirements. 15 Points | Possible Points |
| The proposal demonstrates that the postsecondary institution has the capacity, including faculty and other resources, to serve the group of individuals to be enrolled in its agricultural education internship program. Program Narrative 2. A | 5 |
| The proposed roles and responsibilities of each entity that is a member of the partnership shall be appropriate, given the entity's qualifications, experience with adult learning and agricultural education initiatives and services, and the resources that each will devote to the program. Program Narrative 2. B | 5 |

| | |
|---|------------------------|
| <p>The proposal demonstrates that the community organization or educational entity is familiar with the needs of postsecondary internship programs, specifically the needs of agricultural internship programs, and has the capacity to recruit individuals for the program and support those individuals as they progress through the program. Program Narrative 2. C</p> | 5 |
| <p>Section 3: Quality 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. 45 Points</p> | Possible Points |
| <p>The proposal demonstrates that coursework and experiences required for internship completion will be scheduled and located so that they are accessible to all candidates, and supportive services, including assistance for housing and child care, will be offered to enable all candidates to complete the internship program. Program Narrative 3. A (i & ii)</p> | 5 |
| <p>The proposal demonstrates a cohort model will be established with whole-group orientation, individual or small team work-based learning, and debriefing experiences. Program Narrative 3 A (iii)</p> | 5 |
| <p>The proposal demonstrates how employer education and support will be provided in administering an internship and providing for interns. Program Narrative 3. A (iv)</p> | 5 |
| <p>The proposal establishes a timetable and strategies for the program's administration and implementation, including recruitment of interns and employers to offer internships. Program Narrative 3. B (i & ii)</p> | 5 |
| <p>The proposal establishes a timetable and strategies for the administration and implementation of the program to include the coordination of articulation agreements with four-year institutions offering course credit for the internship. Program Narrative 3. B (iii)</p> | 5 |
| <p>The proposal establishes a timetable and strategies for the program's administration and implementation to include internship induction programming. Program Narrative 3. B (iv)</p> | 5 |
| <p>The proposal establishes a timetable and strategies for the administration and implementation of the program to include capstone presentations and program conclusion. Program Narrative 3. B (v)</p> | 5 |
| <p>The proposal establishes a timetable or performance level for candidates as a condition for their continued receipt of assistance during the internship program. Program Narrative 3. C</p> | 5 |
| <p>The proposal includes plans for assisting interns in tapping sources of financial aid beyond those made available under this subpart and by the members of the partnership. The plan of work for the program includes effective strategies for overcoming known barriers faced by the interns. Program Narrative 3 D & E</p> | 5 |
| <p>Section 4: Evaluation 10 points</p> | |
| <p>The evaluation plan is designed to yield information that can be used both in judging the program's qualitative and quantitative impact and in identifying changes or new approaches that will improve the program's outcomes. Program Narrative 4 A</p> | 5 |
| <p>The evaluation plan describes the process to collect external evaluation of employers who participate in the internship program to include intern feedback and a response to the evaluations and feedback for program improvement; Deliverables and Milestones E</p> | 5 |
| <p>Section 5: Cost Effectiveness 10 Points</p> | Possible Points |

| | |
|---|----------------------------|
| The program shall be cost effective, as evidenced by the cost of proposed services in relation to the individuals to be enrolled and the services to be provided. Program Narrative 5 A | 5 |
| The proposal describes commitments on the part of all the partnership's members that will enable the partnership to obtain additional funding for the program if budgetary requirements exceed grant-funded amounts. Program Narrative 5 B | 5 |
| Priority-Bonus Points 5 Points | Possible Points |
| The proposal includes a plan for identification and recruitment of employers that are located in communities that have experienced high agriculture teacher turnover as defined by having three or more teacher turnover events in the last five years. | 5 |